

# UNDERGRADUATE NURSING STUDENT HANDBOOK, POLICIES & PROCEDURES

## Alverno College Mission

Alverno College prepares women for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission by offering graduate and adult programs to women and men. Inspired by its Catholic, Franciscan and liberal arts heritage, the College intentionally creates an inclusive community that engages students in active and collaborative learning and fosters academic excellence.

## Overview of JoAnn McGrath School of Nursing and Health Professions

### MISSION

The Undergraduate Nursing Program of the JoAnn McGrath School of Nursing and Health Professions at Alverno College's mission is to prepare proficient, devoted nursing professionals who are grounded in science to promote the well being of diverse populations in global communities. Our essential focus is to design student-learning opportunities to guide the education of unique individuals, highlighting personal and professional development of practitioners who are prepared for leadership and life-long learning.

### VISION

The vision of the JoAnn McGrath School of Nursing and Health Professions Nursing Program is to develop professionals with global influence through innovative education.

### PHILOSOPHY OF NURSING EDUCATION

The Alverno College JoAnn McGrath School of Nursing and Health Professions believes the focus of our work is the learner's personal and professional development. We prepare a nursing professional who is compassionate, ethical, proactive, proficient, and dedicated to lifelong learning in our diverse and ever-changing global communities.

An ability-based curriculum underlies the art and science of nursing education. Founded on the liberal arts, the curriculum integrates human connection, science, and technology to promote health and intervene holistically to human responses. Through innovative learning experiences, we assist the learner to cultivate, apply, and transfer comprehensive knowledge, skills and abilities that lead to reflective nursing practice.

Alverno faculty and staff believe education goes beyond knowing to being able to do what one knows. Sensitive to unique learning needs, nursing faculty commit to performance-based, multidisciplinary educational practice including public criteria, feedback, and self-assessment. Developmental and varied experiences contribute to learning and increasing professional competence.

The teaching/learning process is a collaborative partnership among learners, educators, health care systems, and the broader community. Educators and learners are mutually responsible to take ownership of, and actively engage in, learning experiences. Curricula continually evolve to incorporate current theory, research, science, standards, and evidence-based practices.

As accomplished educators, learners, researchers, practitioners, and socialized professionals, Alverno faculty serve as role models of lifelong

learning. Our goal is to promote a process of teaching and learning that provides guidance to students in the development of career goals and advancement of nursing practice.

## PURPOSES OF THE UNDERGRADUATE NURSING PROGRAM OF THE JOANN MCGRATH SCHOOL OF NURSING AND HEALTH PROFESSIONS

The purposes of the Undergraduate Nursing Program of the School provide direction for the JoAnn McGrath School of Nursing and Health Professions as well as a means of evaluating the level of attainment of its goals at any given time. The purposes are consistent with those of Alverno College, namely, creating a community of learning, creating a curriculum, creating ties to the community, and creating relationships with higher education.

## Overview of Pre-licensure and RN-BSN Programs

The undergraduate nursing programs carry on Alverno College's tradition in the professional liberal arts, with particular focus on integrative, experiential, and reflective approaches to learning. The BSN degree curricula support students' development of knowledge and competence in the abilities that frame the undergraduate curriculum at Alverno College: Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement. Didactic courses and practicum experiences are designed to support the learner in applying selected abilities as they work with individuals, families, and groups across the developmental lifespan and in diverse health care settings. Additionally, the following concepts, with outcomes established for beginning, intermediate and advanced levels, were threaded throughout the BSN curricula: Communication, Culture, Ethics, Leadership, Mental Health, Nursing Process, Nutrition, Professionalism, QSEN, and Research/Evidence Based Practice.

### Foundations of the BSN Curriculum

Three American Nurses Association (ANA) documents espouse the basis for all nursing practice, and Alverno nursing faculty use these documents to underpin the curriculum and structure its content and learning experiences:

- Nursing: Scope and Standards of Practice (4th ed.; ANA, 2021)
- Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application (2nd ed.; ANA, 2015)
- Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant (ANA, 2015)

In addition, the following documents espouse standards, competencies, and criteria that specifically serve to ground the BSN curriculum:

- American Association of Colleges of Nursing (2021). The Essentials: Core Competencies for Professional Nursing Education.
- American Association of Colleges of Nursing (2010). Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults.
- American Nurses Association. (2008). Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines, and Outcome Indicators.
- Interprofessional Education Collaborative (2016 Update). Core competencies for interprofessional collaborative practice. Washington, D.C.: Interprofessional Education Collaborative.
- Commission on Collegiate Nursing Education. (amended 2018). Standards for Accreditation of Baccalaureate and Graduate Nursing Programs.

### Outcomes of BSN Degree Programs

1. Applies leadership concepts and skills grounded in professional standards to support innovation and adaptation in evolving healthcare systems.
2. Integrates theories and evidence based practice using multiple ways of thinking to promote, restore, and maintain optimum health of diverse individuals, families, communities, systems, and global populations.
3. Integrates a global perspective with an understanding of self and others within the shared environment to promote health and well-being.
4. Promotes a culture of quality, safety, and inclusiveness through mindful practice of continuous quality improvement.
5. Communicates and collaborates effectively and professionally using a variety of modes.

### BSN Degree Programs Admission Requirements

#### Requirements for Weekday College (WDC) Prelicensure Program

1. WDC students intent on completing a BSN degree begin as Pre-nursing (PRN) students and become a declared nursing major (N) after they successfully complete N-131, N-132, QL-156, CM-125, FSS/LA series, SC-119+L, SC-120+L, CH-213+L, BI-233+L, BI-333, PSY-110, FSS-125/LA 230, N-120, N-125 and N-205.
2. Meet JMSNHP Technical Standards in Nursing
3. Meet the JMSNHP Clinical Participation Requirements

#### Requirements for 2+2 Prelicensure Program

1. GPA 2.5
2. Completion of TEAS entrance exam with a score of 70% or above.
3. Meet JMSNHP Technical Standards in Nursing.
4. Meet the JMSNHP Clinical Participation Requirements
5. Successful completion of 60 credits of coursework including but not limited to: anatomy and physiology (including lab), chemistry (including lab), organic and/or biochemistry, microbiology, introductory psychology, developmental psychology, probability and statistics, English/college level composition, English/literature, fine arts, college level algebra, interpersonal communication or speech, humanities, and ethics/philosophy.

#### Requirements for RN-to-BSN Post-Licensure Program

1. Meet JMSNHP Technical Standards in Nursing.
2. Meet the JMSNHP Clinical Participation Requirements
3. Current, unencumbered WI RN license
4. Graduation from an ADN degree or diploma nursing program

### BSN Degree Curricula

#### Summary of WDC Prelicensure Nursing Program Curriculum (Total 122 credits)

##### Semester 1 - 17 credits:

- ILA-100 Introduction to the Liberal Arts (0 cr)
- AC-151 Initial Social Interaction Assessment (0 cr)
- FSS-125 First Semester Seminar (2 cr)
- QL-122 Quant Lit in the Modern World (4 cr)
- SC-199+L Foundations of Chemistry + Lab (4 cr)

- SC-120+L Foundations of Biology + Lab (4 cr)
- N-120 Introduction to Nursing Profession (3 cr)

##### Semester 2 - 15 credits:

- QL-156 Mathematical Connections (3 cr)
- CH-213+L Chemistry of BioOrg Molecule + Lab (4 cr)
- CM-120 Communication Seminar I (4 cr)
- BI-233+L Human Anatomy and Physiology I + Lab (4 cr)
- N-131 Nursing Diagnostic Assessment 1 (0 cr)

##### Semester 3 - 16 (17) credits:

- CM-125 Communication Seminar 2 (3 cr)
- N-125 Concepts of Health/Wellness (2 cr)
- BI-251+L Microbiology + Lab (4 cr)
- PSY-110 Lifespan Development (4 cr)
- BI-333 Human Anatomy and Physiology II (3 cr)
- N-132 Nursing Diagnostic Assessment 2 (0 cr)
- HTH-150 Introduction Health and Helping Professions (1 cr)  
*(Required only if AC-131 Benchmark not met)*
- N-205 Admission to the Nursing Major (0 cr)

##### Semester 4 - 15 credits:

- N-220 Pharmacology: Nursing Connections (3 cr)
- N-225/225P Health Assessment & Clinical Skills (theory & practicum) (4 cr)
- N-302 Values and Ethics *(Offered in spring semester only)* (0 cr)
- N-399 Formal Intro to Advanced Work (0 cr)
- FA-100 Level/HUM-100 Level Introduction to the Arts OR Introduction to the Humanities (4 cr)
- BI-338 Physiological Mechanism of Disease (4 cr)
- ADV-299 Intermediate Level Event (0 cr)

##### Semester 5 - 16 credits:

- N-301 Communication *(Offered in fall semester only)* (0 cr)
- N-320 Theories of Holistic Nursing Management A (2 cr)
- N-321 Theories of Holistic Nursing Management B (2 cr)
- N-325 Clinical Nursing Practice I (4 cr)
- PSY-250 Abnormal Psychology (4 cr)
- FA-100 Level/HUM-100 Level Introduction to the Arts OR Introduction to the Humanities (4 cr)

##### Semester 6 - 15 credits:

- N-304 Teams and Teamwork *(Offered in spring semester only)* (0 cr)
- N-330 Theories of Holistic Nurse Management C (2 cr)
- N-335 Nursing Management of Aging Adults (2 cr)
- N-340 Nursing Management: Women and Children (3 cr)
- N-345 Clinical Nursing Practice II (4 cr)
- BSC-257 Stats for Health Professionals (4 cr)

##### Semester 7 - 15 credits:

- N-303 Roles and Responsibilities *(Offered in fall semester only)* (0 cr)
- N-400 Nursing Management: Complex Clients (3 cr)
- N-420 Nursing in Complex Communities (3 cr)

- N-425 Advanced Nursing Science Application 1 (4 cr)
- N-499 Preparation for Internship Event (0 cr)
- GEC-300 Level Global Citizenship Course (3 cr)
- HFA-210 E Humanities & Fine Arts Elective (2 cr)

#### **Semester 8 - 13 credits:**

- N-435 Advanced Nursing Science Application II (5 cr)
- N-440 Transition to Professional Nursing roles (3 cr)
- N-445 Advanced Nursing Leadership & Policy (3 cr)
- HFA-310 E Humanities & Fine Arts Elective (2 cr)
- AC-440 Professional Nursing Program Assessment (0 cr)

### **WDC Nursing Prelicensure Program Course Descriptions**

#### **N-120 Introduction to Nursing Profession (3 credits)**

Students in this course are introduced to professional roles in nursing and health care. The focus is on professionalism, self-awareness, self-care, personal and professional values, and ethics. Students also learn effective social interaction skills that prepare them to work in groups and manage conflict in both group and interpersonal interactions.

*Prerequisite(s):* AC-151 completed or concurrent; must be completed by midsemester assessments.

#### **N-125 Concepts of Health/Wellness (2 credits)**

This course will explore the concept of health/wellness, at personal, community, state, and global levels. Using theories, frameworks, and models, this course will highlight population health and the role of the nurse. Key concepts will include a focus on health promotion, disease prevention, and cultural awareness.

*Prerequisite(s):* QL-122 and N-120 completed. N-131 completed or concurrent.

#### **N-131 Nursing Diagnostic Assessment 1 (0 credits)**

This computerized assessment will consist of four areas: reading, math, science and English and language usage. It is an opportunity to assess a student's academic potential in a nursing program. Research shows that students who do well on this assessment perform well in nursing programs. More information will be available in Moodle.

*Prerequisite(s):* SC-119+L, BI-231+L or BI 233+L, CM-120, and QL-156 completed or concurrent.

#### **N-132 Nursing Diagnostic Assessment 2 (0 credits)**

This computerized assessment will consist of four areas: reading, math, science and English and language usage. It is an opportunity to assess a student's academic potential in a nursing program. Research shows that students who do well on this assessment perform well in nursing programs. More information will be available in Moodle.

*Prerequisite(s):* CM-125, CH-213+L, and QL-156 completed or concurrent. BI-231+L or BI-331 or BI-333 completed or concurrent.

#### **N-205 Admission to the Nursing Major (0 credits)**

This course serves as the formal transition to the Nursing Major for PRN students. In this course, all students will complete the requirements necessary to formally move into the Nursing Major including participating in an informational session to learn the processes that need to be completed, completing all clinical prerequisites.

*Prerequisite(s):* CM-120, CM-125, QL-122, QL-156, SC-119+L, SC-120+L, CH-213+L, and PSY-110 completed or concurrent. BI-231+L or (BI-233, BI-233L and BI-331) or (BI-233, BI-233L and BI-333) completed or

concurrent. FSS-125 or ILA-200, N-131, N-132, N-120, and N-125 completed or concurrent.

#### **N-220 Pharmacology: Nursing Connections (3 credits)**

The student will examine human disease mechanisms, biologic processes, medication therapy, alternative treatments and important nursing and patient considerations. Students will incorporate pharmacologic principles in the nursing care of patients receiving medications. Application of the nursing process to the safe and effective use of medications will be emphasized.

*Prerequisite(s):* CM-120, CM-125, QL-122, QL-156, SC-119+L, SC-120+L, CH-213+L, and PSY-110 completed. FSS-125 or ILA-200, N-131, N-132, N-120, N-125, and N-205 completed. BI-251+L, BI-338, and N-225/225P completed or concurrent.

#### **N-225/225P Health Assessment and Clinical Skills (theory and clinical practicum) (4 credits)**

The students will learn essential nursing skills, health history, physical assessment, and patient safety through the use of the nursing process. Learning techniques will include demonstrations, practice, and return demonstrations in a skills classroom. Students will then be given the opportunity to take a health history and perform health assessment skills in a clinical setting with older adults.

*Prerequisite(s):* CM-120, CM-125, QL-122, QL-156, SC-119+L, SC-120+L, CH-213+L, and PSY-110 completed. BI 233+L and BI-333 completed. FSS-125 or ILA-200, N 131, N 132, N-120, N-125, and N-205 completed. BI-251+L and BI-338 completed or concurrent. Must register concurrently for N-225P and N-399.

#### **N-290 Clinical Re-entry (0 credits)**

This 0-credit course is required for students who are returning to a clinical setting after a semester with no clinical nursing course. This course must be completed prior to the semester in which the student will return to a clinical setting. This course is also required for students with an interrupted program of studies.

#### **N-297 Independent Study (variable credits)**

Under the approval and direction of a faculty member, independent study is available to students.

#### **N-301 Communication (0 credits)**

This required interactive course prepares participants for clinical practice by providing an opportunity to learn and practice skills in an interprofessional environment. Students will practice interprofessional communication in a simulated health care team to prepare for actively contributing to enhanced patient safety and attainment of quality outcomes in the practice setting. Offered Fall only.

*Prerequisite(s):* ADV-299 completed or concurrent

#### **N-302 Values and Ethics (0 credits)**

This required interactive course is designed to provide participants with the opportunity to learn and practice skills in an interprofessional environment to prepare them for clinical practice. Students will work with individuals of other professions in a simulated team environment to develop a climate of mutual respect, shared values, and ethical principles that will prepare learners for team-based care that is focused on patient safety and attainment of quality outcomes. Offered Spring only.

*Prerequisite(s):* ADV-299 completed or concurrent

#### **N-303 Interprofessional Roles & Responsibilities (0 credits)**

This required interactive course is designed to provide participants with the opportunity to learn and practice skills in an interprofessional environment to prepare them for clinical practice. Students will engage with individuals of other professions in a simulated context to learn about various roles and responsibilities of health care professionals and the impact on patient safety and the attainment of quality outcomes. Offered Fall only.

*Prerequisite(s):* ADV-299 completed or concurrent

#### **N-304 Teams and Teamwork (0 credits)**

This required interactive course is designed to provide participants with the opportunity to learn and practice skills in an interprofessional environment to prepare them for clinical practice. Students will engage with individuals of other professions in a simulated context to learn about various aspects of teams and teamwork in the healthcare setting and how they impact patient safety and attainment of quality outcomes. Offered Spring only.

*Prerequisite(s):* N-301 and N-302 completed.

#### **N-320 Theories of Holistic Nursing Mgt A (2 credits)**

Drawing on prior learning, students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the cardiovascular, pulmonary, and renal systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

*Prerequisite(s):* N-220, N-225/225P, BI-251 +L, and BI-338 completed. PSY-250 completed or concurrent.

#### **N-321 Theories of Holistic Nursing Mgt B (2 credits)**

Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the endocrine, gastric, and immunological systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

*Prerequisite(s):* N-220, N-225/225P, BI-251 +L, and BI-338 completed. PSY-250 completed or concurrent.

#### **N-325 Clinical Nursing Practice 1 (4 credits)**

In this course students will learn to demonstrate application of the nursing process incorporating theoretical concepts among a variety of populations in various environments. They will also learn to collaborate and communicate effectively as a member of the multidisciplinary health care team to improve patient outcomes.

*Prerequisite(s):* N-220, N-225/225P, BI-251 +L, and BI-338 completed. Must have completed or registered concurrently for one theory course from N-320 or N-321 or N-330. PSY-250 completed or concurrent.

#### **N-330 Theories of Holistic Mgt Nursing C (2 credits)**

Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care involving individual's response to experiencing acute and chronic conditions of the musculoskeletal, neurological, integumentary, and sensory systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

*Prerequisite(s):* N-220, N-225/225P, BI-251 +L, and BI-338 completed. PSY-250 completed or concurrent. N-335

#### **Nursing Management of Aging Adults (2 credits)**

This course will provide a foundation of gerontological concepts as seen through the application of the nursing process. Emphasis will be placed on the differentiation between normal and abnormal findings, recognition of common health problems and the process of critically thinking through problems related to older adult health.

*Prerequisite(s):* N-220, N-225/225P, BI-251 +L, BI-338, PSY 250, and N-325 completed. Must have completed either N-320, N-321, or N-330.

#### **N-340 Nursing Management: Women & Children (3 credits)**

Students will apply the nursing process to holistically examine health promotion and nursing care of the childbearing and childrearing family. Principles of best evidence will be accurately applied in determining appropriate care of the childbearing and childrearing family during antepartum, intrapartum, postpartum, neonatal, and pediatric care.

*Prerequisite(s):* N-220, N-225/225P, BI-251 +L, and BI-338 completed. PSY-250 completed or concurrent.

#### **N-345 Clinical Nursing Practice II (4 credits)**

In this course students will demonstrate advanced application of the nursing process incorporating theoretical concepts from current and prior courses. They will refine their communication and collaboration skills providing nursing care to a variety of patient populations in various environments. They will expand their role as a member of the health care team to improve patient outcomes.

*Prerequisite(s):* PSY-250 and N-325 completed. Must have completed one theory course from N-320 or N-321 or N-330. Must have completed or register concurrently for the remaining two theory courses from N-320, N321, and N-330.

#### **N-397 Independent Study (variable credits)**

Under the approval and direction of a faculty member, independent study is available to students.

#### **N-399 Formal Introduction to Advanced Work (0 credits)**

The Advanced-Level Event marks a significant accomplishment for each student as they proceed into the work of their major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. They register for this experience at a point determined by their major department: for most majors, the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

*Prerequisite(s):* Concurrent registration with N-225/225P.

#### **N-400 Nursing Management: Complex Clients (3 credits)**

Building on previous nursing courses, students will examine, apply, and evaluate multiple factors related to the nursing care of the complex patient population. Students will foster interdisciplinary collaboration and integrate evidence-based standards to promote individual well-being and population health.



*Prerequisite(s):* N-320, N-321, N-330, N-325, and BSC-257 completed. N-335, N-340, and N-345 completed or concurrent.

#### **N-420 Nursing in Complex Communities (3 credits)**

Building on previous coursework, theoretical concepts, and scholarly literature, the student creates approaches to complex health situations in local, national, and global contexts. The student will be challenged to synthesize multiple factors associated with complexity, consider dynamic interrelationships, and design innovative strategies to care for diverse populations and cultures. In doing so, the student must consider available resources and constraints.

*Prerequisite(s):* N-320, N-321, N-330, N-325, N-335, N-340, N-345 and BSC-257 completed.

#### **N-425 Advanced Nursing Science Application I (4 credits)**

In simulated and community environments, the student integrates, applies, and evaluates advanced nursing science concepts in professional practice. Refining their clinical judgment abilities, the student crafts interventions appropriate to the unique needs of individuals, groups, or populations. The student generates and implements new and innovative strategies.

*Prerequisite(s):* N-320, N-321, N-330, N-325, N-335, N-340, N-345 and BSC-257 completed. N-420 completed or concurrent. Must register for N-499 concurrently.

#### **N-435 Advanced Nursing Science Application II (5 credits)**

During immersion in a practice setting, the student integrates and consolidates previous learning and course work. The student demonstrates evolving clinical reasoning and greater independence within interdisciplinary teams. The student uses creativity in structuring and carrying out strategies that address complex problems.

*Prerequisite(s):* N-400, N-420, and N-425 completed. AC-440 and N-445 completed or concurrent. N-435 and N-440 must be taken concurrently.

#### **N-440 Transition to Professional Nursing Roles (3 credits)**

This course prepares the student for transition from academia to professional nursing practice. The course addresses issues of adjusting to the work environment, professional conduct, self-advocacy, and career development. The student self-assesses their knowledge of nursing science and develops a plan to transition into practice.

*Prerequisite(s):* N-400, N-420, and N-425 completed. AC-440 and N-445 completed or concurrent. N-435 and N-440 must be taken concurrently.

#### **N-445 Advanced Nursing Leadership & Policy (3 credits)**

This course emphasizes personal leadership development in the context of ever-changing complex organizations and environments. The student critically examines current and emerging health issues in global health. Students integrate exploration of the many facets of leadership and the skill sets needed to facilitate change. They advocate for policies and strategies that maintain or improve health outcomes for diverse populations.

*Prerequisite(s):* N-400, N-420, and N-425 completed. N-435 and N-440 completed or concurrent.

#### **N-499 Preparation for Internship Event (0 credits)**

*Prerequisite(s):* Must register concurrent with N-425.

#### **AC-440 Professional Nursing Program Assessment (0 credits)**

*Prerequisite(s):* Must register concurrent with N-440.

### **Elective Courses**

#### **N-391 Cultural Perspectives Health Care-Jamaica (2 credits)**

Through in-depth study of the Jamaican culture, the student gains experience in assessing cultural health-care practices, shared belief systems, and norms. They experience the relationship between culture and health and begin to expand their cultural competence abilities to enhance their practice of professional nursing. The course concludes with an immersion experience (approximately 10-14 days), during which they observe health-care delivery systems operating in acute, clinic, and community care sites. They participate in care and determine the impact of the host culture's health-care delivery system in meeting people's needs within the catchment/service area. Travel fees TBD

*Prerequisite(s):* Open to Nursing majors and non-nursing students with faculty permission. N-225/225P or NRS-323/323P concurrent or completed.

