Direct Entry Master of Science in Nursing
(DEMSN)

College of Nursing
Student Handbook
Fall: 2023-2024

May 2022
Dear Student:

This Student Handbook was developed to provide information about the policies and procedures applicable to students in the Direct Entry Master of Science in Nursing Program. It is a supplement to the information provided in the Lourdes University Catalog and Lourdes University Student Handbook.

The faculty and administration of the College of Nursing reserve the right to change the policies and procedures in this document at any time. If this occurs, students will be notified of the changes in a timely fashion. Students who enter the nursing major will be held to the policies that were in place during the year they were admitted to the nursing major. Additions may be made to the handbook and will be included as addendums with the designated date of implementation. The College of Nursing views pre-licensure education in Nursing as a collaborative venture. Please do your part to ensure success by assuming responsibility for reading and using this Student Handbook and the documents to which it refers. In addition, the Lourdes University College of Nursing has been approved by the Ohio Board of Nursing (OBN).

On behalf of Lourdes University, and in the Franciscan tradition, we wish you "Peace and All Good" in your educational journey.


Sincerely,


The Administration, Faculty, and Staff of the College of Nursing

8/2021;1/2022; 3/2022 (jmp); 7/2022; 1/2023 (cet); 8/2023  (cet)

**Direct Entry Master of Science in Nursing Student Handbook Lourdes University School of Nursing- DEMSN Nursing Program**

**Student Receipt**

Students are responsible for knowing and abiding by all policies, requirements, and regulations in this handbook. The provisions in this handbook are not to be regarded as a contract between the student and the institution. Course content and policies are under constant review and evaluation. The College of Nursing (CON) reserves the right to change any provision, regulation, and requirement. Changes will be publicized through appropriate channels. This handbook supersedes all previous handbooks of the College of Nursing.

I understand the Lourdes University DEMSN Student Handbook is available to me on the Lourdes Nursing website and portal.

I have had an opportunity to review its contents and I agree, as a student enrolled in the College of Nursing, to adhere to the policies and guidelines set forth. The policies and procedures are subject to change during my course of study, and it is my responsibility to keep abreast of these changes.

Print Name_____Date _____

Signature_____Date

- o   Handbook Year **2023-2024**

# Contents

**LOURDES UNIVERSITY COLLEGE OF NURSING**

**Direct Entry Master of Science in Nursing (DEMSN) Student Handbook**

**Introduction**

Lourdes University and the College of Nursing are accountable to the public for the quality of professional nurses who graduate from our entry-level Master of Science in Nursing Program. Therefore, Lourdes University and the College of Nursing have the right and responsibility to establish standards of admission, retention, progression, dismissal, and graduation in accordance with its philosophy, program objectives and the Ohio Board of Nursing rules and regulations to protect the integrity of the educational program and the public. Nursing students have the right to an educational environment where the freedom to learn is provided. The College of Nursing Student Handbook contains standards of academic achievement and conduct. Students are responsible for meeting these standards and have the right to be informed about these standards, the means of assessment, and the appeal process. Students are invited to participate in the formation and evaluation of academic and conduct standards through participation in the College of Nursing committee process. No student is treated differently based on age, religion, creed, national origin, handicapping condition, marital status, race, or sex.

1.    **Overview of the College of Nursing**

   **1.1    Vision**

   Achieve national recognition for the continuous development of individuals and education that impacts the practice of nursing and patient outcomes

   **1.2    The Mission Statement of the Lourdes University College of Nursing**

   To prepare undergraduate and graduate nursing students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs prepare professional nurses to continuously improve quality and safety in healthcare delivery systems and exemplify holism, ethics, respect for diversity,

community service, and Franciscan values.  Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that encourages lifelong learning.

To align with the direction of the Mission and Vision of the CON, the Direct Entry Master of Science in Nursing (DEMSN) goal is to graduate students who are prepared to enter the profession of nursing as competent, generalist healthcare providers. The DEMSN nursing major emphasizes holistic patient-centered care, teamwork, collaboration, evidence-based practice, quality improvement, safety, informatics, values-based care, leadership, community, and culture. These conceptual themes are interwoven throughout a concept-based curriculum across the lifespan and provide students with the context needed to effectively work in and with diverse populations.

The DEMSN courses will be delivered in either an 8-week block model or traditional 15-week semester model depending on the course content. Students progress through the DEMSN Program in a consecutive systematic manner that allows for completion in 18 months/5 semesters. Admission to the Program will occur throughout the year in Fall, Spring, or Summer semesters. The graduate will have the capability to pursue educational advancement into advanced nursing practice and/or doctoral programs. Graduates of the DEMSN program will possess competencies to positively impact individuals, communities, and systems utilizing approaches that optimize patient outcomes in the complex health care environment (QSEN, 2021; Lourdes University, 2021).

The plan of study begins after the student has successfully completed a conferred bachelor's degree in any non-nursing field, other determined admission criteria (i.e., BLS, background check clearance, etc.), and completion of required pre-requisites in sciences. Didactic, online, and clinical learning will be offered in multiple modalities that will include in-person, virtual, and/or simulation experiences as approved by the Ohio Board of Nursing (OH BON) 4723-5, Ohio Administrative Code (OAC), Nursing Education Program to meet the standards and requirements necessary for pre-licensure nursing programs.

## 1.3    Philosophy of the College of Nursing

Lourdes University College of Nursing believes that:
- Health is the dynamic state of physical, emotional, social, and spiritual well-being that is defined in the context of personal values and culture.

- Nursing is a scientific and caring profession which utilizes the most current evidence in diagnosis and treatment to optimize health, reduce risk, and promote wellness.

- Learning results in an increase in self-understanding and discovery of knowledge, values, and skills.

- Learning occurs in a supportive environment through a collaborative partnership that requires active involvement on the part of a student/learner and educator/facilitator.

## 2.    Curriculum of the College of Nursing

## 2.1    Curriculum Overview

The goal of the Lourdes University College of Nursing Direct Entry Master of Science in Nursing (DEMSN) curriculum is to graduate students who are prepared to enter the profession of nursing as competent, generalist healthcare providers. Graduates possess the knowledge, skills, attitudes, and values to impact individuals, communities, and systems to improve patient and healthcare outcomes (QSEN, 2021; Lourdes University, 2021). The nursing major emphasizes holistic care focused on patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, informatics, values-based care, leadership, community, and culture. These conceptual themes are interwoven throughout a concept-based curriculum across the lifespan and provide students with the context needed to effectively work with diverse populations.

Students apply these concepts in a variety of settings including, but not limited to, simulation labs, community-based settings, extended care facilities, outpatient clinics, and hospitals. Having experience in a variety of settings allows Lourdes DEMSN students to develop the skills necessary to work as professional nurses in diverse, global healthcare entities and milieus upon graduation.

The DEMSN courses will be delivered in either a 12-week or 15-week semester model depending on semester duration (Summer-12 weeks; Fall and Spring-15 weeks). Students progress through the DEMSN Program year-round in a consecutive manner that allows for program completion in 5 semesters. The graduate will have the capability to pursue future education in an advanced nursing practice and/or doctoral program.

## DEMSN Program's Conceptual Framework

The DEMSN program has been developed based on a conceptual framework to support the delivery of holistic patient-centered care. These conceptual themes are interwoven throughout a concept-based curriculum across the lifespan and provide students with the context needed to effectively work in and with diverse populations.

The following model shows the concepts that are developed and built upon in the DEMSN curriculum to deliver holistic patient-centered care. The curriculum progresses from simple to complex with the outcomes of professional behaviors and clinical competencies embedded. Competencies in the program are identified using the Ohio Nursing Competency Model (n.d.), Quality and Safety Education for Nurses (QSEN | 2020), and Gidden's *Concepts for Nursing Practice* (2021). Using these competencies and their relation and building upon each other, the DEMSN graduate will be proficient in the delivery of holistic patient-centered care.

8/2021;1/2022; 3/2022 (jmp); 7/2022; 1/2023 (cet); 8/2023  (cet)

**2.2      DEMSN Program Learning Outcomes and QSEN Competencies**

**DEMSN Program Learning Outcomes (PLOs):**
1. Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles (ULO 2a).
2. Exhibit critical thinking and evidenced-based decision-making incorporating scientific inquiry as a foundation to reach appropriate clinical judgement for health promotion, disease prevention and management of illness (ULO 5b).
3. Develop leadership through the analysis of the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes (ULO 4b).
4. Effective communication, inter- and intra-disciplinary collaborative skills, and interprofessional partnerships to impact care through collaboration, management, coordination, and delivery (ULO 4c).
5. Incorporate the Franciscan ethic and standards of professional nursing portraying the core values and ethics of accountability, caring, communication, clinical reasoning, critical thinking, and lifelong learning (ULO 3b, 5c).
6. Demonstrate leadership to plan change and promote quality outcomes affecting culturally diverse individuals and populations providing high quality and safety care (ULO 2e, 2f).

**Table 2.1: Quality and Safety in Nursing Education Competencies**
**https://qsen.org/competencies/prelicensure-ksas/#patient-centered_care**

The QSEN Competencies aim to prepare nurses for future practice and overcome challenges to improve quality and safety in healthcare. Using the Competencies guide the necessary development of knowledge, skills, and attitudes to achieve this, the DEMSN program has the purposeful integration of QSEN Competencies throughout the program in theoretical and clinical learning.

**PATIENT-CENTERED CARE**

**Definition**: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

| Knowledge | Skills | Attitudes |
|---|---|---|
| Integrate understanding of multiple dimensions of patient centered care:<br>• patient/family/community preferences, values<br>• coordination and integration of care<br>• information, communication, and education<br>• physical comfort and emotional support<br>• involvement of family and friends<br>• transition and continuity<br>Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values | Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care Communicate patient values, preferences and expressed needs to other members of health care team Provide patient-centered care with sensitivity and respect for the diversity of human experience | Value seeing health care situations "through patients' eyes" Respect and encourage individual expression of patient values, preferences and expressed needs Value the patient's expertise with own health and symptoms Seek learning opportunities with patients who represent all aspects of human diversity Recognize personally held attitudes about working with patients from different ethnic, cultural, and social backgrounds Willingly support patient-centered care for individuals and groups whose values differ from own |
| Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort. | Assess presence and extent of pain and suffering Assess levels of physical and emotional comfort Elicit expectations of patient & family for relief of pain, discomfort, or suffering Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs | Recognize personally held values and beliefs about the management of pain or suffering Appreciate the role of the nurse in relief of all types and sources of pain or suffering Recognize that patient expectations influence outcomes in management of pain or suffering |

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| Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families<br>Examine common barriers to active involvement of patients in their own health care processes<br>Describe strategies to empower patients or families in all aspects of the health care process | Remove barriers to presence of families and other designated surrogates based on patient preferences<br>Assess level of patient's decisional conflict and provide access to resources<br>Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management | Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care<br>Respect patient preferences for degree of active engagement in care process<br>Respect patient's right to access to personal health records |
| Explore ethical and legal implications of patient-centered care<br>Describe the limits and boundaries of therapeutic patient-centered care | Recognize the boundaries of therapeutic relationships<br>Facilitate informed patient consent for care | Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care<br>Appreciate shared decision-making with empowered patients and families, even when conflicts occur |
| Discuss principles of effective communication<br>Describe basic principles of consensus building and conflict resolution<br>Examine nursing roles in assuring coordination, integration, and continuity of care | Assess own level of communication skill in encounters with patients and families<br>Participate in building consensus or resolving conflict in the context of patient care<br>Communicate care provided and needed at each transition in care | Value continuous improvement of own communication and conflict resolution skills |

## TEAMWORK AND COLLABORATION

**Definition:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

| Knowledge | Skills | Attitudes |
|---|---|---|
| Describe own strengths, limitations, and values in functioning as a member of a team | Demonstrate awareness of own strengths and limitations as a team member Initiate plan for self-development as a team member<br>Act with integrity, consistency, and respect for differing views | Acknowledge own potential to contribute to effective team functioning Appreciate importance of intra- and inter-professional collaboration |
| Describe scopes of practice and roles of health care team members<br>Describe strategies for identifying and managing overlaps in team member roles and accountabilities | Function competently within own scope of practice as a member of the health care team<br>Assume role of team member or leader based on the situation<br>Initiate requests for help when appropriate to situation | Value the perspectives and expertise of all health team members Respect the centrality of the patient/family as core members of any health care team Respect the unique attributes that members bring to a team, including |
| Recognize contributions of other individuals and groups in helping patient/family achieve health goals | Clarify roles and accountabilities under conditions of potential overlap in team member functioning<br>Integrate the contributions of others who play a role in helping patient/family achieve health goals | Variations in professional orientations and accountabilities |
| Analyze differences in communication style preferences among patients and families, nurses, and other members of the health team<br>Describe impact of own communication style on others<br>Discuss effective strategies for communicating and resolving conflict | Communicate with team members, adapting own style of communicating to needs of the team and situation<br>Demonstrate commitment to team goals<br>Solicit input from other team members to improve individual, as well as team, performance<br>Initiate actions to resolve conflict | Value teamwork and the relationships upon which it is based Value different styles of communication used by patients, families and health care providers Contribute to resolution of conflict and disagreement |

| | | |
|---|---|---|
| Describe examples of the impact of team functioning on safety and quality of care Explain how authority gradients influence teamwork and patient safety | Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care Assert own position/perspective in discussions about patient care Choose communication styles that diminish the risks associated with authority gradients among team members | Appreciate the risks associated with handoffs among providers and across transitions in care |
| Identify system barriers and facilitators of effective team functioning Examine strategies for improving systems to support team functioning | Participate in designing systems that support effective teamwork | Value the influence of system solutions in achieving effective team functioning |

EVIDENCE-BASED PRACTICE (EBP)

**Definition:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

| Knowledge | Skills | Attitudes |
|---|---|---|
| Demonstrate knowledge of basic scientific methods and processes<br>Describe EBP to include the components of research evidence, clinical expertise, and patient/family values. | Participate effectively in appropriate data collection and other research activities<br>Adhere to Institutional Review Board (IRB) guidelines<br>Base individualized care plan on patient values, clinical expertise, and evidence | Appreciate strengths and weaknesses of scientific bases for practice<br>Value the need for ethical conduct of research and quality improvement Value the concept of EBP as integral to determining best clinical practice |
| Differentiate clinical opinion from research and evidence summaries | Read original research and evidence reports related to area of practice | Appreciate the importance of regularly reading relevant professional journals |
| Describe reliable sources for locating evidence reports and clinical practice guidelines | Locate evidence reports related to clinical practice topics and guidelines | |
| Explain the role of evidence in determining best clinical practice<br>Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care | Participate in structuring the work environment to facilitate integration of new evidence into standards of practice<br>Question rationale for routine approaches to care that result in less than-desired outcomes or adverse events | Value the need for continuous improvement in clinical practice based on new knowledge |
| Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences | Consult with clinical experts before deciding to deviate from evidence-based protocols | Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices |

