



XAVIER
UNIVERSITY

COLLEGE OF NURSING

UNDERGRADUATE NURSING STUDENT HANDBOOK

2020 - 2021

The baccalaureate and master's degree programs and the doctor of nursing practice in population health leadership program at Xavier University College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), www.aacn.nche.edu/ccne-accreditation.

The baccalaureate (BSN) degree in nursing, accelerated baccalaureate (ABSBN) degree, and master's degree in nursing (MIDAS) are approved by the Ohio Board of Nursing (OBN), www.nursing.ohio.gov.

The baccalaureate and master's degree programs and the doctor of nursing practice in population health leadership (DNP) program at Xavier University are endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC), <http://www.ahncc.org>

Xavier University Undergraduate Nursing Student Handbook 2020-2021

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INTRODUCTION AND HANDBOOK ACKNOWLEDGEMENT

Introduction

The Xavier University College of Nursing publishes an Undergraduate Nursing Student Handbook and a Graduate Nursing Student Handbook. The first section of each handbook is common to both, covering Xavier University, College of Nursing and clinical student policies and information. The second section of each handbook is specific to either undergraduate students or graduate students.

The Undergraduate Nursing Student Handbook provides policies for the BSN program which includes two tracks: the four-year program and an accelerated program offered on line for individuals with a bachelor degree in another field (ABSN).

The Graduate Nursing Student Handbook includes policies for the Master of Science in Nursing program which includes two tracks: MSN for registered nurses and MIDAS which stands for Master of Science in Nursing: Direct Entry as Second Degree.

The BSN (both the four-year and the ABSN) and MIDAS are pre-licensure programs which prepare graduates to take NCLEX-RN upon completion of the program.

Current handbooks are posted at www.xavier.edu/nursing/Current-Students/, the Nursing Current Students web page and archived ones are accessible via a link from that page. The handbook is to serve as a guide and reference for students.

The nursing handbook provides information regarding College of Nursing policies and procedures. Students are expected to be familiar with the content of their handbook (undergraduate or graduate handbook) and the information in the University catalog pertaining to undergraduate or graduate education at Xavier University. If any item in the College of Nursing handbook or the catalog is not clear, it is the student's responsibility to seek clarification.

Students are to reference the handbook under which they entered throughout their enrollment in the College of Nursing. Students will be notified of any changes that apply to them after the publication of their handbook.

Policies revised during the academic year will be communicated to current students via email announcements. Therefore it is important that students routinely check their Xavier University email account.

The nursing handbook is considered to be test material in some nursing courses.

Both students and faculty provide input into the revision process through the questions they ask and the problems/challenges that may arise during use of the handbook. Students are invited to give suggestions for improving the handbook. Submit ideas in writing to the Interim Dean of the College of Nursing or to the Assistant Dean.

Nursing Student Handbook Acknowledgement

I have accessed/received my nursing student handbook and understand I am responsible for reading and abiding by all policies set by the College of Nursing.

In addition to an initial review, it is expected that students will review the handbook on an annual basis.

Pre-licensure students: I understand that a past felony or misdemeanor conviction may disqualify me from taking the National Licensing Examination for Registered Nurses (NCLEX-RN) as outlined in Section 4723.28 of the Ohio Revised Code.

[http://nursing.ohio.gov/PDFS/Discipline/CRIMINAL_HISTORY_FACT_SHEET-July 2013.pdf](http://nursing.ohio.gov/PDFS/Discipline/CRIMINAL_HISTORY_FACT_SHEET-July_2013.pdf)

I agree to permit the College of Nursing, if necessary, to release my social security number to clinical facilities in order to produce an identification badge to be used during my clinical rotation.

I hereby grant to Xavier University the right and authority to photograph or produce audio/video digital recordings of any activity, including but not limited to, simulations within the Xavier Center for Holistic Nursing in which I am a participant. I understand and consent that these recordings may be used for promotional, educational, or publicity purposes. They may be published in mass media publications, on the Xavier internet sites. In addition, they may be viewed for educational purposes in the classroom, shown at local or national workshops, or made available for distance learning via the internet.

Student’s Name _____
(please print)

Undergraduate Nursing Student Handbook for Academic Year _____2020-2021_____

Student’s Signature _____

Today’s Date _____

I have read the HIPAA Confidentiality Agreement in the handbook and agree to comply with all its terms as a condition of my continuing affiliation with Xavier University.

Student’s Signature

Date

Print your Name

Xavier University
College of Nursing

Agreements/hipaa/ Confidentiality Agreement

**TWO SIGNATURES ARE REQUIRED ON THIS FORM: THE HANDBOOK ACKNOWLEDGEMENT
AND
THE HIPAA CONFIDENTIALITY AGREEMENT**

Four year BSN, MSN MIDAS, MSN (RNs): DEADLINE FOR SUBMISSION: SEPTEMBER 10, 2020

ABSN STUDENTS: SUBMIT AS INSTRUCTED BY ABSN STAFF OR FACULTY

XAVIER UNIVERSITY INFORMATION FOR STUDENTS

Xavier University Mission Statement

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to educating the whole person, promoting the common good, and serving others, the Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action. *Accepted by the Xavier Board of Trustees 12/1/17*

Xavier University Services, Guides & Policies

University services, guides and policies are accessible on the Student Hub via the Systems and Guides icon. Of particular note are academic policies, undergraduate and graduate catalogs and the University's student handbook. All students are expected to review both the university student handbook and the nursing student handbook. Every Xavier student is a representative and ambassador for the University. Expectations, policies, and the code of student conduct found in the handbooks have been established to assure respect for oneself and others. Students are held accountable for inappropriate behavior both on-campus and off-campus and there are consequences to unwise decisions and choices if a student is found to be responsible for violations.

Xavier University Academic Honesty

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination.

(Source: XU Student Handbook: Academic Honesty – Section 2.3.9.1.

<http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm>)

Xavier University Student Hub

Xavier University provides the Student Hub as an easy way to access many of the services students will need to use. Students register for a new Xavier account to open the gateway to e-mail, billing, grades and so much more. Register at www.xavier.edu/newuser.

Once registered, all of Xavier's systems are easily accessible for students via the Student Hub at www.xavier.edu/students including the services below:

Bill Pay: At Xavier, we only utilize electronic billing. On the Student Hub, click the Pay Bill icon for access your bill, payment options, payment plans and more. You can set-up other users to access your billing information if that's helpful. Contact the Bursar's office at 513-745-3435 for assistance.

By paying your bill on time, you will always have access to your Xavier systems and never have your classes cancelled due to being delinquent.

E-mail: You will have a brand new Xavier e-mail account. Make sure to check important messages for have the e-mails forwarded to another account.

NURSING STUDENTS: IT IS CRITICAL TO CHECK YOUR EMAIL REGULARLY. YOU WILL RECEIVE MANY COMMUNICATIONS FROM YOUR FACULTY AND THE COLLEGE OF NURSING BY EMAIL.

Academic information: Students can access online course collaboration spaces by selecting the Canvas icon on the Student Hub. The Student Hub also has easy links to search course descriptions, get to the online Library, and view your grades through Self-Service. Access the catalog at www.xavier.edu/registrar and click the catalog link.

XU Alert Me: Your safety is a top priority. Hit the XU Alert Me icon to register for important safety and weather related notifications.

Parking: Purchasing a Xavier parking permit is easy at www.xavier.edu/parking.

Source: Information Technology, 5/2014

The Student Hub is the gateway via links to numerous offices, services and information. Many of the less obvious links are at the System and Guides icon or the Student Affairs page.

Partial list of links or icons: bursar, financial aid, registrar (catalog, academic calendar, class registration, changes in your information), ALL Card Center (including XCash), library, Canvas, Learning Assistance Center, Health and Wellness Center, commuter services, counseling services, residence life, student involvement, policies and procedures, and the university student handbook.



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513-399-8320

Elsinore

Xavier University College of Nursing

Mission

Following the precepts put forth in the Xavier University's mission statement and Jesuit tradition, the Faculty of the College of Nursing affirms its mission to educate undergraduate and graduate students with emphasis on preparing them to be nursing leaders and scholars in the delivery of interprofessional, collaborative, holistic care in a complex, population-based dynamic healthcare environment and diverse socio-political global community. Faculty and students' personal and professional development, their scholarship, leadership and service are directed to enhance the Mission of the College of Nursing.

Philosophy

The Faculty believes the mission is grounded in the traditions, values and spirit of the profession that directly benefits patients and populations by seeking social justice and decreasing disparities when caring for the sick, promoting health, preventing illness, engaging in scientific inquiry, and ultimately, enhancing quality of body, mind and spirit of individuals across the life span. Our graduates have mastery over knowledge and skills essential to, holistic, interprofessional, and population health nursing practice while incorporating the Ignatian values and traditions of *cura personalis*, discernment, *magis*, mission, service rooted in justice and love, reflection, and solidarity and kinship..

Our Xavier graduates while working across various systems, commit themselves to improving health outcomes and safeguarding the health care interests and needs of populations which include individuals, families and communities. Our graduates accomplish these commitments through scholarship, service, leadership, and personal and professional growth.

- *Scholarship* refers to the search for knowledge in the nursing discipline through rigorous inquiry, moral reflection, discernment, reasoning, analysis and synthesis of information. The purpose of scholarship is to develop and disseminate knowledge regarding issues of concern to nursing. Using a mindset of *magis*, our graduates advance nursing in the practice of its discipline using best evidence, clinical expertise, and the patient's preferences and values.
- *Service*, rooted in justice and love, is the founding principle of professional nursing. . our graduates in the act of caring, utilizing the principle of *cura personalis*, respect the dignity and worth of each individual within a cultural and social context. While embracing diversity, our graduates offer a unique blend of knowledge and skills to diverse populations across the life span. They are committed to balancing holistic, empathic care within a dynamic, technological, and safe environment.
- *Leadership*, based on communication and interprofessional collaboration skills, is an essential attribute of professional nurses. Jesuit inspired values, such as solidarity and kinship, guide our

graduates to confidently and competently advocate the patient's needs and rights at the microsystem level as well as participate in the transformation of health care at the macrosystem level. They have the qualities to assume leadership in various nursing roles as an integral part of nursing and inter-professional teams.

- *Personal and professional growth* encompasses the development and refinement of nursing and life philosophies as well as professional values and value-based behavior. Our graduates advocate for the profession and promote a professional image of nursing. They persist in personal and professional growth through life-long learning and self-reflection. Our graduates seek balance in their lives and take measures to care holistically for themselves and others in order to continue to deliver sustained, innovative care.

Approved by NFO November 19, 2015

Professional Nursing Standards

Nursing standards guide us in all that we do as nurses. During the course of nursing studies, there is an evolution in the students' knowledge, understanding, and incorporation into practice of nursing standards. Students new to nursing become socialized into valuing the meaning and importance of nursing standards. When students value and embrace the standards, it is demonstrated in their performance. Graduate students continue their development of values related to the standards as they acquire advance nursing knowledge and skills.

The nursing faculty selected five sets of professional nursing standards and guidelines, all of which were developed and are distributed under the auspices of the American Nurses Association (ANA), the American Association of Colleges of Nursing (AACN), and the American Holistic Nurses Certification Corporation (AHNCC). These standards include:

- Professional Performance Standards
- Clinical Care Standards; Code for Nurses
- AACN Essentials
- Standards of Holistic Nursing Practice

The [Nursing Mission/Nursing Standards Comparison Table](#) outlines the major components of ANA standards in relation to the College of Nursing Mission Statement. The program objectives for the BSN curriculum were derived from the four key mission concepts.

AACN's *Essentials of Baccalaureate Education for Professional Nursing Practice* provides the framework for the baccalaureate nursing educational curriculum.

Curriculum Organizing Framework

The faculty of the College of Nursing have selected “Transitions” (Chick & Meleis, 1986; Meleis & Trangenstein, 1994) as an organizing framework for the curriculum. The transition framework is not restricted by a theoretical perspective. It encompasses many nursing theories and concepts, thus allowing contemporary and future nursing theories to compete to answer critical questions. Diversity of theoretical choices allows for diversity in the selection of faculty and encourages the student to think critically. This transitions framework relates to the four key concepts of the College of Nursing’s mission and provides the basic structure of the baccalaureate curriculum on which the master’s curriculum is built.

A transition is defined as a passage or movement from one state, condition, or place to another. This implies change and change is an inherent and normal part of an individual’s or group’s growth and development. The transition framework provides a way of looking at change as a process rather than as a static event. Transitions are complex processes and more than one type of transition may be occurring at the same time. They may also be cumulative; one transition may lead to another, or one type of transition may initiate another type. Transitions, such as aging, may be expected. Other transitions, such as illness or disability, are unexpected.

Four types of transitions have been identified: developmental, situational, health-illness, and organizational. Developmental transitions are those encountered during the life span (e.g. adolescence, parenthood, and aging). Situational transitions include movement in educational and professional roles (e.g. from student to practitioner, from staff to administration or changing jobs). Health-illness transitions cover the passage from the subjective perception of self as healthy to ill, as well as moving from various levels of care within the health care system. Organizational transitions encompass a wide range of events, from transition precipitated by changes in health care policy, administrative changes, demographic variations, to community reorganization.

Individuals, families, communities and organizations vary widely in their response to transition. The variation is a result of differences in the backgrounds and preparation of the clients. These differences influence the client’s interpretation and response to the transition.

The goal of the transition process is the attainment of healthy outcomes. Three indicators of healthy outcomes include a subjective sense of well-being, mastery of new behaviors, and well-being of interpersonal relationships. When a successful transition has occurred, feelings of distress give way to a subjective sense of well-being. Mastery of new behaviors refers to the achievement of a skilled role performance and a level of comfort with the behaviors required. Well-being of interpersonal relationships is indicated by positive interactions with others.

Transition is a holistic concept dealing with the entire client system; it prompts nurses to consider patterns of responses rather than single responses, and to identify vulnerable and critical points for therapeutic nursing interventions. The purpose of nursing is to assist clients to create conditions conducive to healthful transitions.

STUDENT PROFESSIONAL BEHAVIOR AND CONDUCT REGULATIONS & POLICIES

Ohio Board Of Nursing Regulations Rule 4723-5-12 Sec C (Student Conduct)

Rule 4723-5-12 Section C effective 2/1/2014:

(C) In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(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.

Five Year Review (FYR) Dates: 12/19/2016 and 12/19/2021

Promulgated Under: [119.03](#)

Statutory Authority: [4723.07](#)

Rule Amplifies: [4723.06](#)

Prior Effective Dates: 2/1/96, 4/1/97, 2/1/02, 2/1/04, 2/1/07, 2/1/08, 2/1/12, 2/1/14

www.nursing.ohio.gov

<http://codes.ohio.gov/oac/4723-5>

Retrieved 8/1/17

College of Nursing Professional Conduct Policy

Students enrolled in the Xavier University (XU) College of nursing (CON) program are expected to adhere to rules of professional conduct established by the Xavier University Standards of Conduct as outlined in the XU Student Handbook (<https://www.xavier.edu/handbook/standards/>), the Ohio Administrative Code, Chapter 4723-5-12-C, and the American Nurse's Association Code of Ethics for Nurses. Failure to adhere to the conduct policy will result in discipline as outlined in this document and in the XU Student Conduct Process as outlined in the XU Handbook (<https://www.xavier.edu/handbook/conduct-process/>). This policy is in addition to the XU Student Handbook policy, and outlines SON procedures for handling unprofessional behavior by nursing students.

As stated in the Code of Ethics, a successful professional should demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines; and a willingness to learn and grow professionally.

Procedures:

1. **Verbal Warning:** When there are academic or clinical behavioral concern(s), the faculty member will discuss the concerns with the student, reiterate professional expectations, and complete a verbal warning form (see attachment). A copy will be provided to the student, placed in the student's file, and will remain in the student's file while the student is enrolled in XU CON. A notation will be made on the inside front cover of the student file.

The faculty member or course coordinator will notify the appropriate associate director (AD). (For clinical concerns, the adjunct clinical faculty will first notify the clinical course coordinator). The AD will notify the Director of Xavier University College of Nursing and the Assistant Dean or the Director of Nursing Academic Services, as necessary. If an unethical behavior occurs outside of the classroom or clinical setting, an AD or the Director of Xavier University College of Nursing may initiate this policy.

2. **Written Warning:** If behavioral concern(s) are not resolved with or rise above the level of verbal warning, the faculty will discuss the concerns with the student, reiterate professional expectations, formulate a plan of action with the student, and complete a written warning form (see attachment). A copy will be provided to the student, placed in the student's file, and will remain in the student's file while the student is enrolled in XU CON. A notation will be made on the inside front cover of the student file.

The faculty member or course coordinator will notify the appropriate associate director (AD). (For clinical concerns, the adjunct clinical faculty will first notify the clinical course coordinator). The AD will notify the Director of Xavier University College of Nursing and the Assistant Dean or the Director of Nursing Academic Services, as necessary. If an unethical behavior occurs outside of the classroom or clinical setting, an AD or the Director of Xavier University College of Nursing may initiate this policy.