#### **N-393 Cultural Perspectives in Health Care-Japan (2 credits)**

As a participant in this course, you will personally experience the relationship between culture and health with the opportunity to expand your cultural sensitivity and develop cultural humility. Through an in-depth study of the Japanese culture, you will explore philosophical perspectives underlying cultural health care practices, shared belief systems and norms. Using cultural competence frameworks, you will explore the traditional health care beliefs and practices of the Japanese culture. You will participate in virtual activities with students and faculty from Japan, promoting intercultural communication, collaboration, sensitivity, and humility. Also, you will explore global organizations that advocate for the health and safety of citizens and how we can support social justice. Travel fees TBD

*Prerequisite(s):* Communication-Level 3 ICM completed. Analysis-Level 3 completed. Social Interaction-Level 3 completed. Developing a Global Perspective-Level 2 completed. Effective Citizenship-Level 2 completed.

#### **N-430 Nursing Health Seminar Series (1-3 credits)**

These seminars offer the student opportunities to explore current trends in health care. The student may select one or more seminars to deepen their understanding of the topic and to pursue activities related to individual interests in more depth. Topics will vary by semester.

*Prerequisite(s):* Analysis-Level 2 completed or concurrent.

### **Summary of 2+2 Prelicensure Nursing Program Curriculum (Total 60 credits)**

#### **Semester 1 - 16 credits:**

- AC-151 Initial Social Interaction Assessment (0 cr)
- ILA-200 Intro to the Liberal Arts (0 cr)
- NRS-125 Concepts of Health and Wellness (2 cr)
- NRS-301 Communication (*Offered fall semester only*) (0 cr)
- NRS-305 Introduction to Nursing and Learning at Alverno (3 cr)
- N-319 Pharmacology for Nursing Practice (3 cr)
- NRS-323/323P Health Assessment & Clinical Skills (theory & practicum) (4 cr)
- BI-338 Physiological Mechanism of Disease (4 cr)

#### **Semester 2 - 15 credits:**

- NRS-302 Values and Ethics (*Offered spring semester only*) (0 cr)
- NRS-351 Nursing Science I (Cardiovascular, pulmonary, renal systems) (2 cr)

- NRS-356 Nursing Science II (Endocrine, gastric, immunological systems) (2 cr)
- NRS-358 Clinical Practicum I (4 cr)
- NRS-371 Nursing Management of Women & Children (3 cr)
- PSY-250 Abnormal Psychology (4 cr)

### **Semester 3 - 15 credits:**

- NRS-03 Roles and Responsibilities (*Offered fall semester only*) (0 cr)
- NRS-335 Nursing Management of Aging Adults (2 cr)
- NRS-401 Nursing Science III (Musculoskeletal, neurological, integumentary, sensory systems) (2 cr)
- NRS-410 Clinical Practicum II (4 cr)
- NRS-412 Nursing in Complex Communities (3 cr)
- NRS-415 Complex Communities Practicum (4 cr)
- NRS-499 Preparation for Internship Event (0 cr)

### **Semester 4 - 14 credits:**

- NRS-304 Teams and Teamwork (*Offered spring semester only*) (0 cr)
- NRS-421 Nursing Leadership (3 cr)
- NRS-423 Transition to Professional Practice (3 cr)
- NRS-427 Advanced Clinical Practicum (5 cr)
- Advanced Theories of Nursing Mgt (3 cr)
- AC-423 Professional Nursing Program Assessment (0 cr)

## **2+2 Prelicensure Nursing Program Course Descriptions**

### **NRS-125 Concepts of Health/Wellness (2 credits)**

This course will explore the concept of health/wellness, at personal, community, state, and global levels. Using theories, frameworks, and models, this course will highlight population health and the role of the nurse. Key concepts will include a focus on health promotion, disease prevention, and cultural awareness.

*Prerequisite(s):* Admission to the 2+2 Program NRS-301

### **Communication (0 credits)**

This required interactive course prepares participants for clinical practice by providing an opportunity to learn and practice skills in an interprofessional environment. Students will practice interprofessional communication in a simulated health care team to prepare for actively contributing to enhanced patient safety and attainment of quality outcomes in the practice setting. Offered Fall only.

*Prerequisite(s):* Admission to the 2+2 Program

### **NRS-302 Values and Ethics (0 credits)**

This required interactive course is designed to provide participants with the opportunity to learn and practice skills in an interprofessional environment to prepare them for clinical practice. Students will work with individuals of other professions in a simulated team environment to develop a climate of mutual respect, shared values, and ethical principles that will prepare learners for team-based care that is focused on patient safety and attainment of quality outcomes. Offered Spring only.

*Prerequisite(s):* Admission to the 2+2 Program

### **NRS-303 Interprofessional Roles & Responsibilities (0 credits)**

This required interactive course is designed to provide participants with the opportunity to learn and practice skills in an interprofessional environment to prepare them for clinical practice. Students will engage with individuals of other professions in a simulated context to learn about

various roles and responsibilities of health care professionals and the impact on patient safety and the attainment of quality outcomes. Offered Fall only.

*Prerequisite(s):* NRS-301 and NRS-302 completed.

### **NRS-304 Teams and Teamwork (0 credits)**

This required interactive course is designed to provide participants with the opportunity to learn and practice skills in an interprofessional environment to prepare them for clinical practice. Students will engage with individuals of other professions in a simulated context to learn about various aspects of teams and teamwork in the healthcare setting and how they impact patient safety and attainment of quality outcomes. Offered Spring only.

*Prerequisite(s):* NRS-301 and NRS-302 completed.

### **NRS-305 Introduction to Nursing Profession (3 credits)**

In this theory course, students are introduced to the foundations of nursing practice, clinical reasoning, selected psychomotor skills, and communication skills to provide holistic, patient-centered, and culturally sensitive care. They are also introduced to the Alverno abilities and ability-based education.

*Prerequisite(s):* Admission to the 2+2 Program; AC-151 completed or concurrent; must be completed by midsemester assessments.

### **NRS-319 Pharmacology: Nursing Connections (3 credits)**

The student will examine human disease mechanisms, biologic processes, medication therapy, alternative treatments and important nursing and patient considerations. Students will incorporate pharmacologic principles in the nursing care of patients receiving medications. Application of the nursing process to the safe and effective use of medications will be emphasized.

*Prerequisite(s):* Admission to the 2+2 Program; BI-338 and NRS-323/323P completed or concurrent. NRS-323/323P

### **Health Assessment and Clinical Skills (theory & practicum) (4 credits)**

The students will learn essential nursing skills, health history, physical assessment, and patient safety through the use of the nursing process. Learning techniques will include demonstrations, practice, and return demonstrations in a skills classroom. Students will then be given the opportunity to take a health history and perform health assessment skills in a clinical setting with older adults.

*Prerequisite(s):* Admission to 2 + 2 Program. NRS-323/323P completed or concurrent.

### **NRS-335 Nursing Management of Aging Adults (2 credits)**

This course will provide a foundation of gerontological concepts as seen through the application of the nursing process. Emphasis will be placed on the differentiation between normal and abnormal findings, recognition of common health problems and the process of critically thinking through problems related to older adult health.

*Prerequisite(s):* NRS-319, NRS-323/323P, NRS-358, PSY-250, and BI-338 completed. Must have completed NRS-351 or NRS-356 or NRS-401.

### **NRS-351 Nursing Science I (Cardiovascular, Pulmonary, Renal Systems) (2 credits)**

Drawing on prior learning, students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the cardiovascular, pulmonary, and renal systems. Students will integrate

concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

*Prerequisite(s):* NRS-305, NRS-319, NRS-323/323P, and BI-338 completed. PSY-250 completed or concurrent.

**NRS-356 Nursing Science II (Endocrine, Gastric, Immunological Systems) (2 credits)**

Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the endocrine, gastric, and immunological systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

*Prerequisite(s):* NRS-305, NRS-319, NRS-323/323P, and BI-338 completed. PSY-250 completed or concurrent.

**NRS-358 Clinical Practicum I (4 credits)**

In this course students will learn to demonstrate the application of the nursing process incorporating theoretical concepts among a variety of populations in various environments. They will also learn to collaborate and communicate effectively as a member of the multidisciplinary health care team to improve patient outcomes.

*Prerequisite(s):* NRS-305, NRS-319, NRS-323/323P, and BI-338 completed. PSY-250 completed or concurrent. Must have completed or registered concurrently for one theory course from NRS-351 or NRS-356 or NRS-401.

**NRS-371 Nursing Science: Women & Children (3 credits)**

In this course students will learn to demonstrate application of the nursing process incorporating theoretical concepts among a variety of populations in various environments. They will also learn to collaborate and communicate effectively as a member of the multidisciplinary health care team to improve patient outcomes.

*Prerequisite(s):* NRS-305, NRS-319, NRS-323/323P and BI-338 completed. PSY-250 completed or concurrent.

**NRS-401 (2 credits) Nursing Science III (Systems)**

Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care involving individual's response to experiencing acute and chronic conditions of the musculoskeletal, neurological, integumentary, and sensory systems. Students will integrate concepts of evidence-based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

*Prerequisite(s):* NRS-305, NRS-319, NRS-323/323P, and BI-338 completed. PSY-250 completed or concurrent.

**NRS-410 Clinical Nursing Practice II (4 credits)**

In this course students will demonstrate advanced application of the nursing process incorporating theoretical concepts from current and prior courses. They will refine their communication and collaboration skills providing nursing care to a variety of patient populations in various environments. They will expand their role as a member of the health care team to improve patient outcomes.

*Prerequisite(s):* PSY-250 and NRS-358 completed. Must have completed one theory course from NRS-351, or NRS-356, or NRS-401. Must have

completed or register concurrently for the remaining two theory courses from NRS-351, NRS-356, and/or NRS-401.

**NRS 412 Nursing: Complex Communities (3 credits)**

Building on previous coursework, theoretical concepts, and scholarly literature, the students create approaches to complex health situations in local, national, and global contexts. The students will be challenged to synthesize multiple factors associated with complexity, consider dynamic interrelationships, and design innovative strategies to care for diverse populations and cultures. In doing so, the students must consider available resources and constraints.

*Prerequisite(s):* NRS-371, NRS-358, and PSY-250 completed. NRS-335 completed or concurrent. Must have completed one theory course from NRS-351, or NRS-356, or NRS-401. Must have completed or register concurrently for the remaining two theory courses from NRS-351, or NRS-356, or NRS-401.

**NRS 415 Complex Communities Practicum (4 credits)**

In simulated and community environments, the students integrate, apply, and evaluate advanced nursing science concepts in professional practice. Refining clinical judgment abilities, the students craft interventions appropriate to the unique needs of individuals, groups, or populations. The students generate and implement new and innovative strategies.

*Prerequisite(s):* NRS-371, NRS-358, and PSY-250 completed. NRS-335 and NRS-412 completed or concurrent. Must have completed one theory course from NRS-351, or NRS-356, or NRS-401. Must have completed or register concurrently for the remaining two theory courses from NRS-351, or NRS-356, or NRS-401. Must register concurrently for NRS-499.

**NRS 421: Nursing Leadership (3 credits)**

This course emphasizes personal leadership development in the context of ever-changing complex organizations and environments. The student critically examines current and emerging health issues in global health. Students integrate exploration of the many facets of leadership and the skill sets needed to facilitate change. They advocate for policies and strategies that maintain or improve health outcomes for diverse populations.

*Prerequisite(s):* NRS-351, NRS-356, NRS-358, NRS-401, NRS-410, NRS-412 and NRS-415 completed.

**NRS 423: Transition to Professional Practice (3 credits)**

This course prepares the student for transition from academia to professional nursing practice. The course addresses issues of adjusting to the work environment, professional conduct, self-advocacy, and career development. The student self-assesses their knowledge of nursing science and develops a plan to transition into practice.

*Prerequisite(s):* NRS-351, NRS-356, NRS-358, NRS-401, NRS-410, NRS-412, NRS-415 completed, NRS-429 completed or concurrent. NRS-427 and AC-423 must be taken concurrently.

**NRS 427: Advanced Clinical Practicum (5 credits)**

During immersion in a practice setting, the student integrates and consolidates previous learning and course work. The student demonstrates evolving clinical reasoning and greater independence within interdisciplinary teams. The student uses creativity in structuring and carrying out strategies that address complex problems.

*Prerequisite(s):* NRS-351, NRS-356, NRS-358, NRS-401, NRS-410, NRS-412, NRS-415 completed, NRS-429 completed or concurrent. NRS-423 must be taken concurrently.

**NRS 429: Advanced Theories of Nursing Mgt. (3 credits)**

Building on previous nursing courses, students will examine, apply, and evaluate multiple factors related to the nursing care of the complex patient population. Students will foster interdisciplinary collaboration and integrate evidence-based standards to promote individual well-being and population health.

*Prerequisite(s):* NRS-351, NRS-356, NRS-358, NRS-401 completed. NRS-335, NRS-371, and NRS 410 completed or concurrent.

**NRS-499 Preparation for Internship Event (0 credits)**

*Prerequisite(s):* Must register concurrent with NRS-415.

**AC-423 Professional Nursing Program Assessment (0 credits)**

*Prerequisite(s):* Must register concurrent with NRS-423

**Summary of RN-BSN Program Curriculum - 12 month Plan (32 credits):**

**Fall Semester 1st Half (8 weeks) Aug-Oct**

- LA 301 Orientation (1 cr)
- LA 310 Finding Meaning in Professional Practice (4 cr)
- N 476 Professional Leadership, Policy and Practice (4 cr)

**Fall Semester 2nd Half (8 weeks) Oct-Dec**

- LA 310 Arts, Culture and Ethics (4 cr)
- N 366 Nursing Process with Individuals, Families, and Communities (4 cr)
- Online Math Course if needed (0 cr)

**Spring Semester 1st Half (8 weeks) Jan-Mar**

- Sustainability and Technology in the Changing World (4 cr)
- BSC 257C Probability and Statistics (3)

**Spring Semester 2nd Half (8 weeks) Mar-May**

- N 480 Nursing Portfolio (0 cr)
- N 465C Nursing Research: Evidence Based Practice & Quality Assurance (4 cr)

**Summer Semester 1st Half (8 weeks) May-July**

- LA 340 Informed Decision Making in Complex Societies (4 cr)
- N 456 Nursing Theory & Practice with Vulnerable Populations (4 cr)

**RN-BSN Nursing Program Course Descriptions**

**N-366 Nursing Process with Individuals, Families & Communities (4 credits)**

This course focuses on the role of the professional nurse within the health care system as it relates to individuals, families, and communities. The student will apply a variety of frameworks to create care plans for selected populations. They incorporate the Determinants of Health as a major framework to guide their nursing assessments and interventions. The student acts as a coordinator of care in managing systems for clients.

*Prerequisite(s):* Admission to the RN-BSN degree program. N-476 completed or concurrent.

**N-456 Nursing Theory & Practice with Vulnerable Populations (4 credits)**

In this course the student will focus their professional role behaviors on becoming a designer, manager, and coordinator of care for vulnerable populations. They will work with groups and communities to improve the health of vulnerable populations through health promotion, risk reduction and disease prevention activities. The student will draw on a variety of theories, frameworks and apply their knowledge of the multiple determinants of health and cultural competence frameworks learned in previous courses.

*Prerequisite(s):* N-366 completed. CastleBranch requirements completed and accepted.

**N-465C Nursing Research: Evidence Based Practice & Quality Assurance (3 credits)**

The student builds upon their prior knowledge of the scientific method, explores qualitative and quantitative nursing research methods, completes a rigorous research critique, assesses the reliability and validity of healthrelated publications and Internet resources, explores in depth a clinical nursing research question of their own choosing, and examines the ethics of research activities, especially in relation to established evidence-based practice guidelines. Course activities conclude with a research day symposium in which students conduct a formal research poster presentation.

*Prerequisite(s):* N-476 completed. BSC-257C completed or concurrent.

**N-476 Professional Leadership, Policy, and Practice (4 credits)**

In this course, students will focus on the development of leadership and management abilities in optimizing their professional role in society. They will apply frameworks, concepts, and models of leadership, management, change theory, and health policy making. In organizing and directing client populations and healthcare providers, they will use accepted guidelines in managing budgets and information. The student will purposefully develop an effective leadership style to facilitate achievement of healthcare and career goals.

*Prerequisite(s):* Admission to the RN-BSN degree program.

**N-480 Professional Nursing Portfolio (0 credits)**

The Alverno College JoAnn McGrath School of Nursing grants up to 30 transfer credits for prior professional experiences by portfolio assessment. The professional nursing portfolio process recognizes that nursing requires a lifetime of learning. Evidence of that learning includes specialty certification, professional work experience, continuing education program credits earned, nursing leadership roles, professional publications, professional presentations, participation in nursing research, and community service. A critical element of the portfolio assessment is the student's exemplar of clinical judgment. This exemplar is a narrative account of an experience that demonstrates the expertise of the nurse in practice and in reflection on their practice.

**Undergraduate Nursing Policies and Procedures**

This section of the Handbook outlines specific policies that govern students' progression in undergraduate nursing programs. Policies of the JMSNHP may differ from general policies of Alverno College. Differences between School and College policies may stem from any of the following:

- Accreditation requirements or standards of the nursing profession
- Policies imposed by Alverno's health care system partners and/or health care providers that provide for our students' clinical practicum placement



- Inherent responsibility of nursing faculty to socialize our students to the nursing profession

JMSNHP students are accountable for knowing and acting in accordance with those differences when participating in learning experiences in the classroom, Alverno Center for Clinical Education, and the clinical environment. Students are advised to seek clarification from their course faculty in the event of variances in course and College policy. Program Directors can provide clarification about variances in School and College policies. Unless otherwise stated, the policies and procedures presented in this section of the Handbook apply to all students enrolled in undergraduate nursing programs at Alverno College. Students should be aware that failure to comply with any JMSNHP policy herein or College policy may result in sanctions, including but not limited to, academic probation or dismissal from their program of study, the JMSNHP, or the College.

### **Absence from Theory Courses and Clinical Practica**

**POLICY:** Because learning is socially constructed, attendance and active participation is expected in all scheduled classes, skills labs, and clinical practica, whether taught face-to-face on-campus, synchronously online, or in the clinical setting. Online classes delivered asynchronously may require students to participate in interactive online learning activities including, but not limited to, asynchronous online discussions with peers, faculty, or community members. It is the student's responsibility to notify the course faculty, via email, of an impending absence from a scheduled class, skills lab, or clinical practicum prior to the scheduled start time. When extraordinary circumstances lead to an absence and prior notification is not possible, it is expected that the student will communicate with the course faculty and/or the clinical preceptor (as appropriate) about the absence as soon as possible.

Upon enrolling in a course, the student is accountable for all the requirements of that course. Consistent and active participation is essential to students' achievement of course outcomes; therefore, students are expected to attend all scheduled classes, skills labs, and clinical practica, arriving on time and actively participating for the duration those meetings. Consistent tardiness, lack of participation, and leaving early may be equated to absence by a course faculty. Opportunities for make-up assignments and alternative clinical experiences may be limited and determined by individual course faculty on a case-by-case basis. Students should be aware that missing more than two scheduled classes, skills labs, or clinical practicum days puts them in jeopardy of not meeting course outcomes and thereby, unsuccessful course completion and the administration of an unsuccessful "U" course progress code for the course. This is particularly true for absence from clinicals because a student cannot successfully complete a clinical course without participating in the clinical experience in the clinical setting sufficient to demonstrate course outcomes. Clinical practica provide "situated learning experiences" critical to the development of professional nurses because they provide the opportunity for students to learn and "do" what they "know."

Faculty have the responsibility for reviewing and determining a student's progress in their courses based on course outcomes. Students have the responsibility to contact course faculty to learn whether additional requirements must be met as the result of their absence from a scheduled class, skills lab, or clinical practicum day. Faculty have the responsibility to inform a student whose absence from a class, skills lab, or practicum has jeopardized their continuance in a course. Faculty may deem the student ineligible to continue in a theory or clinical practicum course if the first scheduled class or practicum is missed, expectations regarding communication about absence(s) have not

been met, participation has not been regular or timely, and/or multiple absences have negatively impacted the student's progress such that the course outcomes can no longer be met.

### **PROCEDURE:**

1. The student communicates directly with the course faculty and/or preceptor (as appropriate) about, and prior to, their absence from a scheduled class, skills lab, or clinical practicum. The student must abide by coursespecific attendance and absence-related policies explicated in course syllabi. The student is responsible for contacting course faculty to learn whether additional requirements must be met as a result of their absence and to complete such requirements as directed by the course faculty.
2. In the event of a student's absence from a scheduled class, skills lab, or practicum, the course faculty reviews the student's progress in the course based on the course outcomes. The faculty notifies the student in writing if absence(s) has jeopardized their continuance in or successful completion of the course.
3. If the course faculty determines that a student is ineligible to continue in a course consequent to multiple absences, lack of participation, recurrent tardiness, or leaving early, such that it is no longer possible for the student to meet the course outcomes, the faculty notifies the student in writing. In addition, faculty may send recommendations regarding the student's progression and/or continuance in their program of study to the Undergraduate Nursing Admission and Advancement Committee (UGNAA).
4. Any expenses incurred consequent to fulfilling this policy are the responsibility of the student.

### **Academic Misconduct**

**POLICY:** Alverno College nursing students are exposed to a variety of learning strategies. In some courses, faculty require students to complete assignments and/or assessments in collaborative small group work sessions; in others, students are required to complete assignments and/or assessments independently. Each approach offers unique opportunities for student learning, and both can be stimulating and rewarding. All students are expected to assume personal responsibility for the completion and submission of coursework in accordance with faculty instruction and sound academic principles. This means that as a matter of personal and professional integrity, the student stands behind their coursework completed as a contributing member of a team when collaborative work is required; likewise, the student stands behind their coursework completed as the individual who thought it through and carried it out when independent work is required. It is expected that JMSNHP students consistently demonstrate personal and professional integrity in all academic endeavors and nursing practice, including, but not limited to, the honest completion of course assignments, assessments, and required forms as well as the honest accounting of practicum experiences and hours, and the honest documentation of client health information in the medical health record. In contrast, academic misconduct is rooted in fraudulence. Some examples of academic misconduct include cheating, plagiarism, misrepresentation, fabrication, and falsification. In all its forms, the academic misconduct of a student constitutes a serious breach of personal and professional integrity. Any student engaged in academic misconduct of any type is in jeopardy of being dismissed from their program of study, the JMSNHP, and the College.