## QUALITY IMPROVEMENT (QI)

**Definition:** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

| Knowledge | Skills | Attitudes |
|---|---|---|
| Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice | Seek information about outcomes of care for populations served in care setting<br>Seek information about quality improvement projects in the care setting | Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals |
| Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families<br>Give examples of the tension between professional autonomy and system functioning | Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit<br>Participate in a root cause analysis of a sentinel event | Value own and others' contributions to outcomes of care in local care settings |
| Explain the importance of variation and measurement in assessing quality of care | Use quality measures to understand performance<br>Use tools (such as control charts and run charts) that are helpful for understanding variation<br>Identify gaps between local and best practice | Appreciate how unwanted variation affects care<br>Value measurement and its role in good patient care |
| Describe approaches for changing processes of care | Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act) | Value local change (in individual practice or team practice on a unit) and its role in creating joy in work |
| | Practice aligning the aims, measures and changes involved in improving care<br>Use measures to evaluate the effect of change | Appreciate the value of what individuals and teams can to do to improve care |

SAFETY

**Definition**: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

| Knowledge | Skills | Attitudes |
|---|---|---|
| Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations) Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms) Discuss effective strategies to reduce reliance on memory | Demonstrate effective use of technology and standardized practices that support safety and quality Demonstrate effective use of strategies to reduce risk of harm to self or others Use appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists) | Value the contributions of standardization/reliability to safety Appreciate the cognitive and physical limits of human performance |
| Delineate general categories of errors and hazards in care Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems) | Communicate observations or concerns related to hazards and errors to patients, families and the health care team Use organizational error reporting systems for near miss and error reporting | Value own role in preventing errors |
| Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis) | Participate appropriately in analyzing errors and designing system improvements  Engage in root cause analysis rather than blaming when errors or near misses occur | Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team |

| Discuss potential and actual impact of national patient safety resources, initiatives, and regulations | Use national patient safety resources for own professional development and to focus attention on safety in care settings | Value relationship between national safety campaigns and implementation in local practices and practice settings |
| --- | --- | --- |

| INFORMATICS | | |
|---|---|---|
| **Definition:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. | | |

| **Knowledge** | **Skills** | **Attitudes** |
|---|---|---|
| Explain why information and technology skills are essential for safe patient care | Seek education about how information is managed in care settings before providing care<br>Apply technology and information management tools to support safe processes of care | Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills |
| Identify essential information that must be available in a common database to support patient care<br>Contrast benefits and limitations of different communication technologies and their impact on safety and quality | Navigate the electronic health record<br>Document and plan patient care in an electronic health record<br>Employ communication technologies to coordinate care for patients | Value technologies that support clinical decision-making, error prevention, and care coordination<br>Protect confidentiality of protected health information in electronic health records |
| Describe examples of how technology and information management are related to the quality and safety of patient care<br>Recognize the time, effort, and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care | Respond appropriately to clinical decision-making supports and alerts<br>Use information management tools to monitor outcomes of care processes<br>Use high quality electronic sources of healthcare information | Value nurse's involvement in design, selection, implementation, and evaluation of information technologies to support patient care |

### 2.3 Course Descriptions

Courses in the Nursing Major integrate instruction toward meeting the Lourdes University Learning Outcomes across the curriculum. See the Lourdes University Academic Catalog for complete descriptions of nursing courses in the major including required prerequisite courses.

### 2.4 Curriculum Standards for Courses in the Nursing Major

Lourdes University College of Nursing Direct Entry in Master of Science in Nursing follows consistent professional standards across the curriculum including the QSEN framework and the American Association of Colleges of Nursing (AACN) the Essentials: Core Competencies for Entry-Level Professional Nursing Education.
https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf
https://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf
https://www.aacnnursing.org/Portals/0/PDFs/Publications/MastersEssentials11.pdf

Lourdes University College of Nursing has a structured curriculum for students enrolled in the Direct Entry Master of Science (DEMSN) program. These curriculum standards guide the implementation of this curriculum.

The student working with their academic advisor will create a plan of study using the integrated curriculum of the College of Nursing (CON). Any changes that occur to the plan of study will be approved by the students' academic advisor with consultation of the CON advisor and DEMSN Program Director.

**PROCEDURE:**

1. The pre-licensure DEMSN program is an integrated model. All the courses offered in each semester in the plan of study are meant to be taken together. The theory courses, laboratory, and clinical experiences are not stand-alone courses, but concepts and application are integrated to reinforce the holistic approach to nursing care of the patient across each semester and the DEMSN curriculum. Clinical courses are included in overall semester credit hours for courses. A failure in a theory course would require repeat of the laboratory and/or clinical course. A failure in a laboratory and/or clinical portion of a theory course would require repeat of the entire integrated course (theory, clinical, and/or lab).

2. Students must be enrolled in the program full time and take courses as outlined in the DEMSN Curricular Pathway. The exception is a student who is repeating a course due course failure or previous course withdrawal.

3. A student who has <u>failed to enroll in a Nursing course for one year or greater</u> will be removed from the program and required to reapply for readmittance to the DEMSN program and follow the DEMSN Readmission Policy.

4. The student is <u>required to complete the program within three years of enrollment</u>.

5. Successful achievement of both theoretical, laboratory, and clinical aspects is required to progress in the DEMSN program. If a student is unable to achieve the minimum passing course grade of C+ for the theoretical component of a course, the earned theory course grade is recorded, and both the theory and clinical course must be repeated. If a C+ is not earned in the theoretical course but the student has successfully passed the clinical course with a "Satisfactory" (minimum "3" on evaluation tool), both the theoretical and clinical aspects are required to be repeated for the course.

6. If unable to be successful in the theoretical course and/or clinical and/or laboratory, the student will repeat the theoretical and clinical and laboratory aspects required of the course. The student will not progress to the next semester/graduation as it is required that there is successful completion of <u>all</u> theoretical and clinical and laboratory requirements for progression.

7. If a student is unable to be successful in the laboratory portion of a course with a "Satisfactory" (minimum "3" on evaluation tool), the student is unable to progress to the clinical portion of the course, which will result in repeat of the theoretical and clinical and laboratory aspects of the course. The student will not be able to remain in the nursing theory course without successful completion of the required laboratory and/or clinical portions of the course.

8. Semesters to include the final semester of the DEMSN program is a pre-requisite for the subsequent semester/graduation.

9. A student must maintain a cumulative GPA of 3.0 throughout each semester in the DEMSN program. Note: A grade of C+ is acceptable to pass a course however, students must always maintain a <u>cumulative GPA of 3.0 or greater in the DEMSN program.</u>

10. A student who does not maintain a cumulative GPA of 3.0 will be placed on academic probation for the following semester of enrollment. If the GPA in the following semester continues to be below the 3.0 requirement, the student will be dismissed from the DEMSN program.

11. Students who fall below the required GPA of 3.0 and/or do not meet the required minimum passing course grade of C+ and/or do not earn a "Successful" in clinical will be sent a letter from the College of Nursing officially informing the student about his/her academic probation. To continue in the DEMSN program the student must demonstrate a 3.0 minimum GPA, earn a passing grade of C+, and "Successful" score in clinical.

12. If a C or below is earned in two nursing courses, full dismissal from the DEMSN program will happen.

13. If a nursing course is to be repeated, the student is not guaranteed a seat to repeat the course in the following semester.

14. A student can repeat a nursing course one time and if a passing grade is achieved (C+ or higher), this will replace the failing grade but will be considered a 'nurse course failure' for progression and retention purposes. The initially earned failing grade (C or less) will remain on the student's transcript. The student is still required to maintain a minimum GPA of 3.0.

15. If an "Unsatisfactory" score in the clinical course component is earned, an "Unsatisfactory" is recorded for the clinical course and the theory course and clinical must be repeated. The recorded theory grade will be a failing course grade. If the theory grade earned was above a C, a grade of C will be recorded. For all theory grades earned below C, the earned theory grade will be recorded.

16. A withdrawal from a nursing theory course requires withdrawal from the clinical course within that semester. This results in grades of "W" on the student's transcript. Students are required to consult with their academic advisor prior to initiating a withdrawal to discuss the implication to their plan of study and/or financial aid. The student must repeat the theory course with clinical and earn a C+ or better while maintaining a cumulative GPA of 3.0 to progress/graduate in the DEMSN program.

17. A student must pass all core nursing courses and clinical and laboratory experiences in each semester before progressing into the next semester.

18. Clinical/Laboratory experiences are graded as "Satisfactory" / "Unsatisfactory" (pass/fail). There are specific clinical/laboratory objectives each student must successfully and earn a "Satisfactory" on to complete and pass the clinical course. If a "Unsatisfactory" (fail)/inability to meet laboratory objectives is earned by the student, the student will not progress forward in the course (clinical and theory) and will be awarded a grade of C which is not considered adequate for progression in the DEMSN program.

19. Students and faculty maintain records throughout the semester. Clinical/laboratory faculty, along with course faculty if appropriate, review written clinical evaluations with students at mid-term and the end of the semester. Faculty as they deem appropriate may review student clinical and laboratory progress at any time with the student if deemed 'at risk' of not successfully meeting clinical/laboratory objectives.

20. While the course faculty always strives for consistency in learning experiences, clinical placement, student readiness, slight variations in methods across sections may occur. Assignments and evaluation methods across course sections will remain consistent.

21. Students are expected to attend all classes. Completion of all clinical/laboratory hours are required to satisfactorily pass each clinical/laboratory course. Each theory course has different requirements for attendance which are clearly identified in the course syllabus.

22. Faculty members utilize a variety of teaching strategies. Course faculty members are considered content experts and may select the teaching methodology that will provide the best learning outcome for their students.

23. The integrated nature of the curriculum means that the course faculty work together to coordinate assignments to meet learning outcomes. The student will be expected to write at least one scholarly paper, give one presentation, and/or incorporate one group project.

24. Students must complete all required elements as identified in each course syllabus to pass the course and progress in the DEMSN Program.

25. Lourdes University College of Nursing utilizes standardized tests as part of its assessment of learning outcomes. The standardized test results provide individual students with feedback on areas of strengths and weaknesses. Students are required to complete these standardized assessment instruments as they progress through the program.

26. All students are encouraged to participate in course evaluations at the end of each semester. The Dean/Program Director receives aggregate results as well as the individual comments and shares evaluative feedback with the faculty after grades have been assigned.

27. Many courses in the nursing major incorporate pharmacological concepts. Students will be evaluated on drug and dose calculations throughout the curriculum. Students are required to pass the Clinical Calculations Exam (CCE) to progress. If a "Unsatisfactory" (fail)/inability to meet the required 90% passing score on the CCE by the student, the student will not progress forward in the course (clinical, laboratory, and theory) and will be awarded a grade of C which is not considered adequate for progression in the DEMSN program
    • Students are required to satisfactorily pass the Clinical Calculations Exam (CCE) to pass clinical courses. Clinical Calculations Exam (CCE): Students are required to achieve a 90% or better on their first attempt CCE. Failure to achieve a 90% on first attempt, will result in remediation.
    • During second attempt of the CE, the student must achieve a 90%.
    • Refer to DEMSN Lab Manual for remediation and testing guidelines.

28. The Lourdes University College of Nursing along with the American Nursing Association (ANA) Code of Ethics believes the profession of nursing is one that demands adherence to a set of ethical principles. Therefore, students will be held to the Professional Competency Standards outlined in the Direct Entry Master of Science (DEMSN) Professionalism Position Statement.

29. Remediation of student performance or professionalism exists to enhance professional growth and development in the classroom, laboratory, and clinical setting. Students who have been identified as requiring remediation will be notified by the instructor and a formal Lab Referral Form and/or a Student Performance Assessment (SPA) will be initiated and reviewed. SPA forms will remain in the student academic file. Failure of the student to appropriately address the tasks outlined on the remediation form may result in course failure. Repeated offense of the Professionalism Position Statement may result in program dismissal.

30. When a course is offered in a hybrid format, it will be identified in the course syllabi, with 50-79% of course content/interaction delivered online (Lourdes University, 2019).
    A   Lectures may be delivered in an asynchronous and/or synchronous modality.

    B   Twenty-one to fifty percent (21-50%) of course content will be delivered in a face-to-face format.

    C   The percentage of face-to-face format can include on-campus scheduled exam times.

31. When a course is offered in an online format, it will be identified in the course syllabi, with > 80% of course content/interaction delivered online (Lourdes University, 2019).
    A   Lectures can be delivered in an asynchronous and/or synchronous modality.

B    Less than twenty percent (20%) of course content can be delivered in a face-to-face format.

C    The percentage of face-to-face format can include on-campus scheduled exam times.

32. All students are required to have a working computer and internet connected and/or utilize resources available at Lourdes University for their success in the DEMSN Program. The DEMSN Program utilizes online learning platforms and materials to enhance learning to meet the Program's Learning Objectives. Students are responsible for their own cost and purchase of required programs/online platforms/resources and necessary technology to support their progression in the DEMSN program.

33. HESI Exams are included in overall course grade. The desirable benchmark on HESI exams is a score 850 or greater. Achievement of this desirable benchmark score of 850 or greater is not required to pass the course in which the HESI exam is administered or to pass the DEMSN Program/graduate.
- Refer to the DEMSN Program's HESI Testing Plan and Remediation Guide.
- Course grade breakdown which includes HESI Exams' weight (percentage) is posted in course syllabi.

## 2.5    Formatting Guidelines
Scholarly papers in the Lourdes University College of Nursing are formatted using the most current version the APA publication manual.

## 2.6    DEMSN Plan of Study

### DEMSN Pre-Licensure Full Time Plan of Study

| Semester 1 | | Semester 2 | | Semester 3 | |
|---|---|---|---|---|---|
| NUR 501 Foundations of Professional Nursing and Theories Guiding Practice (Online) | 3 | NUR 530 Advanced Nursing Inquiry for Evidence Based Practice (Online) | 3 | NUR 609 Advanced Pathophysiology and Pharmacology Across the Lifespan  (Online) | 4 |
| *NUR 502 Health and Physical Assessment (Hybrid) | 3 | *NUR 575 Clinical Practice, Clinical Judgement, and Role Development II: Mental Health Nursing  (Hybrid) | 4 | *NUR 618 Clinical Practice, Clinical Judgement, and Role Development IV: Nursing Care of Women, Children and Families (Hybrid) | 6 |
| NUR 509 Pathophysiology and Pharmacology Concepts (Online) | 4 | *NUR 580 Clinical Practice, Clinical Judgement, and Role Development III: Care of Adults with Complex Health Problems  (Hybrid) | 6 | *NUR 623 Clinical Practice, Clinical Judgement, and Role Development V: Population Focused Nursing (Hybrid) | 5 |
| *NUR 520 Clinical Practice, Clinical Judgement, and Role Development I: Care of Adults with Common Health Problems  (Hybrid) | 6 | | | | |
| **Total Semester Credits** | **16** | **Total Semester Credits** | **13** | **Total Semester Credits** | **15** |
| Semester 4 | | Semester 5 | | | |
| NUR 624 Healthcare Systems Management and Policy in a Diverse Community (Online) | 3 | *NUR 639 Clinical Practice, Clinical Judgement, and Role Development VII: Contemporary Nursing Leadership/Management (Hybrid) | 4 | | |
| NUR 626 Nursing Informatics (Online) | 3 | NUR 641 Knowledge Integration and Transition into Practice  (Hybrid) | 3 | | |
| NUR 627 Health Promotion and Disease Prevention Across the Globe  (Online) | 3 | | | | |
| *NUR 628 Clinical Practice, Clinical Judgement, and Role Development VI: Synthesis of Concept-Based Practicum (Hybrid) | 6 | | | | |
| **Total Semester Credits** | **15** | **Total Semester Credits** | **7** | | |
| **Total Program Credits: 66 credit hours** | | **Total Program Combined Planned Laboratory and Clinical Hours: 780 hours** | | | |

*Indicates clinical and/or laboratory course experiences.*

8/2021;1/2022; 3/2022 (jmp); 7/2022; 1/2023 (cet); 8/2023  (cet)

**Online Definition:** When a course is offered in an online format, it will be identified in the course syllabi, with > 80% of course content/interaction delivered online (Lourdes University, 2019). Lectures may be delivered in an asynchronous and/or synchronous modality.