3. **Performance Probation:** If behavioral concern(s) are not resolved with or rise above the level of written warning, a performance probation form (see attachment) will be completed. Performance probation may also be issued immediately after a severe breach of professional conduct (no verbal or written warning required). A specific period of observation and review of conduct will be established in the written contract by the faculty member, AD, and the Director of Xavier University College of Nursing, at which time terms for corrective action will be outlined for the student. The student must complete all professional behavior actions prior to removal from probation. A copy of this contract will be given to the student, placed in the student's file, and will remain in the student's file while the student is enrolled in XU CON. A notation will be made on the inside front cover of the student file. The Office of the Dean of the XU CON will be notified of student probation by the AD or the Director of XU CON.
4. **Performance Suspension/Termination:** Students may be immediately terminated or suspended following academic or clinical performance probation for continued unsatisfactory behaviors. Performance suspension may also be issued immediately after a severe breach of professional conduct (no verbal, written, or performance probation required). Following discussion of the situation between the student, faculty member, and AD; the Director of Xavier University College of Nursing will dismiss the

student from the nursing program for a specified or indefinite period of time. The Office of the Dean of the XU CON will be notified of student suspension/termination by the Director of XU CON.

Note:

If disputes of interpretation of behavioral concerns arise, the student, faculty member(s), AD, and Director of Xavier University College of Nursing should attempt to resolve the issue. If the student disagrees with the decision, the student's situation will be presented to the SON APG committee. If the student disagrees with the APG committee decision, the student may contact the Office of the Dean of the XU CON to examine additional avenues of recourse.

Recurrent Misconduct

Students who have been placed on warning for a specified behavior in one course and/or for one occurrence and who have been removed from warning will, if that same or similar behavior occurs at a later date, be placed on probation. If previously placed on probation, the student may be suspended.

College Of Nursing Professional Conduct Verbal Warning

**Professional Conduct Policy
College of Nursing**

VERBAL WARNING

Student: _____ Date: _____ Course: _____

Verbal Warning: When there are academic or clinical behavioral concern(s), the faculty member will discuss the concerns with the student, reiterate professional expectations, and complete a verbal warning form. If correction does not occur, the student will be placed on written warning.

Behavioral Concern:

Plan for Correction:

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

(Verbal Warning will be placed in the student file with a flag on the front inside cover.)

College Of Nursing Professional Conduct Written Contract

**XAVIER UNIVERSITY
COLLEGE OF NURSING**

Written Contract

STUDENT WARNING

Student: _____ Date: _____ Course: _____

WARNING: A written agreement between a faculty member and a student that identifies behavioral concerns and a written plan that describes change (s) that must occur to correct the behavioral concerns. If correction does not occur, the student will be placed on probation.

BEHAVIORAL CONCERN:

PLAN FOR CORRECTION:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Copy given to student: Y N

EVALUATION:

OUTCOME:

_____ Student has satisfactorily demonstrated/completed the above plan.

_____ Student has not satisfactorily completed the above plan and will be put on probation with a contract.

College Of Nursing Professional Conduct Written Contract

**XAVIER UNIVERSITY
COLLEGE OF NURSING**

Probation Contract

STUDENT WARNING

Student: _____ Date: _____ Course: _____

WARNING: A written agreement between a faculty member and a student that identifies behavioral concerns and a written plan that describes change(s) that must occur to correct concerns. If correction does not occur, the student will be placed on suspension/termination.

BEHAVIORAL CONCERNS:

PLAN FOR CORRECTION:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Copy given to student: Y N

EVALUATION:

OUTCOME:

_____ Student has satisfactorily demonstrated/completed the above plan.

_____ Student has not satisfactorily completed the above plan and may be immediately terminated or suspended.

Approved 3/17/06 Last Revised 12/12/17 Approved by SON CC 1/2/18

Social Media Policy

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Facebook, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. On line content and behavior has the ability to enhance or undermine not only an individual but also Xavier University, and the profession of nursing. Violations may expose the offender to criminal and civil liability. It is important to avoid disclosing any HIPAA or academic protected information regarding patients, clinical sites, or peers. Any student found to have violated this policy will be subject to disciplinary action as set forth in College of Nursing student handbook. For example infractions may result in utilization of the Professional Conduct Policy.

The following are taken from the American Nurses Association Social Networking Recommendations and modified to serve as a guide to students to avoid potential problems.

Standards of professionalism are the same on-line as in any other circumstance.

Never post photographs or any information gained in a nurse-patient relationship.

Maintain professional boundaries in the use of electronic media. Online contact with patients blurs these boundaries.

Do not post inflammatory or unflattering information about peers, patients, clinical sites and/or their employees on any social media site. Make every effort to present yourself as mature, responsible, and professional.

Do not take photos or recordings of a patient in your clinical setting or peers in their clinical or classroom learning environment without obtaining special permission utilizing the appropriate forms.

Promptly report any breach of confidentiality or privacy to your faculty member.

Do not share any protected health information. (HIPAA)

Source: <http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit>

Please refer also to Xavier University Student Handbook:

Respect for Others 13.3, page 19;

Harassment Policy 19.18 page 53 & 54;

Online Communities 20.3, page 70

<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>

For potential consequences of inappropriate use of social and electronic media and common myths and misunderstandings refer to the below site:

https://www.ncsbn.org/NCSBN_SocialMedia.pdf

More information is at American Nurses Association Social Media /Social Networking Principles Toolkit

<http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit>

DATE: 8-7-2013

POLICIES: COMMUNICABLE DISEASE, STUDENT INJURY & HIPAA

Policy on HIV and Communicable Disease

The College of Nursing supports the policies of the University and the Student Health and Wellness Center regarding Communicable Diseases. The College of Nursing teaches and adheres to all Universal Precautions as defined by the Centers for Disease Control and Occupational Safety and Health Administration. Should a student test positive for such diseases, it may be necessary due to the clinical agencies' policies to find alternate learning experiences. Should these experiences not be forthcoming the University will provide counsel for assisting the student to identify other career options. In the event that the student and the University are unable to find a reasonable program alternative, the University has no further academic or financial responsibility for the progression of the student through any of its academic programs.

Policy on HIV and Hepatitis B (HBV) Prevention in the Clinical Setting

It is the policy of the College of Nursing at Xavier University that all students will comply with the Center for Disease Control (CDC) guidelines when caring for patients in the clinical setting. Protective measures against Human Immune Deficiency Virus (HIV) and Hepatitis B Virus (HBV) focus primarily on prevention of exposure through compliance with CDC guidelines and through obtaining vaccination against HBV.

The modes for HBV and HIV transmission are similar. Both have been transmitted only by percutaneous inoculation or contact with non-intact skin, or mucous membranes to blood or blood contaminated body fluids. The following measures for preventing HIV and HBV transmission in health care settings are recommended by the Centers for Disease Control: (MMNR 1987 Aug 21; 36: 1-18S).

- Use of blood and body fluid precautions for all patients, since medical history and examination cannot reliably identify all patients infected with HIV and other fluid- or blood borne pathogens.
- Use of special precautions during pre-hospital and emergency care since the risk of blood exposure to health care workers is increased and the infection status of the patient is usually unknown.
- Use of appropriate barrier precautions to prevent exposure to skin and mucous membrane when contact with blood or other fluids is anticipated.
- Gloves should be worn when in contact with blood, body fluids, and mucous membranes and for handling items or surfaces soiled with blood or body fluids, or for performing venipuncture and other vascular access procedures.
- Masks and protective eyewear or face shields should be worn during procedures that are likely to generate air-borne droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose and eyes.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
- Use caution to prevent injuries caused by needles, scalpels, and other sharp instruments. To prevent needle-sticks, needles should not be recapped, purposely bent or broken by hand. After use, sharps should be placed in puncture resistant containers for appropriate disposal.
- Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouth pieces and ventilation devices available in areas in which the need for resuscitation is predictable.
- Health care workers with open lesions or weeping dermatitis should refrain from all direct patient care and from handling equipment until condition resolves.
- Change gloves after caring for each patient, as glove integrity cannot be assured with washing and repeated use.
- Wash hands prior to and immediately after patient contact.

Student Injury Reporting Policy

1. BLOOD AND/OR BODY FLUID EXPOSURE

Students are expected to seek emergency assessment and/or treatment when exposed to blood and/or body fluids according to the clinical setting's protocol. If the injury occurs while at Xavier University, the student is expected to seek assessment and/or treatment at the McGrath Health and Wellness Center. If the Health and Wellness Center is closed, the student is expected to seek assessment and/or treatment through an emergency department or private physician.

2. ACCIDENT/INCIDENT REPORT

An accident report is to be completed when an injury, exposure to blood or body fluids, fainting or serious illness requires a student to leave school or the clinical setting for immediate medical attention or when the student has been advised to seek prompt medical attention. It may also be used in the event of any unusual occurrence, whether or not such incident causes direct injury or illness. The ACCIDENT REPORT is to be completed by supervising faculty at the scene of the accident/incident on the day of the occurrence. Copies of the report are to be made available for the Director of the College of Nursing and the student's file. (See accident/incident report form)

3. EMERGENCY CONTACT INFORMATION

All students will provide an emergency contact name and phone number as well as a local contact name and phone number at the beginning of every clinical rotation. The clinical faculty will keep this information for emergency use.

Approved 4/21/06

Student injury reporting policy

Accident/Incident Report
Xavier University College of Nursing

AN ACCIDENT REPORT is to be completed when an injury, exposure to blood or body fluids, fainting or serious illness requires a student to leave school or the clinical setting for immediate medical attention or when the student has been advised to seek prompt medical attention. It may also be used in the event of any unusual occurrence, whether or not such incident causes direct injury or illness. The ACCIDENT REPORT is to be completed by supervising faculty at the scene of the accident/incident on the day of the occurrence.

STUDENT INFORMATION

Name _____	DOB _____
Address _____	
Contact Person _____	Phone _____

DOCUMENTATION OF ACCIDENT/INCIDENT

Date accident/incident occurred _____ Time _____ AM PM Location _____
Supervising Faculty _____
Describe how the accident/incident occurred (location and nature of injury/illness)

Witnesses _____
First Aid Given _____ Yes _____ No By Whom _____
Explain _____

VS assessed BP _____ P _____ R _____

ACTION TAKEN

Emergency Medical System (911) notified	_____ Yes _____ No	Time _____ AM PM
Contact Person Notified	_____ Yes _____ No	Time _____ AM PM
If no, explain _____		
XU Notified (745-3815 - Chair)	_____ Yes _____ No	Time _____ AM PM
Other (s) Notified	_____ Yes _____ No	Time _____ AM PM
Student Referred Home	_____ Yes _____ No	Time _____ AM PM
Physician	_____ Yes _____ No	Time _____ AM PM
ER	_____ Yes _____ No	Time _____ AM PM
Student accepted recommendation(s) _____ Yes _____ No Follow up needed _____		

 Signature of person completing form Title _____ Date _____

Student signature _____ Date _____

Confidentiality

The American Nurses Association (ANA) Code for Nurses states: "The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature." This statement refers to the protection of client information and access to records, and protection of agency information. Confidentiality in health care is controlled by state and federal statutes. Nurses are morally and legally obligated to protect information obtained during the course of enacting their professional role.

Nursing students need to continuously monitor themselves and others when speaking about clients or agencies in which nursing is practice. When outside of agencies, students must continue to protect information by not talking about clients or agencies.

Occasions where students need to be concerned about the protection of client or agency information include:

1. Outside of agency. Confidentiality must be maintained in dormitories or other places of residence where it is so easy to start up a discussion about clinical experiences.
2. Course assignments. Assignments for courses should never have the client's name written or initials on them or any other identifying information as outlined in the HIPAA Confidentiality Agreement in this handbook.
3. Classroom discussions. Information shared about clients or agencies during classroom discussion for the purpose of learning is not shared beyond the classroom.
4. Research. When conducting research requiring the use of data from a client's records, permission is obtained from the agency and confidentiality is guaranteed. Identifying information should not be recorded that would link subjects to the data. Students will be required to follow the guidelines of the Xavier University Institutional Review Board. Faculty will guide students in this process.

HIPAA Confidentiality Agreement

FACULTY/STAFF/STUDENT CONFIDENTIALITY AGREEMENT

Confidential information includes protected health information (PHI) as defined by the federal Health Insurance Portability and Accountability Act (HIPAA).

Protected Health Information (“PHI”) under HIPAA is defined as information that is received from, or created or received on behalf of Xavier University or its affiliated health care organizations and is information about an individual which relates to past, present or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual.

PHI includes medical records, student records, and financial or billing information relating to a patient’s or student’s past, present or future mental or physical condition; or past, present or future provision of healthcare; or past present or future payment for provision of healthcare and contains any of the following identifiers that may be used to identify the patient or student in relation to PHI.

- Names
- Geographic subdivisions smaller than a state
- Telephone/fax numbers
- E-mail addresses
- Social Security Numbers
- Medical Record Numbers
- Health plan beneficiary numbers
- Account numbers
- All elements of dates related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89
- Certificate/license numbers
- Vehicle identifiers and serial numbers including license numbers
- Device identifiers/ serial numbers
- Web Universal Resource Locators (URLs), Internet Protocol (IP address number)
- Biometric identifier (voice, finger prints)
- Full face photo image
- Any other unique identifying number, characteristic, or code

I understand that Xavier University and its affiliated health care organizations have a legal and ethical responsibility to maintain and protect the privacy and confidentiality of protected health information (PHI) and to safeguard the privacy of patient and student and Xavier University and its affiliated health care organizations’ information. In addition, I understand that during the course of my affiliation as a student/faculty/staff at Xavier University and its affiliated health care organizations, I may see or hear other Confidential Information such as financial data and operational information that Xavier University and its affiliated health care organizations are obligated to maintain as confidential.

The term of this Confidentiality Agreement is the length of my affiliation with and during clinical rotations at Xavier University. As a condition of my affiliation as a student, staff, and/or precepting faculty member with Xavier University and its affiliated healthcare organizations I understand that I must sign and comply with this Agreement.

I agree that my obligation under this Agreement regarding PHI and Confidential Information will continue after the termination of my affiliation with Xavier University. I understand that violation of this Agreement may result in disciplinary action up to and including termination of my affiliation with Xavier University and/or suspension, restriction or loss of privileges in accordance with Xavier University’s Policies and Procedures, as well as **potential personal civil and criminal legal penalties.**

I understand that any PHI or Confidential Information that I access or view at Xavier University and its affiliated health care organizations does not belong to me.

I understand that any access to PHI for research purposes requires proper documentation and approval according to HIPAA policies.

I am aware that Xavier University and its affiliated health care organizations reserves and intends to exercise the right to review, audit, intercept, access, and act upon inappropriate use of computer systems at any time, with or without user notice, and that such access by Xavier University and its affiliated health care organizations may occur during or after working hours.

The intent of this Agreement is to ensure that students and their faculty preceptors and staff comply with HIPAA Regulations at Xavier University and its affiliated health care organizations Privacy Policies and Procedures.

I will use and disclose PHI and/or Confidential Information only if such use or disclosure complies with the Policies and Procedures, and is required for the performance of my responsibilities as a student, staff or precepting faculty in the care and treatment of patients or provision of services to students. The use and disclosure of PHI and/or Confidential Information for the purpose of care and treatment of patients does not include the use or disclosure of PHI and/or Confidential information for educational endeavors such as writing educational reports for my course of study, engaging in seminars and presentations in the educational setting.

My personal access code(s), user ID(s), access key(s) and password(s) used to access Xavier University and its affiliated health care organizations computer systems or other equipment are to be kept confidential at all times.

Since the use of PHI and Confidential Information includes access, I will not access or view any PHI or Confidential Information other than what is required to perform my responsibilities as staff, student and/or precepting faculty in the care and treatment of patients or service to students. If I have any questions, I will immediately ask my precepting faculty or the Privacy Officer of Xavier University and its affiliated organizations for clarification.

I will not discuss any information pertaining to patient PHI or the health care organization in an area where unauthorized individuals may hear such information (for example), in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, and at social events). I understand that it is not acceptable to discuss any PHI or Confidential Information in public areas even if specifics such as patient's name are not used.

I will not make any unauthorized transmissions, copies, disclosures, inquiries, or modifications of PHI or Confidential Information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring PHI or Confidential Information from Xavier University's and its affiliated health care organizations' computer systems to unauthorized locations (for instance, my home or school computer).

Upon termination of my affiliation with Xavier University and its affiliated health care organizations, I will immediately return all property (e.g. keys, documents, ID badges, etc.) to my precepting faculty. I understand that it is my obligation to return all patient PHI to my precepting faculty and the health care organization upon completion of my clinical rotation at the health care organization. Faculty are responsible for the destruction of PHI, whether hard copy or electronic.