### **Cheating**

Cheating is dishonest behavior. Examples of cheating include: taking credit for all or part of an assignment that was completed by someone

else; copying the answers of another person in the completion of a quiz, assignment, or learning assessment; accessing or using unauthorized resources or concealed information in the completion of an assignment, quiz, or assessment; providing unauthorized information about an assignment, quiz, or assessment to a peer; submitting the same assignment (e.g., a written paper) in more than one course without obtaining explicit prior permission to do so from all course faculty involved; and completing an online assessment in a manner or environment other than that prescribed by the course faculty (e.g., accessing and completing an online assessment off campus when faculty have directed it is to be completed on campus). Students may not have notes, a cellular phone, or any other mechanism on their person during an assessment that could be used to access unauthorized information to cheat or assist other students in cheating on an assessment.

### **Plagiarism**

It is expected that JMSNHP students consistently attribute knowledge to its primary source in accordance with the guidelines set forth in the most current edition of the Publication Manual of the American Psychological Association (APA). Plagiarism is the use of intellectual material without acknowledging its source. Whether deliberate or not, direct word-for-word transcribed plagiarism and mosaic plagiarism (substituting synonyms for another author's words while maintaining the same general sentence structure and meaning) constitute academic misconduct. Self-plagiarism (submitting previously completed coursework [all or part] as new scholarship in a subsequent course) also constitutes academic misconduct. All forms of plagiarism enacted by a student warrant dismissal from their program of study, the JMSNHP, and the College.

### **Misrepresentation, Fabrication, and Falsification**

Claiming ideas/work that is essentially someone else's constitutes misrepresentation. Failure to identify oneself honestly in any personal or professional situation also constitutes misrepresentation. Representing fabricated or altered information as legitimate constitutes falsification. Like cheating and plagiarism, misrepresentation, fabrication, and falsification are legitimate bases for dismissal from all nursing programs, the JMSNHP, and the College. Some examples of academic misconduct by misrepresentation, fabrication, and falsification include:

- Communicating misleading or dishonest information, whether verbal or written to JMSNHP administration, faculty or staff, or the College (misrepresentation).
- Creating, reporting, or documenting data in scholarly work that is untrue (fabrication/falsification)
- False reporting to take credit for volunteer, community/agency/professional conference/continuing education experiences or hours that in fact did not occur (falsification)

The academic misconduct process at Alverno is structured as an educational process, building in wherever possible, elements of restorative justice (focusing on a repair of harm) to align the disciplinary process with the Mission and Values of the institution. A faculty member who believes a student has committed academic misconduct should consider ways in which a student can be educated and informed about the harm committed, and ought to consider ways wherever appropriate in which the student can be involved in creating a restorative approach to harm done through the misconduct. This restorative, educational approach may also carry additional sanctions as determined appropriate. These sanctions may include a) verbal and/or written reprimand; b) failure of an assignment; and/or c) failure of a course. In particularly egregious or second acts of academic misconduct, sanctions may

result in a student being removed from their program of study and/or dismissed from the College. A student's violation of a third act of academic misconduct during their academic career at Alverno College, results in automatic dismissal from the College.

All records of disciplinary actions are maintained as part of a student's academic record by the Dean of Students, or by an appropriately designated Officer of the Department of Student Development and Success.

### **PROCEDURE:**

1. In all cases where academic misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. The matter is first discussed with the student. The faculty member should provide the student with a copy of the JMSNHP Academic Misconduct policy and appeals process as part of this discussion. If the faculty concludes that academic misconduct has occurred, the faculty may impose an appropriate sanction, which can include any of the following:
  2. A letter of reprimand that will be copied to the student's academic file.
  3. An assignment focused on academic integrity/misconduct in nursing scholarship.
  4. Administration of an unsatisfactory (U) progress code for, and removal from the course.
  5. The faculty must inform the student in writing of the decision and sanction, reminding the student of their rights and the appeals process. Any or all sanctions applied can be appealed by the student. The faculty also has the responsibility to inform the Undergraduate Nursing Admission and Advancement Committee (UGNAA) of their investigation, findings, and any sanction(s) imposed.
  6. If after investigating, the faculty considers the misconduct particularly egregious, or the offense constitutes a second or more time in which the student has engaged in academic misconduct, additional sanctions(s) may be sought that can include removal of the student from their program of study and/or dismissal from the College. In such cases, the faculty makes their recommendation in writing to the Dean of the JMSNHP.
  7. The Dean appoints the Chair of the Undergraduate Nursing Admissions and Advancement Committee (UGNAA), a member of UGNAA, or another nursing faculty as an Investigative Officer (IO).
  8. The IO subsequently investigates and is responsible for reviewing all relevant information pertaining to the alleged academic misconduct and meeting with the student to discuss the findings and faculty's recommended sanction(s). If after that meeting, the student accepts responsibility for the alleged academic misconduct and the recommended sanction(s), the IO will impose an appropriate sanction(s) and notify the student of the sanction(s) in writing within ten (10) working days. The written notification will also be sent to the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs. If it is determined that a student's academic misconduct warrants dismissal, the determination of dismissal from the JMSNHP is a determination to dismiss the student from the college.
  9. **FIRST APPEAL:** If the student does not accept responsibility for the alleged misconduct, or does not accept the proposed sanction, the student may appeal to UGNAA in writing. The student's appeal letter

- must be received by the Chair of UGNAA within ten (10) working days of the course faculty or IO's notice of sanction.
10. The Chair of UGNAA has responsibility for inviting the faculty reporting the academic misconduct to a UGNAA meeting to discuss the allegation, findings, and their recommended sanction(s).
  11. The Chair of UGNAA has the responsibility for scheduling and inviting the student, in writing, to a UGNAA meeting to present their perspective and supporting evidence within ten (10) working days of receipt of the student's notice of appeal. The Chair also informs the student that they have the option of presenting their case to UGNAA in writing.
  12. The Chair of UGNAA has the responsibility of informing the student (in writing) who chooses to present their case in person that (a) they will be allowed a maximum of 30 uninterrupted minutes to present their perspective and evidence to UGNAA (b) UGNAA members will have up to 15 minutes to subsequently ask questions of the student and (c) the course faculty who alleged the misconduct will not be present during the meeting.
  13. The Chair of UGNAA has the responsibility of informing the student (in writing) who chooses to present their case in writing of the specific date and time by which their letter and supporting evidence must be received.
  14. To allow sufficient time for consideration, the Chair of UGNAA must distribute any and all written information pertaining to the allegation of academic misconduct provided by the student, faculty who alleged the misconduct, and IO no less than 72 hours prior to the scheduled committee meeting wherein the case will be reviewed.
  15. The IO has responsibility to provide UGNAA with all relevant information pertaining to the allegation, their thoughtful consideration of the evidence presented by the faculty and student, and their careful deliberation in determining an appropriate sanction. The IO must abstain from participating in the deliberations of UGNAA.
  16. The Chair of UGNAA will notify the student, in writing, of UGNAA's final determination and sanction(s), if imposed, within 10 working days of the committee's final determination. The written notification will also be sent to the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
  17. SECOND APPEAL: If the student does not accept responsibility for the academic misconduct, does not accept the sanction imposed by UGNAA, or is not satisfied that that due process has been fully or properly applied, they may submit an appeal letter to the Dean of the JMSNHP within ten (10) working days of receiving the decision from their first appeal. The Dean has responsibility to review all relevant information pertaining to the allegation, thoughtful consideration of the evidence presented by the faculty and student. The Dean's review should include a review of the decision, its fairness, and the process used to determine the decision. The appeal letter from the student to the Dean should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The Dean may follow-up with the student, faculty member who reported the academic misconduct, Investigating Officer, or the Chair of UGNAA as appropriate.
  18. If the Dean determines that the appeal lacks sufficient warrant or justification based on the available evidence, the Dean will notify the student in writing of the decision. The Dean is also responsible for notifying the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
  19. THIRD APPEAL: If the student does not accept responsibility for the academic misconduct, does not accept the sanction imposed by UGNAA, or is not satisfied that due process was fully or properly applied, they may submit an appeal letter to the Vice President for Academic Affairs (VPAA) within ten (10) working days of receiving the Dean's decision regarding second appeal.
  20. The third appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, faculty member who reported the academic misconduct, Investigating Officer, Chair of UGNAA, or Dean of the JMSNHP, as appropriate.
  21. If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing of the decision. The VPAA is also responsible for notifying the faculty member who reported the academic misconduct, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Dean in which the student's program is housed of the determination.
  22. If the VPAA determines that due process has not been properly afforded to a student for any reason, the applied sanction may be lessened or removed as appropriate to the decision. Prior to overturning any decision made by the appointed Committee, the VPAA must consult with the Dean/Chair of the Committee and, if needed, the Committee-as-a-whole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue.
  23. All decisions made by the VPAA are final.
- Access for Students with Disabilities**  
**POLICY:** Current federal legislation (e.g., the Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act) prohibits discrimination against qualified individuals with disabilities in higher education programs. Academically qualified students with disabilities are reasonably accommodated in instruction. In order to maintain consistency in efforts to provide support for students with disabilities, the Student Accessibility Coordinator has been designated as the College contact to work with students to obtain documentation and identify reasonable and appropriate accommodations.
- PROCEDURE:**
1. If a student has previously contacted the coordinator and is eligible for accommodations, an accommodation request memo from Student Accessibility is provided to the student to be given to course faculty. This memo outlines the recommended accommodations; however, it does not identify the specific disability or how the disability impacts the student's functioning.
  2. It is the student's right to determine whether or not to reveal a specific disability to their faculty.
  3. The student should make introductions with the faculty at the beginning of the course, meet with the faculty to discuss the recommended accommodations, and follow up throughout

the semester as needed (Request copies of Guidelines for Communicating with Instructors and Communicating with Instructors Worksheet from the Student Accessibility Coordinator).

- Note: If a student makes a request for disability-related alterations in the classroom but does not share the accommodation memo with the course faculty, the faculty will not know what adjustments to make for the student. The Alverno College Handbook for Students with Disabilities can be found at <https://www.alverno.edu/files/galleries/Handbook-for-Students-with-Disabilities.pdf>

#### **Clinical Participation Requirements Bloodborne Pathogens Training**

**POLICY:** All students must successfully complete bloodborne pathogens training prior to participation in clinical practica.

#### **PROCEDURE:**

- The student completes bloodborne pathogens training delivered via CastleBranch online learning modules as a requirement of successful completion of N-205 or admission to the 2+2 Program or RN-BSN Program.
- The student may not participate in clinical practica without prior successful completion of bloodborne pathogens training delivered via CastleBranch online learning modules.

#### **Bloodborne Pathogen Exposure**

**POLICY:** Students are expected to practice standard precautions to protect themselves against exposure to bloodborne pathogens throughout the nursing program. Even with appropriate adherence to all exposure practices, exposure to injury/illness/blood borne pathogens may occur during select activities during courses on campus and/or at clinical sites.

An exposure incident is defined as an eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood, or the inhalation or ingestion of potentially infectious materials that results from the performance of clinical tasks. If an incident occurs, the student must immediately notify their clinical faculty. Students exposed to any blood or body fluids, including those of an HIV positive client, must follow the health care agency's policy and procedure regarding exposure, as well as those of the School and the College. Any financial costs incurred for medical evaluation and follow-up resulting from an exposure incident is responsibility of the student.

#### **PROCEDURE:**

Upon determination of exposure:

- The student immediately notifies their clinical faculty.
- The following incident reports are completed and become part of the student's record:
  - Any required clinical site incident report form
  - JMSNHP incident report form
- Clinical faculty assists the student in following the clinical site/JMSNHP policy and procedure for exposure incidents.
- The student follows clinical site/JMSNHP policy regarding post-exposure medical evaluation (at student's expense) which may include but are not necessarily limited to:
  - Laboratory tests as recommended.
  - Post-exposure prophylaxis as needed.
  - Counseling as needed.
- The student follows up as prescribed by the attending health care professional.

- The clinical faculty reports the incident to the student's program Director or Chair within 10 hours of the incident.
- The student's Program Director or Chair reports the incident to the Associate Dean of the JMSNHP, who logs the incident and follows up with the student as appropriate.

#### **Cardiopulmonary Resuscitation Certification**

**POLICY:** Current CPR (cardiopulmonary resuscitation)-Healthcare Provider certification obtained through the American Heart Association (AHA) is required of all students in the JMSNHP. CPR certification obtained from vendors other than the AHA or in other categories do not meet the program requirement. AHA CPR recertification may be obtained through successful completion of a traditional, in-person, AHA CPR-Healthcare Provider course or through an alternative AHA CPR-Healthcare Provider course that includes online learning plus in-person practice/performance testing components. No other online method of CPR recertification is acceptable.

Like all clinical requirements, evidence of current AHA CPR certification must be submitted to and maintained in the student's CastleBranch account in accordance with the CastleBranch policy and procedure presented in this Handbook. Students' CPR certification must be current prior to the start of each semester and may not expire at any point therein.

#### **PROCEDURE:**

- The student establishes an account with CastleBranch using the instructions provided in N-205 or at the orientation to the 2+2 Program or RN-BSN Program.
- The student submits evidence of compliance with the clinical requirement of current AHA CPR certification to their CastleBranch account.
- The student does not participate in the clinical practicum experience in the clinical setting without evidence of current AHA CPR certification being uploaded to and approved in CastleBranch. Student participation in the clinical experience in the clinical setting when they are out of compliance with the AHA CPR certification requirement will result trigger an investigation of academic misconduct (see Academic Misconduct Policy (Misrepresentation) found in this Handbook).
- The student is responsible to maintain record of current AHA CPR-Healthcare Provider certification with CastleBranch throughout enrollment in their program of study. Failure to do so will prevent course registration as described in the CastleBranch policy and procedures section to this Handbook.
- The JMSNHP Clinical Liaison is not responsible for notifying students when they are out of compliance with clinical requirements; rather it is the student's responsibility to ensure they continuously meet the AHA CPR certification clinical requirement.
- The student who is unable to meet the requirement for AHA CPR-Healthcare Provider certification due to a physical disability is responsible for AHA CPR theory measured by a written test. A letter from the student's health care provider explaining why the student cannot obtain AHA CPR-Healthcare Provider certification must be submitted to the student's CastleBranch account during the student's program orientation course and/or upon request of the Director or Chair of the student's program of study.
- All expenses incurred fulfilling the AHA CPR-Healthcare Provider requirement are the responsibility of the student.



8. The student is responsible for obtaining AHA CPR-Healthcare Provider certification and may contact the American Heart Association directly by phone or online to determine dates, times, and locations for CPR Certification Courses. The JMSNHP does not have responsibility in facilitating students' original CPR certification or recertification.

### Caregiver Background Checks

**POLICY:** Congruent with current Wisconsin state law and statutes, the JMSNHP requires that students complete a disclosure statement and submit to a Wisconsin Caregiver Background check(s), which is conducted by CastleBranch. WI Caregiver background checks are completed for all students every four years. On an annual basis, all students are required to sign and submit a disclaimer indicating that no new criminal charge(s) have been leveled in the prior 12 months.

The existence of a criminal record does not automatically preclude a student's clinical placement; rather, each criminal record is considered in view of its relationship to crimes that constitute restrictions or "bars" to clinical placement. Under the law, health care agencies must prohibit the clinical placement of a student, whose caregiver background check reveals criminal records cited as restrictions or bars to employment or educational experiences in health care environments. In addition, the clinical placement of students can also be prohibited based on a health care agency's criteria/policy regarding criminal background information.

### PROCEDURE:

1. During N-205, orientation to the 2+2 Program, and orientation to the RN-BSN Program, and every four years after, students enrolled in a program delivered through the Milwaukee campus complete a disclosure statement and submits to the Wisconsin Caregiver Background check through CastleBranch.
2. The WI student who lives or has lived in other state(s) or moved to WI within the three years prior to admission to the program must also complete a caregiver background check in that state(s).
3. All information regarding the student's caregiver background check(s) is kept strictly confidential. In the event of a criminal record(s) posing concern, the student is contacted by the Dean of the JoAnn McGrath School of Nursing & Health Professions and advised accordingly.
4. In the event of a criminal record and upon request, the student is responsible to prepare a letter of explanation to accompany copies of the charge(s) sent by the JMSNHP to request health care agencies. The letter must explain the circumstances of the charge(s) and whether there were/are extenuating conditions that could mediate understanding of the situation and suggest that the student's criminal history is no longer a liability. The student must deliver the letter to the Dean of the School within two weeks of receipt of the request.
5. In collaboration with and as deemed appropriate by the Dean, the student provides additional information as requested by health care agencies.
6. On a yearly basis following completion of the initial caregiver background check(s), all students are responsible to sign and submit a disclaimer to their CastleBranch account indicating that no new criminal charges have been leveled in the prior 12 months.
7. The student cannot participate in any clinical practicum experience in the clinical setting (including orientation to the clinical setting) unless the required caregiver background check forms have been completed by the student and uploaded to and approved by CastleBranch. Student participation in the clinical practicum experience in the clinical setting when they are out of compliance with the initial or annual background check requirement will result trigger an investigation of academic misconduct (see Academic Misconduct Policy (Misrepresentation) found in the Undergraduate Nursing Handbook, Policies, and Procedures).
8. The JMSNHP Clinical Liaison is not responsible for notifying students when they are out of compliance with clinical requirements; rather it is the student's responsibility to ensure they meet the initial and annual Caregiver Background Check requirements. (See the CastleBranch policy and procedures section of this handbook).

### CastleBranch

**POLICY:** CastleBranch is an external company contracted by the JMSNHP to facilitate, track, and validate student compliance with clinical requirements (e.g., care giver background check, drug screening, AHA CPR certification, and health requirements, etc. [Appendix A]). Upon entry to a JMSNHP program, all students establish an account with CastleBranch. All students must submit documentation of compliance with clinical requirements through their CastleBranch account. Under no circumstance will documentation sent via email to JMSNHP faculty or staff be accepted as evidence of compliance. Documentation submitted via CastleBranch may be reviewed to determine student compliance by CastleBranch employee reviewers and/or JMSNHP staff and faculty with responsibility for determining student compliance with clinical requirements only as designated by the Dean of the JMSNHP. Student compliance, or lack thereof, may be communicated to program directors and or clinical faculty to ensure that no student who is out of compliance with clinical requirements participates in clinical practica.

Each semester, student clinical placements in the JMSNHP are dependent upon the opportunities opened to us by our health care system partners. Students and faculty must always keep in mind that we are guests in the clinical setting, and it is incumbent upon us to abide by the policies, procedures, and traditions therein. The requirements for student clinical placement set forth by our healthcare system partners include, but are not limited to, pre-clinical requirements such as the submission of individual student placement information on a deadline, many weeks in advance of any given semester start; attestation of student compliance with all CastleBranch requirements; and confirmation that students have completed site-specific orientation requirements. In the event there is something in the student's record (e.g., background check) that may impact their ability to be placed at a particular site, the specific information may be shared with that site. To facilitate timely placement,

- The last day to register for fall semester clinical courses is JULY 1.
- The last day to register for spring semester clinical courses is DECEMBER 1.
- The last day to register for summer semester clinical courses (RN-BSN only) is APRIL 1.

**Students should be aware that late registration for clinical courses will not be permitted.** Consequently, students with CastleBranch, financial, or other registration "HOLDS" must work to clear them prior to registration deadlines. Students are encouraged to reach out to the Registrar's Office, the Office of Student Development and Success, and/or the Office of Financial Aid for assistance, if necessary.

### CastleBranch Deadlines and Clinical Course Registration HOLDS:

# A registration "HOLD" will be applied when a student is not in compliance with one or more CastleBranch requirements.

# A CastleBranch "HOLD" will disallow student registration for all nursing courses for the upcoming semester.

# CastleBranch registration "HOLDS" will not be removed until all relevant requirements have been met, as evidenced by CastleBranch approval of the documentation a student submits to their CastleBranch account.

# CastleBranch "HOLDS" that are cleared after the clinical course registration deadline will NOT result in a student's ability to be registered for a clinical course in the upcoming semester. The clinical course registration deadlines above are FIRM.

#### **CastleBranch Requirements and Participation in Clinical Courses**

- Last day to demonstrate compliance with all CastleBranch requirements for the fall semester is AUGUST 5
- Last day to demonstrate compliance with all CastleBranch requirements for the spring semester is JANUARY 5.
- Last day to demonstrate compliance with CastleBranch requirements for the summer semester is MAY 5.

All students are responsible for ensuring that they have met all CastleBranch requirements for the entirety of any given upcoming semester by the respective August 5, January 5, and May 5 semester deadlines. In part, this means that neither annual nor biannual CastleBranch requirements can be set to expire on a date that falls during the semester of a student's clinical course.

# As an example, if a student's AHA CPR certification will expire at any time during the spring semester, they must recertify and submit documentation of current certification sufficient to support CastleBranch approval of that evidence no later than the January 5 deadline.

# As a second example, if a student's one-step TB test annual renewal is due anytime during the spring semester, they must complete the test and submit the related documentation sufficient to support CastleBranch approval of that evidence no later than the January 5 deadline.

Students should keep in mind that:

- It may take up to three days for CastleBranch to review and respond to the documentation they submit.
- "Rejected" submissions must be addressed by the student in a timely manner, because it may take up to three days for CastleBranch to review and respond to their re-submissions.
- The August 5, January 5, and May 5 deadlines are firm, meaning, in part, that they will not be adjusted in the case of "rejected" documentation.
- The single exception to the August 5 due date is the annual influenza vaccination requirement. Evidence of meeting that requirement must be submitted and approved in CastleBranch by October 15 each year. The influenza vaccine for any given year is typically available to the public in early September.

#### **PROCEDURE:**

1. The student establishes a CastleBranch account as directed in their program orientation course.
2. The student establishes and ensures continuous compliance with all CastleBranch requirements for fall, spring, and summer semesters no later than August 5, January 5, and May 5, respectively.
3. Students found to be out of compliance with CastleBranch requirements after the August 5, January 5, and May 5 deadlines

will be administratively removed from their respective fall, spring, or summer clinical course. The next possible opportunity to register for the course will be the following semester.