**Hybrid Definition:** When a course is offered in a hybrid format, it will be identified in the course syllabi, with 50-79% of course content/interaction delivered online (Lourdes University, 2019). Lectures may be delivered in an asynchronous and/or synchronous modality. The remaining course content will be delivered in a face-to-face format.

3.      **Admission and Progression Policies**

   **3.1      Academic Advising**

      **3.1.1 Advising for Nursing Program**

   An academic advisor is available for each student to discuss his/her academic plans. During the University admission process each student is counseled by the Pre-Nursing Advisor and participates in placement tests if indicated or required by the University.

      **3.1.2 Nursing Academic Advisor Role**

   The student consults with his or her nursing faculty advisor regarding all issues related to admission, progression, and graduation. It is the student's responsibility to ensure that recurring appointments are scheduled and maintained with the nursing faculty advisor. The student and nursing faculty advisor work together to develop a plan of study. Students must meet with the nursing faculty advisor whenever changes in the plan of study are needed. The student and the nursing faculty advisor are both responsible for maintaining a current academic record. The <u>student</u> is responsible for knowing all the graduation requirements, including courses and credit hours required for the MSN degree.

   To maintain student confidentiality, College of Nursing staff assists with data entry of student Admission, Progression, and Graduation as well as files documents concerning the student's academic and health records. These records are kept in a locked cabinet in the Nursing department.

**PROCEDURE:**

*FOR REGISTRATION*
1.      Student meets with a nursing faculty advisor at a minimum of once a semester. The advisor is responsible for releasing appropriate registration hold on the students account, in advance of the first day of registration.

2.      On-line registration is available for all semester. After the above stated hold on the student is released by the nursing faculty advisor, the 1st semester nursing students will register themselves after receiving the courses in their admission to the nursing major notification and after their hold has been lifted. The

student may add/drop courses prior to the Saturday preceding the start of class each semester. However, no student may change a clinical or lab section without approval from the DEMSN Program Director.

3. Student and nursing advisor update the academic record whenever changes occur, or new data are submitted.

4. The student who adds or drops any class must notify the nursing faculty advisor prior to registration for the following semester.

**PROCEDURE:**

*FOR GRADUATION*

1. The student has the primary responsibility with the assistance of the nursing faculty advisor to monitor the student's progression through the Nursing Major. Progression is documented in the curriculum tracking record.

2. Application for Graduation from the Registrar's office. Once graduation fees are paid, the application is submitted to the nursing faculty advisor prior to the deadline specified by Lourdes University.

3. The student's nursing advisor reviews their file and completes the Graduation Audit Form the semester of the student's expected date of program completion.

4. The nursing advisor reviews the Application for Graduation for accuracy and completion; signs the Application and submits it to the Registrar with a copy of the curriculum tracking record, any exceptions that have been granted. All graduation audits are completed by a nursing advisor. The nursing advisor will contact the student if there is a discrepancy.

5. It is the STUDENT'S responsibility, with the nursing advisor's assistance, to ensure that all requirements are completed prior to the time of graduation.

### 3.1.3 Exception Requirements

A student may apply for exceptions to the Lourdes University College of Nursing requirements by completing an Exception to the Requirement Form in collaboration with their Advisor. Academic Exceptions are approved by the Program Director of the Direct Entry Master of Science in Nursing (DEMSN) and the Dean of the College of Nursing. Progression exceptions may need approval by the Admission, Progression and Graduation Committee (APG).

### 3.2 General Application Procedure for Admission to the Nursing Major

Admission to the DEMSN Nursing Major is open to any student without regard to race, religion, creed, national origin, sex, age or marital status. The seats for students entering the DEMSN program during fall, spring, or summer semesters are offered to applicants who have met the appropriate requirements.

If a student does not meet the minimal requirements for admission into the DEMSN program, they can still apply to the nursing major. The Admission, Progression, and Graduation Committee (APG), comprised of nursing Faculty members, reviews the applications for admission and selects candidates according to the admission criteria for each program track and the procedures outlined herein. The APG Chairperson will report admission statistics to the General Nursing Assembly (GNA).

### Requirements for Admission to the DEMSN Nursing Major

**Admission for Pre-licensure DEMSN students** who meet the following requirements:
- A. Conferred baccalaureate or master's degree from accredited university.
- B. Minimum cumulative Grade Point Average of 3.0 (on a scale of 4.0) in either undergraduate or graduate degree for the last 60 credits of degree.
- C. Admitted to Lourdes University.
- D. Completed DEMSN Application.
- E. Completed prerequisites to the DEMSN Nursing major (see curriculum plan) prior to the start of the Nursing major program.
- F. Achieves a grade of C or better in all pre-requisites with a minimum cumulative GPA of 2.75 (on a scale of 4.0).
- G. Current American Heart Association (AHA) or American Red Cross Basic Life Support (BLS) expiration at least 18 months after start of DEMSN Nursing major.
- H. Non-U.S. Residents: Completion of addition admission requirements (see Admission Requirements for Non-U.S. Residents).

**Admission Requirements for Graduate Major:**
- Met All general admission requirements.
- Possesses a minimum undergraduate Grade Point Average of 3.0 (on a scale of 4.0) for the last 60 credits of conferred degree.
- Completed application with acceptance to Lourdes University.
- Official copies of all undergraduate transcripts.
- Conferred bachelor's degree.
- Successful completion of pre-requisites courses with a minimum cumulative Grade Point Average of 2.75 (on a scale of 4.0) and no pre-requisite course having an earned final course grade of (C-) or less at either the undergraduate or graduate level:
  1. Human Anatomy and Physiology I (with lab)
  2. Human Anatomy and Physiology II (with lab)
  3. Chemistry (with Lab)
  4. Microbiology

**Admission Requirements for Graduate Degree:**
- Met all general admission requirements.
- Completed application with acceptance to Lourdes University.
- Official copies of all undergraduate transcripts.
- Conferred bachelor's degree.

- A minimum graduate Grade Point Average of 3.0 (on a scale of 4.0) for the last 60 credits of conferred degree.
- Successful completion and minimum cumulative Grade Point Average of 2.75 (on a scale of 4.0) and no pre-requisite course having an earned final course grade of (C-) or less at either the undergraduate or graduate level in the last five years:
    1. Human Anatomy and Physiology I (with lab)
    2. Human Anatomy and Physiology II (with lab)
    3. Chemistry with Lab
    4. Microbiology

**Admission Requirements for Non-U.S. Residents:**
- Met all general admission requirements.
- Non-U.S. applicants must provide evidence that they received a minimum score of 550 on TOEFL
- Non-U.S. applicants must provide transcripts from all post-secondary institutions. An official evaluation of foreign credentials will be required for international transcripts.
- Equivalent of a baccalaureate and/or masters from an international program once the
- Completed application with acceptance to Lourdes University.
- Official copies of all undergraduate transcripts.
- Conferred bachelor's degree.
- A minimum undergraduate Grade Point Average of 3.0 (on a scale of 4.0) for the last 60 credits of conferred degree.
- Official copies of all undergraduate transcripts.
- Successful completion and minimum cumulative Grade Point Average of 2.75 (on a scale of 4.0) and no pre-requisite course having an earned final course grade of (C-) or less at either the undergraduate or graduate level in the last five years:
    1. Human Anatomy and Physiology I (with lab)
    2. Human Anatomy and Physiology II (with lab)
    3. Chemistry with Lab
    4. Microbiology

**PROCEDURE:**

PROCEDURE for admission to the DEMSN Nursing major:

Note: Deadlines for application to the DEMSN Nursing major are posted on the Lourdes University web page. A DEMSN applicant may apply for admission to the DEMSN Nursing major the semester before admission requirements is met.

1. The number of pre-licensures DEMSN positions availability is determined by the Dean.

2. Admission is competitive and dependent on space available. Applicants not accepted, may reapply in subsequent semesters. Applicants with the highest qualifications are accepted into the program first.

3. The DEMSN Admission, Progression, and Graduation Committee (APG) reviews the Applications for Admission to the DEMSN Nursing major program and rank orders the candidates according to the following criteria:
   o Pre-requisite Grade Point of minimum 2.75 (on a scale 4.0)
   o Earned C or better in all pre-requisite courses.
   o Conferred baccalaureate degree Grade Point Average of 3.0 or better (on a scale of 4.0)

4. Loyalty points for current Lourdes Students and Alumni configured into competitive admission status are:
   o An earned baccalaureate or master's degree Grade Point Average equal (=) or greater (>) than a 3.0, Baccalaureate degree = 0.75 additional points
   o Master's degree = 1 additional points
   o Completion of pre-requisite courses at Lourdes University with a final course grade of C or higher that is earned and can be combined with Loyalty points for earned baccalaureate and/or master's degrees from Lourdes University.
   o 3-6 credits = 0.15 additional points
   o 7-12 credits = 0.30 additional points
   o 12-18 credits = 0.50 additional points
   o 19-24 credits = 0.70 additional points

5. The student's information and rank order are recorded by the DEMSN Coordinator of Enrolling and Advising and are maintained in the coordinator's office.

6. The DEMSN Program Director has the option to select applicants for conditional admission to the DEMSN nursing major if all seats have not been assigned (pending completion of all requirements). Up to four conditional seats could be offered for this admission type. The conditional admission criteria will be based upon previous admission criteria outlined in 3.2 and the assessment of applicant's overall ability to be successful in the DEMSN program.

   Assessment criteria evaluation by the DEMSN Program Director of the individual applicant for conditional admission is based upon:
   • Face-to-face interview with the DEMSN Program Director
   • Demonstrates ability to successfully overcome past academic obstacles
   • Current Resume

7. The list of selected candidates is forwarded to the Dean of the College of Nursing. The Dean notifies each student of his or her offer of admission in writing. A student receiving an offer of admission must return a signed *Acceptance of Offer of Admission* by the date indicated in the letter, indicating understanding of the policies for enrollment and progression in the nursing major (e.g. health & professional requirement, nursing GPA, etc.). All health and professional requirements must be completed and/or updated prior to the start of clinical experiences.
   • If all health and professional requirements are not submitted/updated prior to the start of clinical experiences, the DEMSN student applicant will forfeit their admission status into

the DEMSN Nursing major program. The now applicant will need to reapply to the program at the next admission cycle to be re-considered for admission to the DEMSN program.
- At the Dean's discretion, the available vacant admission student opening may be offered to an alternate applicant who has met all the admission requirements, is eligible for admission, and can submit all required health and professional requirements prior to the start of clinical experiences.

8. The Dean may rescind the offer of admission if all requirements for enrollment in the nursing major are not met.

9. Additional applicants may be considered at a late application date according to the admission criteria at the discretion of the Dean.

## 3.2.2 Transfer Credit

The Lourdes University pre-licensure DEMSN program is an integrated learning model. All courses offered each semester are meant to be taken together. Theory courses and clinical/lab experiences are not stand-alone courses because concepts and applications integrated to reinforce the holistic approach to nursing care of the patient. The curriculum is most effective when the student completes the courses that are designed and taught by Lourdes University College of Nursing Faculty and presented in the university-approved plan of study. All required nursing courses must be taken at Lourdes University.

## 3.2.3 Military Veteran Prior Education and Experience

Lourdes University is a participant in the VA Principles of Excellence Program. Important Information: The VA determines your eligibility for benefits, (please see "How to Apply for Benefits"). If you are eligible, the VA Certifying Official in the Admissions Office will work with you to certify your education benefits.

**PROCEDURE:**

1. The veteran meets with their advisor and submits transcripts for a transfer evaluation by the registrar's office.
2. The veteran follows the procedure for prior learning as outlined by the Lourdes Academic Catalog.
3. All Prior Learning is determined in collaboration with the Prior Learning Program and the Chair of Graduate Nursing Studies.
4. The advisor submits exceptions to the major or general education form to the registrar's office for processing. These credits are documented on the transcript by the registrar's office.

**3.4    Academic Progression: Probation and Dismissal from the Nursing Major**

The evaluation of student performance and progression within courses in the DEMSN Nursing Major, from course to course and from level to level is the shared responsibility of the students, faculty, and administration.

Successful Nursing Progression is maintained by:
- Having a cumulative GPA of 3.0 or greater.
- Passing all NUR nursing courses with a C+ or better.
- All NUR nursing courses must be completed with three calendar years.
- Successful completion of required Laboratory and Clinical components of courses if indicated.
- Successful score and completion of Clinical Calculations Exam (CCE) if indicated for clinical course.
- Completion of pre-requisite course(s) with earned "C" or better.

A nursing student may be placed on academic probation for the following reasons:
- A NUR GPA less than above requirements.
- Failure of one nursing course.
- Failure to have meet successful program progression requirements above.

A student may be dismissed from the program for the following reasons:
- Failing two courses in the NUR nursing major.
- Failure to meet the professional code of conduct and policy standards.
- Unsafe clinical performance.
- Earned grade of "C-" or below in any pre-requisite course(s).
- Failure to progress in the program as identified above.
- After completing one semester of probation and not achieving a GPA of 3.0.

Nursing Courses
- All nursing students must repeat a course if a C or less is attained in that course.
- Students may retake one nursing course one time.
- If a student fails a clinical course, the student will have to meet with the Clinical Director and/or Program
  Director and create an individual plan of remediation signed by the student and the Clinical Director/Program Director based upon documented deficiencies in the failed course. The student will have to repeat the failed clinical course with its theoretical component.

For NUR nursing courses where an "Incomplete "grade is attained:
- All "Incomplete" grades will be reported to the end of semester APG meeting.
- The student, faculty and advisor will work together to develop a resolution plan for the "Incomplete" grade.
- The College of Nursing will follow the Lourdes University wide policies for "Incomplete" grades.

**PROCEDURE:**
1.  APG monitors students progression through the curriculum and makes recommendations to:
    - Progress through the curriculum
    - Continue Academic probation

- Remove from Academic probation
- Be dismissed from the nursing major

2. The Dean or Program Director informs the students of any changes in their academic status in the program.
3. All students on Academic probation must meet with their advisor to develop and monitor a plan for success.
4. All students dismissed from nursing major must meet with a Lourdes University level advisor to develop an alternate plan of study if applicable.

## 3.5    Complaints, Suggestions, and Grievance

Lourdes University College of Nursing has a feedback process for students to assure students have a procedure to communicate suggestions, complaints, concerns, and compliments to the College of Nursing

Lourdes University College of Nursing Students follow the Lourdes University Final Grade Grievance Policy which is in the University Academic Catalog. Students are always encouraged to attempt to resolve the issue directly with the member of the faculty, staff, or administration involved in an informal manner. After a discussion of the concern with the instructor, the student, may in turn, talk with the instructors' department chair or program director, dean and finally, the Provost. Any suggestions, complaints, concerns, or complaints of any other nature follow the procedure below.

