UNIVERSITY *of* DUBUQUE

Nursing

BSN Student Handbook

2022-2023

2000 University Avenue
Dubuque, IA   52001-5099
563-589-3500
http://www.dbq.edu/nursing

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The BSN Student Handbook provides information regarding policies for students in the Nursing Program. Additional sources of information related to student policies are published in the University of Dubuque Student Handbook. Students are expected to be knowledgeable about these policies and procedures. If there are any questions, students should seek clarification from the Head of the Nursing Department. Additional course-specific policies may be found in the individual course syllabi.

Handbook Disclaimer: While the provisions of this handbook are as accurate and complete as possible, the Nursing Department reserves the right to change any provision herein if circumstances so warrant. Every effort will be made to keep students advised of such changes. It is the student's responsibility to know what changes have been made and to adhere to Handbook policies to complete the requirements of the program.

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NURSING STUDENT RIGHTS AND RESPONSIBILITIES

Within the University of Dubuque Nursing Program:

Students have a right to:	Students have a responsibility to:
1. Be treated in a caring, professional manner.	1. Behave in a caring, professional manner.
2. Be treated without discrimination based upon legally protected classifications, such as race, age, gender, disability, religion, color, and national origin.	2. Treat others without discrimination based upon legally protected classifications, such as race, age, gender, disability, religion, color, and national origin.
3. Be treated with respect and have academic and advising information treated confidentially.	3. Treat others with respect and treat their personal and health information confidentially.
4. Be informed of the criteria for admission, progression, and graduation.	4. Know and abide by criteria for admission, progression, and graduation as listed in the UD catalog and BSN Student Handbook. Satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession.
5. Have access to academic advising services.	5. Actively participate in the advising process with their academic faculty advisor. Come prepared for advisor appointments.
6. Receive information about course requirements at the onset of enrollment.	6. Read course syllabi, prepare for, and actively participate in classroom, clinical, and laboratory experiences. Verify assignments with the course instructors.

THE UNIVERSITY OF DUBUQUE MISSION

The University of Dubuque is a private university offering undergraduate, graduate, and theological seminary degrees, and other educational opportunities to educate and form the whole person. The University is comprised of individuals from the region, our nation, and the world.

As a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.

Therefore, the University of Dubuque is committed to:
- A hospitable Christian environment that respects other faith traditions;
- Relationships that encourage intellectual, spiritual, and moral development;
- Excellence in academic inquiry and professional preparation;
- A diverse and equitable community where Christian love is practiced;
- Stewardship of all God's human and natural resources;
- Zeal for life-long learning and service.

Community Standards

Grounded in the University's Mission, life in UD's residential community recognizes that community members' rights are accompanied by responsibilities. We are a community distinguished by a value-laden education that focuses on justice, ethics, and responsible stewardship within a globally diverse community.

We are committed to the Christian faith, and our belief leads us to hold a basic set of principles and standards regarding person and community behavior.

To that end, life in the University's community focuses on five hallmarks:

- **Integrity** – We value honesty and truthfulness in every aspect of campus life.

- **Worth of the Individual** – We value the intrinsic worth of every individual in our community and seek to honor different opinions, attitudes, backgrounds, and beliefs.

- **Self-Discipline** – We value intellectual, spiritual, and moral development and recognize the need for personal responsibility and responsible self-expression as we seek to become life-long learners and of service to the community.

- **Respect for Community Authority** – We value our freedom but understand the need to exercise that freedom responsibly within the guidelines set forth by this community.

- **Respect for Property and Stewardship of the Campus Environment** – We value the privilege of living together and understand that our responsibility as stewards of the community requires acting in ways that respect the property of others, the environment, and the future of this University.

General University of Dubuque Admission

An applicant for admission to the University of Dubuque undergraduate programs must be a graduate of a high school or possess an equivalent (GED) or possess an approved home school diploma. High school graduates should possess a minimum of 15 high school units of which 10 shall be from academic fields (English, Social Studies, Natural Science, Mathematics, Foreign Language). After a thorough evaluation, the Dean of Admission may admit students who fail to meet these admission standards, but demonstrate potential to benefit from and complete a University of Dubuque Education. In many cases, these students may be admitted to the Bridge Program as a condition of admission. In such cases, active participation in the Bridge Program is mandatory.

Convictions about Diversity, Inclusion, and Hospitality

Our University's historic Christian identity provides the basis for respecting a diversity of people and ideas, and our Mission commits us to be "a diverse and equitable community where Christian love is practiced."

We believe that this fundamental approach to living in community is in sharp contrast to cultural ideologies that value humans based on social standing, gender, race, orientation, ethnicity, nationality, or religion. We believe that hospitality is genuine attention and openness to "otherness" in a variety of forms. Therefore, we maintain our identities in an atmosphere of mutual respect and welcome. Acts that degrade others separate us from each other and from God. As a faith-based community of teaching and learning, we practice mutual respect, love of one another, and forbearance amid disagreements.

We are a complex educational community that intentionally seeks people with diverse political, social, religious and economic commitments, as we believe that is the best environment in which to form leaders. With an attitude of humility and by working together, we seek flourishing for all humanity

THE UNIVERSITY OF DUBUQUE NURSING PROGRAM

The Mission of the Nursing Department

In alignment with the mission of the University of Dubuque and within its perspective of academic inquiry, professional preparation, and Christian tradition and service, the mission of the Nursing Department is:

To educate professional nurses to provide ethical, evidence-based, collaborative care to meet the dynamic needs of diverse individuals and communities.

The Program/Learning Outcomes of the University of Dubuque:

Upon completion of the University of Dubuque Nursing Program, graduates will:

1. Integrate, translate, and apply established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences.

2. Apply clinical judgment to deliver person-centered care to patients, families, and communities in various settings.

3. Apply knowledge of social determinants of health to promote population health along the continuum from public health prevention to disease management of populations.

4. Synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.

5. Understand and apply established and emerging principles of safety and improvement science.

6. Collaborate, advocate, and communicate across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, and strengthen outcomes.

7. Coordinate resources to provide safe, quality, equitable care to diverse populations.

8. Understand and use information and communication technologies and informatics processes to provide care, gather data, and support decision-making

9. Formulate and cultivate a sustainable professional nursing identity, that reflects nursing's characteristics, values, and ethical commitments.

10. Participates in activities and self-reflection that foster lifelong learning, and personal health, and that support the development of nursing expertise and assertion of leadership.

Board of Nursing Approval and University and Nursing Accreditation

The University of Dubuque's pre-licensure baccalaureate program is approved by the Iowa Board of Nursing and is fully accredited by the American Association of Colleges of Nursing (AACN) Collegiate Commission on Nursing Education (CCNE). The University of Dubuque is accredited by the North Central Association of Colleges and Schools Higher Learning Commission. More information about accreditation is available at the following websites:

1. AACN -Commission of Collegiate Nursing Education (AACN-CCNE)
   http://www.aacn.nche.edu/Accreditation/index.htm

2. Iowa Board of Nursing (IBON)
   http://www.state.ia.us/government/nursing/

3. North Central Association – Higher Learning Commission (NCA-HLC)
   http://www.ncahigherlearningcommission.org/

21st Century Curriculum

The hallmark of the Nursing Program is the 21st-century curriculum to meet the demands of 21st-century health care. UD's program prepares nurses with a baccalaureate degree and focuses on the development of core competencies. Clinical experiences in specialty care are highlighted to meet the demands of employers, while rotations in rural health provide support to under-served populations in the tristate area.

The nursing curriculum is based on the Institute of Medicine (IOM) *Crossing the Quality Chasm* report[1], with its focus on ensuring quality health care, and the IOM's *Health Professions Education*[2] competencies for nursing, report, which defined the five core competencies required for all health professionals practicing in the 21st-century health care environment:

- Providing patient-centered care
- Teamwork and Collaboration
- Employing evidence-based practice
- Applying quality improvement
- Providing Safe Practice
- Utilizing informatics

The Department of Nursing follows the rules and regulations of the Iowa Board of Nursing Pursuant to 655 Iowa Administrative Code, Chapter 2, Section 2.3 (152), and uses the American Association of Colleges of Nursing (AACN) document - The Essentials: Core Competencies for Professional Nursing Education [3] to guide the program and course development.

Within *The Essentials*, 10 domains are included and are tailored to reflect the discipline of nursing. The domains and descriptors used in the *Essentials* are listed below.
- *Domain 1: Knowledge for Nursing Practice*
  - Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- *Domain 2: Person-Centered Care*

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[1] The executive summary of the IOM's Crossing the Quality (2001) report can be downloaded from the following website http://books.nap.edu/execsumm_pdf/10027.pdf.
[2] Health Professions Education: A Bridge to Quality (2003) Institute of Medicine (US) Committee on the Health Professions Education Summit; Editors: Ann C. Greiner and Elisa Knebel. National Academies Press, Washington (DC)
[3] The Essentials: Core Competencies for Professional Nursing Education *(*April 6, 2021). American Association of Collegees of Nursing. https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

- Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- *Domain 3: Population Health*
  - Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public
  - health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- *Domain 4: Scholarship for Nursing Discipline*
  - Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- *Domain 5: Quality and Safety*
  - Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- *Domain 6: Interprofessional Partnerships*
  - Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
- *Domain 7: Systems-Based Practice*
  - Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- *Domain 8: Informatics and Healthcare Technologies*
  - Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- *Domain 9: Professionalism*
  - Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- *Domain 10: Personal, Professional, and Leadership Development*
  - Descriptor: Participation in activities and self-reflection that foster personal health, resilience, well-being, and lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

In addition to domains, there are featured concepts associated with professional nursing practice that are integrated within the *Essentials*. A concept is an organizing idea or a mental abstraction that represents important areas of knowledge. These concepts truly are interrelated and interwoven within the domains and competencies, serving as a foundation to students' learning. The featured concepts are:
- *Clinical Judgment*

  As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking,

and clinical reasoning[1]. This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment, is directly related to care outcomes.

- *Communication*

  Communication, informed by nursing and other theories, is a central component of all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high-quality, individualized nursing care. With increasing frequency communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below).

- *Compassionate Care*

  As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people" [2]. Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.

- *Diversity, Equity, and Inclusion*

  Collectively, diversity, equity, and inclusion (DEI) refers to a broad range of individual, population, and social constructs and is adapted in the *Essentials* as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding. Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them [3,4].

- *Ethics*

  Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches[5]. There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice[6,7]. The study of ethics as it relates to nursing practice has led to the

1.   Manetti, W. (2019). Sound clinical judgment in nursing: A concept analysis. *Nursing Forum,* 54(1), 102-110.
2.   Murray, S., & Tuqiri, K. A. (2020). The heart of caring – understanding compassionate care through storytelling. *International Practice Development Journal*, 10(1), 4.
3.   American Association of Colleges of Nursing. (2017). *Diversity, equity, and inclusion in academic nursing*. Position statement. https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Diversity.
4.   Bloomberg. (2019). When addressing the Abilities community, words matter and people come first. https://www.bloomberg.com/company/stories/when-addressing-the-abilities-communitywords-matter-and-people-come-first/.
5.   Tubbs, J. B. (2009). *A handbook of bioethics terms*. Washington DC: Georgetown University Press.
6.   American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*.
7.   https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-fornurses/.
8.   International Council of Nurses. (2012). *ICN Code of Ethics for Nurses*. https://www.icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf.
9.   Melnyk, B., Fineout-Overhold, E., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice: Step by step: Igniting a spirit of inquiry. *American Journal of Nursing*, 109(11), 49-52.

exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.

- *Evidence-Based Practice*
  The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates the best evidence from studies and patient care data with clinician expertise and patient preferences and values[7]. In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice[1].

- *Health Policy*
  Health policy involves goal-directed decision-making about health that is the result of an authorized public decision-making process[2]. Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

- *Social Determinants of Health*
  Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."

Curriculum Focus on Crossing the Quality Chasm Goals and Health Profession Education Competencies

The nursing curriculum is based on the Institute of Medicine (IOM) *Crossing the Quality Chasm* (2001) report[3], with its focus on ensuring quality health care, and the IOM's *Health Professions Education* (2003) report, which defined the five core competencies required for all health professionals practicing in the 21st-century health care environment:

- Providing patient-centered care
- Working in inter-disciplinary teams
- Employing evidence-based practice
- Applying quality improvement
- Utilizing informatics

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[1] Nursing Mutual Aid. (2020) Personal communication, December 2020.

[2] Keller, T., & Ridenour, N. (2021). Ethics. In Giddens, J. (ed). *Concepts for Nursing Practice*, St. Louis: Elsevier.

[3] The executive summary of the IOM's Crossing the Quality (2001) report can be downloaded from the following website http://books.nap.edu/execsumm_pdf/10027.pdf.

UNIVERSITY of DUBUQUE
Nursing

Year One – Pre-Nursing

FALL SEMESTER		SPRING SEMESTER	
Course Title		**Course Title**	
WVS 101 World View Seminar I	3	**WVS 201** World View Seminar II	3
ENG 101 Composition and Rhetoric	3	**RES 104** Research Writing	3
PSY 110 Intro to Psychology	3	**CHM 105/L** Chemistry, Organic Chemistry, & Biochemistry and Lab	4
Personal/Financial Stewardship *Gen Ed*	3	Environmental Stewardship *Gen Ed*	3
MATH 112 Algebra (or higher-level math course)	3	**COM 101** Basic Speech Communication	3
*Physical Activity *Gen Ed*	1		
Total Credits	**16**	**Total Credits**	**16**

*Not required for students participating in intercollegiate athletics or ROTC.

Year Two – Pre-Nursing

FALL SEMESTER		SPRING SEMESTER	
Course Title		**Course Title**	
SOC 111 Sociology	3	Literature *Gen Ed*	3
BIO 205 Nutritional Physiology (or HWS 246 Human Nutrition)	3	**PSY 119** Life Span Development	3
BIO 314 Microbiology and Lab	4	**MATH 230** Intro to Statistics	3
HWS 248 Wellness *Gen Ed*	2	**NRS 201** Intro to Nursing:	3
BIO 211/L Anatomy & Physiology I and Lab	4	**BIO 212/L** Anatomy & Physiology II and Lab	4
Total Credits	**16**	**Total Credits**	**16**

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Year Three - Nursing Program

FALL SEMESTER		SPRING SEMESTER	
Course Title		**Course Title**	
NRS 303 Pathophysiology & Applied Pharmacology	6	**NRS 307/307L** Nursing Care of the Adult Population I: Health Care Team Prevention and Condition Management and Lab	4
NRS 310/310-L Basic Concepts & Skills in Nursing: Assessment	2		
NRS 311/311L Basic Concepts & Skills in Nursing: Nursing Interventions	2	**NRS 307-P** Nursing Care of the Adult Population I: Practicum	4
NRS 305 Nursing Care at the End of the Continuum: Aging	2	**NRS 308** Care of the Child-Bearing, Child-Rearing, and Pediatric Populations: Pathophysiology and Health Care Team Management	5
NRS 305–P Nursing Care at the End of the Continuum: Aging Practicum	1		
History/Philosophy/Politics *Gen Ed*	3	**NRS 308-P** Care of the Child - Bearing, Child-Rearing, and Pediatric Populations: Practicum	2
Total Credits (NRS 13 credits)	**16**	**Total Credits (NRS 15 credits)**	**15**

SUMMER SESSION I

Course Title

NRS 306 Nursing Care at the End of the Continuum: End of Life   3

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Year Four – Nursing Program

FALL SEMESTER		SPRING SEMESTER	
Course Title		**Course Title**	
NRS 415 Nursing Care of the Adult Population II: Health Care Team Prevention & Condition Management	3	**NRS 401** Health Care Research: Critique, Conduct, & Utilization for Evidence-Based Practice & Quality Improvement	3
NRS 415-P Nursing Care of the Adult Population II: Practicum	1	**NRS 402** Leadership and Management in Nursing and Health Care	3
NRS 309 Mental Health: Pathophysiology and Health Care Team Management**	4	**NRS 404** 21st Century Issues in Nursing and Health Care: Health Care Systems, Economics, and Politics (Intercultural Engagement)	2
NRS 309-P Care of the Patient With Mental Illness: Practicum	1		
NRS 403 Care of the Client Across the Age Continuum within the Context of Community	3	**NRS 495 –P** Senior Internship Practicum: Integration of Evidence-based Health Care Management, Quality Improvement, and Leadership (Senior Seminar/Capstone)	5
NRS 403-S Care of the Client across the Continuum within the Context of Community: Seminar	0		
NRS 403-P Care of the Client Across the Age Continuum within the Context of Community: Practicum	2	Judeo-Christian Traditions *Gen Ed*	3
Fine & Performing Arts *Gen Ed*	3		
Total Credits (NRS 14 credits)	**17**	**Total Credits (NRS 13 credits)**	**16**

Nursing Course Descriptions

NRS 201 Introduction to Nursing: Exploration of the Call to Service – Historical and Current Contexts   **(3 credits)**

A course designed to provide students an introduction to concepts of health, illness, and population health management, and an overview of the evolution and current status of nursing and health care. Students will gain knowledge of the history, core competencies, and challenges of nursing and health care. This course is a pre-requisite for admission to the nursing major.[2] The course fee is required and is non-refundable after the designated add/drop deadline. *Pre-requisite:* Must be a pre-nursing major.

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Describe the 21st-century challenges facing nursing and health care.

2. Define the concepts of health, illness, population health, prevention, and condition management.

3. Develop beginning expertise in the core nurse competency areas of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics.

4. Describe the evolution of health care systems' professional nursing, professional nursing education, and professional nursing associations.

5. Compare and contrast philosophies and theories of nursing.

6. Define and discuss the components of the nursing process and the research process.

7. Identify the myriad roles of nurses.

8. Discuss legal, ethical, and political issues in nursing.

9. Utilize library, intranet and internet resources, and other informatics tools to facilitate informed decision-making.

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[2] Transfer students who are accepted directly into the Nursing Program are permitted to take this course during their first year in the program.

NRS 303 Pathophysiology and Applied Pharmacology **(6 credits)**

A course designed to present clinical pathophysiological mechanisms of disease and injury, integrating the pharmacological principles and therapies necessary to provide quality health care to the adult population across the care continuum. Students will gain knowledge of the major categories of disease and injuries affecting the adult population, diagnostic testing, risk factors and genetic factors, medical treatments, as well as the interrelationships between pharmacological treatments and pathophysiology.
Pre-requisite: Admission into the Nursing Program.

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Identify and describe the core concepts of pharmacology, including drug regulation, drug classes, and schedules, pharmacokinetics, pharmacodynamics, patient safety, and error prevention.

2. Categorize and distinguish the spectrum of pathophysiology affecting body systems of the adult population, and the major drug classifications used to treat these diseases.

3. Discuss the mechanisms of disease underlying the priority acute and chronic pathophysiology affecting the adult population, and explain the mechanism of drug action, primary actions, and important adverse effects of the drugs used to treat these diseases.

4. Compare and contrast the signs and symptoms of priority acute and chronic pathophysiology of the adult population, and describe the rationale for the use of selected pharmacological interventions to treat them.

5. Describe appropriate patient education information regarding drug therapy.

6. Examine and discuss how patients' individual, cultural, and spiritual beliefs and practices might impact risk factors for disease and the use of medical and pharmacological treatment.

7. Describe best health care practices, including technology, to reduce the risk of harm to patients and providers in the administration of pharmacological interventions.

NRS 305 Nursing Care of the Older Adult Health Care Management Issues   **(2 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to ensure quality care to the older adult and older adult population. Students will gain knowledge of the major categories of pathophysiologies of disease affecting their older adult patients and the older adult population, as well as, the health care team management and nursing responsibilities for care.
Pre-requisites: Acceptance into the nursing major.
Co-requisite: NRS 305-P

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Describe the population health demographics of aging.

2. Discuss avenues for effective, respectful, and compassionate communication to ensure patient-centered care of the older adult.

3. Describe the current economic and health service delivery systems that define the care of the older adult in the United States and identify improvements in those systems that would facilitate greater achievement of optimum physical, cognitive, psychological, functional, social, and spiritual outcomes for the older adult.

4. Explain the physiologic, cognitive, psychological, functional, and social changes that occur in older adults.

5. Categorize and distinguish common conditions affecting the older adult population.

6. Classify and explain the evidence-based health care team management of each identified older adult population condition to improve the quality of life for older adult patients including:
    a. Prevention
        1) Pharmacologic
        2) Procedural
        3) Self-/Care-giver Management
    b. Assessment/Diagnostic Techniques
    c. Condition Management
        1) Pharmacologic
        2) Procedural Modalities
        3) Self-/Caregiver-Management

7. Examine and discuss how the patient's individual, cultural, and spiritual beliefs might impact the plan of care for the older adult.

NRS 305 Nursing Care of the Older Adult: Health Care Management Issues (2 credits)
(continued)

8. Analyze nursing's role in the health care team management of each identified older adult population condition.

9. Select quality metrics for various conditions affecting older adults, as well as, the quality improvement resources available to improve the safe, effective, and efficient health care team management of those conditions.

10. Identify and discuss ethical dilemmas involved in the prevention and condition management of older adult health.

11. Utilize library, intranet, internet resources, and other informatics tools to facilitate informed clinical decision-making regarding the care of older adults.

NRS 305-P Nursing Care of the Older Adult: Health Care Management Issues Practicum

Practicum   **(1 credit: 45 clinical hours)**

A continuum of care of the older adult clinical experience is designed to assist students in the application of essential health professional skills to improve the health outcomes of their older adult patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to older adult patients in the health care setting.
Pre-requisites: Acceptance into the nursing major.
Co-requisites: NRS 305

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Participate in the care team management of the health of older adults through communication and teamwork to ensure the implementation of appropriate medical and nursing interventions including:
     a. Prevention
          1) Pharmacology
          2) Procedural Modalities
          3) Self-/Caregiver-Management
     b. Screening/Assessment/Diagnostic Techniques
     c. Condition Management
          1) Pharmacology
          2) Procedural Modalities
          3) Self-/Caregiver-Management

2. Implement nursing assessment, diagnosis, planning, procedural/interventional, and evaluative techniques in the management of the health of older adults.

3. Identify and explain ethical dilemmas involved in the prevention and condition management of the health of older adults.

4. Integrate the patient's individual, cultural, and spiritual values into a patient-centered plan of care.

5. Adapt the nursing plan of care for the older adult to meet and/or exceed the identified quality of care metrics for this population.

6. Utilize evidence-based quality improvement resources to improve safe, effective, and efficient care team management of older adults' health.