4. Documentation of compliance with clinical requirements is to be submitted via the student's CastleBranch account. Students are directed NOT to email evidence of their compliance with clinical requirements to the Dean, Program Directors, Clinical Liaison, faculty, or nursing administrative assistant as it will NOT be considered or accepted.
5. Students may NOT PARTICIPATE in their clinical course at the clinical site if they are not fully compliant with all clinical requirements in CastleBranch. Formal approval of the documentation uploaded to CastleBranch constitutes "compliance" with any given clinical requirement.
6. Because full participation in clinical courses in the clinical setting is necessary to meet course outcomes, students who miss clinical(s) due to non-compliance with CastleBranch requirements are at very high risk for the administration of a progress code of "U" for the course. In the event of a missed clinical, faculty may require a student to complete additional course assignments, but such assignments are not to be considered an alternative to actual participation in clinical.
7. The JMSNHP Clinical Liaison routinely checks student CastleBranch accounts for compliance on the 15th and last day of the month only. There will not be multiple checks per week or "off-schedule" review of CastleBranch by the clinical liaison in response to individual student requests. If a student is found to be out of compliance with any clinical requirement at any point in any given semester, they should anticipate that the documentation of compliance will not be reviewed in CastleBranch by the Clinical Liaison until the 15th or last day of the month, whichever comes first.
8. If the student fails to establish and maintain compliance with all health care requirements through their CastleBranch account, a CastleBranch HOLD will be placed on the student's Alverno account, preventing registration for future courses. Once the required evidence has been submitted and is validated by CastleBranch, the registration HOLD is removed, and the student can be registered for courses if the due date for registration has not passed. The student is to be aware that without exception:
  - a. Last day to register for fall semester clinical courses is JULY 1
  - b. Last day to register for spring semester clinical courses is DECEMBER 1
  - c. Last day to register for summer semester clinical courses is APRIL 1.
9. A registration "HOLD" will be applied when a student is not in compliance with one or more CastleBranch requirements.
10. A CastleBranch registration "HOLD" will disallow student registration for all nursing courses for the upcoming semester.
11. CastleBranch registration "HOLDS" will not be removed until all relevant requirements have been met, as evidenced by CastleBranch approval of the documentation a student submits to their CastleBranch account.
12. CastleBranch "HOLDS" that are cleared after the clinical course registration deadline will NOT result in a student's ability to be registered for a clinical course in the upcoming semester. The clinical course registration deadlines above are FIRM.

#### **Clinical Event/Error/Near Miss Reporting**

**POLICY:** The JMSNHP is committed to fostering the development of professional nursing students in providing safe, high quality health care.

The Alverno College undergraduate nursing student may be exposed to a variety of clinical practice areas, including but not limited to, hospital and community settings. In practicum courses, students are required to provide direct care to clients. At any time in the client care process, potential and actual errors can occur. Reporting of these errors is fundamental to error prevention. In 2000, the Institute of Medicine (IOM) released a report *To err is human: Building a safer health system* suggesting that preventable adverse events in the hospital were the leading cause of death in the United States. Since then, health care systems and secondary education facilities have become committed to preventing errors. The IOM report emphasized the importance of error reporting by using systems to “provide information that leads to improved safety.” Reporting of a potential error (i.e., “near-miss”), which is an error intercepted prior to reaching the client, is as important as reporting actual errors that have reached the client. Reporting of near misses can provide valuable information for reducing errors. Analysis of near-miss and error reporting data can lead to an understanding of gaps in the system that may eventually cause client harm.

Students in the JMSNHP will participate in near miss and error identification and reporting in an effort to ensure safe and quality care is being provided to clients. These data will be used in the quality improvement process to identify the root cause of the incident. As patterns emerge from the data analysis, potential JMSNHP or clinical agency changes will be pursued in an effort to ensure the Alverno students are providing safe, quality client care. In the event that a clinical error was deemed to be intentional or negligent by the student, further disciplinary action will occur (see Academic Misconduct and Professionalism policies in this Handbook). Reference: Institute of Medicine. (2000). *To error is human: Building a safer health system*. Washington, DC: National Academy of Sciences.

#### **PROCEDURE:**

##### ***Near-Miss Procedure:***

1. Identification of a near-miss can be made by faculty, the JMSNHP student, or practicum agency staff.
2. The practicum faculty will meet individually with the student involved in the near-miss to gather situational data.
3. The practicum faculty will notify the Program Director or Chair of near-misses, as appropriate.
4. The practicum faculty will complete the Near-Miss and Error Report and submit it to the Director of Undergraduate Nursing Programs in hard-copy or electronic form within 24 hours of the incident.
5. A data analysis on all clinical error and near-miss events will be conducted.
6. A report will be generated at the end of each semester and reviewed by the Undergraduate Nursing Curriculum Committee (UGNCC) to determine if curricular changes are necessary.
7. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision-making body.

##### ***Clinical Event/Error Procedure:***

1. Identification of an adverse event/error can be made by the faculty, JMSNHP student, or practicum agency staff.
2. The practicum faculty member should be notified immediately of all adverse events.
3. The practicum nursing faculty will meet individually with the student involved in the adverse event to gather situational data.

4. The practicum faculty will intervene in the clinical situation to minimize harm to the client.
5. The practicum faculty will notify appropriate clinical agency staff and follow organizational procedure based on the organizational policy.
6. The practicum faculty will notify the Program Director or Chair of any adverse event/error.
7. The practicum nursing faculty will complete a Near-Miss and Error Report in hard-copy or electronically within 24 hours of the adverse event/error incident.
8. All Near-Miss and Error Reports will be routed simultaneously by the practicum faculty to the Director of Undergraduate Nursing Programs.
9. The Director of Undergraduate Nursing Programs collaborated with the Dean to determine if any individual action must occur involving the practicum faculty and/or JMSNHP student.
10. The Director of Undergraduate Nursing Programs will perform data analysis on all clinical error and near miss events.
  - a. A report will be generated per semester and reviewed by UGNCC to determine if curricular changes are necessary.
  - b. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision-making body.

#### **Drug Screening**

**POLICY:** The purposes of the JMSNHP Drug Screen Policy are to comply with regulations of area health care agencies, provide optimal care to patients, and support the profession's zero tolerance position related to the illicit use of substances. Students must abide by the drug screening policies of the JMSNHP and each health care agency wherein clinical practicum experiences occur.

Drug screening for the JMSNHP is overseen by CastleBranch. Initial drug screening occurs after admission to the program. The student must submit authorization allowing a laboratory designated by CastleBranch or the JMSNHP to collect and test a urine specimen for the presence of illicit drugs and verify the results through CastleBranch. Random drug screening may be required of a student at any time by course faculty. In addition, the student may be subject to testing per a health care agency affiliation agreement and/or for cause, such as, slurred speech, impaired physical coordination, inappropriate behavior, or pupillary changes. Test results are confidential; the Dean of the School is notified when drug screen results are positive.

Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, precluding the student from continuing in a course and achieving practicum course outcomes; consequently, the student is dismissed from the program. The student who tests positive for one or more illicit drugs may not continue in practicum experiences and therefore, cannot meet practicum course outcomes; consequently, the student is dismissed from the program. Students who test positive due to medication prescribed by a health care provider must follow the directions provided by CastleBranch for documenting that the drug is legally prescribed. All screening test results are communicated to the Dean of the School and remain confidential.

#### **PROCEDURE:**

1. The student is notified that an order for a drug screen has been placed. Drug screens must be completed within 48 hours.
2. The student receives an email from CastleBranch directing how and where to set up an appointment for drug screening. The student can complete the urine drug screen and any of the numerous approved

laboratory urine collection sites located throughout the United States. At the student's request, CastleBranch will provide a link for accessing information about laboratories outside of the immediate Milwaukee and Mesa areas.

3. The cost of drug screening is covered by the CastleBranch course fee associated with the student's orientation course.
4. The student must provide photo proof of identification upon arriving at the specimen collection site.
5. CastleBranch reports drug screen results to the Dean of the School. Results are also available to the student.
6. If the drug screen results are negative, no further action is required.
7. If the drug screen results are positive, the student may not attend practicum experiences. The student is asked to meet with the Dean of the School for information on next steps.
  - a. If the positive result is due to the use of illicit drugs, the student is not allowed to attend practicum experiences and consequently, cannot meet practicum course outcomes. Therefore, the student is dismissed from the program. The student may be eligible to retest and apply for readmission to the program if the positive result occurred with the initial screening.
  - b. If the results are positive and consequent to a prescribed medication, the student must follow the procedures outlined by CastleBranch for documenting health care provider prescribed use of the drug. The decision whether the student can attend practicum experiences is made by the health care agency and the Dean of the McGrath School of Nursing and Health Professions.

### Health Requirements

**POLICY:** The delivery of nursing care occurs in multiple environments that may carry high health risks. Therefore, a health status that contributes to a safe environment for the client and student is the minimal expectation of the JMSNHP. Health history, physical examination, immunization, and all other clinical requirements for student participation in clinical courses were determined in collaboration with JMSNHP clinical agency affiliates.

It is the student's responsibility to submit and maintain accurate and timely health information to their CastleBranch account as required for initial and continued enrollment in their program (see Appendix A). Documentation must be submitted in accordance with semester due dates as described in the CastleBranch policy and procedures section of this Handbook. Failure to comply with student health requirements policy results in the student's exclusion from practicum sites, being dropped from undergraduate courses, and/or the placement of a CastleBranch HOLD on future course registration (See CastleBranch policy section of this handbook).

The student and faculty have the professional responsibility to determine appropriate action(s) when health problems jeopardizing the safety of clients or students are present. When concerns are present, a statement of health status from a student's health care provider may be required to continue in a course. If a health issue that may jeopardize patients or staff arises at the practicum setting and the clinical faculty is not on site, the student should follow the direction of their preceptor. The practicum faculty must be alerted to the problem immediately thereafter.

**Those students with a history of a positive TB test** must annually complete the Questionnaire for Evaluation of Signs and Symptoms of TB in Nursing Students (available in CastleBranch and on the Undergraduate Critical News Board). Students with symptoms of TB will be referred to their health care provider and documentation of treatment recommendations is required (see CastleBranch). Clearance by a health care provider and a clear chest x-ray are required prior to any practicum. Send the

"clearance" documentation to the Clinical Liaison and the chest x-ray to CastleBranch.

**Additional health requirements** including immunizations may be required for clinical practice by selected health care agencies.

**Notes about COVID** (also see the COVID section of Appendix A): All students in the JMSNHP are expected to comply with the most current COVID-19 safety and vaccination protocols of Alverno College.

### HIPAA Training

**POLICY:** The 1996 Health Insurance Portability and Accountability Act (HIPAA) articulates that all patients have the right to control who sees their protected identifiable health information. Only the patient and those individuals authorized by the patient may access the patient's protected identifiable health information. Penalties for violating HIPAA regulations can include civil and/or criminal penalties, with fines up to \$250,000- and 10- years imprisonment. JMSNHP students complete HIPAA training through CastleBranch, as a clinical requirement, and must comply with HIPAA regulations in course-related, employment-related, and all other health care settings. In addition, all students are expected to fulfill health care agency-specific HIPAA requirements.

### PROCEDURE:

1. The student completes the clinical education Module in their CastleBranch account as a requirement of their program orientation course.
2. The student consistently complies with HIPAA regulations in all health care settings.
3. The student complies with practicum, employer, and other health care agency-specific HIPAA requirements.
4. The student who violates HIPAA regulations is in jeopardy of dismissal from the undergraduate nursing program.
5. The undergraduate nursing student may not take agency-owned laptops off-site of the practicum unless explicitly cleared by the practicum instructor and the agency that owns the laptop.

### Center for Clinical Education (CCE)

There is a Center for Clinical Education (CCE) located at the Alverno JMSNHP Milwaukee and Mesa locations. In Milwaukee, the CCE is composed of the Clinical Learning Center (CLC) and Clinical Simulation Center (CSC); the CCE in Mesa also includes clinical skills and simulation learning spaces. The CCE in both locations houses the equipment and resources needed to teach, practice, and learn clinical nursing therapeutic interventions. Clinical sessions simulated clinical assessments, psychomotor skill rehearsals, and physical assessment practice sessions may be conducted in the CCE. Because two BSN programs and the DEMSN program are offered in Milwaukee, there is also a designated Skills Practice Room (AX-210) on the Milwaukee campus used for clinical skills teaching assistant-guided skills practice. Practice room availability is based on a first come, first-serve basis, meaning that a student cannot reserve practice time.

CCE hours are posted outside the entrance to the CCE and may vary based on student need. Likewise, Skills Practice Room hours are posted outside the entrance to AX-210; the hours are variable and based on student need and the availability of clinical teaching assistants.

**POLICY:** All undergraduate students enrolled in clinical courses with skills validation assignments will:



- schedule an appointment for each clinical skill validation assignment, using the established CLC scheduling process.
- sufficiently practice the assigned clinical skills in the CLC, prior to the day of their scheduled validation appointments.
- present to their validation appointments on time. A missed skills validation appointment will be reported to the student's clinical faculty and constitute an absence from the clinical course.
- demonstrate the assigned clinical skill within the allotted timeframe to successfully complete the validation. The allotted timeframe will be identified on clinical skills validation forms; students should be cognizant of these time limits when they practice.
- demonstrate and/or verbalize, as appropriate, ALL the key criteria to successfully complete the validation. The key criteria for each clinical skill will be identified by bold font on the skills validation forms; students should critically address these criteria as they practice.

**Examples of student skills performance behaviors always resulting in an unsuccessful clinical skill competence validation attempt:**

- Student is not well-practiced, as determined by the CLC monitor. In this case, the validation process may be stopped by the CLC monitor, who will kindly inform the student that they have not practiced sufficient to demonstrate competence and be validated in the skill.
- Break in sterile field: In this case, the validation process may be stopped by the CLC monitor.
- Medication administration error (e.g., proper patient identifier checks not completed, incorrect amount of tablets/capsules/solution etc., identified for a PO dose, incorrect dose of insulin drawn, incorrect drip rate calculation, etc.): In this case, the validation process may be stopped by the CLC monitor. Students should note that they will not be allowed to correct a dose error (e.g., redraw an insulin dose) within a given validation attempt as the means to successfully complete a validation.
- Clinical skill not completed in the allotted timeframe.
- All key criteria are not met.
- Any student action or lack thereof that jeopardizes patient safety.

**Responses to an unsuccessful skill validation attempt:**

- The CLC monitor will kindly communicate the need for more practice to the student.
- The student will use the established process to schedule another skill validation appointment on a date no less than one week from the unsuccessful attempt.
- The student will practice in the CLC, sufficient to demonstrate successful completion of the skill validation on the next attempt, seeking the assistance of a CLC monitor for guided practice if necessary.
- Consequences for a second (or more) unsuccessful skills validation attempt are specific to each clinical practicum course and explicated in the relative course syllabi.

**Others in the CCE:** The CCE is available for Alverno College Nursing Student use ONLY. It is not available for students of other disciplines or children. Children who are not part of a validation demonstration or simulation are not allowed in the CCE at any time. Student parents will need to make childcare arrangements when working and/or practicing in the CCE or the Skills Practice Room (AX-210).

**Use of equipment outside of the CCE:** Supplies (such as otoscopes and laryngoscopes) and computers are available in the CCE. All equipment

is to be used in the CCE and only in the CCE, unless the CCE Manager has given the student specific permission to remove it. All equipment removed from the CCE must be "signed out" and "signed in upon return" by the student under the direct supervision of the CCE Manager or designee. Students are expected to demonstrate safe and professional behavior at all times, especially when participating in performance demonstrations and psychomotor skill validations. Students are expected to be prompt when appointments are made for required demonstrations and/or practice sessions. Further description of expectations, resources, and guidelines for behaviors are provided to students in selected courses.

Food and beverages are not allowed in the CCE on either campus without expressed permission of the CCE Manager.

**PROCEDURE:**

If the student's course involves the validation of psychomotor skills (i.e., criterion-referenced assessment of student performance) by the CCE staff, this is the procedure:

1. Sign Up for Skills Validation and Cancellation: Appointments for skill validations are to be scheduled through the online scheduling system. Students are expected to be well-practiced in advance of all skills validation appointments. A student may cancel an appointment; however, if the student cancels on the day of an appointment, the student must call the CCE directly. Student "no show/no cancellation" or "less than 12-hour notification of cancellation" will be reported to the relevant course faculty, who will apply the skills validation cancellation policy of their course. Students should be aware that a faculty may consider a cancelled or missed skills validation appointment as an absence in their course. In that case, JMSNHP and/or course absence policy may apply.
2. Behavior Incident Form: Unprofessional behavior exhibited by any student, as determined by CCE staff or faculty, will be reported to the relevant course faculty and the CCE Manager by way of the Behavior Incident Form. A copy will be placed in the student's file. Students are advised to refer to the Professional Behavior policy and procedures section of this Handbook as professional behavior violations can result in serious consequences for student progression in their program.

**Copyright and Fair Use**

**POLICY:** JMSNHP students are expected to comply with copyright law, which in part, governs the rights and opportunities of persons and agencies to use and share copyrighted materials. It is illegal to reproduce copyrighted materials without prior permission of the copyright holder, and college students have been successfully prosecuted for copyright violations.

Violation of copyright law constitutes academic misconduct. Therefore, students must obtain permission from copyright holders prior to reproducing protected works (e.g., text, poetry, novels, journal articles, lyrics, sheet music, CD-ROMs, recorded performances, photos, cartoons, drawings, paintings, videos, movies, software codes, charts, diagrams, conceptual/theoretical models or frameworks, and survey instruments etc.) via the Internet or social media, on posters, and in manuscripts intended for dissemination or publication beyond the classroom.

In some cases, under Fair Use Guidelines, copying of copyrighted material for limited purposes such as commentary, review, critical analysis, or parody does not require that prior permission be obtained from the copyright owner. Fair Use Guidelines allow for the use of approximately 10% of the written text or images of a book or information from a web page to be copied for educational coursework. Students can

also play excerpts from movies and music in coursework under Fair Use Guidelines. Much of the material in the Alverno College Library and on the Internet can be used for educational purposes without obtaining prior permission from the copyright holder in accordance with Fair Use Guidelines. Additionally, there are Library resources available to students that have been paid for by the College. Students are encouraged to regularly visit the College library and webpage for resources and updates. More information can be found in the Alverno College Student Handbook at College Policies < Alverno College

**PROCEDURE:**

1. The student consistently upholds copyright law, seeking advice from faculty and/or Alverno College librarians as needed.
2. The student obtains and retains written evidence of prior permission to use and reproduce protected materials from the copyright holder.
3. In the event there is concern that a student has violated copyright law, the course faculty is responsible to investigate the concern and meet with the student to ensure that all pertinent information and circumstances are explored prior to determining whether copyright infringement by the student has occurred.
4. If violation of copyright law is jeopardizing a student's continuance in a course, the course faculty notifies the student in writing.
5. If the course faculty determines that a student is ineligible to continue in a course as the result of an infringement of copyright law, the course faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student's progression in their program to UGNAA. The Academic Misconduct and/or Professional Behavior policies and procedures found in this handbook are applicable in the case of copyright infringement.

**Critical News Board**

**POLICY:** The Undergraduate Nursing Critical News Board-ONG Moodle course has been created to communicate critical updates throughout the semester. JMSNHP administrative assistants enroll students in the critical news board specific to their program status. Critical updates and information are posted to the critical news board by the Dean, Program Directors, and BSN Program Coach. Students are expected to review news board frequently to ensure that they are aware of critical JMSNHP program updates. If a student does not have access to their program critical news board on the course Moodle page, they are to notify a Nursing academic administrative assistant (Office: CH218) and request that they be enrolled in the ONG course. ONG = "ongoing."

**PROCEDURE:**

1. JMSNHP Administrative Assistants enroll JMSNHP students in their respective Critical News Board-ONG Moodle course upon a student's first semester of enrollment in JMSNHP courses.
2. The Dean, Program Director, Program Chairs, and BSN program Coach(es) assume responsibility for and post critical program updates to the JMSNHP critical news boards, as appropriate.
3. JMSNHP students assume responsibility for knowing and acting upon (when appropriate) information and updates posted to their Critical News Board-ONG Moodle course; therefore, it is expected that students will review the site frequently.

**Dropping Courses**

**POLICY:** JMSNHP students who choose to drop a course are responsible for officially dropping it through the Registrar's Office. Prior to dropping any course, it is expected that the student will consult with College Advising, their nursing faculty advisor, the Offices of Financial Aid,

Student Accounts, and the Registrar prior to dropping a course to ensure that they understand the full academic and financial implications of dropping courses.

**PROCEDURE:**

1. The student has responsibility for communicating with the course faculty when considering dropping a course.
2. The student has responsibility for communicating with their faculty advisor prior to dropping a course.
3. At a minimum, the student has responsibility for consulting with College Advising, and the offices of the Registrar, Financial Aid, and Student Accounts prior to dropping any course.
4. The student contacts the Registrar's office to officially drop a course.
5. All expenses incurred in association with dropping a course are the responsibility of the student.

**Ethical and Religious Directives for Catholic Health Care Services**

The JMSNHP recognizes the Ethical and Religious Directives for Catholic Health Care Services (Committee on doctrine of the United States Conference of Catholic Bishops, 2018). Ethics concepts are threaded throughout the curricula of all the undergraduate and undergraduate nursing programs in our school. The Nursing Faculty aim to support our students in gaining sufficient knowledge about health care ethics to inform their personal and professional behaviors.

**Identification Cards**

**POLICY:** The Office of Student Development and Success issues all new students of Alverno College an initial identification card (ID) at no charge. For the purpose of identification, students are encouraged to always carry their Alverno College student ID card. The Alverno ID card is intended to be used the entire time students are associated with college. It is not necessary to obtain a new card each semester. In order to prevent unauthorized use, it is each student's responsibility to report a lost or stolen ID card to the Office of Student Development and Success and obtain a new card. BSN students with monetary balances on lost or stolen cards must also contact Dining Services immediately. Alverno College is not responsible for any loss or expense resulting from the loss, theft, or misuse of this card. Once reported lost or stolen, the lost card will be deactivated. Failure to produce a valid ID card when requested by a college official, fraudulent use of the card, and/or transfer of an ID card to another person, may result in confiscation, loss of privileges and/or disciplinary action. The ID card can be used for the following:

- Services in the Library, Media Hub, and the Computer Center.
- Purchase items in Dining Services Money can be deposited on the card in accordance with the Resident or Commuter Plan.
- Appropriate educational discounts and admission to facilities at other local venues.

**PROCEDURE:**

1. Students can request their ID by visiting the Office of Student Development and Success in person, or by submitting an electronic request form.
2. Name changes must be entered and processed through Interactive Online (IOL) via the Registrar's Office before a new ID card will be issued to students. For students, there is no charge for a replacement card due to a name change provided the old card is returned at the time of replacement. There is a charge for replacement of a lost or damaged card. There is no charge for a stolen card if the student has a copy of a police report.

### Off-Campus Courses

**POLICY:** Courses required in a BSN program may be taken at another institution of higher learning ONLY if (a) the required Alverno course is not offered in a given fall or spring semester such that delayed completion of the course will delay the student's graduation date and (b) prior approval has been obtained. Course credits may not be transferred in to meet BSN program requirements for a nursing course in which the student earned an unsuccessful progress code (U).