## PROCEDURE:

1. New students are informed of the method for suggestions, complaints, concerns, & compliments specific to the College of Nursing each academic year. Students may also utilize the University Online Complaint form if desired.
2. All problems that can be dealt with in a friendly or formal manner shall be examined and resolved, taking into account the full confidentiality of the complaint and the expeditious determination of the complaint.
3. The designated person reviews the issue, complaint, compliment, or suggestion and forwards it to the appropriate committee/person.
4. All records of formal complaints are maintained and stored per the appropriate Program Director or designated committee procedure.
   a. Academic Grievances are stored indefinitely a secured location in the Dean's office

5. If applicable the response to the compliant or suggestions will be posted for student viewing.

6. Confidentiality will be maintained concerning student's names.

## 4.    College of Nursing Structure

The College of Nursing faculty and staff are responsible for aligning the mission, vision, philosophy, conceptual framework, and learning outcomes in the DEMSN program. The central decision-making body of the College of Nursing is the General Nursing Assembly (GNA). The GNA committees include

Admission, Progression and Graduation (APG), Curriculum, and Assessment and Evaluation for Graduate, Undergraduate, and Doctoral nursing students.

The College of Nursing ascribes to a shared governance model. All students in the nursing program are encouraged through invitation to serve on the following committees.

- Curriculum
- Assessment/Evaluation
- APG

## 4.1 Student Committee Membership

Students in the nursing program are invited to serve on designated department standing committees, which include Direct Entry Master of Science in Nursing (DEMSN) Admission, Progression, and Graduation (APG); DEMSN Assessment & Evaluation; and DEMSN Curriculum.

The Chairperson of each DEMSN Committees extends an invitation for membership to, at least, two students, currently enrolled in the DEMSN program.

## 4.2 Student Participation in Program Evaluation

In addition to serving on the Assessment & Evaluation committee and continuous informal student/faculty interaction, students routinely participate in program evaluation through surveys, focus groups, and performance on standardized tests.

After graduation students participate in program evaluations through Graduate/Alumni Surveys.

**5.      Student Performance Policies, Procedures and Criteria**

### 5.1      Grading Scale
All assessment methods in didactic courses in the Nursing Major are graded in accordance with the College of Nursing grading policy.

The Grade Scale is as follows:

| Score | Grade |
|---|---|
| 95-100 % | A |
| 93-94.99 % | A- |
| 91-92.99 % | B+ |
| 88-90.99 % | B |
| 85-87.99 % | B- |
| 83-84.99% | C+ (Minimum required to pass) |
| 80-82.99 % | C |
| 76- 79.99% | C- |
| 74- 75.99 | D+ |
| 71-73.99 % | D |
| 68-70.99 % | D- |
| <68% (67.99 %) | F |

1.  To pass a didactic nursing course with an integrated clinical or lab component, a student must achieve at least a cumulative score of 83% (C+ letter grade).

2.  All subjective (exams) and objective (non-exams) course assessments will be recorded as calculated. For example, a score of 75.9% will be entered as a 75.9% and is the equivalent to a D+ per the Grade Scale.

3.  Grades will not be rounded in the DEMSN program to include assessment grades and final course grades. Grades are recorded to the tenths decimal place. Example: 82.9 will not be rounded to an 83 but will be recorded as an 82.9.

4.  A paper copy of the official grade sheets will be submitted to the Dean of Nursing by the end of finals week.

5.  Official grades will be submitted in accordance with the Registrar's policy.

**5.2      Student Performance Assessment**

The Admission, Progression and Graduation (APG) committee monitors the progress of students who perform at an "outstanding" level and those who experience difficulty in the program. Students are referred to the committee during the semester when academic or professional conduct issues occur, at midterm when failing grades are received, and the end of the semester when failing grades are obtained or at any time throughout the semester for academic excellence.

A SPA can be initiated for any of the following reasons:
a.      The student is recognized for academic excellence.
b.      The student is not progressing towards achievement of one or more of the CON/course objectives.
c.      The student demonstrates behavior that violates the student code of conduct and/or academic integrity.

**Note: Issues of academic integrity such as cheating, plagiarism etc. are addressed in the Lourdes University Academic Catalog.**

1.      At any time during a student's experience, college of nursing faculty/staff can initiate the SPA in a timely fashion as per the times outlined in the policy above.

2.      The SPA form will contain:
    a.      A list of the objective(s) not met or behaviors that are recognized.
    b.      A detailed description of how the student is or is not meeting the listed behavior/objective(s)
    c.      A plan of action if needed to remedy the issue(s)/behavior(s)
    d.      Specific due dates and time frames for completion of the student action plan.
    e.      Potential Consequences of non-completion of recommended action plan.
    f.      An evaluation plan for future meetings and consequences if behaviors and performance do not improve.

3.      At the time of the initial meeting and all subsequent meetings, the student and faculty member /teaching assistant will both sign and date the form, including any student comments.
    a.      If SPA is completed by teaching assistant, the completed form is forwarded to the Course Instructor/Coordinator to complete the process.

4.      After each meeting a copy of the SPA will be given to the student and the original will be placed in the students' academic file and tracking documentation completed. The original Spa will be kept until graduation, at which time the SPA will be destroyed.

5.      An academic alert will be placed as per university processes with any SPA completed for the student.

6.      APG committee will review each SPA submission on a timely and regular basis.

7.      The APG committee discusses and makes recommendations on the SPA student action plan. The APG decision is sent to the student and the program director.

8.      The student may be asked to attend APG to further discuss SPA recommendations.

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9.  Resolution of the behavior(s) must be evaluated and resolved no later than the end of the term in which it was initiated. Failure to meet course or CON level objectives and resolve the identified behaviors by the end of the term in which the SPA was initiated will result in failure of the course.

**5.3.    Clinical Calculations Exam (CCE)**

Lourdes University College of Nursing recognizes the importance of quality and safe patient care as supported by the AACN: the Essentials: Core Competencies for Entry-Level Professional Nursing Education and QSEN Competencies. The purpose of this policy is to assure that students can safely calculate clinical and medication dosages and administer medications.
To determine student's competency in completing clinical calculations, students enrolled in the College of Nursing must successfully pass a calculation test in all semesters. Each semester will build from the previous semester's mathematical learning.

**PROCEDURE:**
1.  The calculation testing process must include initial attempt, remediation, and second attempt and be completed as outlined in course syllabi and lab calendars.

2.  Each Clinical Calculations Exam (CCE) is completed in one clinical course each semester.

3.  Contents of the CCE builds on previous semesters. Therefore, calculations tested in previous semesters will be included in subsequent semester CCEs.

4.  Utilization of Safe Medicate® for calculations preparation and education, remediation, and testing.

5.  Students are required to purchase Safe Medicate® in the first semester of the DEMSN program directly from the Safe Medicate® vendor.

6.  The semester progression is as follows:

<u>**Semester 1**</u>
- Basic math conversion
- Oral administration calculations
- Medication Safety

<u>**Semester 2**</u>
- All of the above
- Oral, subcutaneous, Intramuscular (IM) medication administration calculations
- Intravenous (IV) fluid management
- IV push medication administration
- IVPB (secondary) medication administration
- Medication Safety

**Semester 3**
- All of the above
- Pediatric oral, subcutaneous, IM, IV fluid management, IV push medication administration, and Intravenous Piggyback (IVPB) medication administration
- Medication Safety

**Semester 4**
- IV medication continuous drip administration
- Medication Safety

**Semester 5**
- All of above

7. Student preparation and education is to be provided prior to testing.

8. Clinical calculation tests consist of a maximum of 25 questions. Adequate time must be given for the complexity of the test. Students are instructed of time frame via testing instructions.
   - Initial CCE may be administered in Authentic Diagnostic Assessment (ADA) or Athematic Assessment (AA) mode per faculty, course, and/or semester level in Safe Medicate®.
   - Remediation CCE will be administered in Authentic Diagnostic Assessment (ADA) mode in Safe Medicate®.

9. Students must achieve 90% or greater on the test to pass. Students are given 2 attempts to reach this goal. o If a 90% is not achieved on the first attempt, <u>the student will:</u>

   o Meet with instructor to review exam results
   - Instructor will determine if the student needs more remediation and will refer student to the Nursing Success Coach following the referral process, or other academic support service.
   - The student may self-refer to the Nursing Success Program following the referral process or other academic support service if they would like additional assistance.
   - The student must reschedule, within 2 weeks **of remediation completion**, a date to take the second attempt of the clinical calculation test. The remediation test will contain new calculation problems with similar content.

   - Remediation exam on Safe Medicate® will be administered in Authentic Diagnostic Assessment (ADA) mode.

6. If the second attempt to successfully pass the calculations test results in failure, this is considered failure of the associated theory course.

7. The grade displayed in the grade book for the successful completion of the second attempt of the calculation test is recorded as 90%, regardless of actual score.

8. Applicable theory courses include clinical calculation questions on all exams as determined by course faculty with a minimum of 5 clinical calculation questions per 50 exam questions.

9. Individual faculty retain the right to require the student to show in writing how they reached the answer; if this is a requirement then it must be included in the instructions.

10. The following will be the instructions on every clinical calculation test:
    - Students may use Safe Medicate® online calculator.
    - Each question will be answered as directed per rounding rules.
    - The entire answer must be correct to receive full credit for the question.
    - Students must use a leading zero in the answer if the answer is less than a whole number.
    - Students must NOT use a trailing zero in the answer.
    - Students must ALWAYS label the final answer correctly.
    - Rounding rules are applied only at the end of the dosage calculation process.
    - To determine the appropriate rounding necessary, calculate to the next number place as directed.

**5.4  Social Media and Confidentiality Guidelines** Use of social media:
- Student should not share, post, or otherwise disseminate any information, that can identify a patient or in any way violate a patient's rights or privacy.
- Students should never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
- Student nurses should not make threatening, harassing, sexually explicit, or derogatory statements regarding any person's race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
- Student should not make disparaging remarks about university, or college of nursing students, faculty, and or staff. e. Students should not post content or otherwise speak on behalf of the university, college of nursing or other student nurse association unless authorized to do so.
- A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
- To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Refer to the Social Media guidelines on NCSBN at https://www.ncsbn.org/NCSBN_SocialMedia.pdf

## 5.5      On-line Etiquette

Lourdes University College of Nursing requires students to engage in on-line learning as an integral part of instruction. On-line learning is used extensively in the education of nurses and in the professional nursing community. Lourdes University College of Nursing expects students, faculty, and staff to conduct on-line communication with the same respect for human dignity and professionalism that characterizes face-to-face, telephone, and paper communication.

Netiquette expectations are consistent with the Franciscan values of the Sisters of St. Francis, the mission of Lourdes University, and the Lourdes University Student Handbook, Community Standards and Code of Conduct. Netiquette, or network etiquette, refers to the guidelines and recommended practices for online communications. It is the etiquette for the Internet, and should be used for all class communication for the course: email, chatting, blogging, discussion forums, messages, comments on assignments, etc. Students are expected to conduct themselves in a manner that is respectful and upholds a supportive, mutually beneficial learning environment.

## 6.      Clinical and Laboratory Education

## 6.1      Clinical and Lab Attendance

Clinical and Lab hours are reported to accrediting bodies and must be completed satisfactorily and in entirety; therefore, attendance at clinical and lab is mandatory. If a student has a clinical or lab absence, for any reason, the missed time must be made up within semester missed. Experiential learning should provide each student with ample time to learn and demonstrate the ability to consistently achieve course objectives.

While attendance/participation in clinical and lab is required, students will periodically have excusable absences. Follow the student handbook for what constitutes excused absences. Students who have an unexcused absence on a day an assignment is due will receive a zero on the assignment. Excused absences must be approved through course faculty before class/due date begins, and verification may be required of the student at the instructor's discretion.

The Director of Prelicensure Clinical and Laboratory Education and Coordinator of the Prelicensure Nursing Learning Laboratory will work with students to try to arrange makeup clinical days as well as to provide makeup lab day content for students with absences. However, clinical/lab instructors and facilities have limited availability; therefore, a makeup cannot be guaranteed. Planned absences will be evaluated for approval by the course instructor. Absences, for any reason, may put the student at risk failure.

Course Fee for All Unexcused Clinical and Laboratory Absences

The following course fee will be applied to the student's account for all unexcused clinical and laboratory absences per occurrence:
- Clinical, practicum, or laboratory make-up-$100 fee

**Lab:**
1. All lab absences and tardiness must be reported by the student to the lab instructor before the start of the lab experience via email or phone whenever reasonable. The student may also call the nursing lab at 419-824-3796 and leave a message.

2. Students will be asked to provide a note from their health care provider for an excused absence and/or tardy.

3.    The student must contact their lab instructor within 12 hours of the absence to arrange for the lab make up.

4. Missing any laboratory time can negatively impact a student's ability to progress in the DEMSN program: Time in the Labs are to be treated as clinical time.

5. Un-Excused/Excused Tardiness and/or Absence:
   - Un-excused Tardiness to Labs on *Practice/Simulation Day*, and at the discretion of the faculty, can result in dismissal from the scheduled Day if by more than 10 minutes late. If this occurs, it is ***the student's responsibility*** to initiate makeup-up time with nursing faculty, not the faculty's.
   - Unexcused tardiness to Labs on *Competency Evaluation Day* whereas the student is tardy by no more than 30 minutes and has not alerted faculty to their tardiness and at the discretion of the faculty, can result in dismissal from the scheduled CCE. If this occurs, the student will need to complete remediation during open lab time at a minimum of 4-hours and additional hours may be assigned at the discretion of faculty. The missed CCE and required remediation must be successfully completed prior to the any further CCE's within the Lab Course. The student has forfeited their remediation for the CCE if tardy/missed/dismissed from Lab and must successfully pass the CCE with only one attempt. A successful score of passing is now required for the CCE during their makeup of which the student only has one opportunity to achieve.
   - Unexcused absence to Labs *on Practice/Simulation Day and/or CCE Day*, and at the discretion of faculty, whereas the student is a no call, no show at least 30 minutes to the start of the scheduled Lab Day, it is ***the student's responsibility*** to initiate makeup-up lab time with nursing faculty, not the faculty's, and complete remediation during open lab time at a minimum of 6-hours and additional hours may be assigned at the discretion of faculty. The missed CCE and required remediation must be successfully completed prior to the second attempt of the CCE within the Lab Course. The student has forfeited their remediation attempt (second attempt) for the CCE if tardy/missed/dismissed from Lab. They must successfully pass the CE with only one attempt at 90% or greater.
   - Excused absence and/or tardiness to Labs on *Practice/Simulation Day and/or CCE Day*, and at the discretion of faculty, whereas the student produces a viable, legitimate reason for absence/tardy as defined by faculty, may join lab time as is with open-lab remediation time required of 2-hours. Should a CCE Day be missed or tardy for with approval by faculty, it is ***the student's responsibility*** to initiate makeup-up lab time/CCE with nursing faculty, not the faculty's. The student, if approved by faculty, has not forfeited their remediation (second attempt) for the CCE and is excused from lab. The student is still required to achieve the satisfactory score of 90% or greater.
   - Faculty reserve the right to dismiss a student at any time from the Skills Lab and Simulation Center Labs if a student's behavior is identified as being unprofessional, unsafe, and reckless. If a student is dismissed from Skills Lab or Simulation Center Labs for any reason, they are required to meet with the DEMSN Program Director prior to returning to the Labs. *Students are responsible for scheduling time with the DEMSN Program Director, failure to complete required meeting time with Director prior to*

*next scheduled Lab Day will result in a delay in the potential ability to return to the Skills Lab and/or Simulation Center Labs that **WILL** negatively impact progression in Nursing Lab Course**s**.*

- o If behavior by the student in Skills Lab and/or Simulation Center Labs is identified as truly egregious and the student is unable to return to Labs as determined by the DEMSN Program Director and CON Dean, the student will be removed from courses.