7. Integrate the use of care setting intranet and internet resources and other informatics tools to facilitate informed clinical decision-making at the point of care.

NRS 306 Nursing Care at the End of the Continuum: End-of-Life   **(3 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality end-of-life care. Students will gain knowledge of the particular end-of-life needs and the evidence-based assessment and interventions needed to improve the quality of end-of-life experiences for patients and their families.
Pre-requisites: NRS 303, NRS 305/305P, NRS 310/310L, NRS 311/311L, NRS 307/307L/307P, and NRS 308/308P

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Describe the demographics of death.

2. Develop a personal advance care plan for health and death after an examination of personal, cultural, and spiritual beliefs.

3. Describe the current economic and health service delivery systems that define end-of-life care in the United States and identify improvements in those systems that would facilitate greater achievement of optimum end-of-life physical, psychological, social, and spiritual outcomes.

4. Discuss avenues for effective, respectful, and compassionate communication with the patient and family during end-of-life to ensure patient-centered care and the attainment of end-of-life physical, psychological, social, and spiritual outcomes for the patient at the end of life.

5. Discuss how to assist patients, families, colleagues, and one's self to cope with suffering, grief, loss, and bereavement at the end of life.

6. Examine and discuss how a patient's individual, cultural, and spiritual beliefs might impact the plan of care for the patient at the end of life.

7. Define continuous quality improvement for better end-of-life care and its goal of attaining optimum physical, psychological, social, and spiritual patient outcomes.

8. Utilize evidence-based symptom assessment and intervention toward physical, psychological, social, and spiritual needs to improve the quality of end-of-life experiences for patients and their families.

9. Identify the particular end-of-life needs of specific populations using evidence-based assessment and intervention to improve the quality of end-of-life experiences for patients and their families.

10. Discuss the legal and ethical aspects of End of Life Care.

NRS 307/307L Nursing Care of the Adult Population I: Health Care Team Prevention and Condition Management Theory and Lab   **(4 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population across the care continuum**.** The emphasis will be on the provision of safe nursing care for clients with various medical-surgical conditions including disorders of all body systems, structures, and functions. The nursing process of client assessment needs identification, planning (outcomes), interventions, and evaluation will be reinforced to provide safe and effective care. Students will gain knowledge of health care team management and nursing responsibilities for care. Theory, laboratory, and clinical experience are correlated to allow the student to gain more in-depth knowledge in the utilization of the nursing process and treatment modalities, including pharmacological treatment in caring for patients with selected medical-surgical conditions.
Pre-requisites: NRS 303, NRS 305/305P, NRS 306, NRS 310/310L, and NRS 311/311L
Co-requisite: NRS 307-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Utilize the nursing process to determine, based on physical, social, and psychological needs, the health care needs of adults with selected medical-surgical conditions.

2. Utilize the nursing process to determine the evidence-based health care team management of selected adult population medical-surgical conditions to include:
   a. Prevention
      1) Pharmacologic
      2) Procedural modalities
      3) Self-management
   b. Assessment/diagnostic techniques
   c. Condition Management
      1) Pharmacologic
      2) Procedural modalities
      3) Self-Management

3. Examine and discuss how the patient's individual, cultural, and spiritual beliefs might impact the plan of care for selected adult population medical-surgical conditions.

4. Identify and discuss ethical dilemmas involved in the prevention and condition management of selected adult population medical-surgical conditions.

5. Describe quality metrics for selected adult population medical-surgical conditions and quality improvement resources available to improve their safe, effective, and efficient health care team management.

6. Utilize library, intranet, internet resources, and other informatics tools to facilitate informed clinical decision-making.

NRS 307-P Nursing Care of the Adult Population I: Practicum **(4 credits: 180 clinical hours)**

A continuum of care of the adult health population experience is designed to assist students in the application of essential health professional skills to improve the health outcomes of their adult patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to adult patients in the health care setting using the essential health professional core competencies learned in NRS 303.
Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 310/310L, NRS 311/311L
Co-requisites: NRS 307/307L

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Participate in the health care team management of adult patient pathophysiology through communication and teamwork to ensure the implementation of appropriate medical and nursing interventions including:
   a. Prevention
      1) Pharmacologic
      2) Procedural Modalities
      3) Self-Management
   b. Assessment/Diagnostic Techniques
   c. Condition Management
      1) Pharmacologic
      2) Procedural Modalities
      3) Self-Management

2. Implement nursing assessment, diagnosis, planning, procedural/interventional, and evaluative techniques in the management of adult patient health.

3. Integrate the patient's individual, cultural, and spiritual values into a patient-centered plan of care.

4. Identify and explain ethical dilemmas involved in the prevention and condition management of the health of adult patients.

5. Adapt the nursing plan of care for the adult to meet and/or exceed the identified quality of care metrics for this population.

6. Utilize evidence-based quality improvement resources to improve safe, effective, and efficient health care team management of adult patient health.

7. Integrate the use of care setting intranet and internet resources and other informatics tools to facilitate informed clinical decision-making at the point of care.

NRS 308 Care of the Childbearing, Child-Rearing and Pediatric Populations: Condition and Pathophysiology Health Care Team Prevention and Condition Management **(5 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to childbearing, child-rearing, and pediatric populations. Students will gain knowledge of the major categories of conditions and the pathophysiology of disease affecting their childbearing, child-rearing, and pediatric patients and populations, as well as, the health care team management and nursing responsibilities for care.
Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 310/310L, and NRS 311/311L
Co-requisite: NRS 308-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Describe the population health demographics of the childbearing, child-rearing, and pediatric populations.

2. Discuss avenues for effective, respectful, and compassionate communication with the childbearing, child-rearing, and pediatric patients to ensure patient-centered care of childbearing, child-rearing, and pediatric patients/populations.

3. Describe the current economic and health service delivery systems that define the care of the childbearing, child-rearing, and pediatric populations in the United States and identify improvements in those systems that would facilitate greater achievement of optimum physical, cognitive, psychological, functional, social, and spiritual outcomes for this population.

4. Describe normal reproductive health and reproductive processes in the childbearing population.

5. Discuss normal growth and development of the pediatric population from conception through young adulthood.

6. Categorize and distinguish the spectrum of conditions and pathophysiology affecting the childbearing, child-rearing, and pediatric populations.

7. Discuss the mechanisms of disease underlying the priority acute and chronic conditions and pathophysiology affecting the childbearing, child-rearing, and pediatric populations.

8. Compare and contrast the signs and symptoms of priority acute conditions and pathophysiology of the childbearing, child-rearing, and pediatric populations.

9. Identify environmental conditions that affect normal growth and development and the future health of the pediatric population from conception through young adulthood.

NRS 308 Care of the Childbearing, Child-Rearing, and Pediatric Populations: Condition and Pathophysiology Health Care Team Prevention and Condition Management (5 credits)

(continued)

10. Classify and explain the evidence-based health care team management of each identified childbearing, child-rearing, and pediatric population pathophysiology to include:
    a. Prevention
        1) Pharmacologic
        2) Procedural
        3) Self-Management
    b. Assessment/Diagnostic Techniques
    c. Condition Management
        1) Pharmacologic
        2) Procedural Modalities
        3) Self-Management

11. Examine and discuss how the patient /patient family's individual, cultural, and spiritual values might affect the plan of care for the given pathophysiology.

12. Analyze nursing's role in the health care team management of each identified childbearing, child-rearing, and pediatric population pathophysiology.

13. Identify and discuss ethical dilemmas involved in the prevention and condition management of the childbearing, child-rearing, and pediatric population pathophysiology.

14. Describe quality metrics for various pathophysiology and quality improvement resources available to improve their safe, effective, and efficient health care team management.

15. Utilize library, intranet and internet resources, and other informatics tools to facilitate informed clinical decision-making.

NRS 308-P Care of the Childbearing, Child-Rearing and Pediatric Populations: Condition and Pathophysiology Health Care Team Prevention and Condition Management Practicum
(2 credits: 90 clinical hours)

A continuum of care of the childbearing, child-rearing, and pediatric population experience is designed to assist students in the application of essential health professional skills to improve the health outcomes of their childbearing, child-rearing, and pediatric patients. Students will participate in planning and providing safe, evidence-based, quality, patient-centered care to childbearing, child-rearing and pediatric patients in the health care setting using the essential health professional core competencies learned in NRS 308.
Pre-requisites: NRS 303, NRS 305/ 305-P, NRS 306, NRS 310/310L, NRS 311/311L
Co-requisite: NRS 308

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Participate in the care team management of the health of childbearing, child-rearing, and/or pediatric patients through communication and teamwork to ensure the implementation of appropriate medical and nursing interventions including:
    a. Prevention
        1) Pharmacologic
        2) Procedural Modalities
        3) Self-Management
    b. Assessment/Diagnostic Techniques
    c. Condition Management
        1) Pharmacologic
        2) Procedural Modalities
        3) Self-Management

2. Implement nursing assessment, diagnosis, planning, procedural/interventional, and evaluative techniques in the management of the health of childbearing, child-rearing, and pediatric patients.

3. Identify and explain ethical dilemmas involved in the prevention and condition management of the health of childbearing, child-rearing, and pediatric patients.

4. Integrate the patient's individual, cultural, and spiritual values into a patient-centered plan of care for the childbearing, child-rearing, and/or pediatric patient.

5. Adapt the nursing plan of care for the childbearing, child-rearing, and pediatric patients to meet and/or exceed the identified quality of care metrics for this population.

6. Utilize evidence-based quality improvement resources to improve safe, effective, and efficient care team management of the health of childbearing, child-rearing, and pediatric patients.

7. Integrate the use of care setting intranet and internet resources and other informatics tools to facilitate informed clinical decision-making at the point of care.

NRS 309 Mental Health: Pathophysiology and Health Care Team Management   **(4 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to ensure quality care of the mentally ill patient and the mentally ill population.   Students will gain knowledge of mental illness affecting patients and populations, as well as, the health care team management and nursing responsibilities for care.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/L, NRS 307-P,
　　　　　　　　NRS 308 / 308-P, NRS 310/310L, NRS 311/311L
Co-requisite: NRS 309-L

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Describe the population health demographics of mental illness.

2. Discuss avenues for effective, respectful, and compassionate communication to ensure patient-centered care of the mentally ill patient.

3. Identify and compose techniques of therapeutic communication.

4. Describe the current economic and health service delivery systems that define the care of the mentally ill in the United States and identify improvements in those systems that would facilitate improved quality of care for the mentally ill.

5. Categorize and distinguish the signs and symptoms of priority acute and chronic mental illnesses.

6. Classify and explain the evidence-based health care team management of each identified mental illness:
    a. Prevention
        1) Education in Specific Skills and Competencies
        2) Self-/Care-giver Management
    b. Screening/Assessment/Diagnostic Techniques
    c. Condition Management
        1) Psychopharmacology
        2) Procedural Modalities
            i.   Counseling
            ii.   Group and Family Interventions
            iii.   Cognitive and Behavioral Interventions
            iv.   Crisis Management
            v.   Self-/Caregiver-Management

7. Examine and discuss how a patient's individual, cultural, and spiritual beliefs might impact the plan of care for the mentally ill patient.

8. Analyze nursing's role in the health care team management of each identified mental health condition.

NRS 309 Mental Health: Pathophysiology and Health Care Team Management
                                                        (4 credits)

(continued)

9. Select quality metrics for the various mental health conditions, as well as, the quality improvement resources available to improve the safe, effective, and efficient health care team management of those conditions.

10. Identify and explain ethical dilemmas involved in the prevention and condition management of disorders of the mentally ill.

11. Utilize library, intranet, internet resources, and other informatics tools to facilitate informed clinical decision-making regarding the care of the patient with mental illness.

NRS 309-P Care of the Patient with Mental Illness: Practicum **(1 credit: 45 clinical hours)**

A practicum experience designed to assist students in the development of essential health professional skills and interventions to improve the health outcomes of patients with high-risk health behaviors and/or mental health conditions. Students will participate in counseling, group, and family cognitive and behavioral interventions, crisis management, and self-care/caregiver management laboratory and simulated experiences. The practicum also includes 20 direct patient care hours. Experiences are designed to decrease high-risk behaviors and improve mental health outcomes within the population.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/L, NRS 307-P,
                 NRS 308 / 308-P, NRS 310/310L, NRS 311/311L
Co-requisite: NRS 309

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Participate in the care team management of patients with mental illness(s) through communication and teamwork to ensure the implementation of appropriate medical and nursing interventions including:
    a. Prevention
        1) Education in Specific Skills and Competencies
        2) Self-/Care-giver Management
    b. Screening/Assessment/Diagnostic Techniques
    c. Condition Management
        1) Psychopharmacology
        2) Procedural Modalities
            (i) Counseling
            (ii) Group and Family Interventions
            (iii) Cognitive and Behavioral Interventions
            (iv) Crisis Management
            (v) Self-/Caregiver-Management

2. Implement nursing assessment, diagnosis, planning, procedural/interventional, and evaluative techniques in the management of patients with mental illness.

3. Identify and explain ethical dilemmas involved in the prevention, and condition management of mental illness.

4. Integrate the patient's individual, cultural, and spiritual values into a patient-centered plan of care for the mentally ill patient.

5. Adapt the nursing plan of care for the mentally ill patient to meet and/or exceed the identified quality of care metrics for this population.

6. Utilize evidence-based quality improvement resources to improve safe, effective, and efficient care team management of the patient with mental illness.

7. Integrate the use of care setting intranet and internet resources and other informatics tools to facilitate informed clinical decision-making at the point of care.

NRS 310/310L Basic Concepts and Skills in Nursing: Assessment   **(2 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. Students will develop systematic health assessment skills incorporating subjective and objective physical, laboratory, and technological assessment findings and other health care team member information and findings. Skills developed will be used as the basis for formulating nursing diagnoses and identifying interventions necessary to improve the health status of adults. **(1 credit theory/1 credit lab)**
Pre-requisite: Acceptance into the nursing major.

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Apply patient safety throughout the care episode through the implementation of evidence-based patient safety processes.

2. Develop quality, ethical, patient-centered care planning, and management by incorporating health-literacy-informed, evidence-based, and informatics-supported nursing assessment techniques.

3. Demonstrate systematic health assessment incorporating subjective, physical, laboratory/technological assessment findings, and other health care team member information to ensure the accurate and complete diagnosis of patient problems and the design of an evidence-based, patient-centered, nursing care plan.

4. Evaluate the effectiveness of the nursing care plan using evidence-based process and outcome assessment techniques.

NRS 311/311L   Basic Concepts and Skills in Nursing: Nursing Interventions   **(2 credits)**

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. Students will develop evidenced-based intervention skills integrated with critical thinking skills to determine the need for intervention and to select the appropriate interventions to achieve improved patient outcomes. Skills developed will be used to implement an integrated plan of care necessary to improve the health status of adults based on accurate assessment and nursing diagnosis.
Pre-requisite: Acceptance into the nursing major.

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Apply patient safety throughout the care episode through the implementation of evidence-based patient safety processes.

2. Develop quality, ethical, patient-centered care planning and intervention by incorporating health-literacy-informed, evidence-based, informatics-supported nursing interventions, and patient-self-management techniques.

3. Utilize systematic health assessment subjective, physical, laboratory/technological assessment findings, and other health care team member information and findings to inform intervention decisions.

4. Safely implement appropriate nursing and medically-ordered interventions for identified patient problems to improve patient health outcomes.

Evaluate the effectiveness of the nursing care interventions using evidence-based process and outcome assessment.

NRS 401 Health Care Research: Critique, Conduct, and Utilization for Evidence-Based Practice and Quality Improvement **(3 credits)**

A course designed to prepare students to utilize research to improve the quality of care for their patients and populations. Students will gain knowledge of the types and processes of research. Students will develop skills in critical analysis of research for application to their nursing practice.
Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/L, NRS 307-P, NRS 308/ 308-P, NRS 309/309L, NRS 310/310L, NRS 311/311L, NRS 403/403P, NRS 415/415P

Learning Outcomes:

Upon completion of this course, the student will be prepared to:

1. Discuss the history of nursing research and its relationship to, and impact on, practice.

2. Identify the steps of the research process.

3. Describe and distinguish the types and processes of quantitative and qualitative research.

4. Differentiate data collection for research from data collection for purposes of quality improvement.

5. Critically analyze research articles, meta-analyses, and practice guidelines using established criteria.

6. Examine the research regarding a clinical problem; identify the best evidence-based clinical solution and the grade of evidence for the clinical solution to that problem.

7. Interpret the research evidence regarding the implementation of evidence-based practices.

8. Discuss ethical issues regarding the conduct and utilization of research.

NRS 402 Leadership and Management in Nursing and Health Care   **(3 credits)**

A course designed to prepare students for management and leadership within the health care setting. Students will gain knowledge of theories and skills of management and leadership and integrate this knowledge with the essential core competencies to promote health care teamwork in affecting the highest quality patient-centered care.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/L, NRS 307-P,
                 NRS 308/ 308-P, NRS 309/309L, NRS 310/310L, NRS 311/311L,
                 NRS 403/403-P, NRS 415/415-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Differentiate and evaluate theories and applications of power, organization, motivation, change, decision-making, communication, team building, quality improvement, and conflict management as they relate to health care management and leadership.

2. Describe and analyze the effectiveness of management in health care systems in achieving benchmark population health outcomes in quality, cost, access, and patient and provider satisfaction.

3. Evaluate the effectiveness of leadership within a health care system in achieving benchmark population health outcomes in quality, cost, access, and patient and provider satisfaction.

4. Discuss and analyze ethical and legal issues that arise in the management and leadership of health care systems.

5. Promote health care teamwork to affect the highest quality patient-centered care through the use of communication, relationship–building, quality improvement, management, and leadership skills.

NRS 403 Care of the Client across the Continuum within the Context of Community
(3 credits)

A course designed to prepare students in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to meet the multidimensional health care needs of populations within a community context. Students will gain knowledge of community health frameworks used; multicultural, social, and environmental factors considered; and the spectrum of conditions/pathophysiology affecting vulnerable populations, as well as, the health care team management and nursing responsibilities for the care of the community as a client.

Pre-requisites: NRS 303, NRS 305/ 305-P, NRS 306, NRS 307/307L, NRS 307-P,
NRS 308/308-P, NRS 310/310L, NRS 311/311L
Co-requisite: NRS 403-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Categorize and distinguish the spectrum of conditions/pathophysiology's affecting the U.S. and other developed nation populations and the spectrum of conditions/pathophysiology's affecting the populations of developing nations.

2. Classify and explain theoretical frameworks used in community health nursing.

3. Discuss the components and processes of population-focused community assessment and community intervention, including program planning, implementation, and evaluation.

4. Discuss the components and processes of assessment and intervention targeted toward the individual and/or family within the home environment.

5. Articulate trends and issues that have implications for community health, including diverse cultural, social, and environmental factors that influence community health and resource allocation.

6. Discuss the evidence-based, community-focused prevention and condition management of crosscutting population health issues and conditions.

7. Identify and discuss evidence-based, community-oriented prevention and condition management strategies, programs, resources, and other interventions targeted at promoting and preserving the health of vulnerable populations.

8. Analyze nursing's role in the care team management of the health of individuals, families, populations, and communities.

9. Select quality metrics for various population health conditions, as well as, the quality improvement resources available to improve the safe, effective, and efficient health care team management of those conditions.

10. Identify and discuss ethical dilemmas involved in the prevention and condition management of care of the populations and individuals within the context of the community.

11. Utilize library, intranet, internet resources, and other informatics tools to facilitate informed clinical decision-making.

NRS 403-P Care of the Client across the Continuum within the Context of Community:
Practicum   **(2 credits: 90 clinical hours)**

A continuum of care community health population experience is designed to assist students in the application of essential health professional skills to improve the health outcomes of populations within a community context. Students will participate in planning and providing safe, evidence-based, quality, health care to populations within a community health care setting using the essential health professional core competencies learned in NRS 403.

Pre-requisites: NRS 303, NRS 305/ 305-P, NRS 306, NRS 307/307L/NRS 307-P,
                    NRS 308/308-P, NRS 310/310L, NRS 311/311L
Co-requisite: NRS 403

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Participate in the care team management of the health of individuals and populations within the community through communication and teamwork to ensure the implementation of appropriate medical and nursing interventions including:
    a. Prevention
        1) Pharmacology
        2) Procedural Modalities
        3) Self-/Caregiver-Management
    b. Screening/Assessment/Diagnostic Techniques
    c. Condition Management
        1) Pharmacology
        2) Procedural Modalities
        3) Self-/Caregiver-Management

2. Implement nursing assessment, diagnosis, planning, procedural/interventional, and evaluative techniques in the management of the health of individuals and populations within the community.

3. Identify and explain ethical dilemmas involved in the prevention and condition management of the health of individuals and populations within the community.

4. Integrate the patient's and/or the population's individual, cultural, and spiritual values into a patient/population-centered plan of care for populations and individuals within the context of the community.

5. Adapt the nursing plan of care for the populations and individuals within the context of the community to meet and/or exceed the identified quality of care metrics.

6. Utilize evidence-based quality improvement resources to improve safe, effective, and efficient care team management of the health of individuals and populations within the community.

7. Integrate the use of care setting intranet and internet resources and other informatics tools to facilitate informed clinical decision-making at the point of care.

NRS 404 21st Century Issues in Health Care: Health Care Systems, Economics, and Politics

(2 credits)

This course examines global, economic, organizational, and political contexts within which health care occurs. Students will gain an understanding of the dynamic interrelationships between the economic, political, and health care systems and will acquire knowledge and skills necessary for the development and implementation of change at the organizational, political, economic, and regulatory levels.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/307L/307-P,
NRS 308/308-P, NRS 309/309L, NRS 310/310L, NRS 311/311L,
NRS 403/403-P, NRS 415/415-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Analyze the status of the US health care system in the 21st century.

2. Critically analyze the health care systems of the US and other countries to identify system changes and/or enhancements that would optimize that system's health outcomes.

3. Develop a systematic change process for implementation of a health care delivery innovation or change to improve quality of care and health outcomes.

4. Describe the impact of economics on the delivery of health care.

5. Present a case for or against the passage of health care legislation using a systematic process of issue analysis.

6. Depict how participation in political, regulatory, and health care organizational processes can promote improvements in health care delivery systems and practices.