#### PROCEDURE:

1. For students considering requesting permission to take a course off-campus, first, the student advisor must be consulted.
2. Before submitting a permit to request taking a course off-campus, the student must explore how this request may affect their program of study at Alverno. The following activities will help a student make a decision to request taking a course off campus:
  - a. Obtain a course description and syllabus from the institution offering the course to compare credit hours and course content.
  - b. Answer these questions:
    - i. Does the course offer the same credit hours as the Alverno course?
    - ii. Does the course teach the same content and offer the same learning experiences?
    - iii. Is the course being offered at Alverno for the semester of the request?
    - iv. If the course is not being offered for the semester of the request, will the delayed offering result in delayed program completion/graduation?
3. If the student finds that the credit hours and course content duplicate the Alverno course, and the student's anticipated graduation date will not be adversely affected, the student should complete the Permit to Take Courses Elsewhere Form with the academic advisor. The electronic form is located on the Registrar's Office website.
4. The student submits the Permit to Take Courses Elsewhere Form on Registrar's page and a copy of the course description including the name, number, and credit hours and course syllabus of the course to be taken. This form must be submitted to the UGNAA at least 1 month before the first day of the Alverno registration period.
5. The student will be notified by e-mail whether the request has been approved.

### Practica: BSN Program Clinical Practicum Experience

**POLICY:** All BSN students are required to complete clinical practicum hours, which are incorporated into designated courses. Clinical hours in the Alverno College BSN program are designed so that students build upon and assimilate knowledge, skills, and attitudes essential for and inherent to professional nursing practice. Clinical faculty are assigned to each section of a clinical course. Depending on availability, the student may have an opportunity to complete a 1:1 internship rather than a group clinical experience in the final semester of their program. Clinical practicum sites and schedules are assigned by the Program Director and are always to be considered tentative, in part, because health care system partner agencies may open or close clinical practicum sites/days/shifts at any time (prior to or during any given semester).

Students are reminded here that registration deadlines for clinical courses are firm, such that they must ensure that there are no REGISTRATION HOLDS on their account as of July 1 for fall semester courses, December 1 for spring semester courses, and April 1 for summer semester courses. Students are directed to reach out to the Office of the

Registrar, Student Development and Success, Advising, Financial Aid, and Student Accounts for assistance as needed.

#### PROCEDURE:

1. The student is expected to review clinical course outcomes and required clinical hours associated with each course in their program.
2. The student may not begin the clinical hours prior to the course start date.
3. Clinical assignments are always to be considered tentative- before and during any given semester. The student should anticipate and plan for the possibility of a change in their clinical site/day/shift at any point in the semester.
4. No student may change a clinical section after the semester has begun unless the change was initiated by the program Director or health care system partner.
5. During the clinical experience, students must follow policies and procedures of the JMSNHP and the practice site. Should a conflict occur between these, the student must seek direction from their clinical faculty.
6. The student must ensure that there are not REGISTRATION HOLDS on their account as of July 1 for fall semester courses, December 1 for spring semester courses, and April 1 for summer semester courses (last dates to be registered for clinical courses for the subsequent semesters). Students are directed to reach out to the Office of the Registrar, Student Development and Success, Advising, Financial Aid, and Student Accounts for assistance as needed.
7. Safety, personal integrity, accountability, and professionalism are absolute requirements for all clinical experiences. Unsafe practice, failure to demonstrate integrity and unprofessionalism at the clinical site are subject to review by the UGNAA and may result in disciplinary action including dismissal from the BSN program.

### Student Clinical Uniform and Equipment Requirements (WDC and 2+2 program students only)

**POLICY:** The official Alverno nursing uniform with the Alverno patch is required for clinical practice courses. Students are discouraged from purchasing items other than the approved and designated uniform pieces because they will not be allowed to be worn in the clinical setting and thus will result in unnecessary and added expense. For the safety of students and others, clinical uniforms, including shoes must be clean and in good repair. **Students may not wear leggings in lieu of the required uniform pants.** All uniforms, scrub jackets, and shirts must be purchased at Galls (see procedures section below for Milwaukee address).

An Alverno photo ID is to be worn with the uniform at all times in clinical settings. It is expected that students consistently maintain a professional appearance in the clinical setting that demonstrates respect for and facilitates the safety of clients, others, and self. This includes:

- A clean, pressed uniform or attire appropriate to the setting that is free of tobacco-smoke, pet-hair, and cologne scents. Pants should be hemmed so they do not touch the floor.
- Socks must be worn at all times; color should match either shoes or pants.
- Clinical shoes used EXCLUSIVELY for clinical practice. Clinical shoes are to be all white, black, or red and without decoration. "Croc type" shoes (without holes) may be worn. If the shoe requires shoelaces, they must match the shoes.

- Simple jewelry, including a maximum of one small post earring per ear, may be worn. No other facial or body jewelry is acceptable and may pose a danger in some environments.
- Light makeup is acceptable; fragrances are not.
- Meticulous personal hygiene and grooming.
- Clean hair of a naturally occurring color, coiffed in a hairstyle that is neat and off the shoulders.
- Clean shaven face: if present, beards must be clean and neatly trimmed.
- Clean and trimmed fingernails without nail polish; artificial nail tips, acrylic nails, etc. are not allowed.
- Limiting visible body art.
- Refraining from gum chewing during clinical practice.
- Refraining from smoking while traveling to clinical settings and during clinical practice breaks. Third hand smoke poses a danger to our patients.

Students may be dismissed from the clinical environment for violations of the uniform policy. Absence from the clinical environment jeopardizes students' ability to successfully meet course outcomes and successfully complete the course.

Equipment required for clinical courses is identified in course syllabi. Students are required to furnish the basic medical equipment necessary for client care (e.g., stethoscope), which can be purchased through local medical supply stores or the A Store. Students are advised to clearly mark their personal medical equipment with their name.

#### PROCEDURE:

1. Student purchases the required Alverno College clinical nursing uniform from Galls, which is located at 500 East Oak St., Oak Creek, WI 53154. Galls' phone number is 414-762-7300. No substitutions are permitted without prior permission from the BSN Program Director. Students may not wear leggings in lieu of the required uniform pants to clinical.
2. An optional long sleeve black tee shirt may be worn under the red Alverno clinical uniform top.
3. The Alverno patch must be worn with the clinical uniform during client care.
4. Pregnant students should consult with their clinical faculty regarding uniform requirements. T
5. The students' Alverno photo ID is to be worn with the uniform at all times in clinical settings; the cost of the initial ID is covered in course fees.
6. Plunging necklines, spaghetti strap tops, short skirts or dresses, and exposure of the breasts, abdomen, and buttocks are not acceptable in professional contexts and must be avoided.
7. A single pair of earrings, not larger than a dime may be worn in the clinical setting; no other visible jewelry in the eyebrow, nose, lip, tongue, etc. is acceptable and must be avoided.
8. Tattoos must be covered when possible.

#### Professional Behavior

**POLICY:** JMSNHP students are expected to adhere to the highest standards of professional behaviors and ethics. Honesty, integrity, ethical conduct, and respect are central to the practice of professional nursing. Students are required to demonstrate the behaviors expected of members of the professional nursing community to which they are being educated. As part of the nursing community, all students are subject

to the ANA (American Nurses Association) Code of Ethics for Nurses (<https://www.nursingworld.org/coe-view-only>) as well as the JMSNHP Professional Behavior policy.

#### Professional Standards

- **Professional and Peer Relationships:** Student behavior is a direct reflection of the College, JMSNHP, and the nursing profession itself. Students will communicate with and treat Alverno faculty and staff, peers, health care agency affiliates, preceptors and other professionals, patients and their significant others, and the public in a professional manner. This includes addressing them appropriately, respecting individual rights to hold opinions that differ from their own, and promoting a positive climate.
  - Treating others with respect – Students will demonstrate respect for Alverno faculty and staff, peers, health care agency affiliates, preceptors and other professionals, patients and their significant others, and the public. Students will refuse to engage in, or condone discrimination based on race, creed, national origin, ethnicity, age, gender, sexual orientation, marital status, lifestyle, disability, or economic status or any other form of discrimination.
  - Civility – Nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students and others with dignity and respect...All RN's and employers in all settings, including practice, academia and research, must collaborate to create a culture of respect that is free of incivility, bullying and workplace violence.” (ANA, 2014)
  - Values – All patients have a set of beliefs that inform their values. Students must provide care that respects a patient's belief system and work toward empowering patients to meet their personal health care goals.
- **Honesty and Integrity:** Honesty and integrity are integral to safe, high-quality nursing care.
  - o Students will consistently demonstrate truthfulness and accountability for their actions.
  - Communication with patients, families, faculty, and clinical preceptors must be thorough, accurate and timely.
  - Students are responsible for upholding and maintaining an honest academic environment, including reporting when an instance of dishonesty is thought to have occurred.
- **Obligations and Responsibilities:** Students are accountable to the College, JMSNHP, and health care agencies providing clinical experiences, and above all, patients, and society as a whole.
  - Students are expected to meet their educational and clinical responsibilities at all times. While personal issues can conflict or interfere with such obligations, every effort must be made by students to resolve the conflict in a professional manner by assuring that patient care is not compromised, and that appropriate members of the health care team and faculty are notified in a timely fashion.
  - Students must continuously maintain full adherence to all clinical requirements (current American Heart Association Cardiopulmonary Resuscitation (CPR) certification, background, drug screen, education, health records, etc.) and CastleBranch timelines as well as clinical agency requirements and timelines. Compliance with all CastleBranch requirements must be kept up to date as an essential part of the student's professional responsibility for patient safety.
  - Students are expected to participate in all scheduled classes, labs, and clinical learning experiences as scheduled to fulfill course requirements. Students are expected to adhere to the



attendance policy in course syllabi. Students are expected to plan special events, travel, and outside activities during scheduled program and college breaks. The calendar for individual courses is provided by course faculty.

- **Use of Technology:** The JMSNHP believes in protecting the students' rights of freedom of speech, including their right to use social media. The JMSNHP also believes in protecting the rights of patients with whom students interact, the rights of faculty members, the rights of other students and the public at large. Students are expected to monitor their own social media use and post only statements and images that represent themselves, the College, the JMSNHP, and the nursing profession in accordance with the College's technology ethical conduct guidelines. Students may not use their personal cell phone in the clinical setting unless otherwise directed by their clinical faculty or preceptor.
  - Alverno College guidelines for the use of different types of technology can be accessed at <https://www.alverno.edu/Tech-Services-Ethical-Conduct>.
  - American Nurses Association principles for nurse's use of social media can be accessed at <https://www.nursingworld.org/social/>.
- **Safety:** Students should refrain from any deliberate action or omission of care that creates unnecessary risk of injury to patients, self, or others.
  - Students who demonstrate unsafe nursing practice that jeopardizes a patient or their significant other's physical or emotional welfare may be dismissed at any time from a clinical day or clinical course. Unsafe clinical practice is defined as any behavior determined by faculty or a preceptor to be actually or potentially harmful to a patient or their significant other, peer, preceptor or other professional, or to the healthcare agency.
  - Students are required to report any and all clinical errors or near miss situations immediately to the course faculty and subsequently follow all JMSNHP and health care facility requirements for reporting and documentation.
  - Students are expected to identify hazardous conditions while providing patient care. Students should receive instruction and training prior to performing skills and are expected to follow facilities policies and procedures. It is the student's responsibility to notify their preceptor or faculty member if they have not been adequately trained to perform a procedure. Students may not perform any invasive clinical skill without prior demonstration and successful validation of that skill in the CCE.
- **HIPAA:** Nursing students are required to complete HIPAA training and follow all HIPAA guidelines.

#### **Unacceptable Behavior/Violations of Professional Conduct in Nursing**

Unacceptable student behaviors and violations of professional conduct most commonly occur within three categories: Academic, Personal, and Clinical.

**Academic Misconduct:** (See the Academic Misconduct policy section in this Handbook):

**Personal Misconduct:** Students will adhere to the standards of professional nursing by treating others with compassion, integrity, and respect. The personal character and conduct of undergraduate nursing students have an impact on perceptions of Alverno College, the JMSNHP, our health care system partners, and the nursing profession as a whole. The following examples represent unacceptable violations of professional standards:

- Commission of a crime – Engaging in illegal, criminal, or a violent activity that would impact the student's ability to care for vulnerable populations, obtain or maintain a professional license, or secure employment in the nursing profession. Students are required to report all arrests and pending criminal- and Human Services-related charges to the Dean of the JMSNHP within 48 hours of the incident.
- Sexual misconduct or harassment – The JMSNHP adheres to the College standards for sexual misconduct and harassment as outlined in Title IX. This includes repeatedly sending uninvited e-mails, making phone calls, or transmitting documents that are uninvited and unwanted, making threats, and any other inappropriate interpersonal behaviors that frighten, intimidate, or interfere with the work or study of any other person. Students who make threats to another person or entity by any means, including social media, are in violation the JMSNHP Professional Behavior policy.
- Incivility or bullying – ANA defines incivility as “one or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them” (ANA <https://www.nursingworld.org/practice-policy/work-environment/violence-incivility-bullying/>). Incivility behavior may also include emails that are hostile, demanding, accusatory or threatening are examples of incivility. Bullying is described as “repeated, unwanted, harmful actions intended to humiliate, offend, and cause distress in the recipient” (ANA). Therefore, the intentional use of any words, gestures, social actions, or activities to isolate, demean or demoralize another person is in violation of the Professional Behavior policy.
- Disruptive behavior – This includes obstructing or disrupting classes, team projects, talks or other presentations, or any other learning activities or programs sponsored by the JMSNHP.
- Failure to demonstrate accountability, responsible planning, or commitment to education – The College calendar is publicly available well before the start of each semester. Additionally, the course calendar is posted in the syllabus and/or in Moodle at the start of each semester. Students are expected to adhere to the attendance and assignment policy as outlined in course syllabi. Special events, travel, and outside activities are to be scheduled during program or College breaks.
- Impaired / Drugs and Alcohol – Students shall not participate in classroom and/or clinical activities while under the influence of alcohol or any other substances unless the use of such a substance is under the orders of a physician or other health care provider granted prescriptive authority by the State for pharmaceuticals and the student does not manifest cognitive, physical, or emotional impairment as a result, regardless of using the prescribed or over the counter substance in a manner that is inconsistent with directed use.
- Inappropriate use of social media – This includes posting negative, or untrue information about peers, faculty, other professionals, or clinical sites. Inappropriate social media use also involves communicating material that violates College policies, JMSNHP policies, HIPAA rules, or state or federal statutes. Internet postings that violate these principles include, but are not limited to, sharing of-confidential information, content construed as “bullying”, images or language that represent nudity, sexual activity or misconduct, underage alcohol consumption, illegal acts, use of illegal drugs or other controlled substances, or cheating, including posting completed coursework without the explicit permission of course faculty.
- Audio or Video Recording Nursing Faculty- Students shall not audio or video record nursing faculty communications under any circumstance without obtaining their explicit prior written permission (email documentation of faculty permission is acceptable). Rationale:

Faculty often use actual realworld examples from their practice experience to promote student learning and patient confidentiality absolutely must be protected.

**Clinical Misconduct:** In the clinical setting, students are expected to demonstrate professionalism, competence, integrity, accountability, and safety. These expectations extend across all aspects of the clinical experience, including interactions with others, teamwork, communication, and practice. The following are examples of clinical misconduct. The list is not all-inclusive.

- Failure to prepare for the clinical experience – Students must complete all onboarding requirements of the clinical practicum site, as directed, prior to the start of their clinical. Students are also required to develop a foundational set of practice skills, competencies, attitudes, and knowledge for safe participation in the practicum. Failure to complete onboarding requirements or adequately prepare for participation in the practicum may result in removal from the course.
- Participating in a clinical practicum experience when out of compliance with any CastleBranch clinical requirement.
- Communicating misleading or dishonest information, whether verbal or written (e.g., forms required by health care agencies, a course, the JMSNHP, or the College), to a health care agency or its affiliates, or JMSNHP administration, faculty or staff, or the College.
- Engaging in irresponsible, unsafe, or harmful practice - This includes but is not limited to:
  - negligence, carelessness, and failure to prepare.
  - failure to complete nursing care or nursing tasks as assigned in a competent and thorough manner.
  - intentionally conducting a procedure without prior approval or adequate supervision
  - doing physical or mental harm to a client
  - abandonment of care responsibilities
  - refusing to assume the assigned and necessary care of a client.
- Failure to report – This includes failure to report an error, incident, or omission in care to the appropriate people, including nursing staff on the unit and clinical instructor.
- Failing to document care accurately and completely – This includes falsifying patient records or fabricating information in healthcare records, written documents, and oral reports within the clinical or classroom setting.
- Reporting and/or documenting client care or treatment as given when in fact it was not.
- Failure to communicate effectively or collaborate with colleagues, contribute to teamwork, or respect the work of others.
- Violating requirements of HIPAA or patients' rights to privacy – This includes using identifiable information about a client in written assignments outside of the clinical area, accessing health records of patients not assigned to students, discussing confidential information in areas outside of the clinical site, sharing confidential information about a patient or organization with parties who do not have a clear and legitimate need to know; and referencing or discussing any details from the clinical setting on social networking sites and personal devices.
- Excessive absences or multiple incidences of tardiness – Students are expected to attend and actively participate in all scheduled classes, labs, and clinical practicum days to fulfill credit requirements for each clinical course.

- Fabrication, alteration, or exaggeration of the duties performed, number of hours completed, or preceptor feedback pertaining to student performance in the clinical practicum.
- Violations of the ANA Code of Ethics for Nurses are unacceptable.

At all times and in all settings, JMSNHP students are expected to conduct themselves in a professional manner when interacting with Alverno faculty and staff, peers, health care agency affiliates, preceptors or other professionals, patients and their significant others, and the public. Professionalism is identified as an expectation of students in every JMSNHP nursing course syllabus. All JMSNHP students are required to review, sign, and submit the JMSNHP Student Professional Behavior Agreement (Appendix E) as assigned in selected courses. Any JMSNHP student who, through their personal or clinical misconduct places the safety of a patient or clinical agency staff member in danger or places Alverno's access to a practicum site in jeopardy, is at risk of being dropped from their clinical practicum course and/or dismissed from their program.

If the student is observed or reported to be in violation of expectations for behavior and professional conduct in nursing, in or outside any scheduled class or practice experience, the faculty reviews the student's progress in the course based on the Professional Behavior Policy and the JMSNHP Student Professional Behavior Agreement and notifies the student if unacceptable behavior/violation of professional conduct in nursing is jeopardizing their ability to meet course outcomes.

In all cases where a student's unacceptable behavior/violation of professional conduct in nursing is reported or suspected, an immediate investigation is initiated by the course faculty. The matter is first discussed with the student. If the faculty concludes that unacceptable behavior/violation of professional conduct in nursing has occurred, the faculty may impose an appropriate sanction, which may include any of the following:

- A letter of reprimand that will be copied to the student's academic file.
- An assignment focused on professionalism in nursing.
- Administration of an unsatisfactory (U) progress code and removal from the course.

If the faculty determines that a student is not eligible to continue in a course as the result of unacceptable behavior or a violation(s) of conduct in professional nursing, the faculty has the responsibility to notify the student in writing. In addition, the faculty may send recommendations regarding the student's progression in their program to UGNAA.

Unacceptable behaviors/violations of professional conduct in nursing may result in the student's ineligibility to continue in class, lab, or clinical practicum learning experiences; the administration of an unsuccessful (U) course progress code despite the quality of the student's other coursework; and/or the student's dismissal from their program of study. Students may also face sanctions imposed by the College.

#### **PROCEDURE:**

1. In all cases where personal or clinical misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. The matter is first discussed with the student. The faculty member should provide the student with a copy of the Professional Behavior policy and appeals process as part of this discussion. If the faculty concludes that unacceptable behavior/violation of

professional conduct in nursing has occurred, the faculty may impose an appropriate sanction, which can include any of the following:

- a. A letter of reprimand that will be copied to the student's academic file.
  - b. An assignment focused on professionalism in nursing.
  - c. Administration of an unsatisfactory (U) progress code for, and removal from the course. The faculty must inform the student in writing of the decision and sanction, reminding the student of their rights and the appeals process. Any or all sanctions applied can be appealed by the student. The faculty also has the responsibility to inform the Undergraduate Nursing Admission and Advancement Committee (UGNAA) of their investigation, findings, and any sanction(s) imposed.
2. If after investigating, the faculty considers the misconduct particularly egregious, or the offense constitutes a second or more time in which the student has engaged in misconduct in nursing, additional sanctions(s) may be sought that can include removal of the student from their program of study and/or dismissal from the College. In such cases, the faculty makes their recommendation in writing to the Dean of the JoAnn McGrath School of Nursing and Health Professions.
  3. The Dean appoints the Chair of the UGNAA(UGNAA), a member of UGNAA, or another nursing faculty as an Investigative Officer (IO).
  4. The IO subsequently investigates and is responsible for reviewing all relevant information pertaining to the alleged unacceptable behavior/violation of professional conduct in nursing and meeting with the student to discuss the findings and faculty's recommended sanction(s). If after that meeting, the student accepts responsibility for the alleged unacceptable behavior/violation of conduct in professional nursing and the recommended sanction(s), the IO will impose an appropriate sanction(s) and notify the student of the sanction(s) in writing within ten (10) working days. The written notification will also be sent to the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs. If it is determined that a student's behavior/violation warrants dismissal, the determination of dismissal from the JMSNHP is a determination to dismiss the student from the college.
  5. FIRST APPEAL: If the student does not accept responsibility for the alleged misconduct, or does not accept the proposed sanction, the student may appeal to UGNAA in writing. The student's appeal letter must be received by the Chair of UGNAA within ten (10) working days of the course faculty or IO's notice of sanction.
  6. The Chair of UGNAA has responsibility for inviting the faculty reporting the unacceptable behavior/violation of professional conduct in nursing a UGNAA meeting to discuss the allegation, findings, and their recommended sanction(s).
  7. The Chair of UGNAA has the responsibility for scheduling and inviting the student, in writing, to a UGNAA meeting to present their perspective and supporting evidence within ten (10) working days of receipt of the student's notice of appeal. The Chair also informs the student that they have the option of presenting their case to UGNAA in writing.
  8. The Chair of UGNAA has the responsibility of informing the student (in writing) who chooses to present their case in person that (a) they will be allowed a maximum of 30 uninterrupted minutes to present their perspective and evidence to UGNAA (b) UGNAA members will have up to 15 minutes to subsequently ask questions of the student and (c) the course faculty who alleged the unacceptable behavior/violation of professional conduct in nursing will not be present during the meeting.
  9. The Chair of UGNAA has the responsibility of informing the student (in writing) who chooses to present their case in writing of the specific date and time by which their letter and supporting evidence must be received.
  10. To allow sufficient time for consideration, the Chair of UGNAA must distribute any and all written information pertaining to the allegation unacceptable behavior/violation of professional conduct in nursing of academic misconduct provided by the student, faculty who alleged the unacceptable behavior/violation of professional conduct in nursing, or IO no less than 72 hours prior to the scheduled committee meeting wherein the case will be reviewed.
  11. The IO has responsibility to provide UGNAA with all relevant information pertaining to the allegation, their thoughtful consideration of the evidence presented by the faculty and student, and their careful deliberation in determining an appropriate sanction. The IO must abstain from participating in the deliberations of UGNAA.
  12. The Chair of UGNAA will notify the student, in writing, of UGNAA's final determination and sanction(s), if imposed, within 10 working days of the committee's final determination. The written notification will also be sent to the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of the JMSNHP, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
  13. SECOND APPEAL: If the student does not accept responsibility for the unacceptable behavior/violation of professional conduct in nursing, does not accept the sanction imposed by UGNAA, or is not satisfied that due process has been fully or properly applied, they may submit an appeal letter to the Dean of the JMSNHP within ten (10) working days of receiving decision from their first appeal. The Dean has responsibility to review all relevant information pertaining to the allegation, thoughtful consideration of the evidence presented by the faculty and student. The Dean's review should include a review of the decision, its fairness, and the process used to determine the decision. The appeal letter from the student to the Dean should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The Dean may follow-up with the student, faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, Investigating Officer, or the Chair of UGNAA as appropriate.
  14. If the Dean determines that the appeal lacks sufficient warrant or justification based on the available evidence, the Dean will notify the student in writing of the decision. The Dean is also responsible for notifying the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Vice President for Academic Affairs.
  15. THIRD APPEAL: If the student does not accept responsibility for the unacceptable behavior/violation of professional conduct in nursing, does not accept the sanction imposed by UGNAA, or is not satisfied that due process was fully or properly applied, they may submit an appeal letter to the Vice President for Academic Affairs (VPAA) within

ten (10) working days of receiving the Dean's decision regarding second appeal.