6. The lab instructor and lab director will determine how soon the lab make up must occur. Under normal circumstances this will occur within 1 week of the absence.

7. The lab instructor may remediate the student for additional skill instruction or education as necessary utilizing the Nursing Lab Referral Form.

8. Any student appearing in the lab inappropriately dressed is unprepared for lab and if unable to be corrected, student will be sent home (i.e., student ID badge, footwear, etc.).

9. If a student is unprepared or late for lab, the lab instructor may issue a Student Performance Assessment (SPA) to the student. Behaviors such as these will be reflected on the student's evaluation.

10. Students that are more than 10 minutes late without a call to the clinical TA will be sent home.

11. A pattern of tardiness (2 incidents in a semester) is considered unprofessional behavior and can result in an inability to meet or demonstrate achievement of course objectives and can result in course failure.

12. Two (2) or more unexcused lab absences **will** result in clinical course failure.

13. Non-adherence may result in an incomplete grade for the course, the inability to progress to the next semester, or course failure.

**Clinical:**
1. All clinical absences and tardiness are to be reported by the student to the clinical instructor before the start of the clinical experience.
2. All absences, regardless of the reason, are recorded by the clinical instructor and the Course Instructor/Coordinator is notified of the absence.

3. Students will be asked to provide a note from their health care provider.

4. Make up clinical hours are to be arranged by the Director of Clinical Education/Program Director. Students are not allowed to make arrangements for their own make up clinicals.

5. The clinical instructor and Director of Clinical Education/Program Director determine how soon the clinical make up must occur. Under normal circumstances this will occur within 2 weeks of the absence.

6. The clinical instructor may refer the student to the nursing lab for additional skill instruction or education as necessary utilizing the Nursing Lab Referral Form.

7. A student appearing at the clinical site out of uniform is considered to be unprepared for clinical and if unable to be corrected, student will be sent home (i.e., student ID badge, footwear, uniform, etc.).

8. Students who come unprepared with required assignments or demonstrate insufficient completeness and/or quality effort will be sent home.

9. If a student is unprepared or late for clinical, the clinical instructor may issue a Student Performance Assessment (SPA) to the student. Behaviors such as these will be reflected on the student's evaluation.

10. Students that are more than 10 minutes late without a call to the clinical TA will be sent home.

11. A pattern of tardiness (2 incidents in a semester) is considered unprofessional behavior and can result in an inability to meet or demonstrate achievement of course objectives and can result in course failure.

12. Two (2) or more unexcused clinical absences **will** result in clinical course failure.

13. Non-adherence may result in an incomplete grade for the course, the inability to progress to the next semester, or course failure.

14. Student clinical placements are arranged by the CON Director of Clinical Education in collaboration with CON faculty. Clinical placement assignments are determined by availability of required clinical opportunities for students and a valid affiliation agreement with the hosting agency. Student clinical placement assignments may not be exchanged between students.
    - There are many external factors that affect the complexity of securing clinical placements (e.g. other nursing programs, medical students, residents, and implementations of electronic documentation systems). Therefore, the clinical placement process is an established framework to facilitate appropriate clinical sites that will meet course and program objectives, as well as ensure the strongest preparation possible for students across the program.

15. Students identifying extenuating circumstances that could affect their clinical assignment are required to submit a description of their specific circumstances by a designated timeframe prior to the course. Not all requests for assignment considerations can be honored. This request must be submitted to the Director of Clinical Education and DEMSN Program Director 3 weeks prior to the start of the semester.

16. Students may not be mentored by a relative/partner or in the clinical unit or department in which the student is currently employed. Other departments or units within the same agency are acceptable.

**Excused Absences** Personal

Illness:
- If a student is experiencing symptoms that would prevent attendance for clinical, lab, or an exam, they are responsible for notifying the faculty or clinical instructor, lab instructor and Clinical Director/Program Director as required.
- In the event of a personal illness that results in absence from clinical, lab or an exam, the student must provide a medical excuse from a prescriber.

Funeral Leave:
- Temporary absence from the academic program is granted for a death in the immediate family.
  - Immediate Family: Defined as first degree relative (mother, father, sibling, child) and second degree relative (aunts, uncles, grandparents, nephews, nieces).
- The student must notify the College of Nursing (CON) faculty or Clinical/Lab Director in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.

Jury Duty:
- Temporary absence is granted for the actual hours of jury duty.
- The student must notify the CON faculty or Clinical/Lab Director in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.

Military Duty:
- Temporary absence is granted for active military service.
- The student must notify the CON faculty or Clinical/Lab Director in advance, provide verification in writing and negotiate with faculty concerning missed classroom and clinical requirements.

Other Absences:
- The CON is not obligated to excuse absences unrelated to CON approved activities.
- Athletic events must be discussed with course faculty or Clinical/Lab Director prior to the event for approval.
- Extraordinary circumstances must be pre-approved by faculty, Clinical/Lab Director.

## Unexcused Absences

Students are not excused from clinical/lab for externship or internship programs, employment, interviews, or job searches. Students are not excused from clinical/lab for personal or social activities.

## 6.2    Health and Professional Requirements

All students enrolled in a clinical nursing course must meet the College of Nursing Health and Professional Requirements as set forth by the Ohio Board of Nursing and/or Clinical agencies with an active contract.

Students are responsible to complete and provide appropriate supporting documentation of completion within the given timeframe. The College of Nursing is accountable to ensure compliance for patient safety, student safety, and compliance with policy, clinical agencies, and accrediting bodies.

The Health and Professional Requirements list is updated each year pending any changes mandated by the Ohio Board of Nursing or clinical agencies with an active contract.

1. All Health and Professional forms are posted and available on the College of Nursing portal. These forms should be utilized for providing documentation and may be supplemented by laboratory or vaccination records as necessary.

2. Required vaccines (such as Flu, COVID-19, etc.) will be based on clinical agency and Lourdes University CON requirements.
3. Students participating in 500 or 600 level nursing courses with a clinical component are required to complete and provide documentation of all Health and Professional Requirements. All health and professional requirements must be completed and/or updated (2) weeks prior to the start of each semester. If all health and professional requirements are not submitted/updated (2) weeks prior to the start of each semester, the student will be unregistered from all nursing courses. This will impact the student's ability to progress in the DEMSN program.
4. Health and Professional requirements that are scheduled to expire or be renewed during the current semester must be completed and documentation provided prior to the expiration of those items.
5. If the student remains non-compliant by the first day of the clinical experience, the student will be unable to attend clinical rotations, resulting in an unexcused absence and required make-up day for the clinical.
6. Failure to complete requirements within an appropriate time frame could result in the inability to meet clinical objectives and result in a failing clinical grade.

## DEMSN Semester 1-5 Students

**Health Requirements:**

**Physical Examination & Technical Standard Policy:** This must be done annually by a physician (MD/DO), Nurse Practitioner, or Physician's Assistant. This must be documented by the examiner on the provided Pre-Clinical Physical Examination form – See Health and Professional packets. A licensed health care provider (physician MD/DO or Nurse Practitioner or Physician's Assistant) must sign and indicate if accommodations could be needed annually– included on the Pre-Clinical Physical Assessment.

**Medical Insurance:** Students are encouraged to have health insurance while in the program.

**Negative 10-Panel urine drug screen:** to include Methamphetamine, Amphetamines; barbiturates; benzodiazepines; cocaine and metabolites; methadone; opiates; phencyclidine (PCP); tetrahydrocannabinol (THC) ; Propoxyphene; Methaqualone.
   • A drug screen is not considered positive until a medical review officer has determined that the results are not due to legally prescribed and appropriately taken prescription medications and the individual has been offered the opportunity to have their original sample retested at the individual's expense.
   • An individual with a positive drug screen shall be ineligible for admission and given referral information for drug services. An individual may be eligible to reapply after submission of satisfactory proof of drug treatment by an accredited treatment facility at the individual's sole expense and provides a clean drug test on re-testing. If accepted into the program, the student will be required to submit to random drug screens at the discretion of the College of Nursing Administration. Subsequent positive drug screens will result in permanent dismissal from the College of Nursing with no option to reapply.

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**Immunizations/Lab tests:**

**Hepatitis B series:** (3 dates of injection for pediatric dosing, 2 doses heplisave as adult) **or** Negative Hepatitis B Antigen (blood test).

**MMR (Mumps, Rubella, Rubeola):** series of 2 according to Centers for Disease Control guidelines, or a positive titer for each.

**Tetanus/Diphtheria:** Must have the primary immunization **and** a tetanus booster every 10 years.

**TB-tuberculosis skin test (PPD):** Must have a two (2) step PPD in the last 12 months **or a** negative annual PPD for 2 years prior to first clinical **or** T-spot/QuantiFERON B.
If you have tested positive to a TB skin test or T-spot, a negative chest x-ray or an annual physician statement of the absence of disease must be submitted.

**Varicella (Chicken Pox):** Either the series of 2 Varicella vaccinations **or** a positive or immune Varicella Titer/Antibody test.
**Note:** History of having had the disease will not be accepted by our clinical agencies.

**Seasonal Influenza Vaccination:** Must have a seasonal flu shot every year. Exceptions will only be made with a Medical Exemption form (obtained from College of Nursing) signed by your doctor, and you must follow the Masking Policies of the clinical agency.

**Covid-19 Vaccination:** Must be fully vaccinated against Covid-19. A copy of the vaccination card or equivalent will be provided to the College of Nursing and submitted to the University accordingly. Exceptions will only be made with a Medical Exemption form (obtained from College of Nursing) signed by your provider, and you must follow the Masking Policies of the clinical agency.

**COVID-19 Vaccination:** Documentation for completion of vaccination series and booster will be required per Lourdes University CON policy.

==**\*\*\*It is the student's responsibility to maintain and comply with any additional health and physical requirements requested by clinical agencies/affiliates not noted above. \*\*\***==

**Professional Requirements:**

**Health & Professional Requirement Checklist:** Initialed and submitted as directed to the College of Nursing.
**Current CPR/BLS**: Must successfully complete an *American Heart Association or American Red Cross* Health Care Provider Course and submit a copy of the wallet card or other proof of completion biannually.
**Completion of the Core Competencies:** Review documents provided and submit your completed attestation as directed to the college of nursing.
**Criminal Background Check:** Background checks are only accepted from BCI and FBI agencies, private companies or employment background checks are not accepted. Must be current (within the last 6 months). You must also read, sign and return the Criminal Background Check Policy and Acknowledgement Form. Students who have lived in Ohio for the last five consecutive years require a

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BCI only. Students who have lived outside of Ohio within the last 5 years or currently do not reside in Ohio must complete both the BCI and FBI background checks.

**Confidentiality Agreement:** Must be signed and submitted to the College of Nursing.

**Technical Standards Certification Statement:** Must be signed and submitted **annually** to the College of Nursing.

## 6.3      Technical Standards for Nursing Students

The Lourdes University College of Nursing is committed to equal access for all qualified program applicants and students. Nursing students must be able to perform certain mental, physical, and other tasks that are essential in providing care for their patients. Faculty/Instructors will evaluate throughout each semester, the students continued ability to demonstrate compliance with the standards. These requirements are outlined in the College's **Technical Standards for Nursing Students and Technical Standards Certification Statement**. Acceptance into the nursing major is conditional upon the nursing student submitting a signed Technical Standards Certification statement stating that they believe that they can meet these standards with or without reasonable accommodation. The student's statement must also be confirmed through a physical examination by a licensed healthcare provider of the student's choosing who also signs a statement on the form. Students are responsible for the cost of the physical examination and must provide the healthcare provider with the Technical Standards for Nursing Students Table. The executed certification form must be on file before beginning the clinical nursing courses of the program. If a student believes he or she needs accommodation(s) to meet these requirements, the student must have the need for accommodation validated through the **Office of Accessibility**

**Services prior to the beginning of the semester.** Accommodation may not be possible in some cases. If a condition or change is identified at any time during the Nursing Program that effects the student's ability to perform under the Technical Standards, the student is required to report and obtain accommodations in order to continue in Clinical.

- Any student who cannot meet each of the Technical Standards with or without reasonable accommodation can no longer be enrolled in the Nursing Major.
- Students requesting disability related accommodations must have their need for reasonable accommodation validated through the **Office of Accessibility Services** before beginning clinical nursing courses in order to permit adequate time to arrange the accommodation. It may not be possible to provide some accommodations on short notice.
- Accessibility Services works jointly with the student and the College of Nursing to explore accommodation options. Note: Some accommodations are not possible due to current workplace practices, clinical site contracts and profession expectations.
- Students are responsible for informing their instructors about needs for accommodation for courses or clinical experience.

Note: Student medical information will be kept confidential. Lourdes University may disclose as needed or required by law.

Note: Faculty/Instructors who evaluate students as non-compliant in meeting technical standards will notify the appropriate administrative personnel. Administrative personnel will decide upon the course of action to maintain safety of student and patients. Part of this action will be referring the student back to a health care provider for re-evaluation of ability to meet technical standards. **Technical Standards for Nursing Students Table**

The Lourdes University College of Nursing is committed to equal access for all qualified program applicants and students. The College of Nursing faculty has identified specific technical standards essential to the delivery of safe, effective nursing care during clinical education activities. These standards determine the student's ability to acquire knowledge and develop the clinical skills required by the curriculum. Clinical education is a major focus throughout the program involving considerations, such as patient safety, that are not present for classroom activities. Therefore, the student must meet these standards and maintain satisfactory demonstration of them for successful program progression and graduation. Nursing students, with or without reasonable accommodation, must satisfy the performance standards described below.