NRS 415 Nursing Care of the Adult Population II: Health Care Team Prevention & Condition Management

(4 credits)

As a continuation of NRS 307, this course resumes the development of student preparation in the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care to the adult population. The emphasis will be on the priority areas for national action identified by the Institute of Medicine, as well as complex medical-surgical conditions. Students will also build on the knowledge of health care team management and nursing responsibilities for care. Theory and clinical experience (NRS 415P) are correlated to allow the student to continue to develop skills in the utilization of the nursing process and treatment modalities, including pharmacological treatment in caring for patients with high priority and complex medical-surgical conditions. Upon successful completion of this course, students will be able to apply the nursing process from the perspective of care coordination, self-management, and health literacy to the identified priority areas of care and complex medical-surgical conditions.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/307/L/307-P, NRS 308/308-P, NRS 310/310L, NRS 311/311L.
Co-requisite: NRS 415-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Demonstrate understanding of the concepts of care coordination, self-management, and health literacy, as they relate to quality and safety, and utilize them in the nursing process to determine the health care needs of adults with conditions included in the priority areas of care, as well as complex medical-surgical conditions.

2. Utilize the nursing process, with an emphasis on care coordination, self-management, and health literacy, to determine the evidence-based health care team management for the priority areas of care, as well as complex medical-surgical conditions:
    a. Prevention
        1) Pharmacologic
        2) Procedural modalities
        3) Self-Management
        4) Health Literacy
    b. Assessment/Diagnostic Techniques
    c. Condition Management
        1) Pharmacologic
        2) Procedural modalities
        3) Care Coordination
        4) Self-Management
        5) Health Literacy

3. Examine and discuss how patients' individual, cultural, and spiritual beliefs might affect the plan of care for the priority areas of care, as well as complex medical-surgical conditions.

4. Identify and discuss ethical dilemmas involved in prevention and condition management as they are related to the priority areas of care, as well as complex medical-surgical conditions.

NRS 415 Nursing Care of the Adult Population II: Health Care Team Prevention & Condition Management
(continued)

5. Describe quality metrics for the priority areas of care, as well as complex medical-surgical conditions, and quality improvement resources available to improve their safe, effective, and efficient health care team management.

6. Utilize library, intranet, internet resources, and other informatics tools to facilitate informed clinical decision-making for the priority areas of care, as well as complex medical-surgical conditions.

NRS 415-P Nursing Care of the Adult Population II: Practicum   **(1 credit: clinical 45 hours)**

As a continuation of NRS 307-P, this course resumes the development of student preparation in the area of adult health population experiences designed to assist students in the application of essential health professional skills to improve the health outcomes of their adult patients. The emphasis will be on patients who fall within the priority areas for national action identified by the Institute of Medicine, as well as complex medical-surgical conditions. Upon successful completion of the course, students will participate in planning and providing safe, evidence-based, quality, patient-centered care to adult patients, in and out of health care settings, using the essential health professional core competencies learned in pre-requisite courses.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/307/L/307-P, NRS 308/308-P,
          NRS 310/310L, NRS 311/311L
Co-requisite: NRS 415

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Participate in the health care team management of adult patient pathophysiology through communication and teamwork to ensure the implementation of appropriate medical and nursing interventions, particularly for patients identified within the priority areas of care, as well as complex medical-surgical conditions:
    a. Prevention
        1) Pharmacologic
        2) Procedural modalities
        3) Self-Management
        4) Health Literacy
    b. Assessment/Diagnostic Techniques
    c. Condition Management
        1) Pharmacologic
        2) Procedural modalities
        3) Care Coordination
        4) Self-Management
        5) Health Literacy

2. Implement nursing assessment, diagnosis, and planning, procedural/interventional, and evaluative techniques in the management of adult patient health, with an emphasis on the priority areas of care, as well as patients with complex medical-surgical conditions.

3. Integrate the patient's individual, cultural, and spiritual values into a patient-centered plan of care, with an emphasis on the priority areas of care, as well as patients with complex medical-surgical conditions.

4. Identify and explain ethical dilemmas involved in prevention and condition management of the health of adult patients, with an emphasis on the priority areas of care, as well as patients with complex medical-surgical conditions.

5. Adapt the nursing plan of care for the adult to meet and/or exceed the identified quality of care metrics for the population of patients who fall within the priority areas of care, as well as patients with complex medical-surgical conditions.

6. Utilize evidence-based quality improvement resources to improve safe, effective, and efficient health care team management of adult patients who fall within the priority areas of care, as well as patients with complex medical-surgical conditions.

NRS 415-P Nursing Care of the Adult Population II: Practicum **(1 credit: clinical 45 hours)**
(continued)

7. Integrate the use of care setting intranet and internet resources and other informatics tools to facilitate informed clinical decision-making at the point of care, with an emphasis on the priority areas of care, as well as patients with complex medical-surgical conditions.

NRS 495-P Senior Internship Practicum: Integration of Evidence-Based Health Care Management, Quality Improvement, and Leadership (Capstone)

(5 credits: 225 clinical hours)

A capstone clinical experience designed to allow students the opportunity to synthesize the essential health professional core competencies of critical thinking, communication, patient-centered care, evidence-based practice, teamwork, quality improvement, and informatics necessary to provide quality health care. Students will participate in planning and providing safe, evidence-based, quality, health care to patients, families, and populations within the health care setting using the essential health professional core competencies learned in previous nursing courses.

Pre-requisites: NRS 303, NRS 305/305-P, NRS 306, NRS 307/307L/307-P,
NRS 308/ 308-P, NRS 309/309L, NRS 310/310L, NRS 311/311L,
NRS 403/403-P, NRS 415/415-P

Learning Outcomes: Upon completion of this course, the student will be prepared to:

1. Deliver patient-centered care that is ethical, safe, effective, efficient, timely, and equitable using systematic assessment and critical analysis of the care situation and application of the best evidence, best practices, available technology, cultural considerations, and ethical tenets.

2. Promote health care teamwork to affect the highest quality, patient-centered care through the use of communication, relationship–building, quality improvement, management, and leadership skills.

3. Optimize patient, family, and population health and self-care ability in a variety of health care settings by constantly seeking to identify, develop, implement, and maintain best health care practices with other health care team members.

4. Identify, analyze, and maximize personal and professional opportunities for growth.

5. Participate in the healthcare setting organizational processes to promote improvements in healthcare delivery systems and practices.

ADMISSION TO THE UNIVERSITY OF DUBUQUE PRE-LICENSURE PROGRAM

BACHELOR OF SCIENCE IN NURSING PROGRAM
The University of Dubuque Nursing Department prepares students for a BSN degree. Graduates may apply to take the National Council Licensure Examination (NCLEX-RN) to earn licensure as registered nurses.

Students who desire to major in nursing must be formally admitted to the Nursing Program to graduate. Admission is a formal process that requires that the student meet the established criteria. Students must have applied to the Nursing Program before they can register for any nursing core courses (NRS 303 or above). Once admitted, a student must adhere to the standards and requirements set forth by the Nursing Program. Students may be provisionally registered for nursing courses, pending completion of the application process. If the student fails to meet the established admission criteria before the start of fall classes, the student will be administratively withdrawn from all nursing courses.

Application for Admission to the UD Nursing Program

Direct Admissions

Applicants meeting all or lacking one of the published criteria listed below will be invited to apply for Direct Admission. Applicants are urged to meet all minimum requirements. For direct admission, students must meet *all* other listed requirements.
Eligibility Criteria:
- Minimum 3.8 or higher cumulative GPA (can be weighted or unweighted)
- 4 years of High School English
- 1 year of High School Biology
- 1 year of High School Chemistry
- 1 year of each: Algebra I, Algebra II, and Geometry
- 3 years of High School Social Studies

OR an ACT 25 composite or greater or SAT 1210 total or greater

High School students who do not meet the eligibility requirements for Direct Admission should look at the **Standard Admission** process.

UD Nursing recognizes that not all students have completed the requirements for direct admission out of high school and that many students change their majors or pursue a second degree in nursing. UD is committed to offering seats to students who follow this pathway, however, this program is competitive. Students must meet the minimum criteria noted below to be considered for admission to the pre-licensure undergraduate Bachelor of Science in Nursing program. Admission will be offered conditionally pending completion of all requirements. Students who are not direct admission students will enroll at the University of Dubuque as Pre-Nursing students, and/or transfer students earn admission to the UD Nursing via the Standard Admission process (below). These students must complete designated prerequisites and apply for admission to the department after or while completing the final prerequisites for the nursing major. The Department of Nursing will admit a cohort of up to 32 students who begin the nursing major each fall semester.

BSN PROGRAM ADMISSION TABLE FOR STANDARD and PROBATIONARY ADMISSIONS

BSN Program Admission Table for Competitive Admissions (Pathway II)

Minimum Admission Criteria*	Unconditional Admission	Probationary Admission**
Completion of pre-requisite courses: (COM 101, ENG 101, RES 104, MATH 112, BIO 211/212, CHM 105/L, PSY 119, BIO 205, NRS 201, BIO 314, PSY 110, SOC 111, MATH 230	All transcripts received. Grade of C or better in each pre-requisite course. No pre-requisite may be repeated more than once. Transfer students may take NRS 201 after entry into program with advisor approval.	
Certified Nursing Assistant (CNA)	Certification obtained. Listed on Iowa Direct Care Worker Registry.	
At least sophomore standing	24 credits or more	
Pre-nursing GPA 3.0	Pre-nursing cumulative GPA >3.0	Pre-nursing GPA 2.9 – 3.0
Science GPA 3.0	Science pre-requisite GPA >3.0	Science pre-requisite GPA 2.9 – 3.0
Good health	Physical assessment and statement of health completed.	
Proof of required immunizations	Statement of required immunizations on file.	
Criminal background check	Successfully completed federal and state criminal background and dependent abuse background checks.	
CPR and First Aid Certification	Attained CPR for health professionals and First Aid certification.	
References	Provided 2 references from former professors of natural and social sciences.	
Proficient TEAS®	Attained a score in the Proficient Category on the TEAS® within two attempts.	Attained Proficient Category TEAS score within three attempts
English Proficiency	Attained an English proficiency score of 84 or above with a minimum speaking score of 26 for TOEFL iBT or a 6.5 overall IELTS band score with a minimum of 6.0 in any one IELTS module.	

*Completion of the pre-requisite courses and achievement of the minimum criteria do not guarantee admission into the nursing major. Enrollment in the final two years is limited and thus the admission process is selective. Consistent with the mission of the University of Dubuque (UD) the UD Nursing program is committed to educating nurses from backgrounds reflective of the rich diversity of the patients, families and communities of those who will be served by our graduates. Therefore, when there are more applicants to the program than available seats, applicants who meet the minimum program requirements will be reviewed under a Holistic Admissions process. Under this process, each applicant's commitments and strengths related to academic history, service, leadership, diversity, and overcoming challenges will be considered as a whole when scoring admission materials.

**Students admitted under "Probationary Admission" status must adhere to the following conditions. Nursing students on probationary admission:

- Will not take more than 16 credit hours in any fall or spring semester.
- Must contact their nursing course instructor within 5 working days of any exam score < 73% to determine recommended remediation strategies.
- Will meet with their nursing advisor at least two times per semester, once prior to midterm and once for usual registration advising session.
- Will follow-up with any instructor and/or advisor referrals to the Academic Success Center, Smeltzer-Kelly Student Health Center, etc.

Students under probationary status who do not comply with stated conditions may be dismissed from the nursing program at the discretion of UD Nursing Program and UD Academic Affairs

- Must contact their nursing course instructor within 5 working days of any exam score < 73% to determine recommended remediation strategies.
- Will follow up with any instructor and/or advisor referrals to the Academic Success Center, Smeltzer-Kelly Student Health Center, etc.

Students under probationary status who do not comply with stated conditions may be dismissed from the nursing program at the discretion of the UD Nursing Program and UD Academic Affairs

SUMMARY OF GPA AND COURSE GRADE REQUIREMENTS

1. Minimum overall GPA of 3.0 or higher in all Nursing Program pre-requisite courses.

2. Minimum science (Anatomy and Physiology I & II, Chemistry 105, and Microbiology) pre-requisites GPA of 3.0.

3. A minimum grade of "C" (2.0) in each of the Nursing Program pre-requisite courses.

4. Students may have repeated any Nursing Program pre-requisite course **only one time.**

5. Students for whom English is not the first language. According to the National Council of State Boards of Nursing[5], students must obtain an English proficiency of 84 with a minimum speaking score of 26 for TOEFL iBT or an IELTS of 6.5 overall band score minimum and a minimum of 6.0 in any one IELTS, this is the minimal level of English proficiency needed to perform entry-level nursing safely and effectively.

6. Students who have been enrolled in a nursing program elsewhere must show evidence they left their previous nursing program in good standing and are currently eligible to continue enrollment in that program. This requires that a letter from the director of their previous program (Dean, Chair, or Department Head) be sent directly to the UD Nursing Department (2000 University Ave., Dubuque, IA 52001) confirming good standing. Students who cannot provide evidence of good academic standing (i.e. was not dismissed from the program, did not fail to meet academic requirements for nursing, are not prohibited from returning to the nursing program, etc.) will not be considered for admission to UD's BSN program.

Nursing Pre-Requisite Courses

COM 101	Speech Communication*
ENG 101	Composition and Rhetoric *
RES 104	Research Writing *
MATH 112	College Algebra
BIO 211/L and 212/L	Anatomy and Physiology I and II **
CHM 105/L	Chemistry, Organic Chemistry, and Biochemistry
PSY 119	Life Span Development
BIO 205	Nutritional Physiology (will also accept HWS 246)
NRS 201	Introduction to Nursing: Exploration of the Call to Service***
BIO 314/L	Microbiology **
PSY 110	Introduction to Psychology
SOC 111	Introduction to Sociology
MATH 230	Elementary Statistics

*These *pre-requisites* are waived for students entering the major with an Associate of Arts, Associate of Science, or Bachelor degree from an accredited 2-year or 4-year institution.
No online lab courses will be accepted for BIO 314L, Microbiology and BIO 211/L and 212/L, Anatomy and Physiology I and II.
***This course may be waived as a pre-requisite for students transferring **directly** into the Nursing Program; however, it must be taken during the 2nd semester of the Nursing Program (Spring following Fall entry).

Faculty Advising to Facilitate Entry, Admission, and Progression

At the time of admission to UD, all first-year Pre-Nursing majors are assigned to the UD freshman advisor. Each second-year, second semester, pre-nursing student will be assigned to a Nursing faculty advisor. The Nursing faculty advisor will assist the student with academic concerns and questions regarding the successful progression and completion of the Nursing Program.

Students are encouraged to meet with their advisor regularly to assure the appropriate scheduling of courses and continuous progress through the major. Students who have questions about their academic status will find their advisor very helpful in offering assistance or making the appropriate referrals to those who can assist students with their specific needs.

University of Dubuque Academic Catalog

Students are encouraged to obtain a copy of the *University of Dubuque Catalog* and *Student Handbook* and to become familiar with their content. Catalogs are available from the Admissions Office or online on the UD website. Policies and procedures contained in the University of Dubuque Catalog and Student Handbook apply to all students of the University, including those enrolled in the Nursing Program.

Academic Transcripts

When transferring credit from another institution, official transcripts must be submitted directly
to **Registrar Office**
    University of Dubuque
    2000 University Avenue
    Dubuque, IA 52001
    563-589-3575

Financial Aid

The Free Application for Federal Student Aid (FAFSA) is the form required by the University of Dubuque to determine a student's eligibility for financial assistance. Financial assistance is available to students in the form of grants, scholarships, loans, and employment. More information about financial planning at the University of Dubuque can be found on the UD website.

Nursing Scholarships

Scholarships are available to students once they are enrolled in the Nursing major. Students must be in good standing in all current nursing courses to be eligible for consideration. When selecting scholarships recipients, nursing faculty consider the following as they relate to leadership, compassion, and professional promise:
1. Professional Behavior – Students are role models to other students including but not limited to: class preparation, attendance, and demeanor.
2. Teamwork – Students are involved in an organization in the community or on the UD

campus that promotes and engages the student in group projects or activities.
3. Leadership – Students are involved in and/or act as officers in organizations on the UD campus or in the community.

Special Fees and Miscellaneous Costs Related to the Nursing Program

Students enrolled in the University of Dubuque Nursing Program should be aware that there are miscellaneous costs and special fees that will be assessed as they continue their course of study. Once paid, special fees are non-refundable.

Pre-Nursing Special Fees
    1. Assessment Technology Institute (ATI) Learning System

1st Year Nursing Program Special Fees
    1.   Assessment Technologies Institute (ATI) Learning System (fee for every semester while in major)
    2.   Nursing laboratory equipment and supply kit
    3.   Electronic handheld technology (if a student does not already own it)
    4.   Medical and pharmaceutical software (purchased through the nursing department)
    5.   National Student Nursing Association membership (annual fee)
    6.   Nursing student liability insurance (annual fee)
    7.   Student nurse name tag
    8.   Annual drug screening (and repeats as necessary)

Miscellaneous Costs (not included in student fees)
    1.   Health Care Professional/Professional Rescuer BLS classe as needed
    2.   Required annual immunizations/tests (i.e. annual tuberculin test, flu injections)
    3.   Textbooks and study guides
    4.   Watch second hand
    5.   Nursing student uniforms, including nursing shoes
    6.   Expenses associated with travel to clinical sites and labs, including parking fees
    7.   Additional course-specific fees as described in the course syllabi
    8.   Criminal Background Check

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Explanation of Specific Fees

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Criminal Background and Dependent Abuse Checks

All UD Nursing students are required to undergo and pass state and federal criminal background and dependent abuse checks before entry into the Nursing Program. Newly initiated registered nurse licensure regulations require that applicants for licensure have no history of child or vulnerable adult abuse, exploitation, or other felonies. In addition, healthcare organizations providing clinical sites for nursing students often require documentation of these checks. Any positive background checks require the Department and student to report the occurrence to the Iowa Department of Human Services via form 470-2310 Record Validation.

ATI Testing Program

The UD Nursing Program is designed to prepare students to be competent graduate nurses and to pass the NCLEX-RN examination required for nurse licensure. Part of this preparation includes practice with NCLEX-RN test item content, format, and the online testing environment. To prepare students, the Nursing Program utilizes the ATI preparation program. The use of this comprehensive testing and learning program is integrated throughout the UD Nursing Program. The ATI testing program incorporates proctored online examinations identifying student areas of weakness that require remediation as well as remediation materials (interactive test items, reading recommendations) to aid in student success in nursing courses and preparation for taking the NCLEX-RN examination following graduation. Level II is considered the benchmark for content mastery series tests.

ATI provides more than just testing. It is a learning system that includes assistance with study skills, nursing skills modules, and various other resources. Students will be enrolled in the ATI learning system each semester they are taking nursing courses beginning with the first nursing course, NRS 201 Introduction to Nursing, which is taken before beginning the nursing major. There is a fee associated with enrollment in ATI which is charged to students each semester they are taking nursing courses. Fees begin with NRS 201 Introduction to Nursing.

ATI exams will be incorporated into nursing courses for which there are appropriate corresponding ATI exams, including NRS 201 Introduction to Nursing, to introduce students to exam logic and other modules to help prepare them for the nursing curriculum. ATI exam scores will also be included in the calculation of course grades. Students are encouraged to refer to the syllabus for each nursing course for details on individual course ATI exams.

All seniors will be enrolled in the Virtual ATI Tutor program during the final semester of coursework. Students must complete the Virtual ATI (VATI) and receive the green light from the ATI mentor before the Nursing Department Head will clear transcript release from the Registrar for application for licensure by examination (NCLEX) to the Board of Nursing. For states that require the Department Head's signature for application, the form will be signed after the green light is received.

Nursing Laboratory Equipment and Supplies

Students are required to purchase a laboratory kit. This kit contains lab supplies and equipment necessary for lab experiences and nursing skills practice. The kits are custom-made for the University of Dubuque Nursing Department and are distributed during NRS 311L.

Hand-Held Electronic Device-Based Medical and Pharmaceutical Software

The UD Nursing Program is designed to integrate the use of informatics into the curriculum. Students are required to purchase a hand-held device and software that they will utilize in the classroom and laboratory/clinical experiences. One example of the use of this software is to look up a patient's medication (drug, dose, route, contraindications, side effects) before medication administration. UD procures the hand-held software at a discounted rate to decrease student costs, standardize equipment used for class participation, and troubleshoot purchases.

Certified Nursing Assistant Certification

The focus of the UD Nursing Program is to ensure that students acquire the professional skills of nursing assessment, diagnosis, intervention, and evaluation that move the patient toward improved health. These professional skills build upon the basic care skills of the certified nursing assistant. Students are encouraged to obtain experience as a CNA in a hospital or other health care agency to gain proficiency and expertise in basic care skills.

Health Care Professional BLS

UD Nursing Program students will have clinical experiences within the hospital and within the community and must be prepared to respond appropriately in the event of an emergency health situation.

Student Travel to and from Clinical Sites

Students will be responsible for their transportation to and from clinical sites. The majority of clinical sites are within the city of Dubuque. However, for some clinical experiences, students will be required to travel within a 90-mile radius of Dubuque.

Students should be aware that if they charge passengers a fee when they are driving their car (or any car), most personal automobile insurance policies do not cover damages as this is considered providing a paid "taxi" service. Students are advised to review the terms and conditions of their insurance coverage. Students assume all risks associated with their transportation to and from clinical sites.

Student Nurse Liability Insurance

Nursing Program students are covered with a blanket liability insurance policy purchased by the UD Nursing Program. Participation in this coverage is mandatory, and the cost for this coverage is included in nursing student fees annually.

Annual Drug Testing

Local hospitals require annual drug testing for nursing students to be allowed to provide patient care in their clinical settings. Refer to Substance Abuse policy for details.

PROGRESSION IN THE NURSING PROGRAM

Graduation Requirements

To graduate, students must complete all nursing courses and all University of Dubuque general education/CORE requirements.

Progression in all nursing courses and the UD Nursing Program is also contingent on complying with all UD BSN Student Handbook policies and procedures related to professionalism. One or

more instances of non-compliance with the professionalism policies can result in dismissal from the UD Nursing Program.

Progression

Every nursing course must be completed with a course grade of "C" (2.0) or better for students to progress. Assessment of student learning in each course may include the typical evaluation activities such as attendance, exam performance, completion of course assignments, ATI exam performance, class participation, clinical performance, etc. Evaluation activities are individualized to each course and may vary according to content and course objectives. Students are responsible for being familiar with the syllabus of each course. Students are encouraged to ask questions to clarify assignments and course expectations with the course instructor directly.

Most nursing clinical courses are taken concurrently with the co-requisite theory/lab courses and are designed for students to apply knowledge and master essential skills learned in the theory/lab courses. In addition, course content builds upon the content and skills learned in previous courses; therefore, students must demonstrate mastery of previous material before beginning successive course work. Students who do not successfully pass a clinical/theory/lab course must repeat the failed course **and** the co-requisite clinical, theory, or lab courses to progress in the Nursing Program.