I have read the above Agreement and agree to comply with all its terms as a condition of my continuing affiliation with Xavier University.

Student/Staff/Faculty Signature

Date

Print your Name

Xavier University
College of Nursing

Agreements/hipaa/ Confidentiality Agreement

STUDENT EXPECTATIONS

Expectations of the Professional Nurse Related to Drug Therapy

The professional nurse's responsibilities in clients' drug therapies include demonstration of the following:

1. Knowledge of drugs prescribed for patients for whom the nurse is responsible.
 - a. Classification of drug
 - b. Generic and trade name
 - c. Indications for use; i.e. Therapeutic Actions (cellular level - what does the drug do to bring about action)
 - d. Desired effect
 - e. Possible side effects and toxicity
 - f. Normal dosage (adult & child)
 - g. Route of administration and excretion
 - h. Drug interactions: with food and other drugs
 - i. Contraindications to usage
 - j. Synergistic action of drugs
 - k. Relationship of a specific drug to a specific client problem including correlation with laboratory data
2. Mathematical skill in calculating dosage.
3. Psychomotor skill in preparing and administering medications.
4. Consistent utilization of safety measures to prevent errors during the preparation and administration of drugs. Recognition and immediate reporting when an error has been made. (According to institution and agency policies as limited by the Ohio Nurse Practice Act).
5. Performance of related nursing care activities to promote the maximum effectiveness of drug for each client.
6. Evaluation of client to determine effectiveness of drug therapy (observation of physical and mental response, laboratory data).
7. Knowledge of Nurse Practice Act related to drugs; e.g., awareness of drug abuse and implications for personal and professional practice; knowledge of the nurse's responsibility in the administration of experimental drugs.

The acquisition of knowledge related to drug therapy is a dynamic process. One acquires this knowledge through formal and continuous self-directed learning and applies it in professional practice. Students learn in the classroom the basic knowledge related to the major classes of drugs, their therapeutic actions, concepts of absorption, distribution, metabolism, and excretion of drugs and their interactions. Clinical nursing courses are designed to provide students with clinical learning opportunities to further the acquisition of knowledge and skills related to the above expectations.

Students in all programs within the College of Nursing are expected to demonstrate the above knowledge and skills if required to do so in their study and/or practice of nursing.

Student Signature on Clients' Records

Students are placed at a variety of clinical agencies. Documentation for their nursing care will be evidenced by signing the first initial and full last name for students in the BSN and MSN MIDAS pre-licensure program as follows: S. Stevens, XUSN (Xavier University Student Nurse) or by electronic signature as appropriate.

7/21/17

Classroom Conduct and Attendance

All Xavier nursing students will present themselves in a manner that is consistent with both social and professional standards. Classroom or online didactic course expectations, including professional behavior and attendance policies, are stated in the course syllabus and covered by the instructor at the beginning of the course. Many courses require discussions or discussion boards, debates, case studies and group projects. Your attendance and participation is essential to these shared learning experiences to be effective.

Some web-enhanced graduate courses may not have a face to face meeting each week but interaction and participation occurs via Canvas. Specific expectations and web etiquette will be included with these courses.

Clinical Attendance Policy: Pre-licensure Students

Students are required to attend and be actively engaged in each assigned clinical or laboratory experience. Clinical and lab attendance is **mandatory**. Absence is only permissible in extenuating situations as determined by the course lead/coordinator. Absences not due to extenuating circumstances are unexcused absences. Unexcused absences will result in a five percent reduction to the final course grade for each clinical day missed. Absences may impact the student's ability to meet course objectives and may result in course failure.

If absences interfere with safe practice or achievement of course objectives or course content, faculty may advise the student to withdraw in lieu of failure. In the event that an unplanned absence is necessary, the student should observe the following procedure:

The clinical agency or the instructor should be notified as soon as possible but absolutely **no later than two hours prior to the scheduled clinical. Students should refer to their course syllabi for any specific instructions.**

Should a student anticipate the necessity to be absent from a future clinical experience due to extenuating circumstances, arrangements for the absence and its reconciliation should be planned with the course lead/coordinator as far in advance as possible. Requests for arrangements must be realistic and acceptable for both the clinical agency and the instructor.

The criteria for successful completion of a course is based on the student's ability to meet the course objectives. Refer to specific course syllabi for further stipulations.

Fitness for Clinical Practice

Students will be expected to follow the American Nurses' Association Standards: Professional Performance, Clinical Practice, and the Code for Nurses. Students have the responsibility to be fit for duty and able to implement nursing care for the assigned client in a safe manner. Fitness for duty incorporates a state of physical and mental health as well as appropriate academic preparation and professional demeanor to insure safe practice.

Students demonstrating signs of physical or mental illness, substance abuse, or behavior which is not consistent with professionalism (language, attire or attitude) that may compromise the care of the assigned client or students who are not prepared adequately to care for the assigned client, will be considered unsafe and dismissed from the clinical area. Such a student will receive an unsatisfactory clinical grade for that day. Repetition of this behavior may warrant failure or expulsion from the course or the program. Also refer to *Compromised or Altered Health Status*.

Compromised or Altered Health Status

Compromised or altered health status refers to any condition which results in the student's possible inability to meet the demands and expectations inherent in established clinical and/or classroom situations. New or pre-existing medical conditions, surgery, pregnancy, and emotional stress may be examples of such situations which fall within the scope of this policy. Such conditions are not in themselves reasons to dismiss a student from a course. Contingencies for such a student will be determined on an individual basis with the context of the course objectives and the clinical faculty member and lead coordinator prerogatives. Consultation with the Director of the College of Nursing, the Associate Director, clinical faculty member, and the Interim Dean of the College of Nursing may be requested by the instructor. The student may be required to provide input from a bona fide health care provider. In the event of pregnancy, students must notify the College of Nursing immediately and provide a statement from the obstetrician that the student is able to fulfill clinical objectives.

It is the student's responsibility to inform the College of Nursing and the instructor of their health status. Failure to communicate this places both the health and academic status of the student at risk.

The clinical faculty member, with input from the above mentioned persons, will determine the alternative(s) available to the student based upon needs. Options must out of necessity be reasonable and realistic for both student and clinical faculty member, as well as congruent with course objectives and University policy and procedure.

The student will be advised of a decision and shall be informed at that time of any necessary protocol. Procedure processes and decisions will be recorded in the student's permanent record. If the student remains in the course, it will be the clinical faculty member's responsibility to ensure that any alterations made will not conflict with course objectives. The student shares in the responsibility of identifying alternatives and will be held accountable for those mutually agreed upon.

The University reserves the right to require additional professional health/mental examinations in cases where the program administrator and/or the faculty deem it necessary. While the College of Nursing and University Health and Wellness Center accept no responsibility for the care of pre-existing conditions, students must arrange a conference with the Office of Disability, the Interim Dean of the College of Nursing, the Associate Director and the staff physician of the Health Center to discuss problems which may arise from chronic physical and mental illnesses during the clinical nursing program.

Substance Abuse

The College of Nursing supports the statement in the Xavier University Student Handbook's Statement on Xavier Students Rights, Freedoms and Responsibilities, Alcohol Policy and Drugs. Any nursing student found to be abusing drugs or alcohol will be counseled and dismissed from the program. The College of Nursing reserves the right to request for cause drug and/or blood alcohol screens. See further drug screening requirements in the section in this handbook labeled "Xavier University Student Requirements for Clinical Experiences".

Xavier University College of Nursing Clinical Simulation and Skills Labs Policy and Procedure

Introduction

The Nursing Skills & Simulation Laboratory at Xavier University, College of Nursing provides an environment for all nursing department program students to practice and demonstrate nursing skills. Mannequins, models and other equipment provide a non-threatening, hands-on learning environment for skill acquisition.

The following guidelines maintain safety while using the clinical simulation and skills labs. It is expected that all involved in the classroom, clinical skills and simulation activities will adhere to these guidelines.

The Skills & Simulation Lab is where you will be introduced to new skills, be expected to practice, and be evaluated on your skills. Simulation activities will be integrated throughout your curriculum. As you travel through your nursing program, you will spend time in the Nursing Skills & Simulation Labs each semester, whether you are learning new skills, reviewing previously learned skills, or being evaluated in preparation of clinical. Simulation activities will be a key component of all these elements, whether it is using a simple task trainer, a complex full bodied manikin or a peer. Critical thinking is encouraged by incorporating the rationale for what you are learning as well as understanding the nursing assessments and responsibilities that accompany these skills. Evaluation of progress is continuous, utilizing peer evaluations, course skills testing and clinical experiences.

Philosophy

The Nursing Skills & Simulation Laboratory mission is in accord with the mission of Xavier University as well as the philosophy of the College of Nursing programs. The mission acknowledges that each student will receive a quality education, training, information and cultural opportunities. The Nursing Skills & Simulation Laboratory will continue to serve students as part of an innovative institution that provides a powerful learning environment for all.

The purpose of this document is to provide policies and procedures to ensure an organized, well maintained, and comfortable learning environment.

This document will be reviewed and revised annually by the HAL (Health Arts Laboratory) committee and presented to NFO (Nursing Faculty Organization) and Curriculum Committee.

General Guidelines:

- A. Professionalism must be displayed by all users, staff, and faculty at all times. All users must act in a manner that does not disturb the academic classrooms in the Cohen Building.
- B. All learners must know and practice within the safety guidelines at all times while using the lab. Failure to adhere to general guidelines may result in disciplinary action. This Policy/Procedure will be available in the labs and learners will have access to a copy on CANVAS. All learners must read and agree to the terms of this policy/procedure before entering the Simulation & Skill Labs (see attached)
- C. No unsupervised learners are allowed in any of the labs unless prior approval is given by the Laboratory Simulation and Technology Director.
- D. Learners are EXPECTED to come to lab prepared by having read any scheduled lab objectives and assignments complete prior to the start of the lab period. Failure to complete expected lab assignments may result in disciplinary action.
- E. Learners should be knowledgeable in the care, handling and proper use of equipment prior to using it in the laboratory. Equipment and supplies are to be used safely and for their designed purpose.
- F. Please report any malfunctioning or broken equipment to the Laboratory Simulation & Technology Director, 513-745-1913.
- G. Please **do not remove** supplies from wire skill carts. These carts are pre-stocked for specific classes. If you need additional supplies please consult simulation staff.
- H. Moving furniture, including tables, chairs, desks, and stools between rooms without permission from faculty or simulation staff is strictly prohibited.
- I. Do not touch or attempt to operate ANY of the audio/visual equipment in any of the rooms unless instructed to do so by faculty or simulation staff.

Simulation and Skills Laboratory Guidelines:

- A. All manikins are to be treated with the same respect as human patients. Recordings and photo images may only be taken when used for educational purposes by faculty and staff. (See consent to photograph or digitally record)
- B. All learners are expected to be prepared for all simulation activities. Be sure to complete any pre-activity work that is assigned to you. Learners without pre-activity assignments completed may be asked to leave the simulation. Faculty may choose to have the learner return with completed assignment at a different time, if schedule permits.
- C. The Simulation and Skills Laboratories are a shared space. Users are expected to clean up after themselves.
 - a) While practicing with the manikin, 4-6 students per bed are acceptable. Working in groups is also beneficial for learning.
 - b) Learners serving as patients are to remove their shoes while lying on the beds.
 - c) Simulation and Skills laboratories should be cleared of all papers, supplies, and equipment that are not part of the standard room set up by the end of each day.
 - d) All garbage should be thrown away
 - e) All consumable supplies that can be re-used should be left in the appropriate lab to go cart or the basket in the back skills lab labeled “items to be put away”.
- D. Any Damage to equipment or operating problems should be reported to the Laboratory Simulation & Technology Director as soon as possible, 513-745-1945
- E. Simulation & Skill Lab resource Manuals and reference materials are available. Please do not remove from the labs unless given permission by the Laboratory Simulation & Technology Director.
- F. **DO NOT** move high fidelity simulation manikins without contacting the Laboratory Simulation & Technology Director, 513-745-1913.
- G. Medium fidelity “Nurse Anne” manikins may be moved from bed to wheelchair or vice versa with assistance. **DO NOT** stack manikins on top of each other. Transfer with care.
- H. **ABSOLUTELY NO** ink pens, felt tipped markers, iodine, betadine or KY Jelly near the manikins or task trainers. These items will **PERMENATLY** stain task trainers and manikin skins. Use only authorized lubricant for insertion of tubes in manikin. The correct lubricant will be provided in the appropriate skills cart where lubricant is needed.

- I. All learners will practice universal precautions while using the manikins in the simulation and skills laboratories. This helps keep the manikins clean, reinforces the habit of handwashing/sanitizer, and decreases the chance of cross contamination of germs
- J. Gloves should be worn by learners during any contact with simulated body fluids or manikins.
- K. All soiled linens should be placed in hampers for laundry. Clean linen is stored in cabinets (Pink 4, Blue 4) located in the skill laboratory.
- L. Learners will not sit on the beds, stretchers or wheelchairs unless practicing a particular skill under supervision of Faculty. Please DO NOT treat wheelchairs as chairs.
- M. The Simulation and Skill Labs are NOT a health center for ill learners, staff, or faculty and may not be used for clinical diagnosis or treatment.
- N. A first aid kit is available on the wire rack located in the back of the Skills Laboratory (room 128). If you use anything from this kit, please notify faculty or simulation staff so the kit may be restocked as needed.
- O. Accidents and injuries should be reported immediately to faculty or simulation staff. An accident report must be completed by faculty or staff when an injury/accident is reported.

Latex Allergy:

Preface:

Latex allergies are common in the health care environment. Natural rubber latex (NRL) allergy results from a reaction to a protein that comes from the sap of the Brazilian rubber tree. Allergic reactions to these proteins vary, often occurring within minutes of exposure but may be delayed in some instances. Approximately 8-17% of health care workers are sensitized to latex with an increased risk for those who have had multiple surgeries and those with allergies to cross reactive foods.

There are 3 classifications of latex allergy (National institute of Occupational Safety and Health);

- Irritant Contact Dermatitis: itchy, red, dry and cracked skin. This is considered a non-immune, non-allergic reaction. Irritation can result from the material in the latex glove but often is caused by exposure to soaps and detergents or an incomplete drying after hand washing.
- Allergic Contact Dermatitis (type IV delayed hypersensitivity): This reaction usually occurs within 48-72 hours after latex contact, resulting in itchy, red, blistering skin.
- IgE histamine mediated allergy (type 1 latex allergy): an immediate reaction from contact with the latex itself or from inhalation of latex allergens. Symptoms can be localized or systemic ranging from hives, rhinitis, conjunctivitis, asthma, and may progress to anaphylactic shock.

Purpose:

To assure a learning environment that is latex safe as possible. Latex free environments are rarely available in both the clinical and academic settings. A person is exposed to latex residue present in the equipment, models and mannequins despite the use of vinyl or nitrile gloves. Latex gloves are the pronounced source of the latex allergen, many other products contain latex including but not limited to:

- ✓ Emergency equipment; blood pressure cuffs, stethoscopes, gloves, endotracheal tubes, tourniquets, IV tubing, syringes, certain masks.

- ✓ Hospital supplies; adhesive tape, catheters, wound drains, rubber tops of multi dose vials, wheelchair and bed wheels

- ✓ Household / Office Supplies; rubber bands, erasers, paint, balloons, scratch off tickets, elastic, chewing gum

- ✓ Foods linked to latex allergies; apples, carrots, kiwi, papayas, tomatoes, avocados, celery, melon, potatoes, bananas, chestnuts, papain (in meat tenderizer)

Students who have or may have developed symptoms consistent with the definition of latex allergy are encouraged to consult their primary care physician at the student's expense. The student is responsible to understand the risks associated with continued exposure to latex during their education and further on in their healthcare career regardless of what latex precautions have been made. It is the student's responsibility as advised by their health care provider to reduce their risk of exposure and/or allergic reaction which may include the carrying of an epi-pen by the individual.

The skills and simulation labs in an attempt to minimize latex exposure;

- Will provide nitrile or vinyl gloves

- Maintain inventory of all products and equipment that contain latex providing a non-latex substitute when possible

- As existing equipment is replaced, non-latex equipment should be considered when purchased, if available.

- Xavier faculty will work with Clinical Agency's in an attempt to provide a latex safe environment for the student with a latex allergy/sensitivity

Hazardous Waste Disposal:

All sharps used in the simulation and skill labs should be disposed of in the approved receptacle (sharps containers) located on the walls of the skills and simulation labs as well as portable. If a sharps container is full, please inform your instructor or Laboratory Simulation & Technology Director. A designated transporter will remove full sharps containers from the rooms. NO TRASH or GLOVES should be disposed of in the sharps container

Dress Code:

- A. Nursing students are required to wear school uniform and/or lab coat for all simulated patient encounters. Only leather closed toe shoes may be worn.
- B. A visible school ID badge is required at all times.
- C. Learners out of uniform will be asked to leave. Faculty may choose to have the learner return in uniform at a different time if schedule permits.
- D. A stethoscope should be brought to all standardized patient and high fidelity simulation scenarios.