# Technical Standards for Nursing Students Table

The Lourdes University College of Nursing is committed to equal access for all qualified program applicants and students. The College of Nursing faculty has identified specific technical standards essential to the delivery of safe, effective nursing care during clinical education activities. These standards determine the student's ability to acquire knowledge and develop the clinical skills required by the curriculum. Clinical education is a major focus throughout the program involving considerations, such as patient safety, that are not present for classroom activities. Therefore, the student must meet these standards and maintain satisfactory demonstration of them for successful program progression and graduation. Nursing students, with or without reasonable accommodation, must satisfy the performance standards described below.

| Technical Standard  Definition | | Examples |
|---|---|---|
| **Senses** | Have functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be quickly integrated, analyzed, and synthesized in an accurate manner. | Hear, observe, and speak to patients; detect skin color changes, anatomical abnormalities such as edema, sounds related to bodily functions using a stethoscope, and odor associated with a wound infection. |
| **Physical Abilities** | Perform gross and fine motor movements with reasonable endurance, strength, flexibility, balance, mobility, and precision as required to provide holistic nursing care. | Perform CPR, safely transfer and control fall of a patient, and manipulate equipment such as syringes and medication packages. |
| **Cognitive** | Collect, analyze, and integrate information and knowledge to make clinical judgments and decisions that promote positive patient outcomes. | Measure, calculate, reason, and understand information and graphs; identify priorities; problem-solve in a timely manner; select, implement, and evaluate interventions; and teach patients and families. |
| **Communication** | Communicate effectively and sensitively with patients and families, other professionals, and groups to elicit information and transmit that information to others. Possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems. | Speak, read, write, and comprehend English at a level that meets the need for accurate, clear, and effective communication; perceive patients' nonverbal communication; maintain accurate patient records; obtain accurate health history; establish rapport with patients, faculty, peers, and agency staff; and accept constructive feedback on performance. |
| **Mental/Emotional Stability** | Have sufficient emotional health to fully use intellectual ability, exercise good judgment, and complete all responsibilities necessary to the care of patients. | Function under stress, problem solves, adapt to changing situations, and follow through on assigned patient care responsibilities, in a safe manner. |
| **Professional Behavior** | Engage in activities consistent with safe nursing practice and display responsibility and accountability for actions as a student and as a developing nurse. | Does not demonstrate behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair judgment; displays compassion, nonjudgmental attitude, consciousness of social values, honesty, integrity, and confidentiality; displays appropriate dress and appearance in clinical-related activities; and demonstrates motivation, appropriate attitude, and professional behavior. |

# TECHNICAL STANDARDS CERTIFICATION STATEMENT – CONFIDENTIAL

Student Name:

This form is a companion to the _Technical Standards for Nursing Students*_ document. After being accepted for admission to the College of Nursing, students must complete and submit this certification form to the Lourdes University College of Nursing prior to beginning the program's clinical courses. If a condition or change is identified at any time during the Nursing Program that effects the student's ability to perform under the Technical Standards, the student is required to report and obtain accommodations in order to continue in Clinical. The Lourdes University College of Nursing is committed to equal access for all qualified program applicants and students.

**Enrollment of accepted students in the College of Nursing is contingent, in part, upon:** 1. Submission of this completed _Technical Standards for Nursing Students Certification Statement_ to the College of Nursing.

2. The ability to meet the _Technical Standards for Nursing Students_ either with or without accommodation(s).
3. The verification of the physical aspects of this ability as determined through a routine physical examination by a health care provider licensed and qualified to perform such routine physical examinations (typically a physician, physician assistant or advanced nurse practitioner). **Students are responsible for:**
a. The cost of the physical examination.
b. Providing a copy of the _Technical Standards for Nursing Students_ table to the health care provider completing the physical exam.

**STUDENT STATEMENT:**
_After you have been accepted into the College of Nursing,_ **check only one** _of the statements below and sign where indicated:_

_____ I certify that I have read and understand the _Technical Standards for Nursing Students_ documents, and I believe to the best of my knowledge that **I meet each of these standards without accommodation(s)**. I also understand that if I am unable or become unable to meet these standards with or without accommodation(s), I cannot enroll or remain enrolled in the College of Nursing.

_____ I certify that I have read and understand the _Technical Standards for Nursing Students_ documents, and I believe to the best of my knowledge that **I meet each of these standards with accommodations**. I will contact the Office of Accessibility Services to have my need(s) for accommodation(s) validated. I will work with both the Office of Accessibility Services and the College of Nursing to examine reasonable accommodation options. I understand that in some cases, accommodation(s) might not be reasonable. I also understand that if I am unable or become unable to meet these technical standards with or without accommodation(s), I cannot enroll or remain enrolled in the College of Nursing.

_____ I certify that I have read and understand the _Technical Standards for Nursing Students_, and I believe to the best of my knowledge that I **do not meet each of these standards with or without disability related accommodations.** I also understand that if I am unable to meet these standards with or without accommodation(s), I cannot enroll or remain enrolled in the College of Nursing.

Signature of Student:_____ Printed Name:_____

Date: _____

**6.4       Fitness for Class/Lab/Clinical Participation**

The College of Nursing will maintain an environment that ensures the provision of safe, quality patient care and is also supportive of the well-being of students. Accordingly, students are required to report to class, lab, and clinical settings unimpaired from drugs and alcohol, unimpaired by non-communicable personal illness or at risk of transmitting a communicable disease and will be removed immediately from any situation to ensure patient and/or student safety. The College of Nursing will assist students desiring to correct a substance abuse problem by directing them to appropriate professional services. All faculty and students will adhere to the Center for Disease Control (CDC) and Prevention Guidelines for work restrictions when exhibiting signs and /or symptoms or for post exposure follow-up of certain communicable diseases. www.cdc.gov

- The College of Nursing will maintain the confidentiality of all information related to faculty/student health, substance abuse, non-communicable personal illness and/or communicable disease problems or concerns.

- **Attendance in the Lab/Clinical setting is mandatory** (Please reference Clinical and Lab Attendance).

- Class attendance and participation is expected**.** Interaction with faculty and fellow students/colleagues is necessary to meet the course requirements. If **unavoidable** absences occur, it is the **student's responsibility** to secure the information presented in the class and to arrange makeup of any missed class activities with faculty as appropriate.

- Students are responsible for managing their own physical and mental health concerns. Health Insurance is the responsibility of Lourdes Students.

- Students who are unable to meet clinical or academic responsibilities without undue risk to their own health will need to follow the Lourdes University Policy on "Health and Human Services" in the Lourdes University Student Handbook.

**Communicable Diseases – Class/lab/clinical settings**
- Students will promptly report to faculty an exposure to communicable disease or when presenting signs or symptoms of a communicable disease.
- The faculty member will follow the agency protocols and the CDC guidelines when making a decision to exclude or restrict a student's clinical practice due to a communicable disease. www.cdc.gov
- Should a faculty member show signs or symptoms of one of the listed communicable diseases, they will report this to the agency and follow the agency requirements. Clinical restrictions will follow the recommendations of the CDC guidelines. wwwcdc.gov
- When a clinical agency notifies the College of Nursing Dean/Chair of a student's or faculty member's exposure to a patient with a communicable disease the said individual will be notified immediately in order to initiate post exposure follow-up and/or work restriction.
- The student's or faculty member's primary health care provider should counsel the individual regarding the appropriate treatment needed as a result of active infection or exposure follow up.

- A written statement from the primary health care provider indicating the individual is non-infectious will be required for return to the clinical setting.


**Non-Communicable Disease – Class/Lab/Clinical settings**

**Pregnancy:** Students are not excluded from clinical settings based only on pregnancy.
- Pregnant students are responsible to provide any restrictions due to pregnancy in writing from their health care provider.
- Students must provide a written release from their health care provider in order to return to the clinical setting after delivery.
- Please refer to the Lourdes University *Pregnant and Parenting Student* Policy.


**Drugs & Alcohol**

**On the Lourdes University Campus**
1. Students are referred to the Lourdes University "Policies on Drugs & Alcohol" for information in compliance with the "Drug-free Schools and Communities Act Amendments of 1989." Students are further referred to the Lourdes University Student Code of Conduct #11 & 12.

2. If, while on campus, student behaviors are indicative of chemical impairment and the safety of the student and/or peers is in jeopardy, the suspected impaired

3. Faculty will complete an "Incident Report Form" to be sent to the DCS and notify the appropriate Chair or Associate Chair. Further action may be taken by the DCS, which can range from recommendation to a treatment plan to reprimand, suspension, or dismissal from the University. These can be found at https://www.lourdes.edu/campus-life/public-safety/community-standards-student-conduct/community-standards-code-policy/

4. If after a referral the student is recommended to a substance abuse treatment program, the DCS will notify the College of Nursing of verification of participation and approval for continuance in the nursing program.

5. Refusal to comply with the recommendations for treatment could result in disciplinary action up to and including dismissal from the nursing program.

6. Student behaviors that cause faculty to suspect abuse of chemicals must be objectively documented and sent to the DCS to ascertain the problem.

**Within a Clinical Agency**

1. If student behaviors are indicative of chemical impairment and the safety of patients and/or students is in jeopardy, immediate action is necessary. The faculty or his/her designee will accompany the student to the clinical agency's emergency department or employee health services for evaluation (drug toxicology

and/or substance abuse evaluation paid for by the student). In the event no health services/emergency department is available within the agency, the student is referred to an agency that provides such evaluations and arrangements are made for transportation of the student.

2. The faculty will complete an "Incident Report Form" to be sent to the DCS and notify the Clinical Director. Further action may be taken by the DCS which can range from recommendation to a treatment plan to reprimand, suspension, or dismissal from the College. The form can be found here: https://www.lourdes.edu/campus-life/public-safety/community-standards-student-conduct/community-standards-code-policy/

3. If after a referral the student is recommended to a substance abuse treatment program, the DCS will notify the College of Nursing of verification of participation and approval for continuance in the nursing program.

4. Refusal to comply with the recommendations for treatment could result in disciplinary action up to and including dismissal from the nursing program and the University.

5. Student behaviors that cause faculty to suspect abuse of chemicals must be objectively documented and submitted to the DCS to ascertain the problem.

## 6.5 Incident Reporting

Any member of the Lourdes University community can submit an online incident report if they witnessed or have information regarding an incident. An online incident report alerts the designated College officials so an appropriate intervention can be made to resolve the incident.

Accidental Exposure to Blood and Body fluids
Nursing students sustaining an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids during clinical experiences shall comply with the bloodborne pathogens exposure policy of the facility. The student would follow up with the Lourdes University Student Health Center and be treated by a healthcare provider as soon as possible

If exposure occurs while the student is affiliated with an agency that has no policy to cover such as incident, the student should be treated by the personal healthcare provider or by the student health center.

Accidental Exposure to Communicable Disease
Student who experiences an accidental exposure to a communicable disease during clinical must notify the clinical instructor immediately. Follow clinical site policy for immediate assessment.

Emergency Procedure for Students in Classroom
If a student becomes ill in the classroom, do an immediate assessment to determine if a simple measure will suffice or if there is a need for more complex care. Call 9-911 if ambulance transport is warranted and Lourdes Security at 511 (Student in Distress). A faculty, staff or peer should remain with the student until the health concern is resolved or emergency transport begins. The individual can be referred to the Lourdes Health Center or their healthcare provider for interventions as needed.
If a student becomes ill or is injured in the clinical setting, seek available emergency treatment at the clinical site. If treatment is not available, arrange for student transport to the closest emergency facility.

<u>Occurrence Reports for Accidental Injury and/or Hazardous Exposure</u>
Students who experience an accidental injury or hazardous exposure during clinical experiences are expected to complete an incident report. The form is completed electronically as per Lourdes University policy. Information should be concise but related to the injury and illness.

**PROCEDURE:**

1. Regardless of the location of an incident, an incident report form should be generated. Student incident report forms are located on the Intranet. The report should include only the facts of the situation, not qualitative judgments about individual actions. Faculty and staff should assist the student when completing an incident report to assure accuracy.

2. A separate incident report may be required by the clinical agency. In the event of an exposure to a reportable communicable disease, in addition to complying with the clinical agency's procedures, the student notifies the clinical instructor and together they complete a Lourdes University Student Incident Report Form.

3. All incident report forms will be reviewed by the appropriate University representative.

4. The Dean of Student's office will submit the student incident report forms to the Provost and the employee involved in the incident report forms to the Director of Human Resources.

## 6.5 Dress Code and Personal Equipment

Students enrolled in Lourdes University College of Nursing courses must adhere to the dress code policy whenever participating in the clinical and nursing laboratory settings. All students are responsible for purchasing nursing equipment and uniforms.
In cases of financial need where the purchase of mandatory uniforms and equipment is a hardship, the student should notify his/her academic advisor and will be referred to the Financial Aid Office. If an affiliating clinical agency has more restrictive guidelines, they must be adhered to.

1. During introduction to the nursing major, students are directed to follow the instructions for ordering uniforms as provided.
2. Fingernails: Fingernail length must not be greater than ¼ inch beyond the tip of the flesh of the finger. The use of nail polish and acrylic nails is not acceptable.
3. Hair: Hair that is longer than shoulder length must be restrained using simple devices to keep hair neatly off the shoulders. Hair color must reflect a naturally occurring hair color (colors such as purple, green, blue, pink, etc. are not permitted). Facial hair should be kept trimmed and neat in appearance.
4. Head Dress for Religious Purposes: Lourdes University recognizes and respects religious practices which require the use of head dresses. These may be worn provided they are clean and solid in color.
5. Hygiene and Make-Up: Good oral and body hygiene must be practiced. The use of cologne/perfume is not permitted. Make-up, if worn, should be natural and minimal.
6. Undergarments: Undergarments must be worn under clothing, offering sufficient coverage for modesty. Undergarments are not to be visible through outer garments.

7. Uniforms bearing the embroidered Lourdes University logo may **no**t be worn at any time other than during activities or assignments associated with Lourdes University College of Nursing courses.
8. Uniforms: To ensure the development of professional nursing standards, students are required wear uniforms endorsed by the Lourdes University College of Nursing selected from the following list:

|  | Clinical Uniform | Business Casual Uniform | Nursing Learning Laboratory |
|---|---|---|---|
| Top | Pewter scrub top with LU embroidered logo | Business Casual Business casual dress excludes denim clothes, cropped, low cut, strapless, spaghetti straps or halter tops, open toe or open heeled shoes, shorts, sweatpants, capris, jeggings, "skinny" and cargo style pants. | Black Polo with LU embroidered logo or Pewter scrub top with LU embroidered logo |
| Pants/ Skirt | Pewter scrub pant, appropriate length | Business Casual, appropriate length (at least knee length for dress/skirt and ankle length for pants) | Tan or Khaki colored, appropriate length (at least knee length for dress/skirt and ankle length for pants) or Pewter scrub pants, appropriate length |
| Jacket | White or gray lab coat with LU embroidered logo | White lab coat with LU embroidered logo | Jackets may not be worn during simulation |
| Shoes | Solid White, Black or Gray leather or simulated leather, closed toe and closed heel shoes with non-skid soles and flat or near flat heels (minimal, muted color is acceptable). Dansko/Crocs are not acceptable for wear. Cloth-like shoes, "Keds" are not appropriate. | Business Casual | Solid White, Black or Gray preferably leather or simulated leather, closed toe, and closed heel shoes with non-skid soles and flat or near flat heels (minimal, muted color is acceptable). Dansko/Crocs are not acceptable for wear. Cloth-like shoes, "Keds" are not appropriate. |

8/2021;1/2022; 3/2022 (jmp); 7/2022; 1/2023 (cet); 8/2023  (cet)

9. Business casual under white lab coat with LU embroidered logo must be worn when doing research for a clinical assignment.
10. Jewelry: Minimal jewelry may be worn. Jewelry may not dangle. Ear piercings are to be limited (no more than two per ear); multiple ear piercings are discouraged. Earrings must be simple in color (silver, gold, or white) and ball/stud earrings. Tongue piercings, spikes, bars, and discs are not acceptable. Other body piercings must be removed to include nose, lip, eyebrow, etc. Students must follow the policy for their specific clinical sites.
11. Body Art: Student are required to use own clothing/cosmetic products to cover body tattoos. Only medical alert tattoos may be exposed.
12. Identification: The Lourdes University College of Nursing photo identification (ID) badge must be always worn above the waist and visible on the student uniform. The Lourdes University College of Nursing student ID badge may **not** be worn at any time other than when engaged in activities or completing assignments associated with Lourdes University College of Nursing courses. If an external clinical agency requires their ID, this must be worn in addition to Lourdes University ID. Each badge, Lourdes and clinical agencies, must be clearly visible. Lourdes University student photo identification (ID) cards with barcodes **must be used** to sign into the nursing lab. Student ID cards must be always visible while in the nursing lab **unless** the student ID card is being used as collateral for checking out laboratory supplies.
13. Uniform/clothing maintenance: Students are responsible for laundering their own uniform/clothing. All uniforms/clothing must be clean and in good repair to promote a profession appearance.