In nursing courses where the didactic and the corresponding clinical or lab course occur within the same semester but do not run concurrently (NRS 305/NRS 305-P, NRS 308/NRS 308P), students must be successfully passing the didactic course before being able to begin the corresponding clinical course.

Repeating a Course

Students who do not complete a nursing course with a grade of "C" or better will not progress. When a student must repeat a course that has a co-requisite course, the student must repeat all co-requisite courses to progress. When students must repeat a course, they will work with their nursing faculty advisor in developing a plan to repeat the course.

All nursing courses are offered only once per year; therefore, students must be aware that when a course is repeated, the nursing major will not be completed within a four-semester time frame. Students may repeat only one nursing course in their nursing career at UD. Students who do not complete two nursing courses are dismissed from the Nursing Program. In this situation, their nursing faculty advisor will assist the student in career planning.

Readiness for the NCLEX Examination

All graduate nurses will be enrolled in the Virtual ATI Tutor program during the final semester of coursework. Students must complete the Virtual ATI (VATI) and receive the green light from the ATI mentor before the Nursing Department Head will clear transcript release from the Registrar for application for licensing by examination (NCLEX) to the Board of Nursing. For states that require the Department Head's signature for application, the form will be signed after the green light is received.

Nursing Department Grading Scale

The course must be completed with a minimum grade of 'C' to progress. The exam grade before other required coursework is added in, must be 73% or above to pass the course. Grades will not be rounded when calculating the average (72.5-72.9 is not rounded to 73). Students with an average of 73% or higher will then have course grades calculated based on the addition of other required coursework for points if any.

Percent	Grade
93 - 100%	A
90 – 92.99%	A-
87 – 89.99%	B+
83 – 86.99%	B
80 – 82.99%	B-
77 – 79.99%	C+
73 – 76.99%	C
70 – 72.99%	C-
67 – 69.99%	D+
63 – 66.99%	D
60 – 62.99%	D-
less than 60%	F

Withdrawal from a Course

Students should refer to the *University of Dubuque Student Handbook* for the formal policy on withdrawing from a course and work with their academic advisor regarding withdrawal from a course.

Incomplete Grades

Incomplete grades may be awarded for special circumstances beyond the student's control with the approval of the course instructor. For the complete policy, see The University of Dubuque Catalog.

Appeals Procedure

Students who wish to appeal a grade should refer to the appeals process described in the University of Dubuque Student Handbook.

Dismissal

As a result of misconduct as outlined in the University of Dubuque Student Handbook, a student may be dismissed from the University with or without the possibility of re-enrollment.

In addition, the faculty of the Nursing Department reserves the right to dismiss any student whose personal conduct or scholastic standing (see Progression section of the Handbook) makes it inappropriate for him/her to remain in the program. A student may appeal the dismissal decision (see the Document of Concern, Disciplinary Action, and Due Process section of the Handbook).

Withdrawal from Nursing and the University

Students desiring to withdraw from the nursing major and/or the University or to change majors should consult their advisor for the appropriate procedures to follow.

Tracking Academic Progression: MyUD

Students can track their academic progression via their MyUD account available on the UD website site. A tutorial on how to access and utilize MyUD is available on the MyUD homepage (Welcome) on the UD website.

Americans with Disabilities Act (ADA)

Reasonable accommodations are available for students who have a documented disability. Students must notify course instructors during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. Confidentiality of all requests will be maintained. All requested accommodations must be approved and documented through the Academic Success Center (589-3262).

Academic Success Center Contact Information and Other Administrative Information

The Academic Success Center (ASC) for the University of Dubuque is located on the second floor of the Charles C. Myers Library. This center provides help for University of Dubuque students needing one-on-one assistance with coursework, writing, study skills, and other academic matters. Students can improve their grades and study habits with the assistance of tutors, who help with a variety of subjects. The ASC offers free supplemental and supportive assistance for students in all majors and at all grade-point levels.

Library Resources

Nursing students have access to numerous books, hard copy, and online journal resources, and cataloged health-care-related governmental, educational, and organizational websites to support their learning activities. Access to online journal articles through UD's subscription to online OVID Essential Nursing journals, in addition to UD's EBSCO Health Source (Nursing/Academic Edition) subscription, allows student and faculty access to over 450 online health care peer-reviewed journals. Students also have access to hard-copy journals identified as necessary to support the Nursing Program that is not currently available via an internet subscription. In addition, students have access to numerous videos about various nursing and health care topics and skills.

Medication Calculation Rules
1) Round up when a number is equal to or greater than 5
2) Round down when a number is less than 5
3) Dosages: less than 1, round to nearest hundredth
    a. 0.746 ml = 0.75 ml
    b. 0.743 ml = 0.74 ml
4) Dosages: greater than 1, round to nearest tenth
    a. If the answer is 5 in the hundredth or thousandth place, round up. (6.15 = 6.2), (8.465 = 8.5)
        1.86 ml = 1.9 ml
        1.82 ml = 1.8 ml

All answers must be correctly labeled; this ensures that the student understood the measurement for which they were solving.

PROFESSIONALISM

All students in the UD Nursing Program are expected to display professionalism inside and outside of the classroom and clinical settings.

Academic Professionalism

Academic professionalism entails many components including academic integrity, accountability, confidentiality, communication, teamwork, personal appearance, attendance, timeliness, competence, meeting or exceeding delineated standards of excellence, and seeking academic support as needed.

Academic Integrity

Academic integrity is essential to successful progression in the Nursing Program. Academic integrity involves nursing students completing assignments, writing papers, and answering test and quiz questions through their effort. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information.

Examples of Academic Dishonesty include:

- Presenting the ideas of others, whether direct quotation or paraphrase, without citing the source, whether as an individual or group paper, presentation, or project, regardless of how the ideas were obtained (electronic, hard-copy);

- Not fully participating in a graded group project without doing one's share of the work and preparation;

- Using any unauthorized study aid or electronic device during any in-class or take-home quiz, test, or exam without the authorization of the instructor, copying exams/quizzes, and or providing same to other students. During exams, tables must be completely cleared and items stowed in backpacks placed on the floor. All cell phones and smartwatches must be turned off and placed in the backpack.

Penalties for Academic Dishonesty are described in the "Values Violation" section of the current UD Student Handbook and Planner.

Accountability

Nursing students hold themselves accountable for their actions, communication, meeting course and program requirements and deadlines, seeking assistance, and progression in the Nursing Program. Honesty and integrity, time management skills, communication skills, and personal effort are key components of accountability. Students are accountable for being familiar with requirements in the course syllabus and packets, coming to class prepared, and asking for help as soon as it is needed.

Communication

Once enrolled in a nursing course, the faculty of that course will be the most helpful resource(s) concerning all matters associated with the course. Questions about course assignments, lecture sessions, clinical experiences, expectations of students, and instructional unit requirements are to be directed to the faculty of the course. Students who anticipate having special needs, such as disability accommodations or assistance with assignments, should first confer with the faculty in the course in which they are enrolled. Faculty members may make referrals to other sources if assistance is needed for the student to be successful.

There are times to communicate and times to refrain from communication. Electronic communication (email, text messaging, Twitter, phone calls) during class time is disrespectful. Talking privately while another person is making a presentation or during a class discussion is disrespectful and disruptive. Communication inside and outside class should be respectful at all times.

Interpersonal Conflicts

When a student experiences difficulty in working with another student within the context of an academic course where the difficulty does not arise out of violations of law or policy, the student should seek a resolution by first speaking with the other student involved in the conflict. Communication should be directed at understanding and resolving the issue causing the conflict and should reflect respect, integrity, and caring. If attempts to resolve the situation by direct communication with the other student fail, the student should seek assistance in resolving the situation by discussing the situation with the instructor of the course.

Likewise, when a student experiences difficulty with one of his/her instructors where the difficulty does not arise out of violations of law or policy, that student should first seek a resolution by discussing the situation directly with that instructor. Communication should be directed at understanding and resolving the issue causing the conflict and should reflect respect, integrity, and caring. If attempts to resolve the situation by direct communication with the instructor fail, the student should seek assistance in resolving the situation by discussing the situation with the Head of the Nursing Department. If direct communication with the Head of the Nursing Department, does not resolve the situation, the student may seek assistance in resolving the situation with the Associate Dean of the University.

Students experiencing sexual assault or harassment, verbal/physical threat, or actual violence, (whether by students or faculty/staff) should report the incident directly to the Head of the Nursing Department. In cases of imminent danger, if possible, the student should call campus security or "9-1-1" or a member of the UD CARES program for immediate assistance and safety. Students who are guilty of harassment or assault/threat may be dismissed from the Nursing Program and the University.

Email Communication and Etiquette

Email is an important communication tool for nursing students and faculty. Most communications between the Nursing Department and nursing students will arrive via email. Nursing students should check their UD email daily at a minimum. Information regarding the use of the UD email account technology can be obtained from the UD website.

Email etiquette refers to a set of general rules to maintain professionalism while using electronic communication. Students are required to adhere to these guidelines for all communication with faculty and other students.

1. Email communication should be treated as any other written communication. Rules of grammar, spelling, punctuation, and capitalization should be used. Use the automatic spell check for all messages sent.
2. Use a relevant subject line to identify the topic and urgency of the email for the recipient.
3. Use your professor's preferred name/title and always demonstrate respect in your communication.
4. Ensure that what you say in the email is what you would say in person. Remember that, unlike verbal communication, the tone of voice of an email message is unclear, so write and read them carefully. Do not use email messages for emotionally delicate or explosive, complex, or intimate communication, as they can be easily misunderstood.
5. Communication with the instructor regarding clinical practice absences, due to illness, or tardiness due to inclement weather MUST be made by phone rather than email.

Teamwork

Teamwork is a cornerstone of the UD Nursing Program. All group projects submitted for any course within the Nursing Program will be submitted with individual team member contributions. Team project grades will be based on the quality of the submitted team projects. However, individual team members' grades may be assigned a higher or lower grade dependent on the quality of their submission to the team project. Not contributing to a team project while accepting the grade for the project is considered a violation of academic integrity.

Appearance: Academic Course Dress Code

Students in the Nursing Program should dress in a manner that is conducive to education and learning. Casual dress is acceptable; however, common courtesy and professionalism require that clothing meet the following standards:

- Not overtly provocative.
- No profane language or symbols.
- No hat/cap with a bill will be allowed during testing.

Students attending nursing laboratory classes and clinical practica will wear the UD nursing uniform. Please refer to the description regarding the Clinical Dress Code in the Clinical Professionalism section of this Handbook.

Course Attendance

Attendance is an essential part of learning success. Students are encouraged to communicate with faculty regarding delayed arrivals and absences as a courtesy to faculty. Attendance may be mandatory or a part of the course grade in some courses at the discretion of the instructor. It is the student's responsibility to plan for obtaining missed information from the missed class time from the student's peers.

Timeliness: Late Work

Any nursing course assignment handed in after the due date/time without prior approval from the course instructor may receive a grade of "0". Refer to the course syllabus for instructions concerning assignments, projects, quizzes, and exams.

Competence

Students are expected to demonstrate competency by earning a grade of "C" (2.0) or better in every nursing course. If a student is unable to attain a minimal level of competency in the course material as demonstrated by earning less than a grade of "C," the student will be unable to progress within the program (see the Progression section of the Nursing Student Handbook).

Writing Competence

The University of Dubuque Nursing Department faculty believes that graduates of its program must demonstrate effective communication skills. Writing competency expectations are consistent throughout the nursing curriculum. All written nursing assignments should be in the required format, grammatically correct, and should demonstrate logical idea development. The acceptance of written assignments with inadequate content, excessive grammatical, spelling, and other writing errors is determined by the course instructor. Unless otherwise stated, all written assignments should be in American Psychological Association (APA) format and include a cover page. Students who need assistance in meeting these writing standards may obtain assistance through the Academic Success Center.

Personal Accountability: Seeking Academic Support

Students are expected to meet or exceed the above standards. If students have any questions or concerns regarding the above standards or their ability to meet those standards within a course they should first talk with that instructor. Students are encouraged to communicate with their instructors early in the course to obtain the assistance they need to succeed. If their issue or concern remains unresolved, they should then discuss that issue or concern with their advisor and/or the Head of the Nursing Program.

Participation in Student Governance, Nursing Student Association, and Nursing Program Governance

Nursing students are encouraged to begin to develop their professional identity and leadership skills by participating in student governance and professional association activities. Opportunities to participate and become involved are available on campus and demonstrate a student's commitment to service and leadership. Examples of this participation may include the UD student government, the UD Student Nursing Association, and UD Nursing Program governance activities. UD student government participation is covered in the *UD Student Handbook*.

Active participation in the UD Student Nursing Association (UDSNA) is highly recommended for pre-nursing and nursing students. Participating in meetings and projects can provide excellent service, collaboration, and leadership learning opportunities and demonstrates a commitment to serving community needs which are highly valued by prospective employers. Some UDSNA officers also play an important role in nursing curriculum choices and nurse pinning ceremony planning and leadership.

UD nursing students participate in Nursing Program governance by electing two nursing student representatives to attend UD Nursing Program Faculty meetings (curriculum portion only) and provide student input relative to UD nursing courses and the curriculum. Members of the UD Student Nursing Association elect one student from each year of the Nursing Program. These two student representatives attend each Nursing Faculty meeting and provide student input related to curriculum changes and revisions, as well as all curricular concerns. Nursing student representatives collect student issues and concerns before each meeting from their peers and provide a meeting summary to their classmates following each meeting. To ensure that your views regarding the course and curriculum issues are heard, participation in UDSNA elections and providing input through your elected UDSNA representatives are essential.

Clinical Professionalism

The components of clinical professionalism parallel the components of academic professionalism and include ethical standards, confidentiality, accountability, communication, teamwork, appearance, attendance, punctuality, competence, meeting or exceeding delineated standards of excellence, and seeking clinical support as needed.

Violations of clinical professionalism can be the cause for removing a student from a clinical site, failing the student in a clinical course, and/or dismissing a student from the UD Nursing Program and the University.

The key to clinical professionalism is providing ethical and safe patient care. Any student who arrives at the clinical site without the required preparation completed is found to be unethical or dishonest, breaches patient confidentiality, inflicts emotional/physical harm, or puts a patient into a situation that might inflict emotional or physical harm, demonstrates evidence of substance impairment, or who does not comply with the UD Student Procedure Guideline may be removed from the clinical setting immediately. In addition, the student may be removed from that clinical course, fail the course, and/or be dismissed from the UD Nursing Program and the University, depending on the seriousness of the offense.

The following are some examples of violations of clinical professionalism:
- Not maintaining ethical standards
- Causing emotional harm
- Not demonstrating compassion toward patients/families and faculty/staff
- Exhibiting the potential for physical harm: Unsafe Care -- Lack of Compliance with the UD Student Procedure Guideline
- Inadequate preparation for clinical experiences
- Exhibiting the potential for unsafe care: Substance Use
- Failure to maintain confidentiality
- Inappropriate communication (i.e. use of profanity in the clinical setting)
- Lack of teamwork
- Nonprofessional appearance: Clinical dress code
- Excessive clinical/laboratory absences
- Repeated tardiness
- Lack of required competence
- Lack of personal accountability
- Harassment or threatening behavior toward others

- Instances of unsafe care of patients/clients in the clinical setting

Nursing students participating in clinical courses are required to provide documentation of content and understanding of the following topics:
- HIPAA confidentiality
- Blood-borne pathogens
- Current BLS
- Mandatory reporting

Errors and mistakes happen during the learning process. If a student makes an omission or error during their care of a patient/client in the clinical setting, the student is responsible for notifying their clinical instructor and/or preceptor of the error as soon as the error is realized so that appropriate follow-up and care of the affected patient/client, notification of the physician, and documentation can take place. A Document of Concern will be completed by the instructor and the instructor will follow up with the student to debrief the error and devise a strategy for avoiding the error in the future. Errors that are made because the student knowingly chooses not to follow a required procedure or policy of the Nursing Program or clinical facility and errors that are not reported to the instructor by the student as required will be referred to the Admission and Progression Committee and sanctions may occur that affect the student's ability to progress in the Nursing Program. See *Documents of Concern, Disciplinary Action, and Due Process.*

Ethical Standards

University of Dubuque Nursing Students are expected to abide by the American Nurses Association's *Ethical Code for Nurses with Interpretive Statement.* Each student is provided a copy of this code and is responsible for reviewing and understanding the material. The code of conduct should be referenced as a standard of professional behavior throughout the program and in each nursing course and program activity.

If a student's behavior is considered to be unprofessional, the faculty will inform the student of the unprofessional behavior and provide guidance and direction for improvement. In cases of more serious breaches of professional behavior or continuing unprofessional behavior, the Nursing Admission and Progression Committee will review the alleged violation and recommend appropriate action by the Nursing Department up to, and including dismissal of the student from the Nursing Program. The student may appeal dismissal decisions of the Nursing Department through the appeals process.

Should a student's behavior continue to be unprofessional or unsafe in a clinical course and the student elects not to withdraw from the course, the faculty member can choose to remove the student from the clinical area until professional and safe behavior is demonstrated. Consequently, if safe behavior is not demonstrated, the student may fail the clinical experience and be subject to additional sanctions.

The Potential for Physical Harm: Unsafe Care - Lack of Compliance with the UD Student Procedure Guideline

Performance of Procedures in the Clinical Area [3]

The following protocols identify what procedures a student can perform –with varying levels of direct observation—and which procedures a student cannot perform at any time.

The protocols below are the minimum standards unless superseded by institution-specific policies requiring INCREASED levels of direct observation or prohibition.

1. Students may perform only those procedures for which they have had previous instruction by the faculty or an assigned RN preceptor.
   a. An RN-preceptor can be an RN who serves as the contracted preceptor for a student's preceptorship or can be an RN who serves as an ad-hoc RN-preceptor to provide a student the opportunity to perform procedures on an ad hoc (single event) basis.

2. Procedures/medication administration performed by the students will be directly supervised/observed by the faculty or RN preceptor.

3. Students may not write physician's medical orders on the Medical Record.

4. Students may not take verbal or telephone orders from physicians.

PROHIBITED Procedures and Medications Administration

Students are prohibited from performing the following invasive and medication-related procedures:
   a) Removal of invasive lines, i.e., CVP, arterial, Swan Ganz, PICC, and central lines.
   b) Insertion of nasogastric tubes with mouth, esophageal, gastric surgery, or head injury.
   c) Instillation and/or irrigation of newly instituted biliary system tubes, fistulas, ureteral catheters, and jejunostomies.
   d) Addition of medication to intravenous solutions.
   e) Administration of Potassium Chloride Solution, Calcium, Magnesium, or other Electrolyte Bolus Drips.
   f) Administration or regulation of intravenous medications requiring Advanced Cardiac Life Support (ACLS) certification or additional competency training.
   g) Administration of Oxytocic medications.
   h) Administration of drug therapy to prohibit labor.
   i) Administration of any experimental medication.
   j) Administration or regulation of any chemotherapeutic infusions.
   k) Managing the care of patients in restraints or seclusion in the Psychiatric units.
   l) INITIATION of blood transfusions.
   m) Obtaining blood from the blood bank.
   n) Vaginal examination (see exception below under general procedures).

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[3] The following procedure guideline was adapted by UD from St. Luke's Hospital "Guidelines for Selected Clinical Procedures for Professional Nursing Students."

Medication and IV Fluid-Related Procedures

Direct observation of faculty or RN-preceptor is required **AT ALL TIMES** for:
a) Verify that all medications and doses are correct.
b) ALL medication administrations: oral, topical, injection, sublingual, rectal, etc. with all patient populations.
c) Regulation of infusion pumps and gravity infusions.
d) PCA infusion and therapy management.
e) Insertion of IV needles and catheters.
f) Regulation and rate changes of all intravenous fluids.
g) Epidural infusion therapy.
h) Instillation of medication and/or irrigation of the bladder, upper gastrointestinal tract, eyes, and ears.

General Procedures

Direct observation of faculty or RN-preceptor is required **AT ALL TIMES** for:

a) Removal of casts.
b) Suctioning of tracheostomy or endotracheal tube.
c) Provision of tracheostomy care.
d) Monitoring of blood and/or blood derivation.
e) Application of external fetal monitor.
f) Application of traction.
g) Ambu breathing of an intubated patient.
h) Insertion of a nasogastric tube.
i) Instillation of adult nasogastric feeding.
j) Foley catheter insertion.
k) Changing of IV dressing and tubing including central lines if permitted by hospital policy.
l) Drawing of blood gases from an arterial line.
m) Drawing of specimens from a central line.
n) Accompany patients by ground or air ambulance.
o) Vaginal examinations to determine cervical dilatation and effacement, but a student may ONLY do this if in an OB setting during Nursing 495 Preceptorship.

Direct observation of faculty or RN-preceptor is required **FOR THE INITIAL EXPERIENCE BUT** is **at the discretion of the faculty or RN-preceptor for subsequent experience**:
a) Removal of peripheral IV needles or catheters (except PICC).
b) Point of care testing includes but is not limited to:
   - Urine-specific gravity testing
   - Bedside glucose testing
   - Occult blood testing – stool and gastric
c) Provision of ostomy care.
d) Monitoring of drains, and chest tubes.
e) Removal of surgical dressing, the performance of wound care, and changing of wound dressings.
f) Application of cardiac monitors.
g) Changing peripheral saline lock dressings.

h) Removal of sutures, staples, and clips.
i) Irrigation of jejunostomy and gastrostomy tubes and instillation of j-tube and g-tube feedings.
j) Obtaining specimens.

The Potential for Unsafe Care: Substance Use

Substance Use: Tobacco Use
Smoking is NOT allowed on the UD campus or at any clinical site. If the student smells of smoke in the clinical setting, the student will be sent home, resulting in an unexcused absence.

Substance Use: Impaired Behavior
Participation in any clinical experience within the Nursing Program of the University of Dubuque requires that the student be fully capable of responding to instruction and delivering care without impairment caused by alcohol, drugs, or other restricted substances, including prescribed medications. It is the responsibility of all students who participate in any clinical, internship, or preceptorship experience, to be free of any impairment caused by an impairing substance.

The Nursing Program and the University reserve the right to restrict a student's participation in any activity of the Nursing Program due to the student's impairment by an impairing substance. Any such restriction shall not excuse the student's failure to perform or complete a required activity or meet learning objectives unless the impairment is due to the treatment of a disclosed medical condition that does not render the student "otherwise unqualified" to participate in the Nursing Program. Impairments caused by the use of alcohol or the use of illegal or restricted substances, are cause for, and may lead to, the dismissal of the student from the Nursing Program and the University.