16. The third appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, Investigating Officer, Chair of UGNAA, or Dean of the JMSNHP, as appropriate.
17. If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing of the decision. The VPAA is also responsible for notifying the faculty member who reported the unacceptable behavior/violation of professional conduct in nursing, the Chair and/or Director of the program of study in which the student is enrolled, the Dean of Students, the Director of Academic Advising, and the Dean in which the student's program is housed of the determination.
18. If the VPAA determines that due process has not been properly afforded to a student for any reason, the applied sanction may be lessened or removed as appropriate to the decision. Prior to overturning any decision made by the appointed Committee, the VPAA must consult with the Dean/Chair of the Committee and, if needed, the Committee-as-a-whole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue.
19. All decisions made by the VPAA are final.

### Professional Liability Insurance

**POLICY:** JMSNHP students are in a position of being held liable for personal actions and judgments that occur while working with clients. Commissions and omissions in judgments and actions that are the expected duties and responsibilities of a practicing student can result in litigation. Students are required to carry professional liability protection throughout enrollment in the program. As a requirement of clinical agencies, Alverno College has procured professional liability insurance coverage that protects each student in the school. This coverage protects the student and the College any time the student is involved with a client or group of clients within the defined student role. This policy does not cover students beyond their student role at Alverno College.

**PROCEDURE:** The Student Accounts Department adds the cost of professional liability insurance to the student's total tuition bill each semester of enrollment, as is required by policy.

### Progression in Undergraduate Nursing Courses and Programs Assessment of Student Learning

**POLICY AND PROCEDURES:** Prior learning experiences form the foundation upon which all nursing courses are built; therefore, it is expected that undergraduate nursing students apply the knowledge, skills, and abilities mastered in prerequisite courses in all subsequent courses, as appropriate. Students' written and verbal communication are expected to meet the Alverno criteria commensurate with undergraduate-level education. In addition, students are expected to consistently apply the Alverno frameworks of social interaction in all interpersonal experiences in their courses. Meaningful self-assessment is valued as an important element of students' learning in undergraduate nursing courses and requires observation, interpretation/analysis, judgment, and planning for the future on the part of the student. Students'

achievement of course outcomes is determined through meeting course requirements and one or more of the following in any given course: NCLEX-style objective assessments, medication calculation competency assessments, psychomotor skills validations, and criterion-referenced assessments of student performance.

### NCLEX-style Objective Assessments

NCLEX-style objective assessments are administered in the JMSNHP via computerized platforms; whenever possible, assessments are administered on campus rather than from/to a remote location. Objective assessments in online asynchronous courses are administered remotely with a remote proctoring service engaged. All objective assessments are to be completed independently by the student without the use of notes, books, or other resources, unless explicitly directed otherwise by the course faculty.

Students must achieve 80% of the total assessment points possible to successfully complete any given nursing course that includes objective NCLEX-style objective assessments. The 80% benchmark is a determinant of successful completion of all JMSNHP courses wherein NCLEX-style assessments are administered. Under no circumstances will assessment scores be rounded up to assist a student in achieving the 80% benchmark (e.g., 79.9% will not be rounded up to 80%). Missed assessment questions cannot be remediated for points. Likewise, at no time will extra credit be offered as an opportunity for students to earn back points for missed assessment questions to assist them in meeting or exceeding the 80% benchmark. In addition, in some courses students must achieve a designated proficiency level on a content mastery assessment.

Except in extraordinary circumstances, all objective assessments must be completed in accordance with scheduled course due dates. Requests for extensions will be considered on a case-by-case basis and only granted in the event of extraordinary and unavoidable circumstances, as determined by the course faculty. This means that no late objective assessment will be allowed or accepted without (a) student communication with the course faculty prior to a scheduled assessment and (b) documented faculty approval obtained by the student prior to a scheduled assessment. In the case of a missed objective assessment without prior faculty approval, the student will earn an assessment score of zero, which will be averaged with all other assessment scores when the student's overall progress toward achievement of the 80% benchmark is determined by the course faculty.

In the event that the student is granted the opportunity to make up a missed objective assessment, that make-up assessment may contain different questions than the original assessment but will assess the same learning outcomes. Make-up assessments in all JMSNHP courses are ONLY administered during the last week of classes. When granted the opportunity to make-up one or more assessments in one or more courses, without exception, the student is required to complete all those make-up assessments during the last week of classes.

### Medication Calculation Competency Assessments

Nurse competence in medication calculation is a critical element of safe nursing practice; therefore, medication calculation competency assessments are integrated throughout the BSN program curriculum. Students' medication calculation competence is assessed at a level commensurate with their level of progression in their program.

Medication calculation competency assessments may be included in didactic or clinical courses. In didactic courses, medication calculation questions may be included as elements of a broader NCLEX-style



assessment. In clinical practicum courses, medication calculation competency assessments serve as a key determinant (Major Criterion) of successful course completion, meaning that a student cannot successfully complete a clinical course without successfully completing the medication calculation competency assessment, regardless of their achievement of any other course assessments or benchmarks.

Medication calculation competency assessments administered in clinical courses are timed and involve multiple questions aimed at assessing the students' ability to complete medication calculations accurately and to demonstrate pharmacological and nursing knowledge essential to the safe administration of medication to patients. To successfully demonstrate the required level of medication calculation competence in a clinical course, students must successfully complete an assigned medication calculation competency assessment by the course deadline. Medication calculation competency assessment due dates occur prior to the first day of scheduled direct patient care in any given clinical course. Students are referred to their course syllabus and/or course calendar, accordingly.

- Students are allowed a maximum of three attempts to successfully complete an assigned medication calculation competency assessment in any given clinical course.
- If unsuccessful on the first attempt, the student has the responsibility to coordinate their subsequent attempts with the program clinical faculty leader.
- A remediation plan to support the student's successful completion of the medication calculation competency assessment is to be determined collaboratively by the clinical faculty leader and the student. Some elements of the remediation plan may be assigned to the student by the clinical faculty leader, who may require evidence of completion prior to the student's second or third attempt of the assessment.
- A minimum of 24 hours delay between attempts is required.
- If after three attempts, the student has not yet successfully completed the medication calculation competency assessment, they will no longer be eligible to continue in the clinical course. In that case, the student is responsible for formally dropping the course through the Registrar's office.

**Objective Assessment Environment:**

All students are required to read, sign, and submit the JMSNHP Objective Assessment Environment Policy and Procedures Student Acknowledgment Form (Appendix C) as directed in any given course by their nursing faculty. Beginning spring 2023 all undergraduate students entering their program will submit this signed form as a requirement of their N-120/NRS-305 course. Students are expected to follow the policy and procedures therein. The JMSNHP Proctor Checklist (Appendix D) is aimed at assisting proctors in knowing and fulfilling their responsibilities relative to the administration of assessments in group settings and private rooms with video-monitoring in the Alverno College Assessment Center or elsewhere on campus as determined by the course faculty. Objective assessment policy and procedures of the JMSNHP apply in all assessment settings.

**Criterion-Referenced Assessment of Student Performance**

Assessments are conducted to evaluate student learning. Criterion-referenced assessment of student performance (sometimes referred to as key assessments of student performance) in JMSNHP undergraduate nursing courses are designed by nursing faculty to engage students in disciplinary and professional contexts; assessment criteria reflect professional standards for achievement in undergraduate-level nursing.

Criterion referenced assessments of student performance are rigorous and help the student and course faculty to determine not only what a student knows but how well they can apply what they know. A student that does not meet or exceed the criteria established for a criterion-referenced assessment of student performance (Major Criterion) in any given course does not successfully complete that course, regardless of their level of achievement on other course assessments or benchmarks.

**Successful, Incomplete, and Unsuccessful Course Progression**

**POLICY:** Successful student progression in undergraduate nursing programs is based on students' achievement of course outcomes as outlined in each course syllabus and requires a pattern of effective demonstration of abilities in practice, criterion-referenced projects and key assessments of performance, and objective assessments. If there is an identified pattern of a student's difficulty in meeting these requirements, strategies to strengthen necessary abilities may be required before the student is allowed to progress in the program. These strategies may be documented in an individualized Learning Agreement.

The student is responsible for fulfilling the requirements of the Learning Agreement. The undergraduate student is expected to complete assigned coursework within the constraints of course calendars. An incomplete (I) progress code is assigned at the discretion of faculty when, due to extraordinary circumstances, a student is prevented from completing all required coursework on time.

A student anticipating the need for an "I," is responsible for initiating the conversation with faculty. Typically, an "I" is assigned when only a minimal amount of work remains to be completed. The administration of an "Incomplete" progress code may only occur in accordance with college policy. A student will be dismissed from the Nursing Major (N or NRS) if unsuccessful (U or UW) in a combination of two (2) 300-level or higher natural science and/or 200-level or higher nursing courses. If a student receives their second U in what would be the student's intended/anticipated final semester, the student will not be dismissed from the major. If the student receives a third U after being allowed to continue in the major, a decision about the student's progression in the major will be made on an individual basis.

**PROCEDURE:**

1. All requirements for success in any given course are outlined in the course syllabus.
2. If a student is experiencing difficulty meeting course outcomes, the faculty may file a BLAZE report (anytime) and/or a Mid-Semester Progress Report. The student is often asked to self-assess personal learning practices. Drawing on the student's self-awareness, the student and faculty may develop a Learning Agreement and timeline as needed. In that case, the student is responsible to fulfill all requirements of the Agreement to successfully complete the course.
3. If a student chooses to drop a course, the student must (a) do so by the "drop date" and (b) follow the formal procedure for dropping courses as required by the Registrar's Office. The academic calendar identifies the "last day to drop a course." To drop a course, the student must do so in writing through the Registrar's Office. A drop form is available on the Registrar's Office webpage under Forms or in the Registrar's Office. The student can also email the drop to registrar@alverno.edu.
4. An Incomplete (I) progress code is only administered in accordance with college policy.

**Appeal of Unsuccessful Progress Code:**

1. The student follows the Conflict Resolution policy in this handbook if they disagree with a course progress code. If unable to come to a satisfactory resolution through collaboration with the course faculty, the student has the right to appeal an unsuccessful progress code by sending a letter of appeal with supporting documentation to the Chair of UGNAA.
2. If an unsuccessful progress code (U) is imminent and known prior to the end of the semester, the student wishes to appeal the U, they may send a letter of appeal and supporting documents to the Chair of UGNAA on or after December 1 (fall semester), May 1 (spring semester) or August 1 (summer session) but not later than 10 days after the progress code of U was made available to the student by the Registrar's office.
3. The Chair of UGNAA has responsibility for inviting the course faculty to a UGNAA meeting to discuss the student's progression in their course and justification for the administration of the unsuccessful progress code.
4. The Chair of UGNAA has the responsibility for scheduling and inviting the student, in writing, to a UGNAA meeting to present their perspective and supporting evidence within ten (10) working days of receipt of the student's notice of appeal. The Chair also informs the student that they have the option of presenting their case to UGNAA in writing.
5. The Chair of UGNAA has the responsibility of informing the student (in writing) who chooses to present their case in person that (a) they will be allowed a maximum of 30 uninterrupted minutes to present their perspective and evidence to UGNAA (b) UGNAA members will have up to 15 minutes to subsequently ask questions of the student and (c) the course faculty who administered the unsuccessful progress code will not be present during the meeting.
6. The Chair of UGNAA has the responsibility of informing the student (in writing) who chooses to present their case in writing of the specific date and time by which their letter and supporting evidence must be received.
7. To allow sufficient time for consideration, the Chair of UGNAA must distribute any and all written information pertaining to the unsuccessful progress code provided by the student and course faculty no less than 72 hours prior to the scheduled committee meeting wherein the case will be reviewed.
8. UGNAA considers the evidence presented and after careful consideration, determines whether the progress code will be upheld or overturned.
9. The Chair of UGNAA will notify the student, in writing, of UGNAA's determination within 10 working days of that determination. The Chair of UGNAA is also responsible for notifying the course faculty, program Director, the Dean of Students, the Director of Academic Advising, and the Dean of the JMSNHP of the Committee's determination.

**Second Level of Appeal:** If the student does not accept UGNAA's decision or is not satisfied that due process was fully or properly applied, they have a right to appeal. In that case, the student submits a letter of appeal to the Dean of the JMSNHP within 10 working days of receiving UGNAA's decision.

Upon receipt of the student's letter of appeal, the Dean launches an investigation, and within 5 working days, offers the student an opportunity to present their perspective in writing or via a 1:1 meeting. The Dean also meets with the course faculty, and UGNAA as appropriate. The Dean carefully considers the findings of the investigation and renders

a decision, which is communicated to the student, in writing, within 10 working days of that decision.

**Third Level of Appeal:** If the student does not accept the Dean's determination or is not satisfied that due process was fully or properly applied, they have the right to appeal. In that case, the student submits a letter of appeal to the Vice President of Academic Affairs (VPAA). The third and final level of appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, course faculty, program Director, Chair of UGNAA, or Dean of the JMSNHP, as appropriate.

If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing of the decision within 10 working days of that decision. The VPAA is also responsible for notifying the course faculty, program Director, the Dean of Students, the Director of Academic Advising, and the Dean of the JMSNHP of the determination.

If the VPAA determines that due process has not been properly afforded to a student for any reason, the unsuccessful progress code may be overturned. Prior to overturning any decision made by the Dean of JMSNHP, the VPAA must consult with the Dean of the JMSNHP, Chair of UGNAA, and if needed, UGNAA as a whole to discuss where there is a perceived problem and the appropriate recourse to remedy the issue. All decisions made by the VPAA are final.

**Dismissal Resulting from Unsuccessful Progression:** UGNAA reviews the progression of all students earning a "U" (or UW) in any given semester. A student earning a "U" (or UW) in a combination of two (2) 300-level or higher natural science and/or 200-level or higher nursing courses will be dismissed from the Nursing Major (N or NRS) by UGNAA. The student is notified of dismissal from the JMSNHP by the Chair of UGNAA, in writing, within working 5 days of UGNAA's decision. The Chair of UGNAA is also responsible for notifying the Director of Undergraduate Programs, Dean of JMSNHP, Dean of Students, and Director of Academic Advising.

**First Level of Appeal:** If the student does not accept their dismissal from the undergraduate nursing program or is not satisfied that due process was fully or properly applied, they have the right to appeal. If the student wishes to appeal, they must send a letter of appeal with supporting documentation to the Dean of JMSNHP within 10 working days of receipt of the notice of dismissal. Upon receipt of the student's letter of appeal, the Dean launches an investigation, and within 5 working days, offers the student the opportunity to present their perspective in writing or via a 1:1 meeting. The Dean also meets with the Chair of UGNAA as well as the Program Director and/or relevant course faculty, as appropriate. The Dean carefully considers the findings of the investigation and renders a decision, which is communicated to the student, in writing, within 10 working days of that decision.

**Second Level of Appeal:** If the student does not accept the determination of the Dean of the JMSNHP or is not satisfied that that due process was fully or properly applied, they may submit a letter of appeal to the Vice President of Academic Affairs (VPAA) within 10 working days of receiving notice of that Dean's decision. The second appeal is not intended to reconsider the substance of the case. Instead, this appeal is designed

to ensure that fairness and due process has been properly applied, and that the established process has been properly followed. The appeal letter from the student to the VPAA should directly and explicitly address where the student believes there has been a violation of due process or where there has been an act of either an arbitrary or capricious nature that has resulted in a wrongful decision. The VPAA may follow-up with the student, the Dean of the JMSNHP, the Program Director, and/or the Chair of UGNAA, as appropriate.

If the VPAA determines that the appeal lacks sufficient warrant or justification based on the available evidence, the VPAA will notify the student in writing within 5 working days of their decision. The VPAA is also responsible for notifying the Dean of the JMSNHP, Program Director, Dean of Students, and Director of Academic Advising of the determination.

If the VPAA determines that due process has not been properly afforded to a student for any reason, the dismissal may be overturned. Prior to overturning any decision made by the Dean of JMSNHP, the VPAA must consult with that Dean, and if appropriate, the Program Director, Chair of UGNAA, and/or the UGNAA Committee to discuss where there is a perceived problem and the appropriate recourse to remedy the issue. All decisions made by the VPAA are final.

### Interrupted Program of Study

**POLICY: Requesting Readmission after a leave of absence:** If a nursing student wishes to return to a nursing undergraduate program after a leave of absence extending one semester or longer the student must submit a written letter of intent and request to re-enter their program to the Chair of UGNAA. UGNAA will then review the request and determine whether the student may re-enter the program and if appropriate, under what conditions. The number of semesters the student has been on leave will be taken into consideration when determining the student's requirements for return to their program. There is no guarantee that a student's request for re-entry will be granted, and in some cases, the student may be required to reapply for admission. If the student has been enrolled at another institution of higher learning during their absence from the JMSNHP, they must provide official transcripts from those institutions attended.

**During an interruption in clinical progression:** Students returning to a clinical course after one semester or more of not being enrolled and participating in a clinical practicum course will be registered for and must successfully complete N 290: Clinical Re-entry prior your return to a clinical setting.

### PROCEDURE:

1. An undergraduate student wishing to return after a leave of absence must submit a letter requesting readmission no later than June 1 for reentry in the fall semester and November 1 for reentry in the spring semester, and March 1 for reentry in the summer semester (RN-BSN students only).
2. The letter requesting readmission should begin with "The purpose of this letter is to request readmission to the (insert program name) in the fall/spring/summer (select one) of (insert year)." For example, "The purpose of this letter is to request readmission to the undergraduate nursing program in the (desired semester of return)."
3. If the student was enrolled at any institution(s) of higher learning since their leave of absence from Alverno, a copy of the respective transcript(s) must be submitted to the Chair of UGNAA along with their letter requesting readmission. An unofficial transcript will be accepted initially for the purposes of UGNAA's review, but the

student must also arrange for an official transcript(s) to be sent to the Registrar's office.

4. UGNAA carefully considers all requests for readmission and review's the student's academic history, prior to rendering one of the following decisions:
  - a. Readmission denied.
  - b. Readmission granted with specific conditions and successful completion of N-290 prior to re-entry.
  - c. Readmission granted with requirement of successful completion of N-290 prior to re-entry.
5. The Chair of UGNAA communicates the committee's decision, in writing, to the student, within 5 working days of that decision.
6. All tuition and fees associated with imposed readmission requirements are the responsibility of the student.
7. Of note: N-290 must be completed prior to re-entry after each absence of one or more semesters. At a minimum, N-290 involves:
  - a. Engagement in a specified number of clinical skills practice hours completed on campus in the CLC. Clinical practice hours must be documented and submitted upon request of faculty.
  - b. Successful completion of skills validations in the areas of HEENT, respiratory, cardiac, neuro, musculoskeletal, and abdominal assessments, as directed.
  - c. Successful completion of clinical skills validations (CVC line dressing change, trach care, IV start, foley catheter insertion, straight catheterization with specimen collection, and/or wound care) as directed.
  - d. Successful validation in safe medication administration (oral; subcutaneous or IM injection; injectable medication reconstitution and IV push), as directed.
  - e. Successful completion of one on-campus clinical simulation appropriate to the area/level of the program to which the student is returning. At a minimum, simulations will always require accurate assessment of the patient's oral temperature, apical pulse, respiratory rate, and blood pressure. The student will be provided with the expected outcomes of the simulation in advance. The student is expected to come to the simulation prepared to demonstrate readiness for the course they expect to be enrolled in the semester of their reentry.

### Requesting Readmission after Dismissal from Program

**POLICY:** UGNAA will consider requests for readmission from students who have been dismissed from their undergraduate nursing program. At minimum, a student who has been dismissed from a JMSNHP program will not be considered for readmission for at least one semester following their dismissal. Students who have been dismissed but are seeking readmission must send a letter requesting readmission to the Chair of UGNAA. UGNAA will then review the request and determine whether the student may be readmitted and if appropriate, under what conditions. There is no guarantee that a student's request for readmission will be granted. If the student has been enrolled at another institution of higher learning since the time of their dismissal from the JMSNHP, they must provide official transcripts from those institutions attended.

### PROCEDURE:

1. The student seeking readmission after dismissal from an undergraduate nursing program submits a letter requesting readmission no later than June 1 for reentry in the fall semester and November 1 for reentry in the spring semester, and March 1 for reentry in the summer semester (RN to BSN students only).