**Students who are not compliant with the clinical and laboratory dress codes policy will be considered unprepared for clinical/laboratory class/practice and maybe subject to dismissal from clinical/laboratory class/practice. At the discretion of faculty, students will then be required to make up missed clinical/laboratory class/practice time _or_ will be unable to makeup clinical/laboratory class/practice time which will result in course and clinical failure.**

**6.6    Student Transportation related to Clinical**
A Lourdes University student enrolled in course work in the College of Nursing is responsible for his or her own transportation to, from, and during all course meetings and for all transportation required for the completion of course assignments.
1. A student may not provide transportation for clients in connection with the participation in Lourdes University College of Nursing course work.
2. The student is encouraged to always place personal safety ahead of all other considerations in relation to transportation issues such as travel affected by weather. If there is any question whether attending clinical should be attempted the student's instructor or appropriate supervisor should be contacted.
3. Lourdes University faculty may not transport students in personal cars to clinical assignments or other related activities. Preceptors may not transport students in personal cars to clinical visits.
4. Students will be expected to travel to clinical affiliate sites.

**6.7** **Professional Nursing Conduct**

**Direct Entry Master of Science in Nursing (DEMSN) Professionalism Position Statement:**
The Lourdes University College of Nursing (CON) along with the American Nursing Association (ANA) Code of Ethics believes that the profession of nursing is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure that quality and safe care is extended to patients. As a student of nursing, this does not start with graduation; rather, it begins with membership in a professional higher learning community such as the Lourdes University CON DEMSN program. A professionalism competency standard is therefore in place throughout the Lourdes University DEMSN nursing program. Successful adherence of the professional competency standards **is** required of **every** graduate of the Lourdes University DEMSN Nursing program. Professional competency standards will be represented in various areas within the nursing program including but not limited to classroom norms and clinical evaluations.

Lourdes University CON DEMSN Program Faculty and/or staff will submit a written description for each record of exemplary adherence to and/or violation of the expected norms. Exemplary adherence to the professional standards would require an above and beyond demonstration of the professional behavior. If in violation of professional standards, the student will also have a meeting with the respective person reporting a violation and have a written remediation plan to help develop the student's professional conduct. If such behavior is considered egregious enough, the student will meet with the person reporting a violation and the DEMSN Program Director/Dean.

Examples of professional conduct include behavior such as not interrupting or mocking or bullying others, not cheating/plagiarism, not taking phone calls/texting in class or clinical, being on time for class, maintaining dress code, etc. (see grid above). If repeated behavior is seen without successful remediation the student may be dismissed from the nursing program. Cheating, of any kind will **NOT** be tolerated in the DEMSN program. **Cheating/plagiarism will result in dismissal from the DEMSN program.**

**Examples of Professionalism:**
a. Demonstrate professional values (caring, altruism, autonomy, integrity, human dignity and social justice).

b. Maintain professional behavior in compliance with class norms.

c. Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Lourdes University College of Nursing.

d. Accept constructive feedback and develop plan of action for improvement.

e. Maintain a positive attitude and interact with faculty and fellow students in a positive, professional manner.

  f. Provide evidence of preparation for learning experiences

g. Arrive to class experiences at assigned times.

h. Demonstrate expected behaviors and complete tasks in a timely manner

i. Accept individual responsibility and accountability for course work and own behavior. j. Engage in self evaluation

k. Assume responsibility for learning.

**Supporting Policies and Regulations**:

Student conduct while providing nursing care must meet the requirements of the agency and the standards of OBN rules policy section 4723-5-12, HIPPA regulations, and NSNA Social Media recommendations:

- 1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
- (2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
- (3) A student shall not falsify any patient record, or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
- (4) A student shall implement measures to promote a safe environment for each patient.
- (5) A student shall delineate, establish, and maintain professional boundaries with each patient.
- (6) At all times when a student is providing direct nursing care to a patient the student shall:
- (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
- (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
- (7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
- (8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code; • (9) A student shall not:
- (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
- (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- (10) A student shall not misappropriate a patient's property or:
- (a) Engage in behavior to seek or obtain personal gain at the patient's expense;
- (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
- (c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
- (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.
- For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
- (11) A student shall not:
- (a) Engage in sexual conduct with a patient;
- (b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- (c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
- (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

- For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.
- (12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
- (a) Sexual contact, as defined in section 2907.01 of the Revised Code;
- (b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
- (13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
- (14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
- (15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
- (16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
- (17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
- (18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
- (19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
- (20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
- (21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
- (22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
- (23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
- (24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
- (25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written

consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

- (26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.
- 5.15.17. Use of Social Media:

  a. Student should not share, post, or otherwise disseminate any information, that can identify a patient or in any way violate a patient's rights or privacy.
  b. Students should never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
  c. Student nurses should not make threatening, harassing, sexually explicit, or derogatory statements regarding any person's race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
  d. Student should not make disparaging remarks about university, or college of nursing students, faculty, and or staff. e. Students should not post content or otherwise speak on behalf of the university, college of nursing or other student nurse association unless authorized to do so.
  e. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
  f. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

- The standards of behavior while giving nursing care are included in clinical objectives and reviewed with the student before each clinical nursing course.
- Any behaviors in violation of any of these requirements or standards should be discussed with the student and documented by the clinical instructor and reported to the clinical coordinator and the Clinical Director.
- The clinical instructor in conjunction with the clinical coordinator and the Clinical Director determines the sanction to be applied to the student.
- The nature of the behavior will determine the student's sanction. Participating in behaviors numbered 2-11 are grounds for immediate dismissal from the nursing program and these students are not eligible to reapply. Participating in behaviors numbered 12-17 have sanctions that may include failure of the course up to suspension and expulsion from the program. Please review the following Lourdes University College of Nursing Clinical Policy and Procedures titled: Fitness for Class/Lab/Clinical Participation and Technical Standards for Nursing Students for additional information related to behaviors numbered 12-16.

- Depending upon the nature of the behavior the clinical agency within which the situation occurred will be notified as well.

<u>**Student Pledge and Acknowledgement of Receipt and having Read the Ohio Board of Nursing Ch. 4723-5-12 C**</u>

As a student of nursing, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the nursing community. Integrity will be an essential part of my everyday life and I will pursue all academic and professional endeavors with honesty and commitment to service and in the best of my ability. *With this understanding, I agree to adhere to the Professional Competency Standards set by the Lourdes University CON DEMSN Program. I further acknowledge that I am in receipt of and have read a copy of the Ohio Board of Nursing's section 4723-5-12(C) of the revised code as set forth regarding student conduct and the standards for safe nursing care as set forth in the rules adopted under this chapter.*
*Adapted from the University Of Illinois College Of Pharmacy Pledge of Professionalism, 1193, the American Association of Colleges of Pharmacy Council, 1194, and the Ohio Board of Nursing retrieved from: http://codes.ohio.gov/oac/4723-5-12 Developed and adapted by the Lourdes College of Nursing 2016*

**To accomplish this goal of professional competence, as a student of nursing I will:**

<u>Maintain a Community of Reverence:</u>
- Mutual respect for one another in all forms of communications.
- Demonstrate respect for a constructive learning environment.
- Assume goodwill when someone says or acts in undesirable way.
- Keep an open mind and promote a judgment free atmosphere.
- Be respectful of technology in the education setting.

<u>Maintain a Community of Service:</u>
- Develop collegial relationships with fellow students.
- Encourage one another with supportive statements and actions.
- Offer solutions to identified issues and or problems.

<u>Maintain a Community of Learning:</u>
- Proactive educational preparation is expected.
- Utilize and develop critical thinking skills for educational endeavors.
- Active engagement in educational activities.
- Utilize university resources and technology to enhance educational experience.

**\*The above list of professional competency standards does not represent an all-inclusive list of behaviors that could be addressed in each category.**
**I voluntarily make this Pledge of Professionalism and Receipt/Reading of OBN Standards 4723-5- 12 C;**


**Student Signature:** _____     Print Name:

**Lourdes University ID** _____   **#:**   **Date:** _____

## 6.8 Nursing Learning Laboratory

Students enrolled in the College of Nursing are required to practice nursing skills prior to providing care to clients at any clinical site. Satisfactory nursing skill achievement is determined either by verbal or hands on demonstration as required by faculty.

The College of Nursing provides a Learning Laboratory in St. Joseph Hall located in the Flasck Nursing Center. The Nursing Learning Laboratory has interactive classrooms and simulated patient care rooms to enhance student learning.

Refer to DEMSN Lab Manual for additional information.

### 6.8.1 Lab Information

**Lab Hours**
- Hours are subject to change. Please check the weekly schedule in the Nursing Lab.

**Safety**
- Do not leave personal belongings/valuables unattended in the Nursing Lab at any time.
- For the safety of all, cameras have been installed in the SJH hallways/entryways.

**Nursing Lab Services**
- **Appointments:** All appointments are scheduled via email to: nursinglearninglab@lourdes.edu (preferred method). You may also schedule in person at the nursing lab with the administrative assistant, or by phone at 419-824-3796.
- **Referrals:** o Student receives referral form from clinical or lab instructor.
  - o Student makes an appointment for the following items:
    - ▪ Remediation of a check off skill
    - ▪ One on one lab time with a teaching assistant (TA)
  - o Appointments are made following the instructions listed above under "Appointments".

**Formal Laboratory Competencies**

Nursing students must successfully complete all formal laboratory competencies to demonstrate basic knowledge and understanding of the appropriate skills assigned to each course in accordance to the College of Nursing standards for nursing practice. The primary duty is to the client/patient to ensure safe, competent, and ethical nursing care. **All formal competencies are videotaped. Failure of the second and final attempt will result in failure of the course.**

1. First Attempt:
   a. Any student who fails a formal competency on their first attempt will be given a nursing lab referral.
   b. For the failed competency:
      - The student watches the video of the competency with the competency checklist and write constructive feedback related to self-performance. This self-evaluation submitted through the appropriate plagiarism software (with PDF's of articles referenced), and to Course Instructor/Coordinator (in one email) 48 hours prior to anticipated check off day.

- The Course Instructor/Coordinator will review documents and approve the submission. Once approved, the Course Instructor/Coordinator will provide email confirmation to lab staff that student is approved for the second attempt.
- Student must complete a minimum of 1 (one) hour individual practice in the lab.
- After completing practice, the student schedules a 1:1 appointment with a lab teaching assistant. The teaching assistant MUST sign off that student is competent at skill and can proceed to the second attempt of the check off.
- The student is responsible for contacting the administrative assistant in the lab to schedule check off with when all of the above are completed.
- The time between the initial check off and completion of the remediation process is one week unless otherwise specified.

  c. Failure of the student to complete referral requirements by the due date will result in progression to a second referral.

2. Second Attempt:
  a. Any student who fails a formal competency on their second attempt or fails to complete the 1st referral requirements by the due date will be given a second and final nursing lab referral.
  b. For the failed competency:
- The student will write a 3-5-page scholarly paper (excluding the title and references pages) based on the competency category i.e. patient-centered care, safety (can be specific), communication, documentation, sterile field. The paper will be submitted through the appropriate plagiarism software to the Course Instructor/Coordinator. The student must achieve satisfactory or better in all the areas noted in the rubric for the paper to be acceptable.
- The Course Instructor/Coordinator will approve that the submitted paper met the requirements and will provide email confirmation to lab staff that the student may complete the 2nd attempt at the competency.
- The student must complete a minimum of 2 hours individual practice in the lab.
- After completing the required practice, the student schedules a 1:1 appointment with a laboratory teaching assistant. The teaching assistant MUST sign off that student is competent at skill and can proceed to check off.
- The student is responsible for contacting the administrative assistant in the lab to schedule check off with when all of the above are completed.
- The time between the second attempt check off and completion of the remediation process is one week unless otherwise specified.

  c. Failure of the student to complete referral requirements by the due date **will** result in failure of the class.
  d. The Course Instructor/Coordinator and the facilitator will discuss the second and final attempt and determine if the student has successfully completed the competency. If the Course Instructor/Coordinator Course Instructor/Coordinator and the facilitator are not in agreement regarding the outcome, the video is also viewed by the Coordinator of the Nursing Learning Laboratory and/or a dean within 48 hours of the taping to determine if the student has successfully passed the third and final attempt.
  e. Failure of third attempt will result in failure of the class.

3. Skills Failure per Semester
   a. With the nature of nursing skills and interventions integrated together and the progression of their complexity through the clinical semester and program, a student is only able to remediate on 2 (two) skills per each course.
   b. If a student is unsuccessfully in greater than 2 (two) skills to include remediation attempts, the student will fail the course.

<u>Skills Practice</u>: Independent student practice is available any time there are open lab hours. Open Lab hours are for all students/semesters to practice and will be posted with days and times
- Mandatory practice hours **must** be complete prior to the check-off day in order to assure adequate preparation. *Please see course syllabus for specific guidelines.*
- **Individual appointments with a TA are not made for skills practice unless a referral is given to a student by the instructor.**

<u>Equipment:</u> A limited supply of blood pressure cuffs and stethoscopes are available to be signed out. Double teaching stethoscopes are not available for sign out. If not returned, students will be charged for a replacement.

## <u>7.0 Lourdes University DEMSN Program Nursing Capstone</u>

The Nursing Capstone is designed to be integrated through the DEMSN curriculum with the final cumulation of the project in the final, 5th semester of the program, NUR 639 NS NUR 641. Whereas the capstone experience is composed of several recurring projects that are infused throughout the curriculum. The advantage of this is it allows for the. Student to begin as a novice (Benner's Novice to Expert Model" and progress in knowledge, skills, and attitudes (QSEN) as courses are completed. Each course and its associated capstone assignment provides deeper learning into the final project and nursing practice. Having been provided opportunities throughout the curriculum to collaborate with peers, members of the interprofessional team, and communicate and organizational stakeholders in shaping practice and outcomes, expert competency related to knowledge, skills, and attitudes for the entry-level DEMSN nurse will be achieved.

*Nursing Capstone Primary Projects*
1. The Nursing Capstone Project paper
2. The Nursing Capstone Presentation

*Purpose*
The Nursing Capstone Project provides a setting for the creation and facilitation of a project that demonstrates an understanding of accumulated knowledge across the DEMSN Program curriculum. Demonstrating the student's understanding of a subject and its application in the real world of clinical practice, the clinically based project ensures that DEMSN PLOs are addressed from a clinical standpoint. The development of a professional or personal interest clinical based project is fundamental the KSAs of the master's prepared nurse. Allowing students to evaluate a potential area of change in nursing for feasibility, explore the existing research/knowledge base on the subject, consider and apply leadership and nursing models for change implementation, and identify evaluation methodologies. While

the project is an important part of the clinical experiences, primary work of the project will be completed during course time and final clinical experiences of the program (NUR 628 and NUR 639).