Food and Drink:

No food or drink is permitted on or near the manikins. Food and drinks with lids only are allowed on the classroom tables. All food and drinks should be thrown away and tables left clean.

Confidentiality:

In order to preserve the realism of the scenarios and the integrity of the cases used in our Simulation Labs and provide an equitable learning experience for each student, all persons using the Simulation Labs will be required to sign a confidentiality agreement. This agreement is active throughout the students enrollment in the College of Nursing At Xavier University (see attached confidentiality agreement, Page 10).

Due to the digital recording capabilities of all simulated patient encounters and high fidelity simulations, these sessions are treated as if learners were working with a real patient. Learners are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPPA) / Family Educational Rights and Privacy Act (FERPA).

Scheduling Simulation & Skill Laboratories:

When scheduling conflicts arise, the involved parties will attempt to arrange schedules so that all requests can be accommodated. In the event of scheduling conflict remains; scheduling priority will be assigned in the following order:

- ✓ Availability of other rooms to reasonably accommodate the activity and number of students.

Submit requests to reserve laboratory space via email message to the Laboratory Simulation and Technology Director. Request should include the following; date, time, course number and name, planned activity, number of students, and room requested.

The Laboratory Simulation and Technology Director will send an email notification confirming or denying request. Faculty and students should not assume space is available.

Clinical Simulation and Skill Lab Policy/ procedures
Approved 9/1/16

Simulation & Skill Laboratories

CONFIDENTIALITY AGREEMENT

I understand and agree as follows:

Confidentiality is vital to maintain the free and candid communication necessary to ensure a full simulated learning experience

I will respect and maintain the confidentiality of all discussions, deliberations, performance, and any other information generated in connection with the scenarios in which I participated.

I will **NOT** discuss scenario events, performances, and information with anyone other than members of my scenario team.

I understand the confidentiality I maintain in a simulated experience is much the same as one would expect of me in a patient care experience. Confidentiality is a **professional behavior** to which I will be expected to adhere as both a student as a nurse.

Student Signature: _____ Date: _____

Print Student Name: _____

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Simulation & Skill Laboratories
Consent to Photograph or Digitally Record:

I hereby grant to Xavier University the right and authority to photograph or produce audio/visual digital recordings of any activity within Xavier University College of Nursing in which I am a participant.

I understand and consent that these recordings and images may be used for educational purposes. In addition, they may be viewed for educational purposes in the classroom, shown at local and national workshops, or made available for distance learning via the internet.

This release is effective until revoked in writing by the undersigned. Such revocation shall only be effective to prevent any expanded future use of the recordings or photographs.

Student Signature: _____ Date: _____

Print Student Name: _____

Xavier University
Clinical Simulation & Skill Laboratories
Policy and Procedure Agreement

I have read this manual, understand it and agree to all of the above policies, procedures and photo/video agreements.

I understand that failure to comply may result in me being dismissed from the lab and I may be subject to other disciplinary action.

Student Signature: _____ Date: _____

Student Printed Name: _____

REQUIREMENTS AND HEALTH POLICIES FOR STUDENTS IN CLINICAL COURSES

Professional Liability Insurance

Xavier University maintains a blanket liability insurance policy on all nursing students. This insurance cannot be waived even if a student carries their own professional liability insurance. This coverage is in effect only while the student participates in clinical experiences directly related to the Xavier University nursing program curriculum. This coverage is in the amount of \$2,000,000 per occurrence/\$4,000,000 aggregate. A fee of approximately \$18.00 per semester will be charged to the student's Bursar bill to cover this expense.

Xavier University Student Requirements for Clinical Experiences

Xavier University College of Nursing upholds and values high quality and safe health care delivery. Included in this value is the health of nursing students who interact with patients and families across health care settings. Students may have in-apparent or pre-clinical infections or diseases that they are not aware of having. Therefore, it is required of all Xavier University nursing students to be screened and receive vaccinations for meeting quality and safety concerns.

In order to be compliant with this requirement, all nursing students are to do the following by the due date indicated annually by the College of Nursing.

Please use the following guide to ensure your compliance with the requirements.

Check and date when completed.

_____ Enroll in Castle Branch

_____ **Physical Examination-** Students are required to provide proof from a physician that they are in good health prior to the beginning of their practicum courses and, annually throughout their course of study. Students are required to notify the School of Nursing if there is a change in health status that may affect their participation in clinical.

IMMUNIZATION RECORD

Students are required to provide proof of immunity either by vaccination or positive serology (lab report signed by a healthcare provider is required) for the following:

_____ **Measles, mumps, rubella:** 2 doses of MMR vaccine

_____ **Tetanus, diphtheria, pertussis (Tdap Adacel vaccine):** 1 dose, repeated as recommended by the CDC. The Tdap vaccine is required; a positive serology will NOT be accepted.

_____ **Hepatitis B:** minimum of 3 doses. Proof of positive serology may be required. **(NOTE: Hepatitis B series requires 5-6 months to complete. Start ASAP if you have not received it.)**

_____ **Varicella (chicken pox):** 2 doses (VZV). The third option for verification of chicken pox immunity is documented history of disease by a healthcare provider.

_____ **FLU VACCINE:** Documentation of annual flu vaccination (Must be completed by October 15th)

TB (Tuberculosis) Screening

_____ **Tuberculin Two-Step Skin Test:** Students are required to obtain an initial two-step TB test (given/read and then 1-3 weeks later it's given/read again (2 weeks is the recommended length of time in between tests)). A chest x-ray is required if TB test is or has been positive in the past. The TB GOLD blood test, which is approved by the CDC, is also an accepted alternative form of tuberculin screening.

_____ **CPR/AED CERTIFICATION**

**Verification is required the first year and upon renewal of expired cards
CPR/AED Certification MUST be the American Heart Association BLS Healthcare
Provider course (www.heart.org)**

_____ Xavier University College of Nursing requires all students maintain current health care insurance coverage throughout all courses of study.

Drug Screening and Background Check

_____ **BCI fingerprinting and background check must be completed by the
Xavier University Police Department by the required due date**

_____ **All students attending a clinical site must have an annual 10 panel drug
screen prior to entering the clinical setting. See CastleBranch for instructions on
completion.**

Substances tested will include but not limited to:

- Amphetamines
- Barbiturate
- Benzodiazepines
- Cannabinoids
- Cocaine
- Methadone
- Methaqualone
- Opiates
- Phencyclidine
- Propoxyphene

A student who is deemed to have a positive urine drug screen may not participate in any clinical experience. A positive result will be assessed by a MRO through a telephone interview; the MRO will also assess the validity of prescriptions that may cause a positive result. Failure to complete the interview may result in the student being held from clinical until the interview is completed in its entirety.

Failure to complete the clinical site requirements in a timely manner may result in unsuccessful completion of the program and/or disciplinary action at the department and/or university level.

Medical Marijuana- The federal government does not recognize marijuana as an approved medicine. Therefore, physicians cannot legally prescribe it as a medicine. Ohio, as with other states, have legalized medical marijuana despite the federal stand. Due to the federal stand, patients must have a recommendation from a certified physician vs. a traditional prescription that is taken to a pharmacy. Our clinical facilities also do not recognize medical marijuana as a valid prescription, therefore you may not use marijuana, or test positive for marijuana, at any time while attending any clinical experience for the length of the clinical experience.

Defining Terms:

Medical Review Officer (MRO) - is a licensed medical doctor who has special training in **substance abuse** testing.

Client- Xavier University clinical faculty member who is performing the drug test for continued employment and/or clinical site requirements.

UDS- Urine Drug Screen

A **positive** result means the presence of certain illegal drugs and prescription medications deemed by the MRO. A positive result with comments means that the MRO has reviewed the results with the client and has deemed the test positive with an accepted reason (i.e. prescription from an authorized prescribing agent)

A **negative** result means there is not a presence of the illegal substance(s) found in the client's urine.

Revised 7/25/16; 7/27/17 1/2019 SJM

Assumption of Risk and Release for Professional Field Experiences, Release of Records Authorization, OSHA & HIPAA online courses and Fire Safety Training Verification

All students who participate in practicum courses or lab simulation experiences are required to sign and submit to the College of Nursing the Xavier University Assumption of Risk and Release for Professional Field Experiences document, Release of Records Authorization OSHA & HIPAA online courses and Fire Safety Training Verification. All forms/courses with specific instructions are located in CastleBranch. Please note: Four year BSN and MSN MIDAS students will be required to sign the Assumption of Risk and Release Agreement and Fire Safety Training Verification forms each fall semester. ABSN students will be required to sign these documents upon admission to the ABSN program and annually thereafter. 7/25/16; 7/27/17

Uniform Policy

All pre-licensure students (four year BSN and ABSN and MSN MIDAS) must meet the requirements of the uniform policy while at clinical sites for practicum courses and at other times as specified by their clinical instructor. Clinical sites periodically make uniform policy changes. Every effort is made to incorporate these changes into the XU Nursing uniform policy so that students are compliant at all sites at which they may participate in practicum experiences.

REQUIRED UNIFORM:

- White warm-up cardigan or jacket with "Xavier University/College of Nursing" embroidery.
- Short sleeve navy scrub top worn over a short sleeve white crew neck T-shirt. "Xavier University/College of Nursing" will be embroidered on the upper chest of the scrub top. Due to infection control, no long sleeved T-shirts are permitted under the navy scrub top. ABSN Columbus Campus Students will wear a white Xavier University /College of Nursing scrub top to reflect compliance with the community standard of only registered nurse uniform of navy scrub tops and pants.
- Navy scrub pants. Pants must be hemmed and not touching the ground.
- White or black professional or athletic shoes with closed toe and closed heel which do not allow substances to easily penetrate them. (Shoes with mesh or holes such as Crocs are examples of unacceptable shoes since substances can penetrate them.) Shoes should be clean and have clean shoelaces. Matching crew or higher socks are required.
- The Xavier student nurse identification badge should be visible at eye level at all times unless otherwise specified by the clinical instructor.
- Hair should be kept off the collar and away from the face for both male and female students. Beards should be clipped and neat. A hair band or clasp must be plain and black, brown or match the hair color. Head coverings may only be worn for medical, religious, or cultural reasons. No unnaturally occurring hair colors including streaks and tips. Examples of unacceptable hair colors include but are not limited to blue, purple, pink.
- Nails: Fingernails must not extend beyond the tip of the finger. Nails must be trimmed and clean. Only clear nail polish is permitted. No artificial or synthetic nails including but not limited to gels, acrylic or shellac.
- No jewelry other than watch and wedding band should be worn with uniforms. Only one stud earring in each ear. No facial hardware (piercing of eyebrows, nose, etc.) is permitted. No visible tattoos. No class rings, diamond, dinner or other rings may be worn. Bracelets, necklaces and perfume or cologne are not permitted.

- Students may be required to dress in business/professional attire at times. Students should consult with the faculty member if questions arise.

Note:

Deviations from any aspect of the above uniform policy due to medical, religious, or cultural reasons may be allowed with prior approval from the appropriate associate director.

REQUIRED SUPPLIES: All students are required to purchase the following:

ITEM	SUPPLIER
White embroidered warm-up cardigan or jacket, navy embroidered scrub top and scrub pants Columbus Campus: White embroidered warm-up cardigan or jacket, white embroidered scrub top and scrub pants	XU Gallagher Bookstore
Xavier student nurse name badge (Four-year BSN Sophomores, new ABSN, new MIDAS, and FNP students)	Xavier University SON orders the badges (paid by student thru nursing course fee). Students will receive instructions from the SON regarding distribution of badges. The student is responsible for paying the cost to replace a lost or damaged badge. students and FNP students.
White or black non-permeable professional or athletic shoes	Purchase on your own
Quality Dual-head stethoscope, BP cuff, and penlight	Purchase on your own, as directed, or through Xavier Bookstore
Watch that has the ability to monitor seconds.	Purchase on your own.

FOUR YEAR BSN SOPHOMORE, JUNIOR, AND SENIOR STUDENTS MUST HAVE UNIFORM ITEMS AND SUPPLIES BY THE FIRST DAY OF FALL SEMESTER.

ABSN STUDENTS MUST HAVE UNIFORM ITEMS AND SUPPLIES BY THE FIRST DAY OF NURS 201.

MIDAS students will be advised of their due date for uniforms.

Deadlines for ordering uniforms and supplies are provided at www.xavier.edu/nursing/current-students.cfm

Revised College of Nursing uniform policy
10/13/17; 1/23/18

ADDITIONAL INFORMATION FOR UNDERGRADUATE AND GRADUATE STUDENTS

NCLEX-RN Licensure Application Information

NCLEX-RN Licensure Process

Students make application to take the state board licensure examination during the final semester in the BSN, ABSN or MIDAS program. Further information is at <https://www.ncsbn.org/index.htm>.

Students complete a separate application form in order to take the NCLEX-RN examination (www.pearsonvue.org) regardless of the state in which the student plans to be licensed.

It is required that each graduating student inform the College of Nursing regarding the state in which he/she plans to be licensed. The College of Nursing must verify that each student has successfully completed the program of study.

- **Four year BSN and MSN MIDAS students:** must inform the Assistant Dean
- **ABSN students:** must inform the Director of the ABSN Program

Ohio Board of Nursing NCLEX-RN Application Requirements

An applicant for the state licensure examination will be required to indicate on the application for licensure whether he/she has a felony conviction or misdemeanor on record. A past felony or misdemeanor conviction may disqualify him/her from taking the state licensure examination (as outlined in Section 4723.28 of the Ohio Revised Code).

“The Ohio Revised Code requires all those applying for a license or certificate issued by the Ohio Board of Nursing (Board) to submit fingerprints for an FBI (federal) and BCI (civilian) criminal records check completed by the Bureau of Criminal Identification and Investigation (BCI). The Board cannot, by law, complete the processing of an application until the Board receives BOTH reports.”

http://www.nursing.ohio.gov/PDFS/Discipline/DISQUALIFYING_OFFENSES_CRIMINAL_HISTORY_FACT_SHEET.pdf

All BSN seniors and 2nd year MIDAS students must be fingerprinted in January of their final year and must request that the background report be sent to the Ohio Board of Nursing (OBN). It is the student's responsibility to follow-up as appropriate if there is a concern that OBN may not have their report.

ABSN students must complete and submit the above immediately prior to the beginning of term seven (7). It is the student's responsibility to follow-up as appropriate if there is a concern that OBN may not have their report.

Once all requirements for the four year BSN, ABSN or MIDAS program have been met, the College of Nursing releases a “Certificate of Completion” form for each student who has applied to the Ohio Board of Nursing.

Other State Board of Nursing NCLEX-RN Requirements

Other state boards of nursing may have different requirements for applicants seeking licensure. It is the responsibility of the student to review and determine a specific state's requirements for that state's licensure application.

Sigma Theta Tau International – Omicron Omicron Chapter-At-Large

In 1994 a steering committee of College of Nursing faculty and alumni met to organize the Xavier University Nursing Honor Society. This was done with the dream of becoming a charter chapter of Sigma Theta Tau International. In the spring of 1997, the School of Nursing hosted a site visitor from Sigma Theta Tau International. The dream was fulfilled in 1998 when Xavier University and the College of Mount St. Joseph merged their honor societies and became the Omicron Omicron Chapter-At-Large. In April, 2017 Good Samaritan College of Nursing and Health Science joined the Omicron Omicron Chapter-At-Large.

In nursing the privilege of being a member of Sigma Theta Tau International Honor Society of Nursing is treasured. The purposes of the Society are to:

- 1) recognize superior achievement,
- 2) recognize the development of leadership qualities,
- 3) foster high professional standards, and
- 4) strengthen commitment to the ideals and purposes of the profession.

Membership is by invitation only. Qualifications include superior scholastic achievement, evidence of professional leadership potential, and desirable personal qualifications.

Undergraduate Requirements: Undergraduate students are eligible for induction once they have completed at least 50% of the nursing courses in the baccalaureate program, maintain a class rank in the top 35% of their class, and have a cumulative GPA of 3.0 or above.

Graduate Requirements: Graduate students are eligible for induction once they have completed 25% of the graduate curriculum and have a minimum cumulative GPA of 3.5 or above.

All students are invited to attend the programs of our International Society. Information is communicated to students via their XU email account. We hope students will set a goal to work toward demonstrating the qualifications for membership in the Honor Society.

Rev. 7/24/17

Graduation and Awards Information

College of Nursing Pin

A tradition in nursing education is the nursing pin. Graduate nurses wear their school pin as a symbol of their educational accomplishment. Undergraduate and graduate students are eligible to order a pin providing they are on schedule to complete all requirements for graduation. **NO OTHER PINS MAY BE SUBSTITUTED.** Orders are placed directly through the Xavier University Bookstore. Each graduate must be approved by the College of Nursing to order a nursing pin. Nursing pins are distributed to graduates at the Pinning and Recognition ceremony. The four-year BSN/MSN/DNP ceremony is held the Friday afternoon prior to the May commencement ceremony. The ABSN ceremony is held three times per year on select dates.