2. The student begins the body of their letter with, "The purpose of this letter is to request readmission to the (insert program name) in the fall/spring/summer (select one) of (insert year)." For example, "The purpose of this letter is to request readmission to the WDC nursing program in the fall of 2023."
3. Within the letter requesting readmission, the student:
  - a. Thoughtfully reflects upon and acknowledges ownership in the circumstances that lead to their dismissal.
  - b. Provides a detailed plan for success to be implemented if readmission is granted.
4. If the student was enrolled at any institution(s) of higher learning since their dismissal from Alverno, a copy of the respective transcript(s) must be submitted to the Chair of UGNAA along with their letter requesting readmission. An unofficial transcript will be accepted initially for the purposes of UGNAA's review, but the student must also arrange for an official transcript(s) to be sent to the Registrar's office.
5. UGNAA carefully considers all requests for readmission and review's the student's academic history and relevant circumstances of dismissal, prior to rendering one of the following decisions:
  - a. Readmission denied.
  - b. Readmission granted with requirement of registration for and successful completion of N290 prior to re-entry.
  - c. Readmission granted with requirement of registration for successful completion of N-290 prior, and successful demonstration of knowledge, skills, and abilities (specifics listed)
6. The Chair of UGNAA communicates the committee's decision, in writing, to the student, within 5 working days of that decision.
7. All tuition and fees associated with imposed readmission requirements are the responsibility of the student.
8. Of note: N-290 must be completed prior to re-entry after each absence of one or more semesters. At a minimum, N-290 involves:
  - a. Engagement in a specified number of clinical skills practice hours completed on campus in the CLC. Clinical practice hours must be documented and submitted upon request of faculty.
  - b. Successful completion of skills validations in the areas of HEENT, respiratory, cardiac, neuro, musculoskeletal, and abdominal assessments, as directed.
  - c. Successful completion of clinical skills validations (CVC line dressing change, trach care, IV start, foley catheter insertion, straight catheterization with specimen collection, and/or wound care) as directed.\
  - d. Successful validation in safe medication administration (oral; subcutaneous or IM injection; injectable medication reconstitution and IV push), as directed.
  - e. Successful completion of one on-campus clinical simulation appropriate to the area/level of the program to which the student is returning. At a minimum, simulations will always require accurate assessment of the patient's oral temperature, apical pulse, respiratory rate, and blood pressure. The student will be provided with the expected outcomes of the simulation in advance. The student is expected to come to the simulation prepared to demonstrate readiness for the course they expect to be enrolled in the semester of their reentry.

### Graduation

**POLICY:** The undergraduate student who has successfully completed all required courses and validations is eligible for graduation. Students

should anticipate and plan for special expenses associated with graduation.

#### PROCEDURE:

1. The Registrar's Office maintains formal course completion records.
2. The Registrar's office notifies students of graduation processes.
3. The student meets financial obligations associated with graduation.

### Responsibility for Contents of the *Undergraduate Nursing Handbook, Policies, and Procedures*

**POLICY:** The undergraduate student is responsible to secure and maintain current knowledge of the JoAnn McGrath Alverno College School of Nursing & Health Professions' Undergraduate Nursing Student Handbook, Policies, and Procedures. A record of student acknowledgement of securing the Handbook and responsibility for knowing its contents is maintained in the school office. A record of the student's signed Permission Form Nursing Program of Studies granting permission for their work to be shared for academic purposes only, with notification by faculty is maintained in the school office.

#### PROCEDURE:

1. Regularly, the Undergraduate Nursing Student Handbook: Policies, and Procedures is reviewed, revised, and uploaded on the Alverno website, [www.alverno.edu](http://www.alverno.edu). The undergraduate student is responsible for keeping up-to-date on all information, policies and procedures therein; content of the Handbook is subject to change without notice.
2. Upon admission to the undergraduate program, the student is accountable to obtain and read the Undergraduate Nursing Student Handbook: Policies and Procedures, and sign and submit the required attestation (p. 2) of responsibility form to the School of Nursing & Health Professions by way of their orientation.

### Student Advising

**POLICY:** A primary goal of advising at Alverno College is to assist the student to become a self-directed learner in professional studies. Faculty advisors provide students with academic information, assist with planning a program of study, and act as a counselor or referral agent for other concerns. When students are accepted in a nursing undergraduate program, an advisor is assigned to each. It is important for undergraduate students to initiate and maintain ongoing contact with their faculty advisor throughout the program. Undergraduate nursing students also have access to other faculty who may assist with various aspects of the students' program. The Director of Undergraduate Nursing Programs will assure all students receive pertinent advising information through newsletters, e-mails, one-on-one conversations, group interactions, and/or other means of communication. Faculty also serve as resources to students about their respective courses. Students may contact undergraduate faculty via the phone or e-mail. In addition, the Director of Undergraduate Nursing Programs and undergraduate faculty have weekly office hours posted near their offices and on-line. This information may also be obtained from the nursing office (CH 218a or CH 218c).

If a student is not able to reach an advisor, a message can be left:

1. By phone or e-mail
2. With the Nursing Office Academic Administrative Assistant
3. In the mailboxes in Christopher Hall or in the basement of Founders Hall

In any message, students should identify themselves and the nature of the inquiry. Indicate a phone number for a return call or an e-mail address,



and a schedule of times available. The advisor can then contact the student. Suggested times to meet with the advisor:

- When first assigned the faculty advisor
- When returning from an Interrupted Program of Studies or Student-on-Leave status
- When having questions about sequence of courses or special requests, e.g., prerequisites
- When there is a special academic status such as probation or probation-with-warning
- When seeking academic advice

### Student Conflict Resolution

**POLICY:** All members of the Alverno community are expected to communicate in positive ways to resolve issues and conflicts. Communication and constructive controversy promote increased learning in a collaborative culture, encouraging better problem solving, creativity and involvement, and influencing individuals to view problems and issues from different perspectives and rethink their response. Constructive controversy is most productive in an atmosphere where individuals:

- make every attempt to first resolve conflicts with the person(s) involved;
- value controversy and different viewpoints;
- focus the controversy on ideas and determine the best direction or decision;
- are open to be influenced by new ideas and information;
- reflect on one's actions, thoughts, and the reaction of others;
- communicate information accurately and clarify miscommunication; and
- recognize and communicate feelings as they relate to the issues being discussed. All members of the Alverno academic community are expected to act in ways that contribute to a supportive academic environment. Students, faculty, and staff are expected to use skills in communication, social interaction, and problem solving in positive ways to resolve conflicts. Undergraduate students are accountable for adhering to this process. When academic performance is at issue, students must review their own progress using feedback and assessments of faculty and attempting to resolve conflicts with persons involved.

**PROCEDURE:** There may be times when the undergraduate student disagrees with various policies or actions taken by individual faculty or staff members, Undergraduate Nursing Program Committees, or the JMSNHP leadership. At times students may wish to share opinions in a formal way with the JMSNHP, individual faculty, or staff member. The following procedures have been established to assist students in resolving problems and sharing viewpoints that may arise:

1. Clarify and describe the concern or viewpoint and consult any appropriate source materials, such as syllabi or handbooks, to ensure that the issue is clearly identified.
2. Approach the person (faculty, advisor, staff member, or peer) most directly involved with the concern and discuss it using any necessary documents (assignments, assessments, memos, handbook references, syllabi, etc.). If the student cannot resolve the conflict after talking to the person involved, the following steps are pursued:
  - a. If the conflict is course related: The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in following JMSNHP procedures for conflict resolution.

- b. If the issue is one of academic progression: The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in processing the concern through UGNAA.
  - c. If the issue is a viewpoint, opinion, or concern related to an undergraduate program: The student clarifies and describes the opinion, viewpoint, issue, concern, and/or request by communication with Director of the undergraduate nursing program. If in the opinion of the student, their concern is not resolved, they may write to the Dean, providing supporting documentation if appropriate. As with any conflict, the conflict resolution procedures cited above are also available to the student.
  - d. If the conflict is related to a situation outside the classroom or School: The student submits a written description of the circumstances to the Dean of JMSNHP and the Dean of Students in the College. After an interview with those involved, the Dean of Students may convene a committee to deal with the issue.
3. Knowing how to navigate an organizational structure to accomplish goals and resolve conflict is a necessary and critical step the student's professional as a nurse. In health care settings, this structure is conceptualized and operationalized as "chain of command." In the JMSNHP students should initially seek to resolve conflict with the person most closely involved. If unable to come to satisfactory resolution, the student should next contact the person at the next level in the JMSNHP organizational structure; if subsequently, the conflict has still not been resolved, the student should seek assistance from the person at the next level, and so on.
  4. If the student has a justifiable basis for not going directly to the person involved, a formal complaint can be made without having made an informal complaint. For more information, the student may contact the Dean of Students.
  5. If unsure about how to deal with the situation or if assistance is needed in how to proceed, the student may contact a member of the Student Development & Success Staff to get assistance. If, after following the above procedure, the student believes the concern is not resolved, the student may pursue the matter further. For that process, consult the Alverno Student Handbook, Complaints and Conflict Procedures

### Student Responsibilities

#### **POLICY: Course Participation**

Alverno faculty believe that knowledge is co-constructed; therefore, regular course attendance and active participation in class, online discussions, and practice are required of all undergraduate students and essential for successful progression in the program. In addition to scheduled coursework, the student is expected to complete independently scheduled and assigned practicum experiences. Successful progression in the program is dependent, in part, on the student's consistent demonstration of highly effective communication, social interaction, critical thinking, and problem-solving skills.

The undergraduate curricula have traditional, hybrid and synchronous and asynchronous online courses. Both types require class participation. In hybrid courses, students are expected to log into Alverno College online learning systems multiple times during the week, as directed, to fully engage in undergraduate courses and with peers. On weeks when classes do not meet face-to-face, online and video discussions as well as other learning activities are assigned to ensure that all course content is fully covered and understood. Students have the freedom to do assigned

coursework on their own schedule but must ensure that all scheduled due dates are met.

### Self-Monitoring

Undergraduate students have primary responsibility for knowing and completing all requirements of their undergraduate program and therefore, it is important for students to continually self-monitor their progression through their program. All undergraduate courses have prerequisites and faculty advisors recommend course completion sequence to maximize learning and the professional development of the student.

### Engagement in Alverno Undergraduate Nursing Learning Community

The personal and professional development of undergraduate students is central to the mission of Alverno College. Toward the achievement of this mission, undergraduate faculty have identified purposes, which include, but are not limited to, creating a dynamic undergraduate curriculum, and fostering a community of learners. Student engagement is critical to the accomplishment of these purposes; thus, students are encouraged to communicate their personal perspectives on learning and meaningful participation in activities related to undergraduate courses, program policies, and governance. Students are expected to engage in the undergraduate learning community by

- accessing the Undergraduate Nursing Critical News Board-ONG Moodle frequently
- attending undergraduate Brown Bag sessions, Town Hall meetings, and other Nursing events, as appropriate.
- providing feedback to course instructors, the program chairs, and/or Director of Undergraduate Nursing Program.
- volunteering to represent peers when representation is solicited.
- completing course, faculty, and program evaluations.
- participating in presentations about the curriculum.
- participating in recruitment activities.

### Technical Standards for Nursing

**POLICY:** To protect patient safety, ensure the delivery of effective patient care, and promote the development of professional nurses, all students enrolled in all nursing programs in the JMSNHP must meet the essential requirements outlined in the Technical Standards for Nursing. Reasonable accommodations will be granted to qualified students with disabilities to the extent that the accommodation will enable them to perform the essential functions of a professional nurse and will not create an undue hardship on the program. A reasonable accommodation is one that does not require a fundamental alteration in the nature of a program requirement or the lowering of academic and/or clinical standards of performance. Health care provider documentation of a student's disability and consequent need for accommodations is required.

To demonstrate competency for any given clinical skill, all students must successfully perform that skill in accordance with criteria established by the JMSNHP. All students must demonstrate the nursing knowledge, clinical skills competencies, and professional attitudes required in any given nursing course to successfully meet the course outcomes and progress toward meeting the outcomes of their program of study. If a prospective or current student has or develops a physical, cognitive, or mental health condition that poses a significant risk to the health and/or safety of patients, self, or others that cannot be eliminated without a reasonable accommodation, the student may be denied admission, delayed in their program, or removed from their program.

### Technical Standards for Nursing:

The following technical standards have been established to provide guidance to students regarding the physical and cognitive functions essential to the successful completion of Alverno nursing programs and ultimately, professional nursing practice in the clinical setting. Students must meet the following technical standards with or without a reasonable accommodation:

#### SENSORY/OBSERVATION *The student must have:*

- functional use of the senses of touch, smell, vision, and hearing.
- functional ability to speak clearly and at a volume appropriate to clinical situations.
- functional ability to observe patients to assess their health status accurately, including verbal and nonverbal signals such as facial expressions, gestures, temperature, position, equilibrium, and movement.
- functional ability to assess patient needs and to hear and understand instructions, a patient calling out for assistance or help, and telephone conversation.
- functional ability to discern usual sounds and alarms generated by equipment commonly used in all care settings (e.g., continuous suction, IV pumps, mechanical ventilators, telemetry monitors, etc.).
- functional ability to elicit, transmit, and record patient data and other information from patients, faculty, classmates, clinicians and other personnel, and family members using the English language orally and in writing.

#### MOTOR SKILLS *The student must have:*

- manual dexterity and other motor skills sufficient to safely and effectively execute movements reasonably required to engage in the assessment of patients and patient care procedures, including but not limited to palpation, auscultation, percussion, administration of medication, and emergency interventions such as cardiopulmonary resuscitation, application of pressure to stop bleeding, and suction of obstructed airways.
- functional ability capacity to reach overhead, carry, push, and pull.
- functional ability to lift a 50-pound load from the ground to waist and shoulder heights and then return it to the ground demonstrating controlled movement and safe body mechanics.
- functional ability to maintain equilibrium and the physical strength and stamina to perform patient care, including but not limited to physical assessment and clinical skills, safely and effectively in clinical settings.
- functional ability to navigate clinical environments safely and quickly, to execute appropriate care to a patient in typical and atypical situations.
- functional ability to safely assist a patient in moving (e.g., repositioning in bed, transferring from a chair to a bed or from a wheelchair to a commode, ambulating, etc.).

#### PROFESSIONAL CONDUCT

*The student must have:*

- functional ability to critically think, exhibit moral agency, and practice nursing in a manner consistent with the American Nursing Association's Nursing Code of Ethics.
- willingness to learn and abide by professional standards of practice.

- functional ability to engage in patient care delivery in all settings and populations, regardless of age, ethnicity, gender, disability, or any other basis protected by law.

### Textbook Orders

Alverno is in partnership with MBS Direct to order textbooks. The link for Alverno is: [https://bookstore.mbsdirect.net/vbm/vb\\_home.php?FVCUSNO=227&url=alverno.htm](https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=227&url=alverno.htm) When books become live, students will be able to pull up their book list by clicking the link at the bottom of the student's class schedule in Interactive Online (IOL). There is also a list of required books for a specific course in the course's syllabus.

### Use of Alverno College Technology

Alverno's technology use policies outlined in the Alverno Student Handbook govern the rights and responsibilities for all Alverno students. They are based on the following principles:

**Be Ethical:** It is expected that the MSN student accurately identifies self and affiliations; uses the Alverno College name only for official school business; and engages with Alverno College technologies for lawful purposes only.

**Be Respectful:** It is expected that the MSN student does not share confidential information; does not send offensive communications or materials; and does not send chain letters, spam, or unsolicited advertisements.

**Be Secure:** It is expected that the MSN student does not share personal passwords; changes passwords when prompted; and if using a personal computer, the student ensures that it has anti-virus software.

### Special Concerns Related to FERPA and HIPAA

For JMSNHP students, special attention needs to be followed with regard to information and photos associated with clinical practice and practice sites. Information posted online is public information and inadvertent use of identifying information could be in violation of FERPA or HIPAA regulations. Students, faculty, and staff are encouraged to be prudent when posting information on social media sites. Alverno College does not routinely monitor online communities, however, pictures and information brought to the attention of the College describing or documenting behavior considered to be in violation of College policies, such as those listed on page one of this document or in other official college handbooks, on campus or off campus at a College sponsored event, will be subject to further investigation. Any College policies found to be in violation are documented as a result of the investigation and will result in appropriate disciplinary action.

## General Information

### JoAnn McGrath School of Nursing & Health Professions Committee Structure

The organizational structure of the JMSNHP provides the framework for the work of the program in the accomplishment of the goals and objectives of the College and the School. The Dean of the JMSNHP is responsible for the administration of the school and reports directly to the Vice President for Academic Affairs of the College. The Undergraduate Nursing Program Director is responsible for all undergraduate nursing programs and reports to the Dean. Program Chairs are responsible for oversight and execution of their respective program tracks. Each report to the Director of the Undergraduate Nursing Programs. Faculty members assume multiple roles and responsibilities to support and assure the effectiveness of the JMSNHP.

The following committees have been established for programmatic decision making within the nursing undergraduate programs and to encourage shared governance between faculty and administration:

### Undergraduate Nursing Admission and Advancement Committee (UGNAA)

The UGNAA committee reviews applicants for the undergraduate nursing programs and determines individual admissibility. It creates and monitors policies related to the admission and advancement of students into and through undergraduate nursing programs. The Committee provides a forum for students requesting permission to deviate from a course of studies and petitioning review of their academic status. The UGNAA collaborates with Alverno's Undergraduate Council to determine and implement processes to support masters' student admissions, advising, and determination of status.

### Undergraduate Nursing Curriculum Committee (UGNCC)

The UGNCC is responsible for the development, implementation, and evaluation of undergraduate nursing course syllabi, learning experiences, and key assessments of student performance that are appropriate to the undergraduate student's developmental level and congruent with undergraduate course and program outcomes. The UGNCC is also responsible for assuring the quality of the undergraduate program through implementation of the undergraduate curriculum evaluation plan.

### Simulation Committee

The Simulation Committee is responsible for the development, evaluation, and revision of simulated experiential learning sessions based on participant developmental level, associated clinical course outcomes, program outcomes, and learning needs assessments in accordance with simulation standards of best practices for quality assurance.

### JMSNHP Assessment Committee

The JMSNHP Assessment Committee is responsible for ensuring the quality and congruence of undergraduate and graduate nursing assessments, respective of JMSNHP curricula and Alverno College pedagogy. Members of the Committee are responsible for systematically reviewing and evaluating all new criterion-referenced assessments of student performance. The Committee also periodically reviews, evaluates, and provides feedback on all extant course-based and external (as appropriate) criterion-referenced assessments of student performance. As needed, the Committee monitors the administration of criterion-referenced assessments of student performance, including recruiting, training, and evaluating assessors in the undergraduate program.

### JMSNHP Program Evaluation Committee

Evaluation of educational programs is essential and should be approached systematically. Planning for quality improvement requires ongoing self-assessment and analysis of performance data, both quantitative and qualitative. The Program Evaluation Committee has the overall responsibility for program evaluation design, the synthesis and analysis of data, and the interpretation of results for all programs in the JoAnn McGrath School of Nursing and Health Professions. All faculty assist with development, revision and implementation of data collection tools and the process of data collection.

Program evaluation processes are designed to meet the following outcomes:

- Develop an integrated approach to evaluation to inform program planning, development, implementation, and revision.
- Provide data essential to monitoring of ongoing program operations.

- Provide formative and summative information concerning student progress and outcome achievement.
- Provide data needed by administration, faculty, and accrediting bodies related to achievement of program outcomes and mission.

### JMSNHP Community Advisory Board

The JMSNHP Community Advisory Board (CAB) may be comprised of persons from Southeastern Wisconsin area health care systems, nursing education communities, other employers, and representatives from the other communities of interest. The CAB is responsible for providing advice to the JMSNHP, the nursing leadership team, and nursing faculty about curriculum, course projects and assessments, practice hours/preceptorships, and other issues as brought to the Board.

### Right to Modify Course Syllabi and Maps, and Undergraduate Nursing Handbook, Policies, and Procedures

Nursing faculty reserve the right to modify, amend, or change any course syllabus and map (schedule, course assignments and assessments, determinants of student performance, etc.) and the content of the Undergraduate Nursing Handbook, Policies, and Procedures herein, including policies and procedures, in response to the assessment of student engagement, learning, and need, and/or upon considering published evidence and recommendations set forth by professional organizations, national credentialing agencies, and accrediting bodies. Students will be notified, via the Undergraduate Critical News Board-ONG Moodle, of program and policy updates made subsequent to the publication of this handbook in any given academic year.

## Appendix A

### Clinical Requirements Completed via CastleBranch - MKE Only

**WI-Caregiver Background Check (Baseline):** Submit your completed CastleBranch Background Check Form. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Background Information Disclosure Form (BID):** Submit your completed BID Form, annually by August 1, January 1 or May 1, depending upon whether you entered your program in the fall, spring, or summer semester. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively)

**Health History and Physical Examination Form (Pages 1-4; Baseline):** Submit your completed Health History and Physical Examination Form (4 pages), signed and dated by your healthcare provider. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. *You may not be enrolled in a clinical course if you have not completed this requirement by the*

*due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**AQ88 eLearning Tracker** (multiple online modules for OSHA, HIPAA, etc.): Complete all elements of the OSHA and HIPAA training online through your CastleBranch account as directed. You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Health History and Physical Examination Form Annual Renewal (Pages 1-3; annual):** Submit your completed Health History Form (3 pages) by August 1st, January 1st, or May 1st, depending upon whether you entered your program in the fall, spring, or summer semester. Be sure to address all elements of the form; failure to do so will result in your form being rejected by CastleBranch. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively)

**CPR Certification:** Submit evidence of current American Heart Association (AHA) Provider Certification. ONLY AHA CPR certification meets your program requirement. CPR certification granted by the American Red Cross or any agency other than the AHA will not be accepted. You may submit either a copy of electronic certificate of completion of the course (must include "hands-on" skills testing) OR copy of your AHA CPR-provider card. Student's CPR may not expire at any time during their Spring, Summer, or Fall semester. The renewal date will be set in CastleBranch as January 1st, May 1st, or August 1st of the spring, summer, or fall semester in which expiration date on the student's CPR card falls. For example, if expiration date CPR card is 3/20/23, the student must renew prior to 1/1/2023. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Bi-annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively).