Substance Abuse Policy for the Nursing Department

The goal of the University of Dubuque (UD) Substance Abuse Policy for the Nursing Department is to ensure safety throughout the nursing program and to prepare students for nursing standards.

Four objectives accompany this goal:
1. Contribute to the education of the nursing student regarding substance abuse by encouraging their participation in campus-wide substance abuse prevention programs.
2. Aid the nursing student in finding medical assistance and counseling for substance abuse-related violations.
3. Facilitate compliance with nursing accreditation and regulations.
4. Protect the health and safety of all students.

Procedures

Consent

As part of the rules for clearance to participate in the nursing clinical experience, each nursing student must sign a form stating their understanding and willingness to abide by the UD Substance Abuse Policy. Each nursing student must sign a University of Dubuque drug-testing consent form stating they are aware they may be drug tested randomly or based upon reasonable suspicion.

The UD Nursing Department reserves the right to conduct random drug testing or drug test any nursing student if a member of the UD faculty, staff, or clinical preceptor can show reasonable suspicion that a particular nursing student is using, or in the case of anabolic steroids, has used any substance in violation of this policy. The UD Nursing Department also reserves the right to conduct drug testing after any accident or incident in a nursing clinical. A positive test result will be considered a violation of this policy and may subject the violator to the consequences discussed below.

Reasonable Suspicion

Reasonable suspicion is defined as a good faith belief, at the time of deciding to test, that the information relied upon is accurate and there is reason to suspect that a nursing student has used illegal or performance-enhancing substances.

Mandatory Drug Screening Testing:

All nursing students will be required to undergo annual drug screening to remain eligible to participate in practicum and clinical nursing experience, including observations. The substance abuse policy will be in effect if a nursing student tests positive. Please refer to the document: *Substance Abuse Protocol for the Nursing Department.*

Violations

If a nursing student abuses over-the-counter and/or prescription drugs or consumes anabolic steroids, alcohol, mind-altering, and/or performance-enhancing substances illegally, the student's status in the nursing program may be jeopardized. Illegal consumption includes any action that violates federal, state, city, or university law. If the nursing student receives a citation for drugs, alcohol, or illegal substances and is found guilty, pleads no contest, receives a deferred judgment, or is convicted, sanctions will be imposed. (Citations include, but are not limited to, underage drinking, open containers of alcohol, providing alcohol to minors, illegal possession of drugs, driving or operating a motor vehicle under the influence of drugs and/or alcohol.)

The following sanctions are proposed to ensure consistency and fairness. The primary principle is that any nursing student with a substance abuse problem needs to receive appropriate treatment and counseling. The sanctions imposed on the nursing student concerning participation in nursing clinical/settings should be consistent with the goals of the individualized counseling program. This protocol attempts to balance treatment and sanctions, recognizing that the medical fitness of a nursing student and the safety of others are of paramount concern.

First Violation

Following a first violation, the nursing student will confer with the Nursing Department Head to discuss the situation. The nursing student will also attend mandatory counseling or educational sessions on campus as set by the Nursing Department Head and UD Health Services Administrator.

The nursing student will not be able to continue with any clinical assignments based on discussion with the Nursing Department Head.

Failure to complete the counseling or educational sessions will be construed as a further violation of the policy and will result in dismissal from the nursing program.

After the first violation, nursing students will be subject to the nursing department's random drug testing, as the standard of reasonable suspicion will have been established.

Depending on the severity of the violation, the Nursing Department Head may dismiss a nursing student immediately.

Second Violation

A second violation will result in the immediate removal of the nursing student from the nursing program. The nursing student may seek reinstatement. The nursing student may submit a formal request detailing the reasons why he or she seeks reinstatement. This formal request may include the reason and circumstances surrounding the violations, ways in which the nursing student is seeking to address the pattern of drug and alcohol abuse, etc. The request for reinstatement must be filed within one week of the nursing student being suspended or dismissed from the program.

Conclusion

This substance abuse policy is in effect for the entire year. Violations of the policy accrue during the entire academic career of the nursing student at the University of Dubuque.

The University of Dubuque retains the option to test for other substances at the discretion of the Nursing Department Head, Health Services Administrator, or UnityPoint - Finley (UP – Finley) Occupational Health administration and medical personnel.

UD discourages the use of dietary supplements that are untested and unproven. Many supplements contain items that are banned, yet are not listed as ingredients. If a nursing student knowingly or unknowingly takes a banned substance and tests positive: The nursing student is subject to the consequences listed above. Dietary supplements may have a deleterious effect on a person's health.

Substance Abuse Protocol for the Nursing Department

A qualified testing laboratory will be utilized for drug testing and a proper and effective chain of custody of collection specimens will be observed.

Protocol: The following procedures will be adhered to as part of the chain of custody for the collection of urine samples for testing.

Step 1) – The nursing student will be notified by the University of Dubuque Health Services Administrator and/or the Nursing Department Head to report to the drug testing site at a specific date and time. (Site: Smeltzer-Kelly Health Clinic)

Step 2) – The nursing student will sign the University of Dubuque Substance Abuse Testing Notification Form and proceed directly to clinic at the designated date and time with form and picture identification.

Step 3) – The nursing student will complete the Guidelines for Urine Drug Screen collection for University of Dubuque Smeltzer-Kelly Health Clinic.

Collector checks valid photo ID.
1. Collector explains the collection procedure.
2. Collector directs the nursing student to remove outer clothing and to leave these items and other personal items (except his/her wallet) with the collector or in a mutually acceptable location that is locked and/or secured. Collector advises participant that failure to comply with any step of the collection process constitutes a refusal to test.
3. The collector completes step 1 of the Chain of Custody form (COC).
4. Collector instructs the nursing student to wash and dry, his/her hands, and not to wash his/her hands again until after the delivery of the specimen to the collector.
5. The collector restricts further access to water by the nursing student and instructs him or her not to flush the toilet.
6. The collector unwraps and opens the collection kit under the view of the nursing student.
7. Collector instructs the nursing student to provide at least 75ml of urine and instructs the same gender observer to ascertain that urine comes directly from the nursing student's body.
8. The collector may also serve as the observer if of the same gender as the nursing student. The nursing student and observer leave the restroom and the nursing student hands the collection container directly to the collector.
9. Collector immediately checks the temperature of the specimen and under the view of the nursing student pours the urine into the specimen bottles. The collector places tamper-evident seals on the specimen bottles and dates each. The nursing student will initial each specimen bottle.
10. Collector, nursing student, and observer complete the COC, and the nursing student signs the certification statement on step 5 of the COC and provides a printed name, signature, date of birth, and contact telephone number.
11. The collector places specimen bottles and COC in a sealed plastic bag and prepares them for shipment.
12. Copies of the COC are distributed as appropriate.

The University of Dubuque Smeltzer-Kelly Clinic will immediately report the results to the University of Dubuque Nursing Department Head. The University of Dubuque Nursing Department Head and the Smeltzer-Kelly Health Clinic Administrator will notify the nursing student of the test results. If no notification is provided within 10 days, the nursing student may assume the test results were negative.

University of Dubuque

Informed Consent/Release Form for the Nursing Department*

I, _____, acknowledge that I have received a copy of the University of Dubuque Drug Testing Policy for the Nursing Department. I have read the policy statement in its entirety, have been given the chance to ask questions about it, and fully understand its provisions.

I understand that the use of marijuana, opiates, phencyclidine (PCP), and amphetamines as described in the Drug Testing Policy is a violation of University of Dubuque Nursing Department rules for all students. I hereby consent to have samples of my urine collected for mandatory, random testing or when informed by the University of Dubuque Nursing Department Head that he or she has determined directly or through UD faculty or staff that there is a sufficient basis for reasonable suspicion that I have used or that I am under the influence of prohibited drugs. I understand that my urine samples may be submitted for testing for prohibited substances and that qualified laboratory personnel will conduct this analysis. The purpose of this analysis will be to determine the presence or absence of proscribed substances in my urine.

I authorize the individual or organization designated by the University of Dubuque, as well as appropriate University of Dubuque personnel, to collect urine samples, determine test results, and make a confidential release of the results to the Health Services Administrator appointed by the University, to other University of Dubuque personnel referred to in the Drug Testing Policy for the Nursing Department to administer the policy, and to any individual, entity or agency to who or which disclosure is required by Federal, state, or local law.

I understand that I must sign the Informed Consent/Release Form to participate in the Nursing Program at the University of Dubuque.

I understand and agree that the results of my drug tests will only be disclosed under the University of Dubuque Drug Testing Policy or as authorized in this form.

I hereby release the University of Dubuque and its Board of Trustees, officers, employees, and agents from all liability and legal responsibility for any action related to the implementation of the Drug Testing Policy for the Nursing Department or the release of information and records under the terms of the Drug Testing Policy for the Nursing Department and as authorized on this form.

_____

Nursing Student:

Last Name_____   First Name_____   MI____

Date of Birth_____

Signature of Nursing Student _____ Date _____

Signature of Parent/Guardian (if minor) _____ Date_____

*A copy of this form will be kept in the UD Health Services Administrator's Office.

University of Dubuque Nursing Department

Drug Testing Notification Form*

Student: Last Name_____ First Name_____ MI____

DOB: _____

Date of Notification: _____   Time of Notification _____am/pm

Notified by: _____

I, the Undersigned:
Hereby acknowledge that I have been notified to appear for substance abuse testing, consistent with the policies and procedures established by the University of Dubuque.
I have been notified to report, with picture identification, to:

_____, on _____ at _____am/pm
         (Location)   (Date)   (Time)

I understand that I will be expected to provide an adequate urine specimen and that I am not to overhydrate before testing. I further understand that providing numerous diluted specimens will be cause for follow-up testing. I understand that I will be tested for substances under the University of Dubuque Substance Abuse Policy. I understand that failure to appear at the site at the designated time will be considered a positive test. By signing below, I acknowledge that I have read and understand the University of Dubuque Substance Abuse Policy and am aware of what is expected of me in preparation for drug testing.

I may be reached at the following telephone number: _____

_____   _____
        Student's Signature   Date

_____   _____
Parent/Guardian's Signature (if minor)   Date

_____   _____
UD Nursing Department Representative's Signature   Date

    *A copy of this form will be kept in the UD Health Services Administrator's Office.

Substance Use: Sanctions for Impaired Behavior

Students who are suspected of substance use will immediately be removed from any patient care area, given an unexcused absence, and will be required to be tested for substance use. Students who are required to be tested for substance use for "cause" will be issued a Clinical Document of Concern, which will become a permanent part of their record.

All unexcused absences related to drug testing require written makeup work. The student will be given a **Clinical Document of Concern** for the incident and this documentation will become part of the student's record.

Substance Use: Medication Rules

Prescription Drugs. Any student may bring prescribed drugs to school or a clinical site and take them during work hours only if the medication has been prescribed for the student by the physician or authorized prescriber (such as a dentist) and only if the drug is taken under the prescriber's directions. All prescription drugs must be kept in the original container in which they were received from the pharmacy or other dispenser.

Over-the-Counter Drugs. A student may possess and take an over-the counter-drug during clinical hours only if the drug is used for its intended purpose and under the package directions and/or any supplemental directions of the student's physician and the use of the drug does not render the student "otherwise unqualified" to meet program safety and learning objectives.

Notification. All students must notify their clinical or classroom instructor whenever he/she is using a prescription or an over-the-counter drug that potentially may affect the student's ability to meet program safety and learning objectives. To make this determination, the student should rely on the warnings or cautions that are received with the particular drug as well as the actual effect the substance may have on her/his ability to function normally. The University of Dubuque Nursing Program does not seek information on all drugs that a student may be taking, but only those medications that may affect performance or that are provided with a caution that one should not engage in certain activities, which are a part of the student's duties while taking the drug. In the case of removal from a clinical or classroom, nursing faculty will evaluate the situation to determine if a professionalism violation has occurred.

CONFIDENTIALITY

Social Media

Nursing students need to recognize that they are contributing to the global image of nursing when they post on social networking sites. Even when nursing students intend for social media postings to be "private", the concept of privacy does not exist in social networking. Anything posted to a social media site is potentially open to public viewing creating potential unintended outcomes. Deleting content never removes the material from potential internet access. Nursing students must maintain strict adherence to standards of professionalism when posting to social media sites.

Social media as a form of communication can be an effective way to promote nursing and have a positive effect on the lives of patients and their families. However, appropriate use of social media is essential to protect the student nurse and/or patients. Social media is defined as internet web-based platforms where individuals can generate content that creates a dialogue that is easily accessible to other users or often open to public view.

Social media platforms may include (but are not limited to) the following:
- Blogging – Blogger, LiveJournal, Xanga, Reddit
- Instagram
- Microblogging – Foursquare, Tumblr, Twitter
- Postcasting – Blubrry
- Snapchat
- Social Networking –Facebook, Google+, LinkedIn,
- Social News Sharing – Digg, Reddit
- Social Bookmarking/social tagging – Delicious, Diigo, StumbleUpon
- Video Hosting – Vimeo, YouTube

RESOURCES

Students are strongly encouraged to go to the following resources and familiarize themselves with the content:
ANA Social Networking Principles
NCSBN Social Media Guidelines
NCSBN Social Media Brochure

PRIVACY AND CONFIDENTIALITY

Nursing students must maintain strict adherence to privacy and confidentiality standards and should be familiar with the Health Insurance Portability and Accountability Act (HIPAA), including, but not limited to, the HIPAA Privacy Rule (45 CFR Part 160 and Subparts A and E of Part 164). These rules protect patient privacy by establishing how individually identifiable information may be used. Student nurses must report any breach of confidentiality or privacy, either of their own volition or by others, to the appropriate department of nursing faculty members. Inadvertent or intentional breaches of confidentiality can occur through comments about patients and/or patient family members, posting stories about what happened in clinical or classroom experiences. Posting a comment to another person's post that may identify a patient or family member is also a potential breach, so while someone else may be the originator of the post, your comment links you to the violation as well.

It is the legal and ethical obligation of nurses and nursing students to keep information about clients and their illnesses and treatments confidential. Nurses and nursing students never share information with anyone who is not involved with the specific nurse-patient relationship. Nursing students and nurses do not gossip about patients with their friends or others not involved in the patient's care. **Only the patient's initials are used in all student papers and care plans.**

Full names of patients are not used. Students should not improperly access personal health information including their own. Information should not be shared with classmates, faculty, or others unless they are involved in the patient's care as in a clinical conference. Special care should be taken during conversations among students during breaks and meal times. Students and faculty may not take patient records, notes, or any identifying data out of a clinical agency on paper or electronically.

Photography of any kind using any device in or around a patient care area is strictly prohibited.

Students who are found to have violated HIPAA privacy rules are subject to immediate dismissal from the Nursing program and are subject to fines from governmental regulatory authorities.

Communication

When a student experiences difficulty in working with a patient or other member of the health care team within the context of a clinical course, the student should obtain immediate assistance from their instructor or preceptor.

If a student feels threatened or harassed by a patient or member of the health care team, the student should immediately discuss the threat or harassment with the instructor, preceptor, or the Head of the Nursing Department.

Notifying an Instructor of a Clinical Absence or Tardiness

Communications regarding the inability to attend clinical due to illness or inability to meet the clinical course punctuality requirements due to inclement weather should be made by phone to the instructor's cell phone until ***direct in-person, verbal contact*** is attained. *Repeated message*s should be left to record student attempts to contact the instructor *UNTIL there is direct in-person, verbal communication with the instructor.* IF unable to make direct in-person. verbal contact with the instructor*, the student should contact the UD Nursing Program Secretary or another member of the faculty* until the student attains direct in-person, verbal contact with a member of the UD Nursing Program or faculty.

Teamwork

Teamwork is a cornerstone of the UD Nursing Program. Pillars of teamwork within the clinical area are communication and coordination. When in the clinical area, students are members of their faculty-student clinical group and members of the clinical agency's health care team and as such must:

-Report to their instructor/preceptor immediately any abnormal clinical signs, symptoms or
 diagnostic test values of their patient.
-Coordinate with the appropriate health care team member their intent to perform all
  client interventions AND coordinate with their instructor/preceptor to observe all client
  interventions that they perform.
-Communicate a concise, thorough report of their assessment, interventions, and re-assessment to

the appropriate health care team member before leaving the clinical area at any time (break, meal, or end of shift).

If at any time the student is uncomfortable with a patient situation, assessment, or intervention, or is uncomfortable with the performance of another health care team member, the student should immediately notify his/her instructor.

Appearance: Clinical and Laboratory Course Dress Code/Appearance

The University of Dubuque Nursing Program believes that professionalism begins with appearance and attire. Professional appearance may have a different meaning for each person. Despite the diversity of views, it is generally agreed that professional appearance entails both a functional and aesthetic component. The values of asepsis, patient safety, and patient sensitivity are incorporated into the following guidelines.

Student Uniform and Name Badge

The nursing student uniform and the student nurse badge sleeve bearing the University of Dubuque emblem are to be worn when the student is participating in nursing laboratory and clinical experiences. The student uniform and name badge are worn only for clinical experiences, clinical laboratories, or as authorized by the Nursing Department.

When in uniform, students are representing the University of Dubuque and the profession of nursing and should act accordingly. The nursing student uniform should fit the student in a manner that prevents the visibility of undergarments, cleavage, or midriff when the student is standing, sitting, bending over, or squatting. Uniforms must be clean, in good repair, and unwrinkled. Nursing shoes must be maintained clean and white. Nursing uniform pants MAY NOT drag on the floor; if purchased uniform pants are too long for the student's height, it is the responsibility of the student to have them shortened to a professional length. Students who present to a laboratory class or clinical site in uniforms that do not comply with these guidelines may be sent home and receive an unexcused absence.

Individual clinical courses may have specific attire requirements; see syllabus for specific information.

There may be instances when, due to time constraints, students need to be ready for clinical laboratory while attending other classes on campus or participating in other activities. For infection control purposes, the student is expected to wear a lab coat when wearing the uniform on campus before or after clinical sessions.

If the regulation uniform cannot be worn during pregnancy or based on health reasons, the course faculty should be consulted regarding acceptable alternate dress.

Students who desire adaptations to the uniform for religious reasons need to consult with the clinical course instructor. Adaptations for religious reasons need to meet requirements related to patient and student safety, asepsis and infection control, and professional appearance.

Students are advised to purchase two uniforms for clinical experiences.

Women's Uniform	Men's Uniform
White UD Student Nurse Scrub Top UD Nursing patch affixed to the left shoulder.	***White UD Student Nurse Scrub Top*** UD nursing patch affixed to the left shoulder.
Lab Coat – Cherokee #1462 UD Nursing patch affixed to the left shoulder.	***Lab Coat – Cherokee #1346*** UD Nursing patch affixed to the left shoulder.
Pants – Navy Blue Pants may not drag on the floor. Undergarments must be worn.	***Pants – Navy Blue*** Pants may not drag on the floor. Undergarments must be worn.
Shoes –white nursing shoes or all-white tennis shoes (must have backs/no clogs, no crocs).	***Shoes*** – white nursing shoes or all-white tennis shoes (must have backs/no clogs, no crocs).
Stockings – Nylons or white socks will be worn.	***Stockings*** – White socks will be worn.

Name Badge

Name badges are required during all clinical experiences. Name badges are provided upon admission to the Nursing Program. Students are responsible for lost or damaged name badges. Replacement badge costs will be out-of-pocket for the student and can be obtained by contacting the Nursing Department.

Hair

Hair should be worn above the collar and off the face. Hair extensions are not allowed. Facial hair should be cleanly shaven and beards should be neatly trimmed.

Jewelry

Only engagement and wedding rings may be worn. These may need to be removed in certain situations for safety or infection control purposes. Bracelets and necklaces are prohibited.

Fingernails

Fingernails should be clean, short, smooth, and without polish. No acrylic nails.

Body Piercing / Earrings

All body-piercing jewelry should be removed before entering the clinical setting. Ear piercing is the exception to this rule. Small stud earrings may be worn with a limit of one stud per ear. No dangling earrings may be worn.

Tattoos

Before displaying any tattoo, students must meet with clinical faculty to determine whether the tattoo is appropriate or inappropriate. **Tattoos containing prohibited content must be covered.** If the student disagrees with the faculty, they may appeal to the Department Head.

> **Not acceptable:**
> Prohibited content includes, but is not limited to, tattoos that are:
> - Obscene.
> - Sexually explicit.
> - Advocate discrimination based on:
>   Race; Color; Religion; National origin, Age; Sex, including gender presentation and sexual orientation; Citizenship; and Disability.
> - In addition, tattoos that symbolize affiliation with gangs, supremacist or extremist groups, advocate illegal drug use, depict nudity, or are of a nature such as to bring discredit to the University of Dubuque must be covered.

Personal Grooming

All students are required to maintain high standards of personal cleanliness. *No perfumes or colognes may be worn.* Many individuals, and especially patients, may be sensitive or become nauseous when in contact with various fragrances. Makeup should be minimal.
Students should take care to ensure that personal undergarments and midriff are not visible, including when the student is bending or squatting during the care of patients.

Gum Chewing

No gum chewing is allowed in the nursing laboratory or clinical areas.

The Rationale for Dress Code

The rationales for these policies include:
1) Elimination of jewelry and piercing sites as potential sources of infection.
2) Prevention of injuries to the student at piercing sites from equipment and/or clients.
3) Avoidance of distractions to clients who are in the care of students from the Nursing Department.
4) Promotion of optimal rapport with clients who are in the care of students from the Nursing Department.
5) Providing safe, effective, and supportive client care by remaining free of chemical impairment during participation in any part of the Nursing Program including classroom, laboratory, and clinical settings.

Clinical and Laboratory Attendance

Attendance is **mandatory** for all nursing clinical and laboratory practica. Students are required to attend all clinical, laboratory, and observational experiences to meet the objectives of the courses.

Students must report to their assigned clinical unit/agency 15 minutes before the designated time. A student may not leave the clinical site at any time during scheduled clinical time.

A student missing clinical due to extenuating circumstances such as illness may be asked to provide written documentation of the illness by the student's health care provider. Students may also be required to show documentation by the health care provider that the student is healthy enough to return to classes. The student must directly notify the instructor 3 hours before an afternoon clinical or 1 hour before a morning clinical. Students must comply with the Communication policy stated previously.