**Capstone Project Paper**
Focus is on the topic/problem/issue/concern whereas identification of this in conjunction with current research about the topic, plan for resolving the problem/issue/concern, proposed implementation of the project, proposed evaluation measures to determine change impact, and proposed sustainability of the project are to be identified. The student is also to utilize the key components of evidence-based practice in the construction of their project.

**Capstone Project Presentation**
Utilizing the above components of the paper, the student will present a poster on their Nursing Capstone Project to the College of Nursing.

**Capstone Project in the DEMSN Curriculum**
*NUR 530 Advanced Nursing Inquiry for Evidence-Based Practice –*
Introduction to Project and key elements of Evidence-based Practice.
-Consider a problem, issue, concern, passion, or interest related to nursing that you would like to consider developing into the capstone.
-Meet with faculty capstone advisor to discuss project.
*NUR 530 assignment(s) with grading to assess meeting of capstone project development.

*NUR 623 Clinical Practice, Clinical. Judgement, and Role Development V: Population Focused Nursing*
-Continue to consider a problem, issue, concern, passion, or interest related to nursing that you would like to consider developing into the capstone.
-Consider how the design of a project that incorporates/reflects DEMSN PLOs, QSEN Competencies, and DEMSN Conceptual Framework.
-Meet with faculty capstone advisor to discuss project.
*No course assignments associated with this Capstone component.

*NUR 628 Clinical Practice, Clinical Judgement, and Role Development VI: Synthesis of Concept- Based Practicum*
-Finalize capstone project topic.
-Design the practice experience project.
-Communicate with nurse preceptor regarding project idea.
-Meet with faculty capstone advisor to discuss project.
*NUR 628 assignment(s) with grading to assess meeting of capstone project development.

*NUR 639 Clinical Practice, Clinical Judgement, and Role Development VII: Contemporary Nursing Leadership/Management*
-Communicate with nurse preceptor regarding project idea and design plan.
-Submit final capstone project paper.
-Meet with faculty capstone advisor to discuss project.
*NUR 639 capstone project paper grading by course faculty.

*NUR 641* *Knowledge Integration and Transition into Practice*
-Present poster on capstone project
*NUR 641 capstone project presentation grading by course faculty.

## 8.0. Resources and Support

### 8.1    The Academic Success Center

The Sr. Cabrini Warpeha Academic Success Center maintains an atmosphere, utilizing Franciscan values, that is focused on increasing success and retention for all students at Lourdes University. The Academic Success Center offers academic support services to a diverse community in a nurturing, student-centered environment.

### 8.2    DEMSN Nursing SUCCESS Program

Lourdes University College of Nursing has a full time Academic Success Coach. The Academic Success Coach offers a hybrid approach for the DEMSN students. Multiple teaching strategies are available to assist the student's success including Canvas modules, synchronous meetings, and in-person study sessions. The student can self-refer, or the faculty can refer the student for 1:1 meeting(s) with the student.

Lourdes University College of Nursing recognizes the importance of academic coaching and interventions to enhance retention of knowledge and skills to increase the success of masters prepared nursing students. Academic tutoring services provided to the student is based on an individualized assessment. The Nursing Success Program (NSP) Coordinator will utilize resources and referrals that will complement the students' individual needs and focus on nursing specific issues and assistance with test taking procedures unique to the NCLEX RN © style exams. NSP services are in addition to the time the student spends working with faculty on test reviews, assignments, and course related content. NSP services do not duplicate the services provided by Academic Support Center (ASC).

- Referrals to NSP should be made after a student and faculty member have spent a reasonable amount of time working together on the students concerns and determined that the student needs additional help.
- Students may self-refer to NSP by completing electronic referral form or by emailing NSP at nursingsuccess@lourdes.edu.

### 8.3  Nursing Office Hours/ Faculty Office Hours

The Nursing Office is open between the hours of 8:30 AM – 5:00 PM, Monday – Thursday and 8:30 AM – 4:30 PM, Friday. Individual Faculty office hours are posted in the syllabus.
A bulletin board is maintained outside of the College of Nursing Office on the second floor of St. Clare Hall for the purpose of disseminating information to students regarding career opportunities. A variety of informational literature and forms (registration, drop/add, etc.) are also available.

**8.4 Lourdes University Duns Scotus Library**

Students have access to The Duns Scotus Library collection that includes books, audio visuals, periodicals, and online resources such as research databases, eBooks, and electronic journals. Students may use library PCs or laptop computers with Internet access and Microsoft Office software, printers, a scanner, and fax machine. The Library has group study rooms and video monitoring equipment available for individual use. The Library homepage (http://www.lourdes.edu/library) has links to subject guides, tutorials, an article request form and the patron's library account, as well as the catalog and databases. The library staff provides patrons with assistance in learning how to access OPAL/OhioLINK library catalogs to locate and request books and other materials, and research databases to find and request journal articles. At the request of faculty, librarians schedule library group instruction.

**8.5 Nursing Scholarship**

The Student Success Center supports the scholarship of the students and faculty in the College of Nursing. The Center is dedicated to fostering an environment that is conducive to research efforts and scholarly activities, including capstone projects and evidence-based initiatives. It promotes the use and accessibility of computers for student use, printers, copiers, and technical support.

**8.6 Copying and Printing**

Copying is available for all students at the Academic Success Center and the library. No copying facilities are available in St. Joseph Hall.

**9. Student Feedback Mechanisms**

9.1 **Individual Suggestion, Complaint/Concern, & Compliment Feedback**
A student who has a concern about assignments, exams, grades, or issues related to a course should discuss the issue with the course instructor as soon as possible. Except in the event of discrimination or harassment, students must meet with the course instructor in an attempt to resolve the issue. Allegations of discrimination and harassment shall be addressed in accordance with the Institutional Policy on Discrimination and Harassment.
Lourdes University College of Nursing Students follow the Lourdes University Final Grade Grievance Policy which is located in the University Academic Catalog. Students are always encouraged to attempt to resolve the issue directly with the member of the faculty, staff, or administration involved in an informal manner. After a discussion of the concern with the instructor, the student, may in turn, talk with the instructors' department chair or program director, dean and finally, the Provost. Any suggestions, complaints, concerns, or complaints of any other nature follow the procedure below.

**PROCEDURE:**
1. New students are informed of the method for suggestions, complaints, concerns, & compliments specific to the College of Nursing each academic year. Students may also utilize the University Online Complaint form if desired.

2. All problems that can be dealt with in a friendly or formal manner shall be examined and resolved considering the full confidentiality of the complaint and the expeditious determination of the complaint.

3. The designated person reviews the issue, complaint, compliment, or suggestion and forwards it to the appropriate committee/person.

4. All records of formal complaints are maintained and stored per the appropriate Program Director or designated committee procedure.
   a. Academic Grievances are stored in a secured location in the Dean's office per accreditation standards.

5. If applicable the response to the compliant or suggestions will be posted for student viewing.

6. Confidentiality will be maintained concerning student's names.

## 10.  NCLEX Preparation

### 10.1  Required Testing
Upon graduation from the nursing program, a pre-licensure student is eligible to sit for NCLEX ® computerized testing for licensure as a Registered Nurse. The College of Nursing has information regarding the testing and application procedures. This information is distributed to graduating pre-licensure students in their last semester.

### 10.2  Standardized Testing
Standardized testing is utilized in the College of Nursing as part of the program assessment plan as well as a tool for students to measure their progress and remediate in areas in which they may be deficient. Each DEMSN nursing course has specific exams to assess progress of students within the nursing major. Students are provided with activities/assignments to prepare for the standardized tests in each course and required remediation if unsuccessful on their standardized testing progress.

Standardized testing will occur at designated points during the pre-licensure DEMSN curriculum. The timing of standardized testing will be determined by the faculty of each course in consultation with the DEMSN Program Director and the Dean. Students are required to be on campus for all standardized testing. The use of standardized testing is outlined below in the DEMSN Curriculum by semester and course.

**HESI Exams by Courses**

| Semester | Course | Exam |
|---|---|---|
| 1 | NUR 501 Foundations of Professional Nursing | Fundamentals V1, V2 |
| | NUR 502 Health and Physical Assessment | Health Assessment V1, V2 |
| | NUR 509 Pathophysiology and Pharmacology Concepts | Pharmacology V1, V2 |
| | NUR 520 Clinical Practice, Clinical Judgement, and Role Development I | None |
| 2 | NUR 530 Advanced Nursing Inquiry for EBP | None |
| | NUR 575 Clinical Practice, Clinical Judgement, and Role Development II | Psychiatric/Mental Health V1, V2 |
| | NUR 580 Clinical Practice, Clinical Judgement, and Role Development III | Medical-Surgical V1, V2 |
| 3 | NUR 609 Pathophysiology and Pharmacology Across the Lifespan | Pathophysiology V1, V2 |
| | NUR 618 Clinical Practice, Clinical Judgement, and Role Development IV | Maternity/Pediatric V1, V2 |
| | NUR 623 Clinical Practice, Clinical Judgement, and Role Development V | None |
| 4 | NUR 624 Healthcare Systems Management and Policy | Management V1, V2 |
| | NUR 626 Nursing Informatics | None |
| | NUR 627 Health Promotion and Disease Prevention | None |
| | NUR 628 Clinical Practice, Clinical Judgement, and Role Development V | Critical Care V1, V2 |
| 5 | NUR 639 Clinical Practice, Clinical Judgement, and Role Development VII | None |
| | NUR 641 Knowledge Integration and Transition in Practice | Comprehensive Exit Exam |

**PROCEDURE:**

1. The alignment of materials and standardized testing is determined by the DEMSN Program Director or the Dean in consultation with course faculty and curriculum committee.

2. Setting Benchmarks

Determination of the test benchmarks will be made by the DEMSN Program or the Dean in consultation with course faculty and the curriculum committee.

3. Testing Accommodations
The Office of Accessibility Services provides reasonable accommodations, support services, and auxiliary aids for students with disabilities and/or medical conditions. The Office of Accessibility Services administers accommodations for eligible students to remove barriers to full participation in University life. Accommodations are individually designed and based on the specific needs of each student as identified by our Office of Accessibility Services.

## 10.3 Practice Program Availability
A variety of computer media is available with NCLEX® style questions and is available for student use in the Academic Support Center. The Nursing Learning Laboratory and University Library also have multiple NCLEX review books available for student use. It may be a course requirement to spend a certain amount of time practicing for the NCLEX exam.

## 10.4 Review Course
A live review for NCLEX review course will be provided to students in their 5$^{th}$ semester. See NUR 641: Knowledge Integration and Transition to Practice syllabi for more information.

## 10.5 Comprehensive Exit Testing
All pre-licensure students will be required to complete the exit exam in their final semester. A student's ability to progress to graduation is not dependent on successful completion of the Comprehensive Exit Exam. The student is required to take the exam for as part of their final course grade in NUR 641: Knowledge Integration and Transition to Practice.

Refer to course syllabi and faculty directives for Standardized Testing procedures.

# 11. Professional Opportunities

## 11.1 National Student Nurses Association (NSNA)
The National Student Nurses Association (NSNA) is a national professional organization for nursing students in any state approved program preparing for registered nurse licensure, or registered nurses in a program leading to a baccalaureate in nursing.
The Student Nurses Association chapter at Lourdes University is active in planning activities for students such as lunch-and-learn programs, fundraisers, attendance at the NSNA national convention, career planning activities, and celebratory functions.
Information about joining the NSNA will be made available to all students after matriculation in the nursing major and is available online at http://www.nsna.org.

## 11.2 Sigma, Zeta Theta Chapter-at-Large
Lourdes University is a member of Zeta Theta Chapter-at-Large of Sigma International. The purpose of Sigma International is to recognize superior academic achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work,

and strengthen commitment to the ideals and purposes of the profession. Student Qualification (September 1, 2018-present) specifics are as follows:

**Graduate students-**
- 3.0 cumulative GPA minimum
- Top 35% of their class
- At least half of curriculum/program completed (November 2018-present)
- Be in good academic integrity standing

## 12. Program Completion

### 12.1 Graduation in the Nursing Major

Students complete requirements for the Master of Science in Nursing Degree according to the Lourdes University policy.

1. The student obtains an Application for Graduation from the Registrar's office prior to the deadline specified by Lourdes University. Once graduation fees are paid, the application is submitted to the nursing faculty advisor for the graduation review audit.
2. The nursing advisor reviews the Application for Graduation for accuracy and completion, signs the application and submits it to the registrar with a copy of the curriculum tracking record including any exceptions that have been granted. All graduation audits are completed by a nursing advisor and the advisor will contact the nursing student with any discrepancies before the posted deadline.
3. Program Administrator or Designee for Undergraduate Nursing studies completes the certification of program completion form for the eligible pre-RN licensure students and submits them to the Ohio Board of Nursing.
   a. The program completion letter cannot be released until all requirements are met and all accounts are paid, with verification of diploma receipt from the Registrar's office.
   b. If student will be sitting for the NCLEX-RN examination in another state, it is the student's responsibility to determine that states requirements and to contact the college of nursing with needs of program completion documentation.

### 12.2 Graduation Review

A record review must be completed on all graduating students before graduation. It is the responsibility of the student to meet with a Nursing Advisor to check that all required courses have been completed and credit has been entered on the Lourdes University transcript. The registrar will not audit the records for graduation until the student applies for graduation. Meeting the graduation application deadline is essential to participate in the University commencement. See the University calendar on the Lourdes web page for graduation application deadlines for fall and spring semesters.

### 12.3 Application for Graduation

Lourdes University holds commencement ceremonies in the months of December and May. To graduate, students must file an Application for Graduation Form in the Registrar's Office. The application requires the signature of the student's advisor and the attachment of the advisor's Degree

Audit Sheet. Graduation fees must be paid at the Student Accounts Office prior to submitting the application to the Registrar.

Students must have completed all academic requirements for their degree before they will be able to graduate and participate in one commencement ceremony. Students receiving degrees are encouraged to participate in the commencement exercises. Each candidate is assessed a fee for expenses, regardless of participation.

### 12.4   Nursing Pinning Ceremony
A Nursing Pinning Ceremony is held three times a year, every August, December, and May. This is a nursing celebration and recognition event for all graduating DEMSN students. Families are invited to join the celebration and to see the nursing pinning and acknowledgement of awards. Students will be notified by invitation each semester. Pins are purchased through the online website provided when ordering opens. Deadlines and website for purchasing pins will be communicated to students.

### 12.5   Baccalaureate Mass
A Baccalaureate Mass is held in the Queen of Peace chapel for all Lourdes University graduates and their families.  Dates and times will be published.

## 13.   Scholarships and Awards

### 13.1   Lourdes University College of Nursing Awards
The Lourdes University College of Nursing and professional nursing organizations present awards to Undergraduate and Graduate students to recognize student achievement in the program. The various awards are listed below with their criteria and procedure for awarding.
- **St. Vincent Alumni Association Scholarship/Funds Application**

Lourdes University College of Nursing students have the ability to apply and receive a scholarship from the St. Vincent Alumni Association to assist with tuition. If the student is a relative of someone who graduated from St Vincent School of Nursing, the student will be eligible for the Baillet Scholarship. However, if the student has no relative that graduated from St. Vincent School of Nursing, then he/she should apply for the Consolidated Fund Scholarship. Application and criteria for each scholarship application can be found at toledostvincentalumni.org.