**Influenza Vaccination (Annual):** Submit documentation of your influenza vaccination administered between September 1 and October 15 of the current flu season, annually. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. Religious exemption from the influenza vaccination requirement will not be granted. **Requests** for a medical exemption from the influenza vaccination requirement will be accepted and reviewed by a JMSNHP Administrator or designee, but you should be aware that there is **NO** guarantee that such a request will be granted, regardless of accompanying documentation. All requests for a medical exemption from the influenza requirement submitted to CastleBranch must include a completed exemption request form and a signed statement from your healthcare provider indicating the reason you cannot receive the vaccination. Provider documentation must include the clinic name,



address, and provider contact information. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Annually by October 15 of the current flu season

**Tuberculosis (TB) - (baseline):** Submit documentation of either of the following completed within the last 12 months: a 2-step TB skin test administered 1-3 weeks apart OR a negative QuantiFERON Gold Blood Test. IF your TB test is positive, you must submit a clear Chest X-Ray with lab report completed within the last 12 months. Documentation of the TB skin test results must include student name, administration date, measurement of induration in mm, determination of status (positive or negative), and clinic/healthcare system contact information. *You may not be enrolled in a clinical course if you have not completed the TB requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Tuberculosis (TB) - (annual renewal):** Submit documentation of 1-step TB skin test or QuantiFERON Gold Blood Test. IF your TB test is positive, you must submit a clear Chest X-Ray with lab report completed within the last 12 months. Documentation of the TB skin test must include student name, administration date, measurement of induration in mm, determination of status (positive or negative), and clinic/healthcare system contact information. *You may not be enrolled in a clinical course if you have not completed the TB requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Bi-annually by January 1, May 1, or August 1, depending upon semester of your entry to your program (i.e., spring, summer, or fall semester, respectively).

**COVID-19 Vaccination:** Submit documentation of your COVID-19 vaccination #1 and #2, evidencing that you are fully vaccinated against COVID-19. Documentation must include student name, date of administration, and vaccine manufacturer and lot number. Religious exemption from the COVID-19 vaccination requirement will not be granted. **Requests** for a medical exemption from the COVID-19 vaccination requirement will be accepted and reviewed by a JMSNHP Administrator or designee, but you should be aware that there is NO guarantee that such a request will be granted, regardless of accompanying documentation. All requests for a medical exemption from the COVID-19 vaccination requirement submitted to CastleBranch must include a completed exemption request form and a signed statement from your healthcare provider indicating the reason you cannot receive the vaccination. Provider documentation must include the clinic name, address, and provider contact information. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Full vaccination required upon entry to your program

**COVID Booster #1:** Submit documentation of your first COVID booster, which is highly recommended but not currently required, but may be in the future. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. *You*

*may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Minimum of 1 booster completed upon entry to the program

**COVID Booster #2:** Submit documentation of your second COVID booster, which is highly recommended but not currently required, but may be in the future. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number.

Frequency of Completion: TBD

**COVID Booster #3:** Submit documentation of your third COVID booster, which is highly recommended but not currently required, but may be in the future. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number.

Frequency of Completion: TBD

**Hepatitis B Vaccination:** Submit documentation of a positive antibody titer for Hepatitis B. Lab report is required (MUST include student name, administration date, lab result, normal range, and determination of immunity). If your titer is negative or equivocal, you must repeat the Hep B vaccine series. The 3-dose vaccine is given at 0 (baseline), 1, and 6 months. If you repeat a 3-dose series, you must submit documentation of compliance at 0, 1, and 6 months. If you are required to repeat the Hep B vaccine series, you will be required to submit evidence of the first dose by January 1st, May 1st, or August 1st, depending upon whether you enter your program in the spring, summer, or fall semester. The second dose and documentation will be due 4 weeks after the first dose; the third dose and documentation will be due at least 8 weeks after the second dose and at least 16 weeks after the first dose. In some areas of the country a 2-dose series (HEPLISAV-B) is available. If your provider orders this version of the vaccine, which involves administration at 0 and 1 month, you must submit evidence of the first dose by January 1st, May 1st, or August 1st, depending upon whether you enter your program in the spring, summer, or fall semester. The second dose and documentation will be due 4 weeks after the first dose. Documentation of Hep B vaccination must include the student's name and the date each vaccine was administered along with the vaccine manufacturer and lot number. *You MAY begin clinicals as long as your Hep B series is underway, but you must meet the deadlines for subsequent doses or you will be administratively removed from your clinical course and costs associated with the course will remain your responsibility.*

Frequency of Completion: See description

**Tetanus, Diphtheria & Pertussis (Tdap):** Submit documentation of EITHER a Tdap vaccine administered within the last 10 years OR a Tdap vaccine administered within your lifetime AND a Tdap or Td booster administered within the last 10 years. Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Measles (Rubeola):** Submit documentation of two measles vaccinations OR a positive measles antibody titer (lab report required and must

include student name, administration date, lab result, normal range, and determination of immunity). Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. If you have never received the measles vaccine or if your titer is negative or equivocal, you must receive and submit documentation of the 2-dose measles vaccine series. **The two doses are given at least 28 days apart.** You may not be enrolled in a clinical course if you have not completed the 2-dose series. If your vaccination documentation is incomplete and/or not available, you must submit evidence of a positive measles antibody titer as described above. You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Mumps:** Were you born prior to 1/1/1957? If NO, submit documentation of two mumps vaccinations OR a positive Mumps antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). If you have never received the mumps vaccine or if your titer is negative, you must receive and submit documentation of the 2-dose mumps vaccine series. The two doses are given at least 28 days apart. You may not be enrolled in a clinical course if you have not completed the 2-dose series. If your vaccination documentation is incomplete and/or not available, you must submit evidence of a positive measles antibody titer as described above. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Rubella:** Submit documentation of two Rubella vaccinations **OR** a positive Rubella antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). Documentation of vaccination must include student name, date of administration, and vaccine manufacturer and lot number. If you have never received the Rubella vaccine or if your titer is negative or equivocal, you must receive and submit documentation of the 2-dose Rubella vaccine series. **The two doses are given at least 28 days apart.** You may not be enrolled in a clinical course if you have not completed the 2-dose series. If your vaccination documentation is incomplete and/or not available, you must submit evidence of a positive rubella antibody titer as described above. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**Varicella (Chickenpox):** Submit documentation of completed 2-dose series of chickenpox vaccine OR evidence of a positive chickenpox antibody titer (lab report required and must include student name, administration date, lab result, normal range, and determination of immunity). If you have never received the chickenpox vaccine or if your titer is negative or equivocal, you must receive and submit documentation of the 2-dose chickenpox vaccine series. **The two doses are given at least 28 days apart.** Documentation of chicken pox vaccination MUST include student name, the date each vaccine

was administered, and manufacturer name and lot number. If that information is not available, the student must submit evidence of a positive chickenpox antibody titer as described above. *You may not be enrolled in a clinical course if you have not completed this requirement by the due date identified in the CastleBranch policy published in the most current version of the JMSNHP handbook for your program.*

Frequency of Completion: Once, upon entry to the program in the JMSNHP

**RN Licensure:** Are you a student in an advanced practice graduate nursing program (i.e., nurse practitioner [NP] or clinical nurse specialist [CNS]) or a doctor of nursing practice (DNP) program? If YES, submit documentation of your WI RN license (must include your name, license # and expiration date). BSN and DEMSN students select "NO."

**Drug Screen:** Urine drug screens must be completed within 48 hours of the time the order is placed in CastleBranch. When ordered, students will receive an email from CastleBranch with directions that include a link to numerous testing centers located throughout the United States. Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, precluding the student from continuing in a course and achieving practicum course outcomes; consequently, the student is dismissed from their program and the JMSNHP.

Frequency of Completion: Once, upon entry to the program in the JMSNHP as directed; random as directed

## Appendix B

### STUDENT PROFESSIONAL BEHAVIOR AGREEMENT

Please read each statement and initial to indicate your understanding. Then sign and date in the space provided to attest to your intent to abide by this Agreement, and submit as directed.

#### I will:

- Abide by the Professional Behavior policy as outlined in the *Undergraduate Nursing Handbook, Policies, and Procedures*. \_\_\_\_
- Interact with faculty, staff, peers, clinical facility staff, patients, and their significant others in a manner that demonstrates respect, civility, and appreciation for their values. \_\_\_\_
- Refuse to engage in, or condone discrimination on the basis of race, creed, national origin, ethnicity, age, gender, sexual orientation, marital status, lifestyle, disability, economic status or other form of discrimination. \_\_\_\_
- Consistently demonstrate truthfulness and accountability for my actions. \_\_\_\_
- Communicate with faculty, staff, facility staff, patients and their significant others in a timely and accurate manner. \_\_\_\_
- Maintain full adherence to all clinical requirements (current American Heart Association Cardiopulmonary Resuscitation (CPR) certification, background, drug screen, education, health records, etc.) and CastleBranch timelines as well as clinical agency requirements and timelines. \_\_\_\_
- Resolve conflict in a professional manner. \_\_\_\_
- Participate in all classes, simulations, and clinical experiences as scheduled in order to fulfill credit requirements for each course and meet the course outcomes. When an absence is unavoidable, I will follow course policy published in course syllabi. \_\_\_\_

- Take the initiative to communicate with faculty if there are attendance, assignment, or other concerns. \_\_\_\_\_
- Use technology and social media in an ethical and legal manner. \_\_\_\_\_
- Follow all HIPPA and ANA guidelines for patient care. \_\_\_\_\_
- Not engage in any form of academic misconduct. \_\_\_\_\_
- Adhere to standards of professional conduct including, but not limited to, refraining from bullying, incivility, sexual misconduct or harassment, and substance abuse. \_\_\_\_\_
- Complete, proofread, edit, and submit assignments by the due date. \_\_\_\_\_
- Accept equal responsibility for group assignments and support others in doing so. \_\_\_\_\_
- Read my course syllabi in their entirety, and follow the information and abide by course policies published therein. \_\_\_\_\_
- Review course outcomes and unit outcomes/objectives, and monitor my own learning. \_\_\_\_\_
- Self-assess using criteria and course outcomes. \_\_\_\_\_
- Document patient care according to criteria provided in class and the clinical agency. \_\_\_\_\_
- Practice to improve my abilities in nursing care skills outside of class time and not attempt to validate competency without sufficient preparation. \_\_\_\_\_
- Maintain a personal appearance and hygiene that reflects the standards expected of a professional nurse and adheres to the JMSNHP uniform policy. \_\_\_\_\_

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix C

### Objective Assessment Environment Policy and Procedures Student Acknowledgement Form

**DIRECTIONS:** Please critically read your responsibilities below, which were developed using NCLEX/ national board certification standards. Then sign the form to indicate your agreement and submit it as directed.

#### Student Responsibilities:

1. I understand that I am required to arrive at the site of all assessments at least 10 minutes prior to the scheduled start time.
2. I understand that (unless I have ADA accommodations providing for otherwise, pre-approved by the Alverno Accessibility Coordinator) I am to use the bathroom immediately prior to entering the site of an assessment if needed. If I need to use the bathroom before the assessment is completed, I will notify the proctor. I understand that ATI allows for only one up-to-5-minute break during an assessment, which is initiated by clicking the PAUSE button. 3
3. understand that I am required to have my technology access username and password memorized prior to an assessment. I understand that I will not be allowed to access an assessment without my memorized username and password and furthermore, that no assessment will be rescheduled because I was not prepared to access that assessment with my memorized username and password.
4. I understand that I must bring a photo ID, preferably my Alverno picture ID, to each assessment and that there can be no additional written attachments to my ID badge. I understand that I will not be allowed to access an assessment without my photo ID and furthermore, that no assessment will be rescheduled because I did not bring my photo ID to that assessment.
5. I understand that if my hair is down, I must display my ears for the proctor to see immediately prior to an assessment and subsequent to a bathroom break.
6. I understand that earplugs are available upon request, and that it is not acceptable for me to bring and use my own earplugs during an assessment.
7. I understand that if I wear loose or baggy clothing with pockets, I will be required to expose my pockets for the proctor to see that they are empty, immediately prior to an assessment and subsequent to a bathroom break.
8. I understand that I am not allowed to wear a hooded top/shirt/ sweatshirt/sweater/jacket during an assessment. If I am unable to take my hooded garment off, I understand that I will be asked to leave the assessment site and not allowed to proceed with my scheduled assessment; furthermore, I understand that no assessment will be rescheduled because I could not remove a hooded garment for an assessment.
9. I understand that I will be required to display my lower arms/wrists for the proctor to see immediately prior to an assessment and subsequent to a bathroom break. I also understand I may be required to remove my shoes prior to an assessment and subsequent to a bathroom break if the proctor determines a need to determine whether I have concealed information that could be used to cheat on an assessment.
10. I understand that I am not allowed to have personal belongings (e.g., books, pens, papers, keys, phones, smart watches, or other electronic devices, etc.) on my person or at a computer station, table, or desk, etc., at any time immediately prior to, during, or immediately after an assessment.
11. I understand that immediately prior to an assessment, I must turn off all personal electronic devices (e.g., cell phone, electronic watches, iPads, Chromebooks, laptops, etc.) in view of the proctor; then, place all personal electronic devices in my backpack (if applicable) in view of the proctor; and then, place all personal electronic devices and backpack (if applicable) on a table at the front of the room, near or at the proctor's desk, or in an assigned locker, as instructed by the proctor.
12. I understand that I will be provided a colored, blank paper and a writing utensil immediately prior to an assessment, and that I may not write on that paper before the assessment begins. Only after instructed to do so by the proctor, I will document my name and the date, course number (e.g., N-225, MSN-605, etc.), and computer station number on the paper. I will not otherwise write on the paper prior to the start of or after the assessment.
13. I understand that I may not talk during an assessment except (a) in the case of a medical emergency or other urgent need or (b) unless I have ADA accommodations that allow for my talking aloud during assessments administered in a single private room, which have been pre-approved by Alverno College Accessibility Coordinator. I understand that I may verbalize or raise my hand to communicate medical emergencies or urgent needs.
14. I understand that I may not communicate with anyone except the proctor immediately prior to, during, or immediately after the completion of an assessment.
15. I understand that whether completing an assessment in a classroom, general room of the Alverno Assessment Center, or a single private

room provided by the course faculty or the Assessment Center, I must write my questions for the proctor on the colored paper provided and then raise my hand to signal that I need assistance. The proctor will come to me.

16. I understand that if I take an assessment in a single private room provided by the course faculty or the Alverno Assessment Center, I will be continuously observed by the proctor in person or via camera; if I take an assessment in a classroom or quiet general room on the Assessment Center, I will be continuously observed by a proctor.
17. I understand that I must not remove any assessment materials, documents, or other material with any assessment information from the assessment site after taking an assessment. Furthermore, I understand that immediately upon completion of an assessment and prior to leaving the assessment site, I must return the writing utensil and colored paper provided at the start of the assessment to the proctor with the required information (my name, and the date, course number, and computer station number) and any of my work added to it during the assessment.
18. I understand that I cannot give help to other students or receive help from any student during an assessment either verbally or nonverbally.
19. I understand that it would be wholly unethical of me to and that I must not share any information about any given assessment with any student subsequent to my completion of that assessment at any time, whether currently or previously enrolled in the respective course.
20. I have read and understand the JoAnn McGrath School of Nursing and Health Professions (JMSNHP) Academic Misconduct and Professional Behavior policies (located online via the Critical News Board and/or my program handbook) and I promise not to engage in any cheating activities, including but not limited to those scenarios explicitly identified in my course syllabi and JMSNHP policies.
21. I understand that IF in the event of a missed assessment, I am granted the opportunity to make up that missed assessment by my course faculty, the make-up assessment may contain different questions but will assess the same learning objectives as the missed assessment. In addition, I understand that (a) all make-up assessments are ONLY administered during the last week of classes and (b) if multiple make-up assessments, in one or more courses, have been granted by my course faculty, I will be required to complete any/all of those assessments during the last week of classes.
22. I understand that to protect the integrity of nursing assessments, my faculty may or may not review specific assessment questions with me that I personally answered incorrectly or review specific questions with my class that were commonly answered incorrectly. As appropriate, my faculty will identify and communicate error patterns evident in assessment question answers and/or identify or reiterate particular course topics that that need to be further studied by me or my class as a whole.
23. I understand that if I require a religious exemption or ADA accommodations for assessment-taking for a documented medical or accessibility need, it is my responsibility to (a) contact the Alverno College Student Accessibility Coordinator to obtain approval for those accommodations and (b) ensure that my course faculty is aware of any accommodation(s) approved by the Accessibility Coordinator, in accordance with Alverno College policy

By signing this form:

1. I agree to follow all policy and procedures communicated above; and
2. I understand that my failure to follow all policy and procedures communicated above for any given assessment will result in my

earning earn a zero score on that assessment and may result in the administration of an unsuccessful progress code (U) for the respective course and/or dismissal from my program in the JMSNHP and Alverno College.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_ Print Name \_\_\_\_\_

## Appendix D

### OBJECTIVE ASSESSMENT PROCTOR CHECKLIST:

Student Name \_\_\_\_\_

Course/SemYR: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ Assessment Site: \_\_\_\_\_

Private Room? (circle one): Yes No

Video Camera Engaged? (circle one): Yes No

ADA Accommodations verified by proctor? (circle one): Yes No N/A

Student arrived at the assessment site at least 10 minutes prior to the scheduled assessment? (circle one) Yes No

#### Student "check-in" completed

by: \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Assessment Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Bathroom Break? (circle one): Yes No Time Out: \_\_\_\_\_ Time In: \_\_\_\_\_

Proctor Name: \_\_\_\_\_ Proctor

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

**DIRECTIONS:** Please check the applicable boxes for each item on the checklist.

#### Student ID: #

The student's photo ID, preferably their Alverno picture ID, was visualized by the proctor to verify their identity prior to the assessment. #

The student presented without a photo ID and thus, was instructed to leave without completing the assessment, and was directed by the proctor to contact their course faculty (if the proctor was not the course faculty).

#### Username and Password: #

The student had their username and password memorized prior to the assessment and accessed their assessment accordingly. #

The student did not have their username and password memorized, was not allowed to bring it to the assessment site in a written format, was instructed to leave without completing the assessment, and was directed by the proctor to contact their course faculty (if the proctor was not the course faculty).

#### Ears: #

The student's hair was down, but their ears were visualized prior to the assessment and subsequent to any bathroom break to ensure that



they were clear of any device other than a hearing aid (Accommodation must be approved by the Alverno Accessibility Coordinator). #

\_\_\_ The student's hair was not down and their ears were visualized prior to the assessment and subsequent to any bathroom break to ensure that they were clear of any device other than a hearing aid (Accommodation must be approved by the Alverno Accessibility Coordinator).

**Ear Plugs: #**

\_\_\_ Ear plugs were requested and provided; the student was not allowed to use their own earplugs. #

\_\_\_ Ear plugs were not requested; the student was not allowed to use their own earplugs.

**Loose/Baggy Clothing with Pockets: #**

\_\_\_ The student presented for the assessment wearing loose or baggy clothing with pockets, which were exposed by the student and observed by the proctor to ensure that they were empty, immediately prior to the assessment and subsequent to any bathroom break. #

\_\_\_ The student did not present for the assessment wearing loose or baggy clothing with pockets.

**Hooded Garments: #**

\_\_\_ The student presented wearing a hooded garment that they were unable to remove and consequently, was asked to leave, not allowed to take the assessment, and directed to contact their faculty (if the proctor was not the course faculty). #

\_\_\_ The student did not present with a hooded garment.

**Exposure of Lower Arms/Wrists/Shoes: #**

\_\_\_ The student exposed their lower arms/wrists, which were observed by the proctor immediately prior to and subsequent to any bathroom break. #

\_\_\_ IF requested by the proctor, the student removed their shoes to demonstrate that no information was concealed in their shoes that could be used to cheat on the assessment, immediately prior to and subsequent to any bathroom break.

**Personal Electronic Devices (e.g., cell phones, electronic watches, iPADS, Chromebooks, or other): #**

\_\_\_ The student turned off all personal electronic devices in view of the proctor #

\_\_\_ The student stowed all personal electronic devices (power off) in their backpack (if applicable) in view of the proctor #

\_\_\_ The student placed all personal electronic devices (power off) on a table at the front of the room, near or at the proctor's desk, or in an assigned locker, as instructed by the proctor.

**Personal Belongings (other than electronic devices): #**

\_\_\_ The student did not have any have personal belongings (e.g., books, pens, papers, keys, phones, smart watches, or other electronic devices, etc.) on their person or at their computer station, table, or desk, etc., at any time immediately prior to, during, or immediately after an assessment.

**Scratch Paper/Other Materials: #**

\_\_\_ The student was provided a blank, colored paper and a writing utensil immediately prior to the assessment #

\_\_\_ The student documented their name, date, course number (e.g., N-225, MSN-605, etc.), and computer station number on the colored paper provided, only after and at the direction of the preceptor, immediately prior to the assessment #

\_\_\_ The student returned the paper and writing utensil to the proctor with the required information (name, date, course number, and computer station number) and any of their work added to it during the assessment, immediately upon completion of the assessment. #

\_\_\_ The student did not remove any assessment materials, documents, or any other material containing assessment information from the assessment site during a bathroom break or upon completion of the assessment.

**Observation and Communication: #**

\_\_\_ The student was/was not (circle one) provided a single, private room in which to complete the assessment, in accordance with documented ADA Accommodations approved by the Alverno Accessibility Coordinator and was continuously observed by the proctor in person or by video monitoring. #

\_\_\_ The student completed the assessment in a quiet classroom or quiet general assessment room in the Assessment Center and was continuously observed by the proctor. No persons were talking in the classroom/assessment room while the student's assessment was underway. #

\_\_\_ The student did not communicate with anyone, other than the proctor, immediately prior to, during, or immediately upon completion of the assessment. #

\_\_\_ The student appropriately raised their hand to communicate that they had a question or to indicate that they had completed the assessment and waited for the proctor to respond. #

\_\_\_ The student communicated with a peer or person other than the proctor immediately prior to, during, or immediately upon completion of the assessment, despite NOT having documented ADA Accommodations to do otherwise, pre-approved by the Alverno Accessibility Coordinator: #

With whom? \_\_\_\_\_ #

Under what circumstance (emergency, urgent need, other) Please explain: \_\_\_\_\_

**Additional Proctor Responsibilities: #**

After the assessment, please scan the colored paper, email it to the course faculty, and then shred it. # After the assessment, please scan the completed Proctor Checklist, email it to the course faculty, and then shred it.

## Appendix E

### Health Insurance Coverage Form

*(completed in N-205 and/or orientation to the program)*

I understand that it is strongly recommended that graduate nursing students carry health insurance to cover any unforeseen incidents that might be experienced during clinical practicums.

I further understand that coverage is available at a reasonable cost through Alverno College. (Information regarding that coverage is available through the Office of Student Development and Success).

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PRINT YOUR NAME

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STUDENT SIGNATURE  
DATE

## Appendix F

**PERMISSION FORM**  
**Nursing Program of Studies**  
*(completed in N-205 and/or orientation to the program)*

I hereby give permission for course papers and audio/videotaped presentations I submit for my entire program of studies in nursing to be shown to college and other audiences for academic purposes only.

I understand that the nursing faculty will notify me when my work is chosen for viewing.

Student ID Number: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Student Name: \_\_\_\_\_

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