Undergraduate: Graduation with Honors

Honors are awarded on the basis of outstanding achievement. For a bachelor degree, a student who has earned a quality point average of 3.900 in Xavier course work will be graduated summa cum laude; one who has earned a 3.750, magna cum laude; one who has earned 3.500, cum laude.

Transfer students with appropriate grade point averages are eligible for honors at graduation if they have completed at least 30 credit hours of graded courses at Xavier University.

Note: Grades of S (Satisfactory) and course hours are not computed in the student's grade point average, although hours taken count toward the University's semester hour requirement. Grades of U (Unsatisfactory) and course hours are computed into the student's grade point average.

Honors are inscribed on the student's diploma and recorded on the transcript. Students should consult with the Xavier Bookstore staff when purchasing commencement apparel for the appropriate honors cords. (Note: Eligibility for honors apparel is based on the student's seventh (7th) semester grade point average. This information is submitted from the Office of the Registrar to the Xavier Bookstore.)

Undergraduate College of Nursing Awards

The College of Nursing offers several awards to graduating BSN students. The selection process takes place during the spring semester. Undergraduate awards are presented to recipients at the annual University All Honors Convocation held in April.

Nursing Faculty Award is presented to a graduating senior who exemplifies the highest standards in nursing care according to the following characteristics: compassion, empathy and a caring bedside manner toward clients.

Helen Hurm Award is presented to the best all-around graduating senior with particular emphasis on academic achievement, participation in campus life, and individual development.

Nursing Mission Award is presented to four seniors who represent the four characteristics of the mission of the College of Nursing: scholarship, leadership, service, and personal and professional growth.

Magis Award is presented to two ABSN students who exemplifies a spirit of excellence

Graduate College of Nursing Awards

The College of Nursing offers several awards to students graduating from the MSN program. The selection process takes place during the spring semester. Graduate awards are presented to recipients at the annual College of Nursing Pinning and Recognition Ceremony held the Friday afternoon prior to the May commencement ceremony.

Ida Casey Award is presented to a graduating registered nurse who best demonstrates the ideals of the nursing profession.

Clinical Innovation and Excellence Award is presented to recognize outstanding students whose innovative clinical capstone projects exemplify the goals and ideals of nursing.

Cura Personalis Award is presented to a graduating MSN student who demonstrates holistic care for both patients and self.

Magis Award is presented to a graduating MSN student who exemplifies a spirit of excellence.

College of Nursing Leadership Award is presented to a graduating registered nurse in the MSN program in recognition of outstanding leadership demonstrated in the classroom and in graduate practicum experiences.

Spirit of Caring Award is presented to a graduating MSN student who best exemplifies the highest standards in nursing care.

Susan M. Schmidt Population Health Leadership Award is presented to an outstanding DNP student whose innovative population health project exemplifies the goals and ideas of nursing leadership and the nursing profession.

American Holistic Nursing Credentialing Corporation

The purpose of the American Holistic Nursing Credentialing Corporation (AHNCC) is to promote the professional advancement of holistic nursing by striving to ensure that nurses engaged in the practice of holistic nursing have integrated foundational concepts of holistic nursing into their lives and practice and

demonstrate proficiency in the body of knowledge specific of holistic nursing. Further information including The Code of Ethics, is available in the College of Nursing.

Xavier's graduate and undergraduate nursing programs are one of a select group of colleges/universities throughout the United States approved by the American Holistic Nursing Credentialing Corporation (AHNCC). This endorsement by AHNCC permits graduates of Xavier's nursing programs to sit for the holistic nurse certification (HNC) examination. MSN graduates are eligible to apply for the examination upon completion of the graduate program. BSN graduates are eligible to apply for the examination after the graduate has passed the National Licensure Examination for registered nurses (NCLEX-RN). More information on the AHNCC can be found at www.ahncc.org.

Rev. 7/24/17/ 7/26/18

Additional Expenses for Nursing Students

Four year BSN, ABSN, and MIDAS Student expenses:

Students should anticipate expenses listed below in addition to tuition, books, lab fees, and living expenses.

Please note that these funds are non-refundable.

- Uniforms, blood pressure cuff, stethoscope, penlight.
- Nursing lab fees including supplies, virtual lab fees, name badge and simulation expenses. The cost varies per semester and the fee is greatest in the sophomore year due to high use of lab supplies.
- Transportation to and from clinical sites and parking fees if charged by site.
- University liability insurance coverage of \$18 per semester when enrolled in practicum courses.
- Expenses related to health certification, OBN, and clinical site requirements, including a one-time \$65 Castlebranch fee, a \$60 yearly background check fee, and a \$37 yearly drug screen.
- Yearly standardized testing fee (ATI or for MIDAS, HESI). For the four-year BSN this fee is a yearly fee of \$562.50 attached to selected didactic courses. For the ABSN a fee of \$425 is charged a total of four times to selected didactic courses. Please note that the cost is per semester and varies for MIDAS.
- Graduation expenses: XU graduation fee, graduation apparel (if attending the May commencement ceremony), and the XU professional nursing pin (optional).
- Four-year BSN class photo—required
- Licensure for four-year BSN, ABSN, and MIDAS student: Pearson VUE testing registration fee and board of nursing application fee. Photo required for NCLEX-RN application (depending on state). Fee for Clinical Nurse Leader certification exam (optional; MIDAS students only).

Graduate Student (Registered Nurses) Expenses

Registered nurses enrolled should anticipate expenses listed below in addition to tuition, books, lab fees, and living expenses.

Graduation-expenses: Xavier University graduation fee, graduation apparel (if attending the May commencement ceremony), and the Xavier University professional nursing pin (optional).

Expenses related to Castlebranch required by hospitals or other facilities:

MSN FNP/FNP post-master's, and DNP students

Typhon course fee for MSN FNP/FNP post-master's students

Fee for Clinical Nurse Leader certification exam (optional) for MIDAS students

University liability insurance coverage fees (approximately \$18 per semester for each clinical course).

MSN (RN students): Nurs 703 and Nurs 705.

MSN FNP students are charged for liability insurance for each clinical course.

DNP students are charged for liability insurance for each immersion course.

MSN students: depending upon the track selected and/or practicum experiences selected, MSN students may be required to submit the health requirements as required for MIDAS students.

Advice for Success

Set up your Xavier email account as soon as possible and check it regularly. Students are responsible for information being communicated via email from the College of Nursing. Emails are also sent during the summer. Obtain your **ALL Card** (required for all students) and if applicable, your **parking decal** by the first day of classes. The student hub should be checked often throughout the year: <http://www.xavier.edu/students/>

Become knowledgeable by reviewing the student handbooks, catalog, academic calendar, exam schedules, policies, procedures, and syllabi.

Utilize the Student Hub for links to your student needs. Self-Service, Systems & Guides and the Student Affairs icons/links are particularly valuable in getting you to the right office, service or information. See the Student Hub page in this handbook for more information.

McGrath Health and Wellness Center and the **Psychological Services Center**. These centers offer outpatient medical and counseling services, referral to specialists and other resources and programs. Professional psychologists and counselors assist students in dealing with personal concerns, anxiety, depression, stress management and other difficulties. Fees are charged for medical services and are billed to the student's health insurance. The Psychological Services Center also provides a wide range of clinical and vocational services to Xavier and the Greater Cincinnati community. There is a reduced fee charged to graduate students. <https://www.xavier.edu/health-wellness/>

Office of Financial Aid is in the Student Services icon. Financial pressures and/or the need to work often put students in a position of not allowing enough time to study. This can affect academic standing and progression in the program. See advice from your financial aid counselor. Contact the **Office of the Bursar** to discuss payment or billing issues. <https://www.xavier.edu/financial-aid/>

Office of Academic Support (OAS):

The OAS offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514. Further information on the OAS is located at <https://www.xavier.edu/academic-support/>.

Office of Disability Services:

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations. Information on the process is located at <https://www.xavier.edu/disability-services/process-for-requesting-accomodations>.

Student Support Services – TriO is an educational program funded by the U.S. Department of Education, whose goal is the graduate eligible students and prepare them for a post-baccalaureate education or career. <https://www.xavier.edu/sss/>

The Writing Center is a good resource for students who are having difficulty with writing assignments. Appropriate and effective written communication is considered a critical outcome of undergraduate and graduate education. Written assignments are used throughout the programs to progressively challenge students to produce documents and are appropriate for the task (scholarly writing versus business communications). Most faculty members will expect students to use the most recent edition of the Publication of the American Psychological Association (APA) manual. In some courses other reference methods may be required. The course syllabi will reflect the reference style required for that course. These manuals are available in the McDonald Library or may be purchased elsewhere including at the Xavier University bookstore. Key information may also be found on-line.

<http://www.xavier.edu/writingcenter>

StudentResponsibility

<http://catalog.xavier.edu/content.php?catoid=23&navoid=1211#Reservation of Rights>

It is the responsibility of the student to become informed about all regulations and procedures required by the program and by the University. **In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not given by an advisor or other authority.** The advisor should be consulted concerning requirements, deficiencies, the planning of a program, and special regulations.

Computer competencies. One of the outcomes for nursing education is information literacy. Basic computer competencies are expected. These include: a basic knowledge about hardware and software, the ability to receive and send e-mails with attachments, a basic knowledge of Windows and application packages in Microsoft Office (Word, Power Point) and the ability to manage files. During your enrollment in the nursing program, you will be introduced to the Xavier University courseware package, Canvas. **Canvas** will be introduced to you used extensively through the program for access of course information as well as a method of communication.

7/21/17

BACHELOR OF SCIENCE IN NURSING PROGRAM

BSN Program Objectives

1. Demonstrate scholarship through critical thinking vital to professional judgement and ethical/moral decision making.

Use critical thinking and decision making while facilitating clients' transitions.

Incorporate legal, moral, and ethical knowledge and theory in decision making appropriate to the practice of nursing

Synthesize theoretical and empirical knowledge derived from theology and philosophy, the humanities, and the natural and behavioral sciences in the practice of nursing.

Evaluate research for applicability of findings to nursing actions.

2. Exemplify service by valuing the dignity and worth of each person while providing thoughtful, compassionate and competent professional care to clients in transition.

Assess health status and health potential of individuals, families, and communities.

Demonstrate responsible action while caring for a variety of clients who represent all ages and diversity in cultural, social and spiritual backgrounds.

Demonstrate ability to identify needs, prioritize needs and allocate resources appropriate to individuals, families and communities.

Value self as a unique person with the self-awareness essential to the formation of helping relationships.

Demonstrate the ability to establish and maintain therapeutic relationships.

Practice within the legal definition of registered nurse practice acts and adhere to the American Nurses Association Code for Nurses and the standards of nursing practice.

3. Demonstrate leadership by coordinating, delegating, collaborating and maintaining collegial relationships with other members of the interdisciplinary health care team to promote the health and welfare of clients.

Evaluate the quality and effectiveness of nursing practice.

Participate in the evaluation of the efficacy of technology and other therapeutic interventions.

Participate in establishing and implementing professional standards.

Analyze factors related to safety, effectiveness, and efficiency in planning and delivering client care.

Serve as advocate of client needs and rights.

Participate in identifying needed change to improve delivery of care within various health care systems.

Promote consumer awareness of nursing's contribution to health care through involvement in consumer groups.

4. Value personal and professional growth through involvement in professional activities and by assuming responsibility for professional competence and continuing education.

Assume responsibility and accountability for one's own decisions and actions in the practice of nursing.

Assume responsibility for continued personal and professional growth.

Articulate a personal philosophy of nursing.

Nursing Mission/Nursing Standards Comparison Table

Major Statements for Nursing Mission	Major Concepts From Standards		
	Professional Performance*	Care*	Code*
Scholarship refers to inquiry and critical thinking which are requisite components of professional judgment, problem solving and decision making.	<u>Evaluation</u> of quality and effectiveness of care <u>Decisions & actions</u> ethical <u>Utilization</u> of research	Assessment Diagnosis Outcome Identification Planning Evaluation	<u>Informed</u> judgment, competence & qualification <u>Development</u> of profession's knowledge <u>Integrity</u> of nursing
Service is an inherent component of professional nursing. Within a cultural and social context, graduates respect the dignity and worth of each person. They are committed to balancing physical, psychological, social and spiritual care in an ever changing technological environment.	<u>Evaluation</u> of quality and effectiveness of care <u>Decisions & actions</u> ethical <u>Collaboration</u> with others <u>Management</u> of resources <u>Utilization</u> of research	Assessment Diagnosis Outcome Identification Planning Implementation Evaluation	<u>Human</u> dignity & uniqueness <u>Right</u> to privacy <u>Protection</u> from incompetent, unethical, illegal practice <u>Informed</u> judgment, competence, qualifications
Leadership is an essential characteristic of professional nurses. Jesuit inspired values guide the graduates in their communication and collaboration with others to advocate client needs and rights and to function as an integral part of the health care team.	<u>Evaluation</u> of quality and effectiveness of care <u>Contribution</u> to professional development of peers <u>Collaboration</u> with others <u>Management</u> of resources	Assessment Diagnosis Outcome identification Planning Implementation Evaluation	<u>Protection</u> from incompetent, unethical or illegal practice <u>Informed</u> judgment, competence, qualifications <u>Standards</u> of nursing <u>Conditions</u> of employment <u>Integrity</u> of nursing <u>Collaboration</u>
Personal and professional growth, encompassing development and refinement of philosophies of life and nursing, is foster through nursing education at Xavier University. Jesuit inspired nursing beliefs, values and traditions influence personal growth with the profession.	<u>Decisions & actions</u> ethical <u>Evaluation</u> of own nursing practice <u>Maintenance</u> of current knowledge in practice	Evaluation	<u>Responsible</u> and accountable for own judgments & actions <u>Maintenance</u> of competence

*To facilitate reading, the first word of each phrase representing a code statement is underlined.

Major statements for nursing mission

Sample Curriculum Plan for the Four Year BSN Pre-licensure Program

Freshman Year (Fall)	Cr.	Freshman Year (Spring)	Cr.
BIOL 140 Human Anat. & Physiology I ¹	3	BIOL 142 Human Anat. & Physiology II ¹	3
BIOL 141 Human Anatomy and Physiology I Lab ¹	1	BIOL 143 Human Anatomy and Physiology II Lab ¹	1
Second Language I	3	Second Language II	3
SOCI 101 Intro to Soc. OR SOCW 167 Survey of SW ²	3	Math Elective (Required for nursing) ²	3
CORE 100 First Yr. Seminar or THEO 111 Theo. Found. ²	3	CORE 100 First Yr. Seminar or THEO 111 Theo. Found. ²	3
CORE 101 First Yr. Co-Curriculum Program I ¹	0	CORE 102 First Yr. Co-Curriculum Program II ¹	0
NURS 130 Ways of Knowing	3	NURS 132 Health and Culture I	3
Total	16	Total	16

Sophomore Year (Fall)	Cr.	Sophomore Year (Spring)	Cr.
CHEM 150 Physiological Chemistry ¹	3	NURS 364 Pathophysiology	3
CHEM 151 Physiological Chemistry Lab ¹	1	BIOL 200 Microbiology ¹	3
ENGL 101 Composition or ENGL 115 Rhetoric	3	BIOL 201 Microbiology Lab ¹	1
PHIL 100 Ethics as Intro. to Philosophy	3	Historical Perspectives Elective	3
NURS 224 Nursing Therapeutics I	4	NURS 230 Nursing Therapeutics II	4
NURS 225 Nursing Therapeutics I Practicum	2	NURS 231 Nursing Therapeutics II Practicum	2
Total	16	Total	16

Junior Year (Fall)	Cr.	Junior Year (Spring)	Cr.
Theological Perspectives Elective ³	3	PHIL 200 - Philosophical Perspectives	3
Engl/Clas/Span/Fren 205 Lit. & Moral Imagination	3	PSYC 277 - Abnormal Psychology	3
Math Perspectives: MATH 116 or 156 (Statistics)	3	NURS 370 Nursing Research (Prereq: statistics)	3
NURS 360 Adult in Transitions	4	NURS 374 Childrearing Families in Transitions	2
NURS 361 Adult in Transitions Practicum	4	<u>NURS 375 Childrearing Families in Transition Practicum</u>	2
		<u>NURS 376 Childbearing Families in Transition Practicum</u>	2
		NURS 377 Childbearing Families in Transition Practicum	2
Total	17	Total	17

Senior Year (Fall)	Cr.	Senior Year (Spring)	Cr.
Humanities Elective ⁴	3		
Nursing Elective	1	NURS 472 Care of the Complex Client	4
NURS 452 Mental Health Nursing	3	NURS 473 Care of Complex Client Practicum	4
NURS 451 Mental Health Nursing Practicum	1	NURS 498 Senior Seminar	3
NURS 470 Community Health Nursing	3	Creative Perspectives Elective	3
NURS 471 Community Health Nursing Practicum	3		
Total	14	Total	14

Total semester hours: 126

Each practicum credit is equal to three (3) clock hours per week.