All absences from clinical will be reported to the department head. A student may be dismissed from a course with a clinical or laboratory practicum if the following absences or tardiness are exceeded:

Excused Absence: One excused absence from scheduled laboratory or clinical experiences regardless of the time involved or clinical allocation.

Tardiness: Tardiness of greater than 15 minutes in a scheduled laboratory or clinical experience without prior notification of the instructor will be counted as one absence at the discretion of the instructor.

Unexcused Absence: This will result in a *Document of Concern* being generated, which may result in a decrease in a letter grade or failure of the course.

Make-Up of Clinical

To ensure the development of competent nursing skills, the following guidelines apply to students who miss clinical/laboratory time (unless otherwise specified in clinical course syllabi or syllabi addendum).

1. Faculty has the right to determine the nature of the experience that will constitute the make-up of missed time.

2. Due to contract requirements for clinical space and limited faculty time, the student may be given a **written assignment** to make up for the lost clinical time.

The topic of the assignment and due date will be established on an individual basis to meet the objectives of the course. The assignment may include the following:
   a. Case Study.
   b. Prioritized Nursing Care Plan.
   c. Annotated bibliography with 3 evidence-based research articles on your case study topic.
   d. Assigned time in the simulation lab with the instructor.

Midnight Shifts and Clinical Experiences

For the safety of patients and your academic success, nursing students are prohibited from working an overnight shift before attending a clinical rotation. At least 8 hours must separate the end of the student's last work shift and the beginning of the clinical. Students who violate this policy may be dismissed from the experience that day and receive no points for assignments associated with that clinical experience.

Competence

When in the clinical area, students must ensure that they are competent to care for their assigned patient/patients before delivering that care. In selected courses, students may be given patient/client assignments before arrival at the clinical site so that students can review patient medical records, and familiarize themselves with the patient/clients:

- Medical diagnoses and conditions, surgical procedures.
- Pathophysiology and medical treatment.
- Medications.
- Nursing diagnoses and interventions.
- Laboratory test results and implications.

In addition, students will be expected to:

- Prepare clinical paperwork per syllabus instructions.
- Review procedures for all nursing interventions to be performed on their patient/client.
- Bring a stethoscope, blood pressure cuff, watch with a second hand, pen light, black pen, and electronic handheld device.

If the student has not prepared for the clinical experience, the student will be sent home with an unexcused absence.

Personal Accountability: Seeking Support in the Clinical Area

Students are expected to meet or exceed the above clinical standards. If students have any questions or concerns regarding the above clinical standards or their ability to meet those standards within a clinical course they must first talk with that instructor. If their issue or concern remains unresolved, they must then discuss that issue or concern with their advisor and/or the Head of the Nursing Department.

Sources of clinical support include the instructor, clinical texts, clinical technology programs, agency policy and procedure books, and reputable online journals and organizational resources.

DOCUMENTS OF CONCERN, DISCIPLINARY ACTION, AND DUE PROCESS

Documents of Concern

The faculty member will document behavior that is considered unprofessional, unethical, and unsafe or when the student is not meeting course expectations/objectives in either academic or clinical setting on a Document of Concern. A Document of Concern (Appendix E and F), identifies the nature and details of the alleged behavior or lack of meeting objectives as observed by or reported to the faculty member. It will also include the course objectives or expectations that must be addressed for the student to continue to progress in the Nursing Program. Documents of Concern become a permanent part of the student's advising file.

The faculty member completing the Document of Concern will meet with the student at the earliest opportunity after the incident to discuss and clarify details and will develop an improvement plan with the student that includes the consequences of repeated incidents or continuing not to meet course objectives/expectations. In the case of more serious incidents, the faculty member will discuss the incident with the student to clarify details and will refer the Document of Concern to the Admission and Progression Committee for appropriate sanction. Sanctions include, but are not limited to, removal from a course, issuance of a reduced or failing grade in an assignment or the course, and dismissal from the Nursing Program. Decisions of the Admissions and Progression Committee are recorded on the Document of Concern.

Due Process

A student facing a sanction by the Admission and Progression Committee that would affect their ability to progress in the Nursing Program has the right to request a hearing with the Admission and Progression Committee. Before the hearing, the student will be advised to develop a statement responding to the facts and issues giving rise to the issuance of the Document of Concern and select a UD non-nursing faculty or staff support person who will assist them in the preparation of their statement and attend the hearing with them.

The hearing will be conducted to ascertain the facts and to reach conclusions on the issues. The hearing will not follow formal legal rules of procedure or evidence. At the hearing, the support person may provide guidance to the student as the student presents his/her case but will not address the faculty directly on behalf of the student. Following the hearing, the Admission and Progression Committee will render a decision that may be to affirm, rescind or modify the sanction(s) previously imposed. Decisions of the hearing panel are recorded on the Document of Concern.

If the sanction is upheld, the student may appeal the Admission and Progression Committee's decision to the Associate Dean for the College (AD). AD decisions may be appealed to the Vice President of Academic Affairs (VPAA) and as high as the President of the College. The reviews by the AD, VPAA, and the President will be under such procedures and rules as they shall determine are appropriate under the circumstances. Any decision by the President of the University is final and is no longer appealable.

Students seeking to appeal the final grade for a nursing course are directed to the UD policy concerning grade appeals, as this policy does not cover final grade appeals.

APPENDIX A: CRIMINAL BACKGROUND CHECKS

According to the Iowa Code, 135C.33, "prior to the employment of a person in a facility, the facility shall request that the department of public safety perform a criminal history check and the department of human services perform a dependent adult abuse record check of the person". Therefore, The University of Dubuque's Nursing Department will obtain a background check for each student before the student participates in the clinical experiences. All applicants to the program will be given a copy of the "Noncriminal Justice Applicant's Rights" document.

This background check will include a Social Security trace to determine where the individual has lived/worked for the past 7 years. From that information, a criminal history, and child and sexual abuse registry will be reviewed.

Only information that is relevant to the individual's work and contact with patients is to be considered in determining if the background check has a "hit". Examples of relevancy would be:
- Conviction of sexual abuse.
- A conviction for substance abuse or sales if there is contact with narcotics or other drugs that could be used/stolen/sold.
- A conviction for violence against a person.
- A conviction for abuse of an older person.

Students must complete and sign the Iowa Department of Public Safety & Division of Criminal Investigation "Waiver Agreement and Statement" form related to this requirement. Criminal history record information, Waiver Agreement, Statement forms, and documents related to any dissemination of the information are kept in secure storage and onsite for one year after the nursing student applicant has either graduated or left the program. At that time, Nursing Department Faculty or department admin assistant shreds all documents in the Nursing Department. Background checks must be completed before admission to the Nursing Program.

Felony Convictions
The Iowa Code (Chapter 147.3) states that conviction of certain felonies will make an individual ineligible for licensure. A previous conviction of a felony does not automatically bar an individual from eligibility for licensure. After completion of a nursing education program, the student will file an application for licensure with a state board of nursing. At that time, the board of nursing may review any felony convictions to determine eligibility for licensure.

Controlled Substances
Criminal and civil penalties are established in local ordinances, state statutes, and federal laws for violations involving the unlawful use, possession, consumption, and distribution of alcohol, marijuana, and controlled substances. These violations are often considered serious crimes and penalties can include fines, loss of driving privileges, and incarceration. In addition, criminal proceedings and actions interrupt normal educational or employment activities and may create a permanent criminal record.

APPENDIX B: ESSENTIAL CAPABILITIES

In compliance with the Americans with Disabilities Act, the University of Dubuque does not unlawfully discriminate based on disability in the administration of its educational policies, admission policies, student aid, and other college-administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program.

Disability is defined in the Act as a person with a) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; b) a record of such impairment; or c) being regarded as having such an impairment. A "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.

Students in the program and those who complete the program will be required to demonstrate the ability to satisfy these criteria <u>with or without</u> the help of compensatory techniques, assistive devices, or other reasonable accommodations. We invite any potential student to meet with the Head of the Nursing Department to discuss any potential issues associated with meeting these requirements.

The Nursing Department, in defining nursing as a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements, has adopted a list of "Core Performance Standards." Each standard has an example of an activity, which a student would be required to perform while enrolled in the University of Dubuque nursing education program.

Admission to, and progression in, the Nursing Program is not based on the standards. Rather, the standards are used to assist each student in determining whether accommodations or modifications are necessary. The standards provide an objective measure upon which a student and the advisor base informed decisions regarding whether the student is qualified to meet the requirements of the Nursing Program. Every applicant and student will have a copy of the standards.

A reasonable accommodation is defined by the act to include:

  a) Making existing facilities readily accessible to and usable by individuals
     with disabilities
  b) Job restructuring, part-time or modified work schedules
  c) Acquisition or modification of equipment or devices.
  d) Appropriate adjustment or modification of examinations, training materials, or
  policies.
  e) Provision of qualified readers or interpreters.

If students believe that they cannot meet one or more of the standards in Table 1 without accommodations or modifications, the Nursing Program will determine, on an individual basis, whether the necessary accommodations or modifications can be made reasonably.

TABLE 1: CORE PERFORMANCE STANDARDS FOR NURSING STUDENTS[4]

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (not all-inclusive)
Critical thinking	Critical thinking ability is sufficient for clinical judgment.	- Identify the cause-effect relationship in nursing clinical and classroom situations. - Differentiate extraneous data from pertinent data. - Synthesize theory and apply it to client care situations. - Analyze and synthesize information to support or defend a position. - Calculate prescribed drugs. - Make safe judgments.
Interpersonal abilities	Interpersonal abilities are sufficient to interact with peers and faculty.	- Function in groups. - Establish rapport and therapeutic relationships with clients. - Maintain professional boundaries.
Communication	Communication abilities are sufficient for interaction with others in verbal and written form.	- Express ideas/thoughts verbally and in writing and receive those of others in the classroom and clinical settings. - Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and client responses.
Mobility	Gross motor abilities to move from room to room, able to maneuver in small spaces.	- Move around in client's room, workspaces, and treatment areas, perform cardiopulmonary procedures, assist in ambulation, and lift and transfer clients (suggested minimum of 50 lbs.). - Possess sufficient mobility and stamina to function in a clinical setting for a given time.
Fine motor skills	Manual dexterity is sufficient to provide safe and effective care.	- Complete examinations/evaluations by writing, typing, or demonstration. - Calibrate and use the equipment.
Hearing	Auditory ability is sufficient to monitor and assess health needs.	Hear basic conversation, monitor alarms, emergency signals, auscultatory sounds, and cries for help.

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[4] Table adapted from SREB Council on Collegiate Education for Nursing. (2004). <u>The Americans with Disabilities Act: Implications for Nursing Education</u>.

Visual	Visual ability is sufficient to monitor and assess health needs.	• Read documents (charts, lab reports). • Read calibrations of syringes, sphygmomanometers, thermometers, and equipment output (waves, printouts, and digital readings). • Observe client behaviors (color changes, nonverbal communication).
Tactile	Tactile ability is sufficient for physical assessment.	• Perform palpation, percussion, physical examination, nursing interventions, and assess temperature changes.
Emotional stability	Emotional stability is sufficient to assume responsibility and accountability for actions.	• Respond appropriately to suggestions for improvement.
Health	Characteristics that would not compromise the health/ safety of clients.	• Minimize exposure to and seek appropriate treatment for communicable diseases.

APPENDIX C: HEALTH REQUIREMENTS

Before acceptance into the Nursing Program, students are required to submit a health status report and immunization records. The cost of obtaining the physical examination and immunizations will be that of the student.

Health Status and Immunization Documentation

Students will submit the required health status documentation:

1. All students admitted into the Nursing major will provide information from a current physical examination by a licensed health care provider and complete all required immunizations. The following forms must be on file by the announced deadline.

   a) Nursing Student Statement of Health

   b) Nursing Student Physical Examination Form

   c) Nursing Student Immunization and Immunity Form with a copy of the student's official immunization record

   d) Nursing Student Immunization Record Hepatitis B Immunization Health History Form

2. Using the forms provided, students are required to:

   a) Document the initiation and/or completion of a series of *Hepatitis B* vaccinations and Hepatitis B Surface Antibody showing immunity **OR** signature declining vaccination and/or titer.

   b) Document the results of tuberculosis, **2-step TB skin test**, two (2**) negative** TB tests performed within the past 12 months, **OR** a **negative** QuantiFERON®–TB Gold In-Tube (QFT-GIT) blood test.

      1. Tuberculosis is a 2-step TB test; it is defined as the administration and reading of two consecutive TB skin tests. Optimally the second TB skin test should be administered 1-3 weeks after the first. The maximum allowable interval between the first and the second dose cannot be more than 365 days for it to qualify as a 2-step procedure. Thereafter, the students are required to have an annual 1-step TB test. The date of the 2nd test becomes the anniversary date by which the annual TB test is due. Students with a positive TB skin test will not be allowed to attend any clinical experience until they provide proof of a negative chest x-ray. If the student has a positive chest x-ray, the student must be under the care of a healthcare provider and receive written clearance from the healthcare provider to care for patients. If

the student refuses to comply, dismissal from the Nursing Program will occur.[5]

c) Provide proof of immunity *to measles/mumps/rubella* (2 MMR immunizations **OR** positive titer reports) must be submitted to the Nursing Department even if it has already been submitted to Student Life.

d) Provide a statement of 2 varicella (Chickenpox) vaccines **OR** documentation of immunity by serological testing or history of the disease.

e) Provide proof of current tetanus vaccination (Tdap).

f) Provide proof of annual seasonal influenza vaccine.

The completed forms are to be submitted to the Nursing Department by the announced deadline. **If the forms are incomplete** (Health Status Report or the Immunization and Testing Record), the student will be notified by the Nursing Department that they are **not allowed to start clinical courses or attend any clinical orientation** until all forms are complete and on file in the Nursing Department.

Infectious Diseases and Health Conditions

The delivery of nursing care has always been a service associated with risks for the nurse. Many nursing students enter school without an understanding of the risks of transmission or the prevention of infectious diseases. Nursing students will be aware of the policies and guidelines related to infection control.

Blood Borne Pathogens and Standard Precautions

Students will study and t**e**st their knowledge related to occupational exposure to bloodborne pathogens and standard precautions following CDC guidelines. This instruction and testing will take place before any contact with clients. Documentation of students' understanding of this information will be maintained in their file.

Infectious or Contagious Disorders

If a student has any potentially infectious or contagious disorder (including dermatological problems), he/she is required to see a primary health care provider before participating in clinical experiences. The student must bring a statement from the health care provider to the clinical faculty to verify the condition is not infectious or contagious and that the student may care for the clients

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[5] (*In accord with Center for Disease Control & Prevention, {1997}, "Immunization of healthcare workers: Recommendations for the Advisory Committee on Immunization Practices {ACIP} and the Hospital Infection Control Practices Advisory Committee {HICPAC}. MMAR: Morbidity and Mortality Weekly Report, 46, No.Rr-18*)

Pregnancy: Notification to Prevent Situations Potentially Hazardous to Pregnancy

Students must have the approval of their primary health care provider to remain in the clinical courses during pregnancy. A written statement from the student's health care provider must be submitted to the Nursing Department Secretary. Pregnant students will not be required to give direct care to patients with severe immunosuppression, including individuals with symptomatic HIV infection. There is a risk of cytomegalovirus from these clients and intrauterine transmission is potentially serious.

HIV, Hepatitis B, and C: Notification

Nursing students, faculty, or staff who believe they may be at risk for HIV, hepatitis B, or hepatitis C infection should be tested. While the testing decision should be voluntary for the individual, there may be instances in which testing could be required. Education, training, and confidentiality safeguards can be used to encourage those who believe they might be at risk to be tested. Pre- and post-test counseling will be available at the testing site.

Nursing students, faculty, or staff who know they are infected with HIV, hepatitis B, hepatitis C, or other infectious diseases will be urged to voluntarily inform a designated official in the school who will provide information and referral on health care and counseling, and begin a process to access the need for necessary modifications/accommodation in clinical education or job functions.

Clinical settings that pose additional risks to the personal health of infected students and faculty will be identified and such persons will be advised of those risks and urged to consult their health care provider to assess the significance of the risks to their health.

Modifications of clinical activity of infected students and faculty will take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HIV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

Blood Borne Pathogen Exposure Responsibilities

If blood or body fluid exposure occurs, faculty, students, and staff should follow the CDC and institution guidelines for occupational exposure.

To prevent exposure always use a needleless system.

An exposure is defined as:

1. A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.

2. A splash to mucous membranes (e.g. eyes, mouth) with blood or body fluids.

3. Cutaneous contact with prolonged exposure to blood or body fluids – especially when skin integrity is impaired.

Immediate antiseptic procedures should be followed after possible exposure to blood or body fluids.

A student or faculty member has an ethical duty to report such an exposure to the faculty member in charge or designated school official.

   a. Should an infected student expose a patient, he/she is ethically obligated to report this as well.
   b. Specific protocols are available in each hospital and agency in which students will work. All students and faculty who have assignments in that agency/hospital would utilize the specific protocol for the agency.
   c. The Nursing Department Head at the University of Dubuque will review exposures.

TB Exposure Responsibilities

When a known incident of exposure to active TB occurs, the policy of the institution or agency in which the faculty member or student has been giving care will be followed:

   a. Records of the exposure and follow-up will be maintained with the health records in the Nursing Department.

   b. Records of the exposure and follow-up will be maintained with the health records in the institution/agency.

   c. Cases will be reported to the appropriate Public Health Department having jurisdiction over the agency/institution where the exposure occurred.

Ethical Considerations Relative to the Provision of Care of Patients with Contagious Diseases

All nursing personnel are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a patient solely because the patient is at risk of spreading, or has an infectious disease. Students and faculty will identify and follow rules of confidentiality.

UNIVERSITY *of* DUBUQUE
Nursing

Name _____
           (Last)   (First)   (MI)

Student ID# _____   Date of Birth _____

Nursing Program Enrollment Date_____

This form must be completed before starting Nursing Program clinical courses. Students should return the completed form to the Nursing Department. The mailing address is provided below.

Nursing Student Statement of Health

Health Care Provider (Physician, Physician Assistant, or Advanced Practice Nurse):

I have examined:

_____
            Last   First   MI

Date of birth: _____ and find her/him to be free of communicable disease and in
          mm/dd/yyyy

_____ health.
     (Good, Fair, or Poor)

     ☐ General good health – no restrictions or concerns

     ☐ Fair health – Attach descriptions of concerns and/or restrictions

     ☐ Poor health – Attach descriptions of concerns and/or restrictions

Signed: _____ Title: _____ Print Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (   ) _____   Date: _____

Please return the completed form to:
University of Dubuque
Nursing Dept. Administrative Assistant
2000 University Avenue
Dubuque, IA 52001-5099
Phone: 563-589-3500
Fax: 563-589-3572

UNIVERSITY *of* DUBUQUE
Nursing

Name _____
       (Last)   (First)   (MI)

UD Student ID# _____ **Date of Birth** _____

Nursing Program Enrollment Date_____

*Nursing Student Physical Examination Form***:** This form must be completed by a physician, physician assistant, or advanced practice nurse.

Date of Examination: Height: Weight: Pulse: Blood Pressure:			
CLINICAL EVALUATION: PLEASE MARK THE APPROPRIATE COLUMN			
	General Good Health (Check Box)	**Fair Health** (Describe restrictions or concerns in space below by system. Continue back if more room is needed.)	**Poor Health** (Describe restrictions or concerns by the system.)
Neurological			
EENT			
Respiratory			
Cardiac			
Gastrointestinal			
Immunological			
Musculoskeletal			

Signed: _____ Title: _____ Print Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (   ) _____ Date: _____

REQUIRED IMMUNIZATIONS/PROOF OF IMMUNITY

The University of Dubuque Nursing Department
Nursing Student/Faculty Immunization and Immunity Form

Name _____
        (Last)   (First)   (MI)

UD Student ID# _____ Date of Birth _____

Nursing Program Enrollment Date_____

The University of Dubuque Nursing Department requires that each student have the following immunizations completed and up-to-date before enrollment. **You must provide proof of having each vaccination or proof of being immune to each.**

Directions: Please complete the following and provide your Health Care Provider's signature.

REQUIRED IMMUNIZATIONS/PROOF OF IMMUNITY

Vaccine Type	Date of Dose (DD/MM/YYYY)
Tdap (Tetanus-Diphtheria-Pertussis)	
Measles, Mumps, & Rubella (or titer results)	1._____ 2._____
Varicella (Chickenpox Vaccine) Disease or Titer	☐ I have had the chickenpox ☐ I have not had chickenpox (attach lab titer result) ☐ I have had the chickenpox vaccine. Vaccine #1_____ Vaccine #2_____ Student Signature_____
Tuberculosis 2-step skin test method **or** 1-step the QuantiFERON®-TB Gold Test simple blood test Date of TB Gold Test _____	2- step Screening 1st Visit_____ 2nd Visit_____ 3rd Visit_____ 4th Visit_____
Influenza Must be done annually before fall clinical. You will be notified of the exact date when classes start.	

(Please complete both sides and sign.)

COVID-19 INCLUDE- COPY of card with nursing packet	DATE OF VACCINATION #1	DATE OF VACCINATION #2	DATE OF VACCINATION #3 (IF APPLICABLE)
	DATE OF VACCINATION #4 (IF APPLICABLE)		

RECOMMENDED IMMUNIZATIONS
Hepatitis B (HBV)

Hepatitis B (HBV) is a serious viral infection of the liver that can lead to chronic liver disease, cirrhosis, liver cancer, liver failure, and even death. The disease is transmitted by blood and or body fluids and many people will not have any symptoms when they develop the disease. Health care workers are at increased risk due to their handling of body fluids. This disease is completely preventable. The Hepatitis B vaccine is available to all age groups to prevent Hepatitis B viral infection. A series of three (3) doses of vaccine are required for optimal protection. Missed doses may still be sought to complete the series if only one or two have been acquired. The HBV vaccine has a record of safety and is believed to confer lifelong immunity in most cases.

Nursing students are encouraged to complete a Hepatitis B series. If the student elects not to complete this immunization series, a Hepatitis B Immunization Waiver must be signed.

Hepatitis B	Date of Vaccination #1	Date of Vaccination #2	Date of Vaccination #3

Hepatitis B surface antibody result & date: _____
I plan to receive the Hepatitis B Vaccination series: _____ Yes_____ No
I hereby certify that I have read this information and I have elected not to receive the Hepatitis B vaccine/and or titer: Signature _____.

Student/Faculty: I attest that the information listed on both sides of this form is true to the best of my ability. I understand that providing false information may result in dismissal from the nursing program.