A minimum of 120 credits hours is required to receive a bachelor degree from Xavier.

All students must satisfy 5 flags within the University core curriculum.

The 5 flags include: Diversity (N 132 fulfills), Oral Communication (N130), Quantitative Reasoning (Chem 150, 151), Writing (N 370) and **E/RS (student must select a core course that fulfills the E/RS requirement)**

Students who choose a new language must complete 3 semesters: 101 + 102 + 201 to fulfill the language requirement.

A minimum grade of "C" is required in all nursing courses and in science, math and social sciences courses.

A cumulative GPA of 2.70 is required to progress to sophomore level and must be maintained throughout the program.

¹ These core courses must be taken in the semester indicated.

² These core courses must be taken in freshman year.

³Nursing students should choose a course that also fulfills the E/RS flag.

**Curriculum Plan of Study for the ABSN Pre-licensure Program
Semester 1**

Students who are enrolled in the program on or before August 2019 will follow the curriculum plan below

Note: Semester 3 Nursing Courses 340 & 341, 342 & 343 can be taken either term 5 or 6

	Credits		Credits
Term 1		Term 2	
100-Survey of Professional Nursing	2	110-Health, Culture, & Diversity	3
200-Foundations of Nursing Practice I	3	202-Foundations of Nursing Practice II	3
201-Foundations of Nursing Practice I Practicum (42 hrs lab & 48 hrs clinical)	2	203-Foundations of Nursing Practice II Practicum (34 hrs lab & 56 hrs clinical)	2
Total for Term 1	7	Total for Term 2	8
		Total for Semester 1	15

Semester 2

Term 3		Term 4	
260-Pathophysiology I	2	261-Pathophysiology II	2
270-Pharmacology I	1	271-Pharmacology II	1
300-Nursing Concepts in Mental Health I	2	302-Nursing Concepts in Mental Health II	2
301-Nursing Concepts in Mental Health I Practicum (6 hrs lab & 84 hrs clinical)	2	303-Nursing Concepts in Mental Health II Practicum (45 hrs clinical)	1
		350-Nursing Care of the Adult I	2
		351-Nursing Care of the Adult I Practicum (5 hrs lab & 40 hrs clinical)	1
Total for Term 3	7	Total for Term 4	9
		Total for Semester 2	16

Semester 3

Term 5		Term 6	
352-Nursing Care of the Adult II	2	354-Nursing Care of the Adult III	2
353-Nursing Care of the Adult II Practicum (5 hrs lab & 40 hrs clinical)	1	355-Nursing Care of the Adult III Practicum (5 hrs lab & 40 hrs clinical)	1
340-Obstetric/Women's Health	2	342-Pediatric Nursing	2
341-Obstetric/Women's Health Practicum (5 hrs lab & 40 hrs clinical)	1	343-Pediatric Nursing Practicum (6 hrs lab & 84 hrs clinical)	2
330-Nursing Research	3		
Total for Term 5	9	Total for Term 6	7
		Total for Semester 3	16

Semester 4

Term 7		Term 8	
480-Nursing Care of Complex Clients I	2	482-Nursing Care of Complex Clients II	2
481-Nursing Care of Complex Clients I Practicum (6 hrs lab & 84 hrs clinical)	2	483-Nursing Care of Complex Clients II Practicum (90 hrs clinical)	2
430-Nursing Concepts in Community Health I	2	432-Nursing Concepts in Community Health II	2
431-Nursing Concepts in Community Health I Practicum (1 hr lab & 44 hrs clinical)	1	433-Nursing Concepts in Community Health II Practicum (45 hrs clinical)	1
		499-Transition to Professional Nursing	2
Total for Term 7	7	Total for Term 8	9
		Total for Semester 4	16
		Grand Total	63

³Nursing students should choose a course that also fulfills the E/RS flag.

Curriculum Plan of Study for the ABSN Pre-licensure Program
Effective January 2020

Semester 1

Students who are enrolled in the program on or after Jan., 2020 will follow the curriculum plan below.
Note: Semester 3 Nursing Courses 340 & 341, 342 & 343 can be taken either term 5 or 6

Term 1	Credits	Term 2	Credits
100-Survey of Professional Nursing	2	110-Health, Culture, & Diversity	3
200-Foundations of Nursing Practice I	3	202-Foundations of Nursing Practice II	3
201-Foundations of Nursing Practice I Practicum (42 hrs lab & 48 hrs clinical)	2	203-Foundations of Nursing Practice II Practicum (34 hrs lab & 56 hrs clinical)	2
Total for Term 1	7	Total for Term 2	8
		Total for Semester 1	15
Semester 2			
Term 3		Term 4	
260-Pathophysiology I	2	261-Pathophysiology II	2
270-Pharmacology I	1	271-Pharmacology II	1
300-Nursing Concepts in Mental Health I	2	302-Nursing Concepts in Mental Health II	2
301-Nursing Concepts in Mental Health I Practicum (3 hrs lab & 42hrs clinical)	1	303-Nursing Concepts in Mental Health II Practicum (45 hrs clinical)	1
		350-Nursing Care of the Adult I	2
		351-Nursing Care of the Adult I Practicum (5 hrs lab & 40 hrs clinical)	1
Total for Term 3	6	Total for Term 4	9
		Total for Semester 2	15
Semester 3			
Term 5		Term 6	
352-Nursing Care of the Adult II	2	354-Nursing Care of the Adult III	2
353-Nursing Care of the Adult II Practicum (6 hrs lab & 84 hrs clinical)	2	355-Nursing Care of the Adult III Practicum (6 hrs lab & 84 hrs clinical)	2
340-Obstetric/Women's Health	2	342-Pediatric Nursing	2
341-Obstetric/Women's Health Practicum (5 hrs lab & 40 hrs clinical)	1	343-Pediatric Nursing Practicum (3 hrs lab & 42 hrs clinical)	1
330-Nursing Research	3		
Total for Term 5	10	Total for Term 6	7
		Total for Semester 3	17
Semester 4			
Term 7		Term 8	
480-Nursing Care of Complex Clients I	2	482-Nursing Care of Complex Clients II	2
481-Nursing Care of Complex Clients I Practicum (6 hrs lab & 84 hrs clinical)	2	483-Nursing Care of Complex Clients II Practicum (90 hrs clinical)	2
430-Nursing Concepts in Community Health I	2	432-Nursing Concepts in Community Health II	2
431-Nursing Concepts in Community Health I Practicum (1 hr lab & 44 hrs clinical)	1	433-Nursing Concepts in Community Health II Practicum (45 hrs clinical)	1
		499-Transition to Professional Nursing	2
Total for Term 7	7	Total for Term 8	9
		Total for Semester 4	16
		Grand Total	63

UNDERGRADUATE PROGRAM CURRICULAR POLICIES

Progression Policies

NOTE: A grade of C carries 2.00 quality points. A grade of C- (1.67 quality points) does not fulfill requirements (see below).

1. All BSN (four year and ABSN) students must achieve a minimum grade of C in all nursing (Nurs) courses. Nursing course syllabi outline specific course requirements necessary to achieve a C or higher.
2. Freshmen in the four year BSN must achieve a minimum 2.70 cumulative grade point average (GPA) to progress to sophomore level nursing courses (200 level). Sophomores, junior and senior level students must maintain a 2.70 cumulative grade point average throughout the program. If a student's cumulative grade point average drops below 2.70, that student will have one probationary period of two semesters to raise the cumulative grade point average. If the GPA drops below 2.7 after the one probationary period, the student may not continue in the program. If a student uses the summer to raise the cumulative grade point average, summer semester will be considered as one of the two semesters. NOTE: There will be no rounding of the cumulative GPA and courses taken at other institutions will not raise the student's GPA.

ABSN students are required to maintain a minimum 2.70 cumulative grade point average throughout the program. An ABSN student with less than a 2.70 GPA may not continue in the nursing program.

3. Four year BSN students: a minimum grade of C must be earned for all prerequisites of a nursing course prior to enrolling in the nursing course. **A grade of C- will not fulfill the requirement.** These courses include a math elective, statistics (MATH 116 or MATH 156, BIOL 140, BIOL 141, BIOL 142, BIOL 143, BIOL 200, BIOL 201, CHEM 150, CHEM 151, PSYC 277, and SOCI 101 or SOCW 167. See the prerequisite summary table in this handbook. Of these listed prerequisite courses, a course previously taken for credit may be repeated up to one additional time, including any withdrawals. This includes courses repeated off-campus. If a course is taken twice without success, the student may not continue in the program.
4. All BSN (four year and ABSN) A grade of S for a course taken as Satisfactory/Unsatisfactory will not count toward requirements for the program.
5. All BSN (four year and ABSN): Nursing (Nurs) courses with grades less than C must be repeated.
6. All BSN (four year and ABSN) Students who achieve grades of less than a C in two nursing (Nurs) courses (the same course or different courses) may not continue in the nursing program.
7. All BSN (four year and ABSN) A student may not withdraw failing more than once from the same nursing course.
8. All BSN (four year and ABSN) If a student withdraws from either a theory or a clinical course, the student must withdraw from the co-requisite course.
9. A four year BSN student may not withdraw from more than two nursing courses at the sophomore level or above while enrolled in the program.
10. The BSN program (four year BSN and ABSN) curriculum is designed to progress the student from foundational courses to those with more advanced concepts and principles. Therefore, the faculty believes that courses should be taken and successfully completed in the sequence established in the curriculum. Any deviation from the established curriculum sequence must be approved by the Admission, Progression, and Graduation (APG) subcommittee of the Curriculum Committee.
11. A four year BSN student who is absent from the nursing clinical/practicum courses for more than two semesters (one calendar year) or an ABSN student who is out >one semester must reapply to the APG subcommittee of the Curriculum Committee in order to be considered to be reinstated. See "Readmission Policy" for the procedure to follow.
12. Upon graduation, all BSN students will be eligible to sit for the National Council Licensure Examination—RN (NCLEX-RN).

**Faculty reserves the right to change the curriculum if deemed necessary for the progressive development of the program. For further information on grading policies, consult the University catalog.*

Revised by School of Nursing Curriculum Committee 10/19/2017

Professional Behavior Policy

The College of Nursing professional behavior policy will be enforced in that students may be asked to leave the program for non-academic reasons related to unprofessional behavior even if the cumulative grade point average is at 2.70 or above. See the section on Professional Behavior Policy in this handbook.

Pre- & Co-Requisite Courses

All students have the responsibility to satisfy pre- and co-requisites. Co-requisite courses must be taken together because their subject matter and learning opportunity is complementary. Prerequisite courses must be taken prior to current courses to provide background for the courses requiring the prerequisite.

Transfer of Credit – Four Year BSN

Evaluation of transfer credit to satisfy core and nursing courses required for the nursing program is initiated by the student. Students must verify that all credits have been granted. It is the student's responsibility to seek assistance with the process from the Academic Program Director. It is also the student's responsibility to request a final, official transcript to be sent to the Office of the Registrar for all transfer work completed. Credit for nursing courses completed at a previous institution are reviewed by faculty on an individual basis.

Taking an Incomplete Grade in Courses

Faculty may assign an incomplete grade if the student requests this grade option. If the student requests an incomplete grade in the course and faculty concur, a grade of I (incomplete) will be assigned. For those nursing courses that are prerequisites for courses in the following semester, an assigned grade of "I" must be cleared prior to the start of the next semester.

A grade of F will be given if the student does not communicate to the course instructor the desire to take an incomplete prior to the end of the semester in which enrolled. For further information: <http://catalog.xavier.edu/content.php?catoid=23&navoid=1211&hl=incomplete&returnto=search#Incomplete Work>

Leave of Absence

1. Students are expected to pursue their studies according to the designed curriculum whether they have elected to enroll as a full-time or part-time student. When a student finds it necessary to interrupt their course of study before completion of the program, the four year BSN student must submit written notification to the Assistant Dean (four year BSN) or Director of Nursing Academic Services (ABSNS). This statement should include the semester(s) in which student plans to be absent and the semester in which the student expects to enroll again. The student must meet with the Assistant Dean (four year BSN) or Director of Nursing Academic Services (ABSNS) to discuss plans for return. Readmission to the program is contingent upon space availability and being in good standing as exemplified by a cumulative grade point average of 2.70.
2. Students should see the Progression Policies, #11 statement for further directions.

Student Initiated Withdrawal from Program

If the student decides to withdraw from the nursing program, the decision to withdraw must be submitted in writing to the Assistant Dean (four year BSN) or Director of Nursing Academic Services (ABSNS). Students who plan to withdraw from the University are required to complete an official withdrawal form provided by the College of Professional Sciences. The Assistant Dean will provide the form.

Readmission to a Nursing Program

A student who does not complete the nursing program for personal or academic reasons must meet the Readmission to a Nursing Program

A student who does not complete the nursing program for personal or academic reasons must meet the following criteria to be considered for readmission:

1. Apply for readmission to the University if not enrolled for the past year. A Reactivation Form is required to be submitted to the College of Nursing Assistant Dean (four year BSN) or Director of Nursing Academic Services (ABSN) and can be found at: www.xavier.edu/registrar/forms.
2. Apply for readmission to the undergraduate program by petitioning the Admission, Progression, and Graduation (APG) subcommittee of the Curriculum Committee. The student should initiate this process by writing a letter addressed to the APG subcommittee stating the reason(s) for the desired return. The letter should be submitted to the Assistant Dean (four year BSN) or Director of Nursing Academic Services (ABSN). The appropriate administrator stated above will present the letter to the APG subcommittee for review. The student will be notified in writing of the APG subcommittee's decision.
3. Have a minimum cumulative GPA of 2.70 at the end of the semester prior to re-entry date. Readmission may be provisional upon achieving a 2.70 GPA for undergraduate students.
4. Readmission is contingent upon space availability.
5. Readmitted students must meet curriculum requirements effective at the time of readmission.

Petitioning Policy Decisions

A student who has extenuating circumstances can petition, in writing, the APG subcommittee for re-consideration of decisions based on the above policies. The student should initiate this process by writing a letter addressed to the APG subcommittee stating the reason(s) for the desired return. The letter should be submitted to the Assistant Dean (four year BSN) or Director of Nursing Academic Services (ABSN). The appropriate Director will present the letter to the APG subcommittee. The student will be notified in writing of the APG subcommittee's decision.

Graduation Policies

All students must file an "Application for Graduation" required by the University. The deadline for filing is posted on the current year's academic calendar which can be found on the Registrar's website, www.xavier.edu/registrar. A \$50 graduation application fee is required. Students who miss the deadline will be charged an additional \$50 late fee. Late fees will not be waived by the Bursar.

Graduation Requirements

1. Satisfactory completion of all courses required for the Bachelor of Science in Nursing program.
2. Cumulative grade point average of 2.70.
3. Minimum grade of C in all nursing theory and practicum courses.
A grade of C- does not fulfill the requirement.
4. Minimum grade of C in all biology, chemistry, math, psychology and Soci 101 or Socw 167 courses.
A grade of C- does not fulfill the requirement.
5. Students must complete all degree requirements of Xavier University and the Bachelor of Science in Nursing program requirements to be eligible to graduate.

EVALUATION PROCESSES

Faculty subscribe to the belief that a critical factor in the development of professional effectiveness is the interactive process of evaluation. Evaluation of faculty and students is conducted for the purposes of personal and professional growth. The evaluative process assists in:

1. establishing the degree of satisfactory achievement of critical standards of performance
2. clarifying incongruities between student and teacher expectations
3. potential identification of alternative styles of teaching and learning

Consistent with Xavier University's current policy and practice, students participate in the evaluation of all faculty, courses, and clinical sites during their education at the University.

The faculty are obligated to evaluate students' achievement based on the course objectives which appear in the course syllabus for each course.

Assessment Technical Institute (ATI) Examinations Policy

Throughout the program students will be required to take Assessment Technical Institute (ATI) examinations. These are computerized tests that will be administered as part of courses throughout the curriculum. Appropriate course syllabi and Appendix A provide information regarding how ATI exams are incorporated into selected courses. ATI examination results provide students and faculty with information regarding a student's progression and knowledge of information essential to the practice of professional nursing. For students who do not achieve a minimum score remediation will be required.

Policy for Safe Administration of Medication (SAM)

Proctored assessments will be administered in selected clinical courses to ensure that students have the appropriate knowledge of medications, calculations, indications, effects, side/adverse effects, and nursing implications of medications. Tests will be graduated and specialized as appropriate to the students' courses and levels. Proctored assessment grade will be worth 10% of the respective clinical course grade. The initial grade on the proctored assessment will be entered as the actual grade. Students who score less than 90% are required to complete mandatory remediation in the appropriate time-frame. Proof of remediation must be provided to the clinical instructor prior to passing any medications. Students must re-take the proctored assessment prior to completion of the clinical course. Failure to achieve the 90% score after a total of two attempts, or failure to complete remediation, will result in a grade of 0%, which is an automatic deduction of 10% from the overall clinical course grade. Appropriate course syllabi and/or Appendix B provide information regarding how SAM proctored assessments are incorporated into selected courses.

Evaluation of Student Performance

1. Socialization into professional nursing practice at all levels of nursing education requires learning to evaluate one's own performance realistically. Evaluation experiences are based on course objectives and standards of nursing; i.e., Code for Nurses, ANA Standards for Clinical Practice and for Professional Performance. The student of nursing is introduced to this process during their formal educational experiences through various activities in theory and clinical courses.
2. At the onset of a course, the instructor sets forth expectations for performance including occasions for and methods of evaluation and what constitutes passing performance. This information appears in the course syllabus.
3. Throughout courses, students as well as the faculty member carry the responsibility for maintaining an open channel of communication. Feedback, both oral and/or written, about students' performance is provided by the instructor. The instructor is ultimately responsible for evaluating students' performance. If a student thinks he/she is securing insufficient feedback, the student is responsible for notifying the instructor.
4. In clinical courses, both the student and instructor prepare separate written evaluations of student's performance. Copies of the instructor's evaluations are signed by the student and instructor and placed in the student's record.
5. If the student does not agree with the instructor's perception of a student's performance, the student can

prepare a separate written statement indicating disagreement. This statement will include documented evidence (dates, situation, behaviors). This statement should be discussed with the instructor. When the student and instructor cannot agree about a specific problem, the perceptions of behaviors, or a plan to resolve the conflict, the practicum course coordinator should be brought in at the option of either the student or instructor. If the conflict remains unresolved through this mechanism, it is brought to the Director of the College of Nursing to explore the problem. A copy of the student's written statement is attached to the corresponding instructor's evaluation in the student's record.

Grievance Procedures

Students may appeal final grades or unjust treatment if they believe that the grade was awarded unfairly. The student must be able to provide some evidence of the lack of fair treatment in order to file a formal grievance. The grievance procedure is outlined in the Xavier University catalog: Undergraduate academic policies and regulations including grievance procedures are at <http://catalog.xavier.edu/content.php?catoid=23&navoid=1211>

Standards of Student Conduct, Discipline Procedures and Appeals are explained and outlined in the "Statement of Xavier Students' Rights, Freedoms and Responsibilities" found in the Xavier University Student Handbook. <http://www.xavier.edu/student-integrity/>

Evaluation Processes undergraduate rev 7/16/14

Grievance Policy for Clinical Agencies

The College of Nursing considers clinical sites (agencies) and preceptors to be an integral part of the students' learning experience and expects students to maintain the image of the College of Nursing while at their clinical experiences. At times, conflicts may occur between the various parties involved in the clinical experience and the College of Nursing will address these issues as quickly and fairly as possible. The procedure for handling specific grievances will be as follows:

- A. Clinical Agency (or Preceptor) has concern about the practice or behavior of a particular student(s)
 - 1. The Clinical Agency (or Preceptor) should discuss the issue privately with the clinical faculty. The clinical faculty member should discuss the issue with the clinical agency (or Preceptor) and determine the extent of remediation appropriate and determine the process for returning the student to the clinical agency (or Preceptor).
 - 2. The clinical faculty should address the concern with the student and exhaust all avenues to solve the issue and remediate, if necessary. If the concern is one of safety the clinical faculty member should use judgement about the capability of the student continuing clinicals until the remediation is complete. The clinical faculty should notify the course coordinator.
 - 3. If a resolution cannot be reached the clinical faculty and course coordinator should present the issue to the Associate Director of the respective program.
 - 4. Unresolved issues may warrant the involvement of the Director of the College of Nursing at the discretion of the Associate Director and the severity of the situation.
- B. Clinical Agency (or Preceptor) has concern about the practice or behavior of a clinical instructor (adjunct faculty or clinical faculty)
 - 1. The Clinical Agency (or Preceptor) should discuss the issue privately with the clinical faculty and attempt to resolve the issue. The clinical faculty should discuss the issue with the nurse manager at the clinical agency, if necessary.
 - 2. The Clinical Agency (or preceptor) manager may contact the Director of the College of Nursing for unresolved issues with clinical faculty.

Grievance Policy for Students in Clinical Experiences

At times, a nursing student may have grievances or concerns about the Clinical Agency (or Preceptor) with whom the clinicals are provided. In these situations the clinical faculty and course coordinator will address the concern by the following means:

- A. Nursing Student has a concern about the Clinical Agency (or Preceptor)
 1. Student should discuss the issue or concern with the clinical faculty member. The clinical faculty member should determine the extent of the concern and decide on the appropriate response.
 2. If indicated, based on the extent of the concern, the clinical faculty should arrange to discuss the case with the manager or preceptor at the clinical agency.
 3. If indicated, the clinical faculty member should discuss with the course coordinator to determine if any additional action is required.
- B. Nursing Student has a concern about the clinical instructor (adjunct faculty or clinical faculty)
 1. The student should first attempt to resolve the issue or concern with the clinical instructor.
 2. If the student nurse and clinical instructor cannot resolve the issue, the student should discuss the concern with the course coordinator.
 3. The course coordinator should discuss the student's concern with the clinical faculty member involved to validate the concern and pursue a solution. If indicated, the course coordinator should notify the Director of the College of Nursing of the concern.

Grievance policies for Clinical: distribute through Clinical coordinators and Canvas to Adjuncts and students. Preceptors receive with other relevant documents.

Approved 2/25/16

ACADEMIC ADVISING

Academic advising is designed to assist students in their pursuit of educational plans and programs and will aid them in fulfilling their degree requirements. With guidance from advisors, students establish goals and develop educational plans which may persist through graduation and beyond. Each student is assigned to a specific faculty advisor.

Academic advising normally occurs during the pre-registration enrollment periods. However, the academic advisor is expected to make every effort to meet the needs of students who do not make or keep pre-registration appointments.

The Student's Responsibilities

All students have the responsibility to seek guidance from a nursing faculty advisor each semester. An advisor is assigned upon enrollment in the nursing program. An academic advising checklist and an advisement narrative are placed in each student's file. These forms are completed and kept up to date by the student and faculty advisor at pre-registration. The Office of the Registrar also provides an on-line degree evaluation for advising each semester. See the sample BSN curriculum plans provided in this handbook. The responsibilities of students are to:

1. Consult with the advisor when necessary, and at minimum, once a semester.
2. Make appointments for advising sessions during faculty hours listed.
3. Notify the advisor or the College of Nursing staff if it unable to keep the advising appointment.
4. Be knowledgeable regarding policies for registration as set forth in the University catalog.
5. Be prepared for appointments during pre-registration; have the necessary forms and a preliminary schedule created.
6. Follow through with appropriate action after an advising session (e.g., Dean's Office, Registrar, Health and Wellness Center, etc.).
7. Understand how to compute the cumulative grade point average. (See GPA calculation instructions in this handbook).
8. Be aware of important dates for each semester such as the last day to add or drop a class and the graduation application deadline.
9. Monitor progress toward graduation (i.e., keep track of the number of academic credits required and earned).
10. Accept responsibility for decisions made.

The Advisor's Responsibilities

The responsibilities of the advisors are to:

1. Provide students with accurate information about University policies, curriculum requirements and pre-registration and registration procedures.
2. Help students select courses each semester which are appropriate and/or required.
3. Acquaint students with the various support services.
4. Assist students to develop good study habits if the student requests assistance.
5. Monitor students' progress toward requirements for graduation.
6. Make proper referrals when necessary (e.g., deans, department chair, Health and Wellness, Psychological Services, Office of Disability Services, Campus Ministry, etc.).

Role of Assistant Dean for the Four Year BSN Program

Students have a variety of needs while enrolled in the four-year BSN program. Mrs. Marilyn Gomez, Assistant Dean, has many roles related to student services, which include:

- advisor when faculty are not available to sign registration or drop/add forms,
- supervision of the nursing priority registration process,
- supervision of the College of Nursing off campus permission process,
- supervision of the collection of all required health documentation for students enrolled in clinical courses

Mrs. Gomez also serves as a liaison between students and the nursing faculty. She assists students in problem solving (e.g., who to go to for what, where to find an office on campus, non-nursing course concerns). *You should feel free to seek assistance from Mrs. Gomez at any time.* She can be reached at (513) 745-4392 or Gomez@xavier.edu. Her office is located in 106 Cohen.

Registration Information

All nursing students are responsible for viewing the on line Xavier University catalog and the Xavier University Student Handbook upon matriculation to Xavier University. Students are also responsible for being aware of policies and procedures listed in the above publications.

Registration Procedures – Four Year and ABSN Students

All students are responsible for understanding and following the University and College of Nursing registration policies, procedures and fulfilling BSN degree requirements.

Four year BSN students are permitted to register one week in advance of University pre-registration dates. The College of Nursing notifies all students via email of the nursing priority registration dates each semester. Students are informed of the name of their faculty advisor when they matriculate to Xavier and are required to schedule an advising appointment with their advisor each semester. Updated advising lists are posted on bulletin boards in the College of Nursing.

Four year BSN students are required to obtain an advisor's signature to register for classes, and also to drop and/or add classes throughout the year. The College of Nursing is not responsible for any student's selection of courses without the approval of the advisor or the Assistant Dean.

ABSN students self-register at the end of each term.

Change of Major – Four Year BSN Students

Students requesting a change in their major out of nursing should follow the steps below:

Notify the current nursing faculty advisor. Notify Mrs. Marilyn Gomez, Assistant Dean, of the decision to leave nursing. Mrs. Gomez will provide information regarding the next steps for changing the major which includes consultation with an advisor in the new area selected. The change of major process is electronic and will be initiated by an advisor in the new program of study.

Off Campus Courses – Four Year BSN Students

Students who plan to take courses at another accredited college/university are required to receive written prior approval from the University. If this procedure is not followed, there is no guarantee that the off campus course will be approved. A minimum grade of C is required to transfer courses to Xavier.

A student may transfer no more than 15 hours from another college or university after matriculation to Xavier. All students must complete their last 30 semester hours at Xavier.

Off campus permission requires a catalog course description of the desired course. In some cases, a course syllabus may be required before permission will be granted.

Four-year BSN students follow the process listed below for receiving permission to take non-nursing courses off campus.

Obtain an off campus permission form from the Office of the Registrar or download off the Registrar's website at www.xavier.edu/registrar/forms Provide the appropriate department chair with a printed copy of the course description. Students are responsible for informing the department chair if the desired course is an on line course. Students are also responsible for verifying the calendar of the college/university – semester or quarter system.

The department chair (ie Biology, Math, English, etc.) will place his/her initials in the column provided on the off campus permission form.

Mrs. Marilyn Gomez, Assistant Dean (not the nursing faculty advisor) signs all off campus forms for four-year BSN students. NOTE: all science courses must be taken at a four-year college/university. **No science courses will be approved for two year (community colleges) schools.**

Submit the completed form to the Office of the Registrar.

Example: A sophomore plans to take statistics in summer prior to junior year at Cleveland State University. The student should download a course description and consult with the chair of the Math department for initial approval. View the XU on line directory for a listing of department chairs and contact information.

Quarter vs. Semester calendar: Xavier University is on the semester calendar system. Some colleges and universities are on the quarter calendar system. Students are responsible for validating the calendar system of the school they wish to attend. Quarter hours will be converted to semester hours upon transfer and the student needs to be aware of the conversion. Taking one math course on the quarter calendar system that is 3 credits transfers to Xavier as 2 credits. The student would be short one credit hour.

Quarter Hours	Semester Hours
5 quarter hours	Transfers to Xavier as 3.3 semester hours
4 quarter hours	Transfers to Xavier as 2.6 semester hours
3 quarter hours	Transfers to Xavier as 2 semester hours
2 quarter hours	Transfers to Xavier as 1.3 semester hours

5. Upon completion of the course, it is the student's responsibility to arrange for an official transcript to be sent directly to the University. A minimum grade of C is required to transfer. **A grade of C- will not transfer.**

If the student plans to complete summer courses off campus that are prerequisites for fall nursing courses, it is the student's responsibility to provide proof of successful completion of the prerequisite prior to entering the nursing course. A grade report will be required if a final, official transcript is not immediately available.

Courses taken off campus do not factor into the student's Xavier cumulative grade point average. This is important, as prerequisite courses taken off campus, while fulfilling the nursing program requirements, will not factor into the student's Xavier GPA.

Students who do not have the required cumulative GPA of 2.70 at the end of the academic year (spring semester) will not be given permission to take courses off campus unless the student plans to also take courses at Xavier over the summer in order to raise the GPA.

Advising and registration

Revised 8/8/06; 7/28/10; 7/28/11; 7/20/12; 7/24/13;
7/16/14, 7/29/14; 7/26/15; 7/22/16; 7/25/17; 7/26/18

Four Year BSN Prerequisite Summary 2020 - 2021

Note: Progression Policy clarification: a nursing student who receives grades of C- or lower in two nursing (Nurs) classes may not continue the nursing program.

Course Number	Prerequisites
Nurs 130	Direct admission to the College of Nursing.
Nurs 132	There is no prerequisite to NURS 132
A minimum 2.70 cumulative grade point average is required to progress to sophomore level and must be maintained sophomore through senior level in order to remain in good standing and to graduate.	
Nurs 224	Cumulative GPA of 2.70 AND Biol 140, 141, 142, 143, Soci 101 or Socw 167, math elective, Nurs 130, 132 – minimum grade of C Co-requisite is Nurs 225
Nurs 225	Nurs 132, minimum grade of C Co-requisite is Nurs 224
Nurs 230	Nurs 224, 225, Chem 150, 151, minimum grade of C Co-requisites are Nurs 231, 364, Biol 200, 201
Nurs 231	Nurs 224, 225, Chem 150, 151, minimum grade of C Co-requisites are Nurs 230, Nurs 364, Biol 200, 201
Nurs 364	Biol 140, 141, 142, 143, Chem 150, 151, minimum grade of C Co-requisites are Nurs 230 and Nurs 231
Nurs 360	Nurs 230, 231, 364, minimum grade of C Co-requisite is Nurs 361
Nurs 361	Nurs 230, 231, 364, minimum grade of C Co-requisite is Nurs 360
Nurs 370	Nurs 230 and 231, Math 116 or Math 156, minimum grade of C
Nurs 372	Nurs 230, 231, 364, minimum grade of C Co-requisite is Nurs 373
Nurs 373	Nurs 230, 231, 364, minimum grade of C Co-requisite is Nurs 372
Nurs 450	Nurs 360, 361, 370, 372, 373, Psyc 277, minimum grade of C Co-requisite is Nurs 451
Nurs 451	Nurs 360, 361, 370, 372, 373, Psyc 277, minimum grade of C Co-requisite is Nurs 450
Nurs 470	Nurs 360, 361, 370, 372, 373, minimum grade of C Co-requisite is Nurs 471
Nurs 471	Nurs 360, 361, 370, 372, 373, minimum grade of C Co-requisite is Nurs 470
Nurs 472	Nurs 360, 361, 370, 372, 373, minimum grade of C Co-requisite is Nurs 473
Nurs 473	Nurs 360, 361, 370, 373, minimum grade of C Co-requisite is Nurs 472
Nurs 498	Nurs 360, 361, 370, 372, 373, minimum grade of C
Nursing Elective	Sophomore, junior, or senior level

BSN Pre-requisite Summary 2018-19
7/30/15; 7/25/17; 7/25/18

UNIVERSITY GRADING SYSTEM AND GRADE POINT AVERAGE

Undergraduate Grading System

A = Exceptional	F = Failure
A-	VF = Failure to officially withdraw
B+	W = Official withdrawal
B = Good	I = Incomplete, changed when grade is assigned.(see Incomplete Work)
B-	AU = Audit - no credit or grade earned
C+	S = Passing/Satisfactory, credit earned
C = Satisfactory	U = Not passing/Unsatisfactory, no credit earned
C-	NC = No credit earned, non-graded course
D+	NR = No grade reported
D = Minimum passing	

No grade change can be made later than the 15th calendar day after the beginning of the next academic semester (fall or spring) except in the case of a resolved Grade Grievance.