Student/Faculty Signature_____Date:_____

Signature of Student or Parent/Guardian (If student is under 18):_____Date: _____

HEALTH CARE PROVIDER: (Signature required as validation of correct information for the immunizations and TB assessment listed on both sides of this form).

Printed Name and Credentials_____

Address: _____

Phone: _____

Signature: _____ Date: _____

APPENDIX D: SPECIAL FEES FOR ACADEMIC YEAR 2022-2023

NOTICE: Some student fees may not be refunded if a student drops a nursing course after the designated date.

First-Year Nursing Students

Special Fees (Incorporated into Student Fees)	**Estimated Cost
1. A criminal background check (upon entry)	$46
2. ATI Complete	$900
3. Nursing Central	$150
4. Nursing equipment /Lab Supplies (bag with physical assessment and some intervention equipment: BP cuff, stethoscope, gait belt, pen light, etc. and lab supplies)	$124
5. UDSNA/NSNA Fee	$50
6. Student Liability Insurance	$16
7. Student Name Tag	$8
8. **Subtotal**	$1,294
Miscellaneous Costs Paid Directly by Student	
9. Specific Course Textbooks	$1000 Variable
10. Watch with second hand	Variable / approx. $50
11. Cost of uniforms/Lab Coat/Patches	Variable / approx. $150
12. Expenses associated with travel to clinical and labs, including parking fees	Variable per student per semester depending on clinical site assignment
13. Costs of field trips, projects	Variable
14. Annual TB testing, influenza vaccination	Variable
15. **TOTAL ESTIMATED COSTS**	$2,494

These costs are <u>estimates</u> and are subject to change.

NOTICE: Some student fees may not be refunded if a student drops a nursing course after the designated date.

Second Year Nursing Students

Special Fees (Incorporated into Student Fees)	**Estimated Cost
1. ATI Complete	$900
2. ANA Books	$150
3. UDSNA/NSNA Fee	$50
4. Student Liability Insurance	$16
5. IA Legislators Day	$80
**Subtotal	$1,196
Miscellaneous Costs Paid Directly by Student	
Specific Course Textbooks	$1000 Variable
6. Expenses associated with travel to clinical and labs, including parking fees	Variable per semester depending on clinical site assignment
7. Costs of field trips, projects	Variable
8. Annual TB testing, influenza vaccination	Variable
9. BLS recertification, if applicable	Variable
**TOTAL ESTIMATED COSTS	$2,196

These costs are underlined estimates and are subject to change.

APPENDIX E: DOCUMENT OF CONCERN: CLASSROOM
UNIVERSITY OF DUBUQUE NURSING DEPARTMENT

STUDENT: _____ DATE: _____ COURSE: _____

This information is provided to inform you that you are not meeting the expectations and/or objectives of the course listed above and to help you develop an improvement plan so that you can complete this course. Some of the violations listed below are serious enough to warrant sanctions up to and including dismissal from the Nursing Program.

NOT MEETING COURSE EXPECTATIONS	NOT MEETING COURSE OBJECTIVES
_____ Disruptive behavior in classroom _____ Inappropriate interpersonal behavior _____ Impaired behavior _____ Does not follow directions from Instructor _____ Other _____	_____ Midterm grade less than "C" (2.0) _____ Scholastic standing at risk (less than "C") _____ Academic integrity violation _____ Non-participation in classroom Activities _____ Other _____

Instructor Statement:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Plan for Improvement:

_____

_____

_____

_____

_____

_____

The decision of the Admission and Progression Committee/Nursing Faculty:

_____

_____

_____

_____

_____

_____

Print Name Instructor

_____

_____   _____
Instructor   Date

_____   _____
Student   Date

_____   _____
Department Head, Nursing   Date

I disagree with this Document of Concern and/or the decision of the Admission and Progression
Committee/Nursing Faculty.

_____   _____
Student   Date

Revised: August 2013
Reviewed: August 2014, 2017, 2018, 2019, 2020, 2021

APPENDIX F: DOCUMENT OF CONCERN: CLINICAL
UNIVERSITY OF DUBUQUE NURSING DEPARTMENT

STUDENT: _____ DATE: _____ COURSE: _____

This information is provided to inform you that you are not meeting the expectations and/or objectives of the course listed above and to help you develop an improvement plan so that you can complete this course. Some of the violations listed below are serious enough to warrant sanctions up to and including dismissal from the Nursing Program.

NOT MEETING COURSE EXPECTATIONS	NOT MEETING COURSE OBJECTIVES
_____ Disruptive behavior in the clinical setting _____ Inappropriate interpersonal behavior _____ Impaired behavior _____ Does not follow directions from instructor _____ Breach in confidentiality _____ Disregard for patient/client safety _____ Non-compliance with UD Skills and Medication Policy _____ Unexcused tardiness or absence _____ Does not meet uniform/hygiene dress code _____ Other _____	_____ Midterm grade less than "C" (2.0) _____ Not passing course _____ Academic integrity violation _____ Arrival to clinical unprepared (knowledge of medications, diagnoses, treatments) _____ Other _____

Instructor Statement:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Plan for Improvement:

_____

_____

_____

_____

_____

_____

The decision of the Admission and Progression Committee/Nursing Faculty:

_____

_____

_____

_____

_____

_____

_____   _____
Printed instructor name   Date

_____
Instructor Signature

_____   _____
Printed student name   Date

_____
Student Signature

_____   _____
Department Head, Nursing   Date

I disagree with this Document of Concern and/or the decision of the Admission and Progression Committee/Nursing Faculty.

_____   _____
Student   Date

Revised: August 2013, Reviewed: August 2014, 2017, 2018, 2019, 2021

APPENDIX G: STUDENT NURSE HANDBOOK STATEMENT
UNIVERSITY OF DUBUQUE NURSING DEPARTMENT

I understand how to access the *online* 2022-2023 University of Dubuque BSN Student Handbook (via Moodle at https://udonline.dbq.edu/) and will read it in its entirety.

I acknowledge that *I am responsible* for knowing and complying with the policies in the BSN Student Handbook.

_____
Student Name (Please print)

_____   _____
Signature of Student   Date

Reviewed: August 2018, 2019, 2020, 2021, 2022

UNIVERSITY *of*
DUBUQUE
Nursing

Mission:

To educate professional nurses to provide ethical, evidence-based, collaborative care to meet the dynamic needs of diverse individuals and communities.

- I have not been denied licensure by the Iowa Board of Nursing.

- I do not have/hold a license that is currently suspended, surrendered, or revoked in any United States jurisdiction.

- I do not have/hold a license/registration that is currently suspended, surrendered, or revoked in another country due to disciplinary action.

_____
Student Name (Please print)

_____   _____
Signature of Student   Date

Reviewed: August 2018, 2019, 2020, 2021, 2022

APPENDIX I: STUDENT NURSE <u>CONFIDENTIALITY</u> AGREEMENT
UNIVERSITY OF DUBUQUE NURSING DEPARTMENT

I have received education about Personal Health Information (PHI) and the Health Insurance Portability and Accountability Act (HIPAA).

I agree:

1. To keep personal health information acquired in any nursing laboratory or clinical course **confidential** and to access PHI in the **clinical area only** on a **"need to know"** basis.

2. I will only access patient or client PHI when I am **directly involved in their care**.

3. I **will not access** my **own PHI nor** that of any **personal acquaintances** while at any clinical site.

_____   _____

Student Name (Please print)   Academic Year

_____   _____

Student Signature   Date

Revised: 2011, 2012, 2013, 2014, 2015, 2016, 2017
Reviewed: August 2018, 2019, 2020, 2021, 2022

APPENDIX J: Fall Nursing Application Process and Forms

UD Nursing Program: Application Process & Form

DIRECT ADMISSION

Applicants meeting all or lacking one of the published criteria listed below will be invited to apply for Direct Admission. Applicants are urged to meet all minimum requirements. For direct admission, students must meet *all* other listed requirements. Direct admit students are required to complete an application to the nursing program in the spring of their sophomore year.

Complete the BSN Program Application. These are due by 4:00 pm on February 15th for the class beginning the following August. When the 15th falls on a Saturday or Sunday, applications are due the following Monday. Application forms are available in the Nursing Department office (304 University Science Center), UD Online Nursing Moodle page (password is required), or call 563.589.3500 to request one by mail. Priority for admission is given to direct admit students.

Eligibility Criteria:
- Minimum 3.8 or higher cumulative GPA (can be weighted or unweighted)
- 4 years of High School English
- 1 year of High School Biology
- 1 year of High School Chemistry
- 1 year of each: Algebra I, Algebra II, and Geometry
- 3 years of High School Social Studies

OR an ACT 25 composite or greater or SAT 1210 total or greater

High School students who do not meet the eligibility requirements for Direct Admission should look at the **Standard Admission** process.

UD Nursing recognizes that not all students have completed the requirements for direct admission out of high school and that many students change their majors or pursue a second degree in nursing. UD is committed to offering seats to students who follow this pathway, however, this program is competitive. Students must meet the minimum criteria noted below to be considered for admission to the pre-licensure undergraduate Bachelor of Science in Nursing program. Admission will be offered conditionally pending completion of all requirements.

Standard Admission

Students who are not direct admission students will enroll at the University of Dubuque as Pre-Nursing students, and/or transfer students earn admission to the UD Nursing via the Standard Admission process. These students must complete designated prerequisites and apply for admission to the department after or while completing the final prerequisites for the nursing major. The Department of Nursing will admit a cohort of up to 32 students who begin the nursing major each fall semester.

SUMMARY OF GPA AND COURSE GRADE REQUIREMENTS FOR DIRECT & STANDARD ADMISSION

1. Minimum overall GPA of 3.0 or higher in all Nursing Program pre-requisite courses.
2. Minimum science (Anatomy and Physiology I & II, Chemistry 105, and Microbiology) pre-requisites GPA of 3.0.
3. A minimum grade of "C" (2.0) in each of the Nursing Program pre-requisite courses.
4. Students may have repeated any Nursing Program pre-requisite course **only one time.**
5. Students for whom English is not the first language. According to the National Council of State Boards of Nursing[5], students must obtain an English proficiency of 84 with a minimum speaking score of 26 for TOEFL iBT or an IELTS of 6.5 overall band score minimum and a minimum of 6.0 in any one IELTS, this is the minimal level of English proficiency needed to perform entry-level nursing safely and effectively.
6. Students who have been enrolled in a nursing program elsewhere must show evidence they left their previous nursing program in good standing and are currently eligible to continue enrollment in that program. This requires that a letter from the director of their previous program (Dean, Chair, or Department Head) be sent directly to the UD Nursing Department (2000 University Ave., Dubuque, IA 52001) confirming good standing. Students who cannot provide evidence of good academic standing (i.e. was not dismissed from the program, did not fail to meet academic requirements for nursing, are not prohibited from returning to the nursing program, etc.) will not be considered for admission to UD's BSN program.

Complete the following Nursing Program pre-requisite courses with a minimum pre-nursing GPA of 3.00:

Communication (Basic Speech Communication)
Composition & Rhetoric
Research Writing
College Algebra
Anatomy & Physiology I *
Anatomy & Physiology II *
Chemistry, Organic Chemistry, Biochemistry (including lab) *
Lifespan Development
Nutritional Physiology
Introduction to Nursing
Microbiology *
Psychology
Sociology
Statistics

***NOTE**: Online courses are not accepted for the *science* LAB prerequisites. These courses must be in a face-to-face format.

1. Earn a minimum grade of "C" in each of the Nursing Program pre-requisite courses;

2. Not repeat a Nursing Program pre-requisite course more than one time (only one repeat of each pre-requisite is allowed);

3. Complete a nursing assistant certification (CNA) course and be listed on the Iowa Direct Care Worker registry as *Active* on the first day of class at the time of fall entry into the program; and

4. Complete the *BSN Program Application.* These are due by **4:00 pm on**

February 15th for the class beginning the following August. When the 15th falls on a Saturday or Sunday, applications are due the following Monday. Application forms are available in the Nursing Department office (304 University Science Center), UD Online Nursing Moodle page (password is required), or call 563.589.3500 to request one by mail.

Students should also take note of the following:

1. If you took any courses as a transfer course to meet requirements as a UD nursing pre-requisite course, you should be certain that you have properly informed the Registrar and these courses should appear on your UD unofficial transcript indicating evaluation has been completed by the Registrar's Office. This is the student's responsibility – the Nursing Department will not consider your application if all courses taken do not appear on the transcript.

2. Applicants who submit applications after the due date will be considered on a space-available basis.

3. If a student is selected for admission but then fails to complete all of the Nursing Program pre-requisite courses and other criteria before the fall semester, that student will not progress and must submit a new application the following year.

4. Students who have been enrolled in a nursing program elsewhere must show evidence they left the previous nursing program in good standing and are currently eligible to continue enrollment in that program. This requires that a letter from the director of their previous program (Dean, Chair, or Department Head) be sent directly to the UD Nursing Department (2000 University Ave., Dubuque, IA 52001) confirming good standing. Students who cannot provide evidence of good academic standing (i.e. not dismissed from the program, did not fail to meet academic requirements for nursing, are not prohibited from returning to the nursing program, etc.) will not be considered for admission to UD's BSN program.

Admission Application Checklist - Direct Admits

1. Completed Application (attached) submitted to 304 University Science Center by **4:00 pm on February 15th** (or on the following Monday if the 15th falls on the weekend).
2. All transcripts were received & reviewed by UD Registrar's Office by **4:00 pm on February 15th** (or on the following Monday if the 15th falls on the weekend).
3. All other required health forms, fingerprinting, and transcripts must be received by August 1, if not received by August 1st students may not be admitted unless the department has been notified prior.

STANDARD ADMISSION PROCESS

For all applicants who are entering via the standard admission process -, an initial application to the upper-division nursing major occurs during the second semester of the sophomore year. Applications are due by **4:00 pm on February 15th** for the class beginning the following August. When the 15th falls on a Saturday or Sunday, applications are due the following Monday. **Applicants who submit after the deadline will be considered on a space-available basis only.** Application forms are available in the Nursing Department office (University Science Center 304), UD Online Nursing Moodle page (password is required), or call 563.589.3500 to request one by mail.

Students must be accepted into the nursing major before they can register for nursing (NRS-303 or above) courses. Students may be *provisionally registered* for nursing courses pending notification of acceptance. If the student fails to meet the established admission criteria before the start of fall classes, the student will be administratively withdrawn from all nursing courses.

Current UD standard admit student applicants are required to provide **two references** from University of Dubuque professors who teach nursing pre-requisite courses. One must be from a natural sciences professor and the other must be from a social sciences professor (forms with instructions attached).

Applicants who are transferring in all coursework, and therefore have not taken classes taught by UD professors, must provide two letters of reference from former employers or professors at a previous college. Letters must be sent by mail to the Department of Nursing in a sealed envelope directly from the person providing the reference (address located on Application Form).

Students must take the online TEAS® exam, which is a test developed by the Assessment Technologies Institute® (ATI) to help to predict early nursing program success. This is a four-option multiple-choice assessment of basic academic knowledge in reading, mathematics, science, and English and language usage consisting of 170 total questions. Students have two opportunities to pass the exam at the Proficient level category. This is the category of academic preparedness described by ATI as corresponding to: "a moderate level of overall academic preparedness necessary to support the learning of nursing-related content." The TEAS® is offered only online and must be proctored. The Academic Success Center (ASC) on the UD campus (2nd floor Myers Library, 563.589.3262) proctors the exam and can provide information to students. All individuals preparing to take the TEAS® must create an ATI account (www.atitesting.com). There is a fee for taking the test payable online at the time the test is taken. The time limit is 209 minutes. Calculators may NOT be used for the test. Test results are available 48 hours after completion of the test, and scores must be received by Nursing Department by the application deadline. For more information, please refer to www.atitesting.com. A *TEAS® Study Manual* is available for purchase on the ATI website. Students are strongly encouraged to complete the TEAS® assessment early, preferably during the freshman year, so that if necessary, a remediation plan can be implemented with the ASC to assist students in obtaining the Proficient Level required for admission to the Nursing major when they retake the TEAS® exam, and to increase the basic skills that are necessary to succeed in the nursing curriculum. Reasonable accommodations are available to take the TEAS® for students who have a documented disability. Please notify the ASC of any accommodations needed. Confidentiality of all requests will be maintained.

Applicants for whom English is not the first language are also required to present a minimum TOEFL® (*Test of English as a Foreign Language*) or the International English Language Testing System (IELTS™) score. The TOEFL® and IELTS™ are tests that measure a candidate's English language proficiency. The test must be taken at a designated test center. More information can be found at http://www.ets.org/toefl/ or https://www.ielts.org/en-us/. Please consult with the University of Dubuque Academic Success Center (563.589.3262) for more information. Plan for this (at least 6 months), as the test is offered a limited number of times per year. Test results are not available for approximately two weeks (scores must be received by Nursing Department by the application deadline).

To apply to the nursing program, students must:

1. Be at least sophomore standing (greater than or equal to 24 credit hours) at the application due date.

2. Obtain a minimum pre-nursing GPA of 3.00 acquired from the 14 Nursing Program pre-requisite courses listed below:

   i. Communication (Basic Speech Communication)
   ii. Composition & Rhetoric
   iii. Research Writing
   iv. College Algebra
   v. Anatomy & Physiology I *
   vi. Anatomy & Physiology II *
   vii. Chemistry, Organic Chemistry, Biochemistry (including lab) *
   viii. Lifespan Development
   ix. Nutritional Physiology
   x. Introduction to Nursing
   xi. Microbiology *
   xii. Psychology
   xiii. Sociology
   xiv. Statistics

   ***NOTE**: Online courses are not accepted for the *science* prerequisites.
   These courses must be in a face-to-face format.

3. Earn a minimum grade of "C" in each of the Nursing Program pre-requisite courses.

4. Not repeat a Nursing Program pre-requisite course more than one time (only one repeat of each pre-requisite is allowed).

5. Complete a nursing assistant certification (CNA) course and be listed on the Iowa Direct Care Worker registry as *Active* on the first day of class at the time of fall entry into the program.

6. According to the National Council of State Boards of Nursing, students for whom English is not their first language must obtain an English proficiency of 84 with a minimum speaking score of 26 for TOEFL iBT, or a IELTS^{TM} of 6.4 overall band score with a minimum 6.0 in any ILETS module, these are the minimum levels of English proficiency need to perform entry-level nursing safely and effectively.

7. For standard admit students you must obtain a minimum score at the "Proficient" level category on the TEAS® (Test of Essential Academic Skills).

Students should also take note of the following:

1. Preference will be given to those who have demonstrated high achievement in previous college coursework.

2. The pre-requisite natural science courses (A&P, Microbiology, and Organic/Bio-Chemistry) provide a very important foundation for the study of nursing. Preference will be given to applicants who meet the following conditions related to this course work:
   a. courses have been completed at the University of Dubuque **and**
   b. courses have been completed within the last seven years

3. Those applicants who have completed, or will complete, the majority of the 14 nursing pre-requisite courses **at the University of Dubuque** will be given preference. College credits earned while in high

school are an exception and will be considered the same as courses earned at the University of Dubuque.

4. If you took any courses as a transfer course to meet requirements as a UD nursing pre-requisite course, you should be certain that you have properly informed the Registrar and these courses should appear on your UD unofficial transcript indicating evaluation has been completed by the Registrar's Office. This is the student's responsibility – the Nursing Department will not consider your application if all courses taken do not appear on the transcript.

5. Preference will be given to applicants who have completed 11 or more of the Nursing Program pre-requisite courses at the time of application.

6. Repeat applications are allowed if an applicant was not accepted the previous year. A new application must be completed and submitted by the deadline.

7. Applicants who submit applications after the due date will be considered on a space-available basis.

8. The number of institutional transfers, course withdrawals, and course repetitions is taken into account.

***NOTE:** It is important to note that completion of the pre-nursing courses and achievement of the minimum criteria does not guarantee admission into the nursing major. Enrollment in the final two years is limited and thus the admission process is selective. From the applicants who meet minimum requirements, those who appear to be best qualified will be admitted. The Nursing faculty and Department Head are responsible for admissions decisions.

Important Notes:

If a student is selected for admission but then fails to successfully complete all of the Nursing Program pre-requisite courses and other criteria before the fall semester, that student will not progress and must submit a new application the following year. Qualified applicants who are not admitted to the nursing major will be placed on a "standby" list. Students on this list will be notified if an opening in the class becomes available up to and including the first week of classes beginning in the fall. Students who have been enrolled in a nursing program elsewhere must show evidence they left their previous nursing program in good standing and are currently eligible to continue enrollment in that program. This requires that a letter from the director of their previous program (Dean, Chair, or Department Head) be sent directly to the UD Nursing Department (2000 University Ave., Dubuque, IA 52001) confirming good standing. Students who cannot provide evidence of good academic standing (i.e. we're not dismissed from the program, did not fail to meet academic requirements for nursing, are not prohibited from returning to the nursing program, etc.), will not be considered for admission to UD's BSN program.

Transfer Students

A student not currently enrolled at UD and/or desiring to transfer to UD for the upper-division nursing major who has completed course work judged by the Registrar and the Nursing Department to be equivalent to the 14 Nursing Program pre-requisite courses, will be considered for admission to the nursing program after qualified UD students in attendance on campus have been accepted into the program.

**NOTE Deadline Date August 1st:
If open seats are remaining for the upcoming admission class, the department's Head of Nursing will take into consideration receiving transcripts up to August 1st.

Applicants for admission who are graduates of the University of Dubuque will be given equal consideration for admission with current UD students.

Admission Application Checklist

☐ Completed Application (attached) submitted to 304 University Science Center by 4:00 pm on February 15th (or on the following Monday if the 15th falls on the weekend).

☐ TEAS® score received by Nursing Department no later than 4:00 pm on February 15th (or on the following Monday if the 15th falls on the weekend).

☐ The reference form (attached) was provided to two UD natural science/social science professors who have agreed to return it to the Nursing Department by March 1st. In the case of transfer students, letters of reference must be received in the Nursing office by March 1st.

NOTE: This is an action item. The professors selected to provide a reference should return the forms to the Nursing Department. Students must request this promptly to allow adequate time for the completion and return of the form. Professors have the right to refuse to complete a reference if the student does not show the courtesy of making the request early enough to allow ample time to meet the March 1st deadline.

☐ All transcripts were received & reviewed by UD Registrar's Office by 4:00 pm on February 15th (or on the following Monday if the 15th falls on the weekend).

☐ TOEFL® or IELTS™ score received by Nursing Department no later than 4:00 pm on February 15th (or on the following Monday if the 15th falls on the weekend). This applies to applicants for whom English is not their first language.

Second Degree Students

Students entering the BSN major with an AA or AS degree from an accredited two-year institution or a BA or BS degree from an accredited four-year institution will be considered to have completed the following UD Core Curriculum requirements, and will not be required to take them as part of the BSN pre-requisites: Speech Communication, Composition and Rhetoric, and Introduction to Research Writing. The remainder of the prerequisites from the list on p. 42 must be completed before entry to the program.

BSN Program Direct Admit Application
The University of Dubuque
Department of Nursing

NAME: _____
  (Last)   (First)   (Middle and Maiden)
Local Address: (While in school)

_____
  (Street)   (City)   (State)   (Zip)

Student ID#: _____   **Advisor:** _____

Date Started at UD: _____

Phone: _____   **UD Campus Email:** _____

Other Email: _____

Parent/Spouse Name: _____   **Phone:** _____

Permanent Address: _____
                          (Street)   (City)   (State)   (Zip)

Summer Address (if different from above):

_____
  (Street)   (City)   (State)   (Zip)

Have you ever been convicted of a misdemeanor or felony? Yes _____   No _____
If yes, please briefly describe (on a separate sheet of paper and attach to the application) the nature of the crime(s), the date and place of conviction(s), and the legal disposition of the case(s).

Colleges Attended/Attending:

  Name   Dates   Degree
_____
_____
_____

List all the courses you are taking during Spring Term this academic year:
COURSE (Title & Number)   COLLEGE (if other than UD)
_____
_____
_____
_____

List all the courses you will be taking during the upcoming Summer Term (if any):
COURSE (Title & Number)   COLLEGE (if other than UD)
_____
_____
_____

**You must get prior approval from the Registrar's Office stating course equivalency for any non-UD courses.
Bring application (or if currently not at UD send it by registered mail) to:

University of Dubuque; Department of Nursing, University Science Center # 304; 2000 University Avenue, Dubuque, IA 52001

BSN Program Application – Standard Admission Applicants
The University of Dubuque
Department of Nursing

NAME: _____
     (Last)   (First)   (Middle and Maiden)
Local Address: (While in school)

_____
  (Street)   (City)   (State)   (Zip)

Student ID#: _____   **Advisor:** _____

Date Started at UD: _____

Phone: _____   **UD Campus Email:** _____

Other Email: _____

Parent/Spouse Name: _____   **Phone:** _____

Permanent Address: _____
                    (Street)   (City)   (State)   (Zip)

Summer Address (if different from above):

_____
  (Street)   (City)   (State)   (Zip)

Have you ever been convicted of a misdemeanor or felony? Yes _____   No _____
If yes, please briefly describe (on a separate sheet of paper and attach to the application) the nature of the crime(s), the date and place of conviction(s), and the legal disposition of the case(s).

Colleges Attended/Attending:

      Name   Dates   Degree
_____
_____
_____

List all the courses you are taking during Spring Term this academic year:
COURSE (Title & Number)   COLLEGE (if other than UD)
_____
_____
_____
_____

List all the courses you will be taking during the upcoming Summer Term (if any):
COURSE (Title & Number)   COLLEGE (if other than UD)
_____
_____
_____

**You must get prior approval from the Registrar's Office stating course equivalency for any non-UD courses.
Bring application (or if currently not at UD send it by registered mail) to:

University of Dubuque; Department of Nursing, University Science Center # 304; 2000 University Avenue

University of Dubuque Department of Nursing Reference Form Standard Admission Applicants
(Applicant completes top section)

Name of Applicant:_____

<u>**Request for Reference**</u>
<u>Under the provisions of the Family Educational Rights and Privacy Act, this applicant (if admitted and enrolled) will have access to the information provided below unless he/she has waived such access.</u>

(Optional) I hereby waive my right of access to the material recorded below.

_____   _____
(Signature of Applicant)   (Date)

Name of professor who will complete this reference form:
_____

Two references are required from UD professors who teach pre-nursing courses. One must be from a natural sciences professor and the other must be from a social sciences professor. **Please circle the course for which you had the professor for this reference.**

Natural Sciences   Social Sciences
BIO-211   BIO-212   PSY-110   PSY-119
UDCM-105   BIO-314   SOC-111
(Professor completes the remaining sections)
This applicant is requesting that you serve as a reference for his/her application for admission to the nursing program at the University of Dubuque. To assist us in evaluating his/her application, we ask that you please complete this form and return it to the Nursing Department office. All completed forms will be treated confidentially.
It is the student's responsibility to see that you receive this form by <u>4:00 pm on February 15th</u>. Please complete and return to the Nursing Department by March 1st. Thank you very much. Your input is valuable and appreciated.
INSTRUCTIONS: Please rate the applicant by circling the appropriate number.

	Marginal	**Below Average**	**Average**	**Above Average**	**Exceptional**
Intellectual ability	1	2	3	4	5
Leadership ability	1	2	3	4	5
Ability to work with others	1	2	3	4	5
Ability to express self verbally	1	2	3	4	5
Writing ability	1	2	3	4	5
Emotional maturity	1	2	3	4	5
Attitude	1	2	3	4	5
Problem-solving ability	1	2	3	4	5
Accountability for learning	1	2	3	4	5
Synthesize theory into practice	1	2	3	4	5
Ethical standards	1	2	3	4	5
Dependability	1	2	3	4	5
Ability to work under pressure	1	2	3	4	5
Planning and organizing work	1	2	3	4	

Comments:

Signature: _____ **Date:** _____

University of Dubuque Department of Nursing Reference Form – Standard Admission Applicants

Name of Applicant:_____

Request for Reference
Under the provisions of the Family Educational Rights and Privacy Act, this applicant (if admitted and enrolled) will have access to the information provided below unless he/she has waived such access.

(Optional) I hereby waive my right of access to the material recorded below.

_____   _____
(Signature of Applicant)   (Date)

Name of professor who will complete this reference form:
_____

Two references are required from UD professors who teach pre-nursing courses. One must be from a natural sciences professor and the other must be from a social sciences professor. **Please circle the course for which you had the professor for this reference.**

Natural Sciences   Social Sciences
BIO-211   BIO-212   PSY-110   PSY-119
UDCM-105   BIO-314   SOC-111

(Professor completes the remaining sections)
This applicant is requesting that you serve as a reference for his/her application for admission to the nursing program at the University of Dubuque. To assist us in evaluating his/her application, we ask that you please complete this form and return it to the Nursing Department office. All completed forms will be treated confidentially.

It is the student's responsibility to see that you receive this form by 4:00 pm on February 15th. Please complete and return to the Nursing Department by March 1st. Thank you very much. Your input is valuable and appreciated.

INSTRUCTIONS: Please rate the applicant by circling the appropriate number.

	Marginal	**Below Average**	**Average**	**Above Average**	**Exceptional**
Intellectual ability	1	2	3	4	5
Leadership ability	1	2	3	4	5
Ability to work with others	1	2	3	4	5
Ability to express self verbally	1	2	3	4	5
Writing ability	1	2	3	4	5
Emotional maturity	1	2	3	4	5
Attitude	1	2	3	4	5
Problem-solving ability	1	2	3	4	5
Accountability for learning	1	2	3	4	5
Synthesize theory into practice	1	2	3	4	5
Ethical standards	1	2	3	4	5
Dependability	1	2	3	4	5
Ability to work under pressure	1	2	3	4	5
Planning and organizing work	1	2	3	4	

Comments:

Signature: _____ **Date:** _____

APPENDIX K: TEAS Testing Protocol

University of Dubuque
Academic Success Center
ATI TEAS Information

The University of Dubuque requires students seeking admission to the BSN Nursing (Pre-Licensure) program to successfully pass the ATI TEAS. Students with the following admission scores may be exempt from this requirement:

- ACT Composite 25
- SAT Minimum Total 1210

The ATI TEAS, or Test of Essential Academic Skills, is a third-party national nursing exam designed specifically to assess a student's preparedness for entering the health science field. The ATI TEAS comprises 170 questions set up in a multiple-choice format with four-option answers. Questions are designed to test the basic academic skills you will need to perform successfully in the areas of Reading, Math, Science, and English and Language Usage.

Register with ATI

- Go to atitesting.com and click "I'm a Nursing Student" in the popup box
- Click "Create Account" in the upper right-hand corner
- Follow instructions/enter information to set up your account
- Use your UD email address
- Record your username/password somewhere **safe and accessible on testing day**

ATI TEAS Fee

The fee for taking the ATI TEAS is currently $115 and must be paid with a credit/debit card **on the testing computer in the ASC Testing Center** *immediately before* **you take the exam**. The ATI website will not accept cash or checks. Please make sure you have adequate funds available to cover the exam on test day.

Schedule Your Exam

To schedule the ATI TEAS, go to the ASC and ask for the test proctor, email asc@dbq.edu, or call 563-589-3262. Students should schedule a minimum of 3.5 hours for the exam. The ATI TEAS may be scheduled in the Testing Center with the following **start** times:
- Monday-Thursday 8 am – 2 pm
- Friday 8 am – 12 pm

The ASC Testing Center will be open and TEAS will be proctored on Fall Break Day, which in 2022 is Friday, October 8th. This is an excellent time to take the exam and avoid conflict with your class/activities schedule. The start times for the exam on this day are 8 am – 12 pm.

Students who require accommodations for exams and have an active Verification of Individual Student Accommodations (VISA) letter on file with our Accessibility Services Coordinator should inform the ASC test proctor of their required accommodation(s) when scheduling their exam. Students who request accommodations at the scheduled test time without prior notification of their needs will be rescheduled for a later date.

If you're not able to take the ATI TEAS in the ASC Testing Center, you may take it at a PSI testing site. Go to atitesting.com/teas/register/teas-at-psi for more information. All questions about testing through PSI should be directed to ATI and PSI support; we can't assist you with the testing process if you test at another site.

ATI TEAS Study Preparation

- Resources from ATI may be purchased at atitesting.com/teas-prep. The cost of these products ranges from $25 for the Study Manual to $249 for the Comprehensive Study Package.

- The ASC has one hard copy ATI TEAS study guide. Our new policy is that may be used **only** in the Myers library and can be checked out for use by trading a personal item (student ID, etc.) in return. If you want to check it out and it isn't available, we'll put your name on a waiting list. Please DO NOT depend only on this book to study for the TEAS.

- TEAS practice exams and other nursing study materials are available through Learning Express on the UD library website (like the FREE eBook titled *Nursing School Entrance Exams, 4th Edition*.) This is a fantastic resource and it's FREE! *Instructions for accessing these resources start on page 3 of this handout.*

- Nursing students may schedule time with peer tutors and writing consultants here in the ASC at dbq.mywconline.com. Please come to your appointment with specific questions in mind and specific items to review. We recommend that students take at least one practice exam before scheduling a tutoring session.

- This link contains information on preparing for the TEAS V, and much of the information can be applied to the ATI TEAS:
allnurses.com/teas-exam-help/how-i-passed-804222.html

After the Exam

Once the test is complete, students receive an "Individual Performance Profile." The Individual Performance Profile shows areas of strength as well as the areas in which remediation is needed. A minimum score of "Proficiency" (58.7%) is required for admission to the UD BSN program. If "Proficiency" is not attained in the first test attempt, students are allowed one retake.

To access ATI TEAS study resources through Charles C Myers Library

- Go to the Charles C Myers Library website at dbq.edu/library/

- Scroll down and click **Test Prep – Learning Express** on the bottom right-hand side
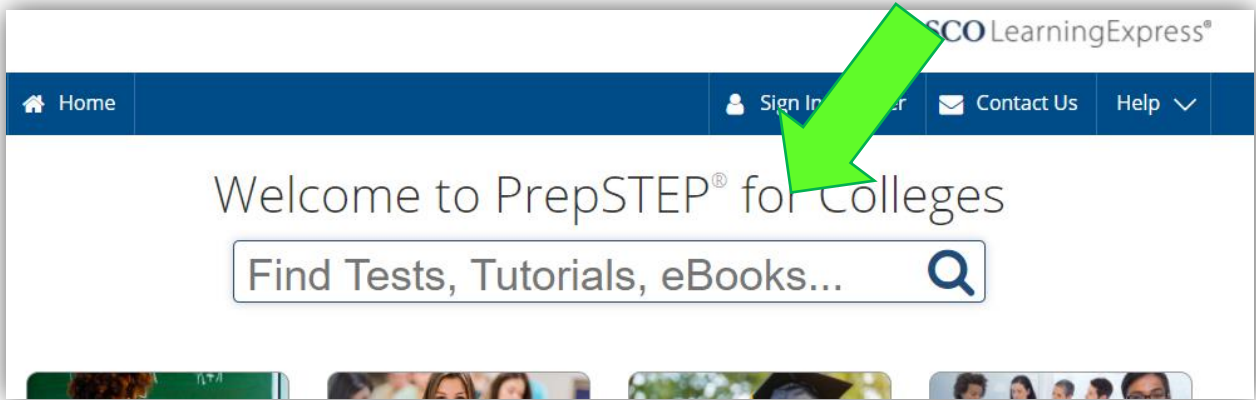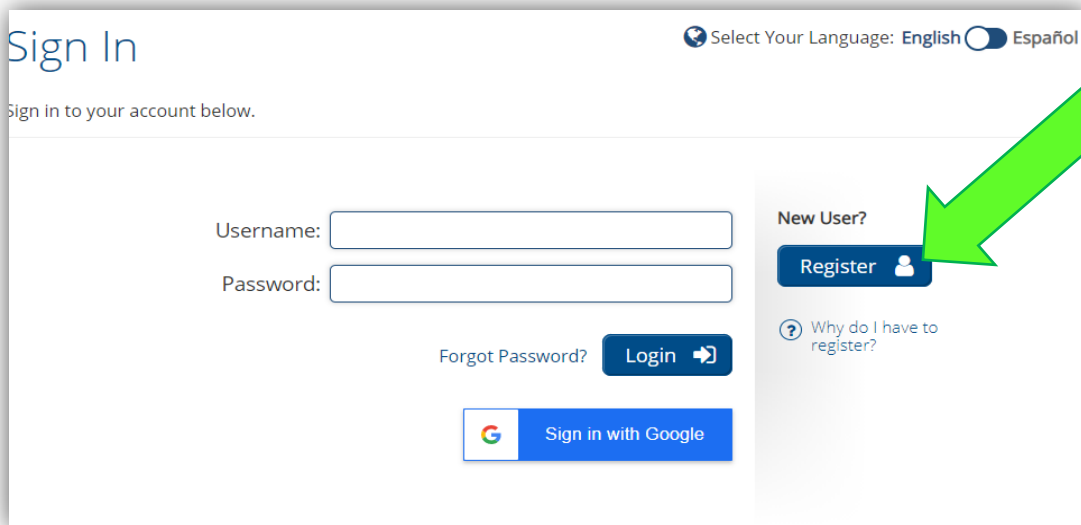
- Select **Register**

- Fill in the required info and click **Register**
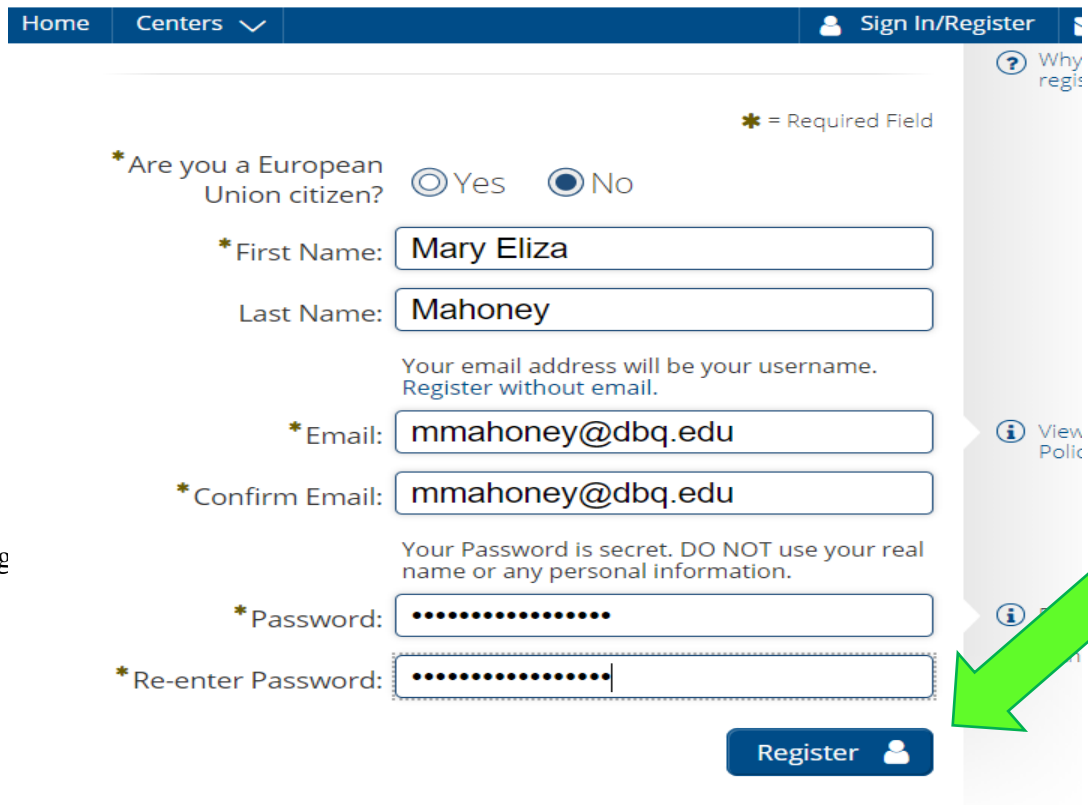
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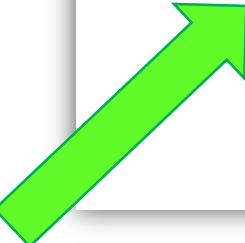
- Type "TEAS" into the **search bar**
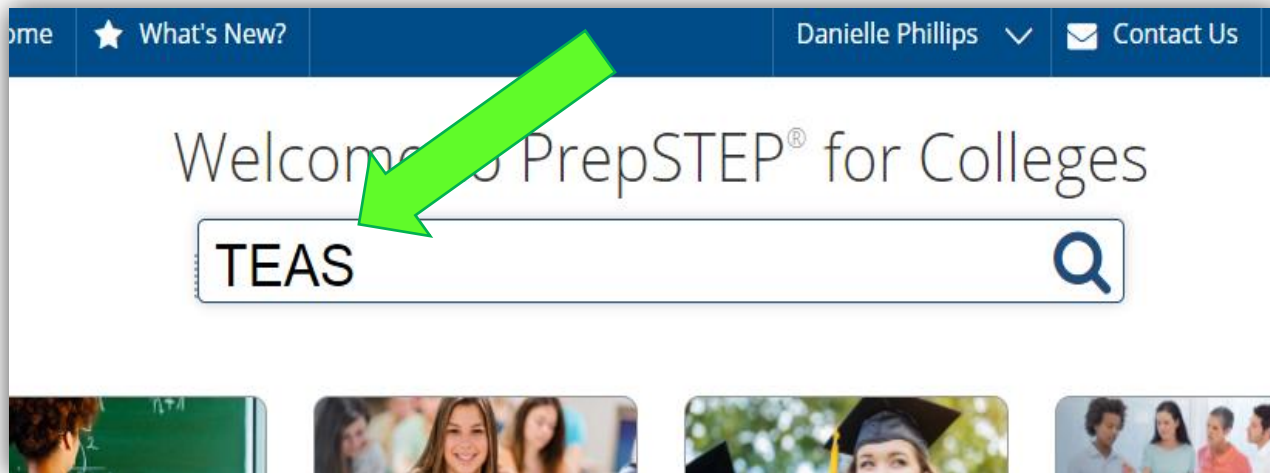
- Select the practice test you want to take and start practicing!

Home   Centers ∨   **Danielle Phillips** ∨

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Nursing School Entrance Exams, 4th Edition

A career in nursing can be very rewarding, offering a variety of specializations and work environment options. This eBook will help you do well on your entrance exam and get accepted into the nursing program of your choice.

Download eBook 📄

Nursing School Pr... Reading

This first practice set will pr... questions found on the TEA... Skills), the NET (Nursing Ent... Assessment, the RNSAE (Re... Examination), and the APNE... Examination).

Start Test
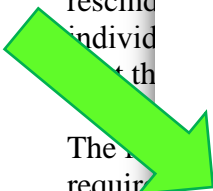
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What ...
To be listed on the DCW, the state of Iowa requires that you complete a minimum of 75 hours of approved course instruction and that you pass both the skills and written exams to be listed on the Registry.

How long is my CNA certification good for?
CNA licenses in Iowa are valid for 24 months until you remain active on the state's nurse aide registry. A recertification form will be mailed to the eligible CNAs approximately 2 to 3 months before the expiry date of the license. You can also complete the renewal online by contacting the State Board of Nursing.

What if I was certified, but have not been employed for over 2 years? How do I get my status reactivated as "active"?
When CNAs in Iowa do not work at least 8 hours within two years, their certification status becomes inactive. To reinstate your CNA certification, you can either begin working again, plus have your employer report your hours, **or** re-take the CNA competency examination.

CNA Lookup – Student for Eligibility to Work

How can I make sure that I am on the Registry at the time I begin the program?
1. Go to the **Iowa Department of Inspection & Appeals** https://dia.iowa.gov/

2. *Directly to the* CNA Registry lookup: https://dia-hfd.iowa.gov
   DIA recommends using the application in Chrome, Edge, or Safari browsers

   Q
   DCW SEARCH

3. Plug in info Look up eligibility status of Direct Care Workers
   Click **Search**
   Window opens with the person's info

+	Id	Last Name	First Name	City	County	View

   Click on the **View** button to check the status, it must be Status - *Active*
   Window opens with the following info.

Earning my CNA in another state – will it meet Iowa's CNA requirements?
There is reciprocity between states to assist with CNA transfers across state lines. To begin the reciprocity process, you will need to complete the DCW Registry Application site: https://dia.iowa.gov/node/376

Some helpful information about <u>other state processes</u>:

- CNAs will need to be active on the Iowa DCW Registry to test in **Missouri** and **Kansas**.
- **Wisconsin** requires CNAs to have 2,088 hours of long-term care CNA employment in Iowa during the previous 24 months to as **not** to retake its course and tests.
- **Illinois**, **Nebraska**, **Minnesota**, **North Dakota**, and **South Dakota** are straight transfers.
- **North Carolina** requires CNAs to take their course and tests to be placed on the North Carolina registry.

Revised: 2022