Quality Points

The quality point is the unit used to measure student achievement in a course. The number of quality points received for any course is equal to the number of points attached to the grade received, multiplied by the number of credit hours for the course. Quality points are calculated as follows:

A = 4.00 quality points per credit hour	C- = 1.67 quality points per credit hour
A- = 3.67 quality points per credit hour	D+ = 1.33 quality points per credit hour
B+ = 3.33 quality points per credit hour	D = 1.00 quality point per credit hour
B = 3.00 quality points per credit hour	F = 0.00 quality points per credit hour
B- = 2.67 quality points per credit hour	VF = 0.00 quality points per credit hour
C+ = 2.33 quality points per credit hour	I = 0.00 quality points per credit hour
C = 2.00 quality points per credit hour	U = 0.00 quality points per credit hour

Calculating Your Grade Point Average

To calculate your semester Grade Point Average, follow these steps:

Find the grade points for each class by multiplying the number of credits the class is worth by the Quality Points for the letter grade received.

$$\begin{array}{l} \text{Ex. 3 hour class with a grade of B+ (3.33 quality points) = 9.99 points} \\ \text{Semester Grade} \rightarrow \text{Quality Points} \times \# \text{ of credits} = \text{grade points} \\ \text{B+} \rightarrow \quad \quad \quad 3.33 \times 3 \quad \quad = 9.99 \end{array}$$

Do this for each class. Then total the grade points. Total the credit hours.

Divide the total grade points by the total # of credit hours taken to obtain your semester GPA.

Example:

Sem. Grade	Quality Points	x	# of credits	=	Grade Points
A	4.00	x	3	=	12.00
B	3.00	x	4	=	12.00
B+	3.33	x	3	=	9.99
C-	1.67	x	3	=	5.01
			13		39.00

SAMPLE #1 – Student #1

<u>Course</u>	<u>Title</u>	<u>Cr. Hrs.</u>	<u>Grade</u>	<u>Quality Points</u>
Biol 140-06	Human Anatomy & Physiology I	3	B	9
Biol 141-01	Human A&P I Lab	1	B	3
Nurs 130-01	Ways of Knowing	3	A	12
Engl 101-18	English Composition	3	B+	9.99
Phil 100-02	Ethics as Intro to Philosophy	3	B	9
Theo 111-09	Theological Foundations	3	A-	11.01
Totals		16		54

54 divided by 16 = 3.375 grade point average

SAMPLE #2 – Student #2, same semester, different grades

<u>Course</u>	<u>Title</u>	<u>Cr. Hrs.</u>	<u>Grade</u>	<u>Quality Points</u>
Biol 140-06	Human Anatomy & Physiology I	3	C+	6.99
Biol 141-01	Human A&P I Lab	1	C-	1.67
Nurs 130-01	Ways of Knowing	3	B	9.00
Engl 101-18	English Composition	3	B-	8.01
Phil 100-02	Ethics as Intro to Philosophy	3	C-	5.01
Theo 111-09	Theological Foundations	3	B	9.00
Totals		16		39.68

39.68 divided by 16 = 2.48 grade point average

Student Representation

Student representation and participation in the College of Nursing and University affairs is an important student right. Students should have an important impact upon the activity within the College of Nursing. Students have an opportunity to voice their thoughts on all aspects of the program including the curriculum, student-faculty relationships, instructional resources, and other components of their educational program.

Students are invited to volunteer to represent their classmates on the curriculum committee. Participation provides the opportunity to be involved in the ongoing activities of program development, implementation, and evaluation as well as to learn about new ideas being considered by the faculty.

Faculty will also obtain input from students during class periods, advisement sessions, and through students' evaluation of courses and teachers. This input has been valuable. Students are kept informed of major decisions made by faculty through letters, email messages, and announcements in class. An informal "Dialogue with the Director" is held twice a year - during the fall and spring semesters. At that time students can offer input to the Director of the College of Nursing, Associate Director and the Assistant Dean regarding the program.

During the final semester in the BSN program, students schedule an exit interview with the Director of the College of Nursing to share input regarding their experience in the program. Student input into College of Nursing activities does not stop at graduation. Approximately one to two years after graduation, alumni will receive a graduate follow-up survey to again provide opinions about the program. This survey is intended to evaluate the program from the standpoint of its impact in individual practice as a graduate.

Xavier University Student Nurse Organization (SNO)

The Student Nurse Organization is established for nursing majors. All nursing students are encouraged to join and participate in educational, service, and social activities. In addition, membership prepares students to enter the nursing profession as well as professional nursing organizations. Additional information on SNO activities can be obtained from Dr. Jennifer Bradley, moderator, Bradleyj10@xavier.edu.

National Student Nurses Association (NSNA)

Student nurses have the opportunity to join the National Student Nurses Association (NSNA). NSNA is open to nursing students across the country and provides opportunities for learning, career counseling, as well as preparation for state boards. Annual conventions are held offering nationally acclaimed speakers, workshops, exhibits and social events that provide students exposure to the nursing profession. NSNA also offers over \$70,000 in scholarships annually to undergraduate nursing students. For further information, contact the NSNA representatives at Xavier. The moderator for SNO can provide the names and telephone numbers of these representatives.

Student Clubs and Organizations

The College of Nursing encourages participation in the activities, clubs, and organizations of Xavier University. The opportunity to meet and work with new people, organize programs, and share interests with others is a valuable learning opportunity. A list of the organizations on campus is listed on line in the Xavier University Student Handbook.

Student Involvement in Recruitment

Students are the best recruiters of potential applicants for our nursing programs. Students are invited to assist with recruitment programs such as College of Nursing information sessions, XExperience Days, Preview Days, designated nursing visit days, telephone campaigns, and to serve as student hosts for prospective applicants who visit campus. The College of Nursing encourages student participation in these activities. We hope you will share some of your time for these activities.

APPENDIX

Xavier University College of Nursing Four-year BSN track ATI Testing Policy Procedure – Appendix A

Content Mastery Practice Assessments & Remediation

Each ATI Content Mastery proctored assessment offers two practice assessments (A & B) for students to complete. These practice assessments prepare and remediate the students in preparation for the proctored assessment. Students will be assigned *one* practice assessment at minimum. If only one practice assessment is assigned (e.g. practice assessment A) , the other practice assessment (e.g. practice assessment B) will be opened prior to the proctored assessment for students to complete at their discretion as an optional resource. The completion and remediation of practice assessments will comprise 2% of the total student course grade. Failure to remediate the practice assessment will result in a 0% on the assignment. Remediation of practice assessments involves completing 3 hours of focused review based upon the achieved score.

Content Mastery Proctored Assessments

Proctored Content Mastery ATI assessments (excluding the capstone assessment) will be given in appropriate courses spread throughout the curriculum. Each proctored assessment will count for 8% of the overall academic course grade. Points will be allocated based on level of mastery achieved, as well as completion of the remediation. (See remediation requirements below). For example, if the proctored assessment is assigned 100 points, a student receiving level 3 mastery would get 100 points for the assignment; level 2 mastery = 90 points; level 1 mastery = 70 points; and below a level 1 mastery = 60 points. If the remediation is not completed, the student only receives half of the allocated points. For example, level 3 mastery achieved, but no remediation = 50 points received. Rationale for mastery level grade allocation includes:

- BELOW LEVEL 1: Students receive a score of 60% in the gradebook. Does not meet even minimum expectations for performance in the content area.
- LEVEL 1: Students receive a score of 70% in the gradebook. Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.
- LEVEL 2: Students receive a score of 90% in the gradebook. Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.
- LEVEL 3: Students receive a score of 100% in the gradebook. Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

Content Mastery Remediation

Remediation is a process of reviewing content in an area that was not learned or not fully understood, as determined by the ATI assessment. Remediation tools will help the student review important information to be successful in the course and on the NCLEX®. The student's individual assessment report will contain a listing of the *Topics to Review*. Using the *Focused Review* tool after completion of any practice/proctored test (containing links to ATI eBooks, media clips, and active learning templates) students will complete an assigned number of hours of focused review. This online focused review includes missed topics and lists ATI reference materials for student's to review, such as videos, animations, graphics, etc. (Assigned time spent in review is tracked while student is online within the *Focused Review* and can be easily verified by the instructor through the Transcript and Reports tab.) Based on achieved mastery level, the student will also be assigned a number of *Active Learning Templates* to complete. Active Learning Templates are designed to guide students in the learning and review of nursing knowledge. There are seven types of Active Learning Templates available to choose from: Basic Concept, Diagnostic Procedure, Growth and Development, Medication, Nursing Skill, System Disorder, and Therapeutic Procedure.

<u>Mastery Level</u>	<u>Required Hours of Focused Review</u>	<u>Active Learning Templates</u>
3	Minimum 1 hour	Minimum 3
2	Minimum 2 hours	Minimum 5
1	Minimum 3 hours	Minimum 7
<1	Minimum 4 hours	one for each missed topic

***Please note, there is no partial credit for remediation. If the remediation is not completed or is partially completed, no credit will be given.

Capstone, Virtual review, and the Comprehensive Predictor Proctored Assessment

The total ATI Capstone Content Review + Virtual ATI will include two proctored ATI Capstone Comprehensive Assessments, seven weeks of content review, virtual review, and a proctored Comprehensive Predictor assessment. The two proctored ATI Capstone Comprehensive Assessments, seven weeks of content review, and virtual review will count for 15% of the total course grade. The ATI Capstone Comprehensive Assessment Form A will be administered before the content review, and the ATI Capstone Comprehensive Assessment Form B will be administered at the end of the review. Students will complete content review in the first weeks of NURS 498. Students will begin Virtual Review in the last 4 weeks of NURS 498.

The ATI Comprehensive Predictor will count for 5% of the overall academic course grade and will be administered after the completion of the ATI Capstone Content Review and before the end of the semester.

No remediation will be required. Grades will be awarded as indicated below.

95% or above passing predictability—100%

90% or above passing predictability—90%

85% or above passing predictability—70%

84% or below passing predictability—60%

The total ATI Capstone + Virtual ATI points will count for 20% of the overall academic course grade. Points will be awarded as indicated on the Xavier University RN ATI Capstone Content Review + Virtual ATI Policy and Calendar located in the NURS 498 course in Canvas.

Student Acknowledgement

Initial all and sign below:

_____ I have received a copy of and have read the ATI Assessment and Review Policy

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI.

Student printed name

Date

Student signature

Xavier University College of Nursing ABSN Track ATI Testing Policy Procedure – Appendix A

ATI Practice Assessments

Students must complete all assigned practice assessments in order to receive any points for remediation, including the focused review time and active learning templates. Points will be awarded based on the rubric attached to the practice assessments in Canvas.

ATI Practice Assessments will be taken in the following courses and will be worth 5% of the final course grade:

- Foundations of Nursing Practice I (Fundamentals Practice Assessment A)
- Foundations of Nursing Practice II (Fundamentals Practice Assessment B)
- Nursing Concepts in Mental Health Nursing I (Mental Health Practice Assessment A)
- Nursing Concepts in Mental Health Nursing II (Mental Health Practice Assessment B)
- Nursing Care of the Adult I (Targeted Medical Surgical Assessments)
 - Perioperative
 - Immune
- Nursing Care of the Adult II (Adult Medical Surgical Practice Assessment A)
- Nursing Care of the Adult III (Adult Medical Surgical Practice Assessment B)
- Pharmacology I (Pharmacology Practice Assessment A)
- Pharmacology II (Pharmacology Practice Assessment B)
- Obstetrics (Maternal Newborn Practice Assessments A and B)
- Pediatrics (Nursing Care of Children Practice Assessments A and B)
- Nursing Concepts in Community Nursing I (Community Practice Assessment A)
- Nursing Concepts in Community Nursing II (Community Practice Assessment B)
- Nursing Care of Complex Clients I
 - Capstone Practice Assessment A
 - Targeted Medical Surgical Assessments
 - Cardiovascular
 - Gastrointestinal
- Transition to Professional Nursing (Capstone)

ATI Proctored Assessments

ATI Proctored Assessment Locations and Grading

ATI proctored assessments will be taken in the following courses and will be worth 10% of the final course grade:

- Foundations of Nursing Practice II (Fundamentals Assessment)
- Nursing Concepts in Mental Health Nursing II (Mental Health Assessment)
- Nursing Care of the Adult II (Pharmacology Assessment)
- Nursing Care of the Adult III (Adult Medical Surgical Assessment)
- Obstetrics (Maternal Newborn Assessment)
- Pediatrics (Nursing Care of Children Assessment)
- Nursing Concepts in Community Nursing II (Community Assessment)
- Transition to Professional Nursing (Capstone Experience)

Students' proficiency levels will be determined based on the following recommendations from ATI. Note that there are different percentile ranges for each proficiency level depending on the content mastery series proctored exam content area.

[ATI Proficiency Levels](#)

ATI Proctored Assessment Remediation

Failure to complete and submit proof of both pieces of remediation detailed below will result in a 50% reduction in score.

<u>Mastery Level</u>	<u>Required Hours of _____</u>	
	<u>Focused Review</u>	<u>Active Learning Templates</u>
3	Minimum 1 hour	1 per topic missed under the subheadings
2	Minimum 2 hours	1 per topic missed under the subheadings
1	Minimum 4 hours	1 per topic missed under the subheadings
<1	Minimum 6 hours	1 per topic missed under the subheadings

Points will be awarded based on the rubric attached to the practice assessments in Canvas.

BSN track Procedure for Safe Administration of Medication (SAM) - Appendix B

- Dosage Calculation & SMA 2.0 tutorial modules will be included throughout the various courses as assignments to help students prepare for proctored assessments.
- Additional safe medication/dosage questions should be included in didactic examinations to reinforce material.
- Remediation must be completed prior to the next clinical day following the SAM test and involves repeat completion of the Dosage Calculation & SMA 2.0 tutorial modules 1-7 plus any additional modules applicable to the subject area as described below.

Process:

ATI Fundamentals Dosage Calculation Preparation and Proctored Assessment

- Students are required to complete Dosage Calculation & SMA 2.0 tutorials modules 1-7 (safe dosage, medication administration, oral medications, injectable medications, powdered medications, IV medications, dosage by weight), and take the Proctored Fundamentals Dosage Calculation Assessment in the 231 course.

ATI Med-Surg Dosage Calculation Preparation and Proctored Assessment

- Students are required to complete the Proctored Med Surg Dosage Calculation Assessment in the 361 course. The students are required to take the custom Fundamentals Assessment Refresher in preparation for the Proctored Med Surg Dosage Calculation Assessment. Students are also encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-7.

ATI OB & Peds Dosage Calculation Preparation and Proctored Assessments

- Students are required to complete the Proctored OB Dosage Calculation Assessment in the 373 course. Students are required to take the custom Fundamentals Assessment Refresher in preparation for this assessment. Students are required to complete the Pediatric Dosage Calculation Proctored Assessment in the 373 course. In preparation for this assessment, students are required to complete the Dosage Calculation & SMA 2.0 tutorials modules: dosage by weight, and pediatric medications.

ATI Critical Care Dosage Calculation Preparation and Proctored Assessment

- Students are required to complete the Critical Care Dosage Calculation Proctored Assessment in the 473 course. In preparation for this assessment, students are required to complete the Dosage Calculation & SMA 2.0 tutorials modules critical care medications, and case studies and finals, as well as the Med Surg Assessment Refresher. Students are also encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-8.

ABSN track Procedure for Safe Administration of Medication (SAM) – Appendix B

- Dosage Calculation & SMA 2.0 tutorial modules will be included throughout the various courses as assignments to help students prepare for proctored assessments.
- Additional safe medication/dosage questions should be included in didactic examinations to reinforce material.
- Remediation involves repeat completion of the Dosage Calculation & SMA 2.0 tutorial modules 1-7 plus any additional modules applicable to the subject area (as described below).

Process:

ATI Fundamentals Dosage Calculation Preparation and Proctored Assessment

Students are required to complete Dosage Calculation & SMA 2.0 tutorials modules 1-7 (safe dosage, medication administration, oral medications, injectable medications, powdered medications, IV medications, dosage by weight) during the 201 course in preparation for the proctored assessment. In 203, the students will take the Fundamentals Dosage Calculation Proctored Assessment. The students are encouraged to review the tutorial modules 1-7 in preparation for this assessment.

ATI Mental Health Dosage Calculation Preparation and Proctored Assessment

Students are required to complete the custom Fundamentals Assessment Refresher through ATI in preparation for the Mental Health Dosage Calculation Proctored Assessment, both completed in the 301 course. Students are also encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-7.

ATI Med-Surg Dosage Calculation Preparation and Proctored Assessment

Students are required to complete a Custom Fundamentals Assessment Refresher through ATI in preparation for the Med Surg Dosage Calculation Proctored Assessment, both completed in the 353 course. Students are also encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-7.

ATI OB & Peds Dosage Calculation Preparation and Proctored Assessments

Students are required to complete the OB Dosage Calculation Proctored Assessment in the 341 course. In preparation for this assessment, students are encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-7. Students are required to complete the Pediatric Dosage Calculation Proctored Assessment in the 343 course. In preparation for this assessment, students are required to complete the Dosage Calculation & SMA 2.0 tutorials modules: dosage by weight, and pediatric medications.

ATI Critical Care Dosage Calculation Preparation and Proctored Assessment

Students are required to complete Critical Care Dosage Calculation Proctored Assessment in the 483 course. In preparation for this assessment, students are required to complete the Dosage Calculation & SMA 2.0 tutorials modules: critical care medications, and case studies and finals in the 481 course. Students are also encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-7.