8.0 Nursing Student Handbook – Fall, 2012

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8.1 Introduction

This handbook has been developed to assist students in the nursing major to become better acquainted with the Department of Nursing and the baccalaureate nursing program at Mount Mercy University. The information included in this handbook applies specifically to students enrolled in the nursing major and is prepared to be used in conjunction with the Good Book, a student handbook provided for all Mount Mercy students, and the College catalog. It is our hope that this handbook will provide a concise, practical guide for students. Please do not hesitate to seek clarification of any policy you do not understand. We encourage your comments and wish you success in your studies at Mount Mercy University.

Faculty of the Department of Nursing: See Organization Chart Appendix 8.1.

8.2 Mission, Philosophy, and Objectives and Framework for the Department of Nursing

8.2.1 Mission, Philosophy and Objectives

The Mount Mercy University Department of Nursing, in the tradition of the Sisters of Mercy, is dedicated to service in meeting human needs where they exist. The mission of the department is to educate baccalaureate level students as beginning practitioners of professional nursing. The faculty of the department is committed to a professional nursing curriculum with a foundation in the liberal arts and the behavioral and biological sciences.

Philosophy

Persons are viewed as holistic beings possessing biophysical, psychosocial and spiritual qualities within a diverse environment. This environment influences persons in their efforts to learn and to exercise choices regarding their health. Health is viewed as a state and process in which a person fluctuates on a continuum from optimal wellness to eventual death. The continuum of health exists within an ever-changing environment that influences the person’s ability to adapt.

Nurses function with authority, responsibility and accountability in a variety of roles and settings. Values and professional standards guide them as they demonstrate ethical and caring behaviors. Nurses think critically, communicate effectively, and intervene therapeutically in the application of the nursing process.

The faculty of the Mount Mercy University Department of Nursing prepares the graduates to make informed personal and professional decisions that allow them to meet human needs with sensitivity and creativity in a multicultural, global society. In view of the dynamic expansions of knowledge and technology and of the changing face of health care delivery, the faculty emphasizes life-long learning as essential to on-going professional development.
Department Objectives

Students in the Mount Mercy University Department of Nursing will seek the meaning and purpose of nursing as they journey throughout and beyond their baccalaureate education. The graduate will:

1. Integrate knowledge derived from liberal arts, science and nursing in professional nursing practice.
2. Respect the value and dignity of human life.
3. Implement appropriately selected nursing interventions.
4. Embrace the culture of the profession of nursing.
5. Engage in experiences which promote personal and professional growth.

Approved by the Department of Nursing faculty, October 7, 2002.

The faculty of the Department of Nursing have used the referenced Webber article to assure that a curricular framework is evident as course content is developed at each level of curriculum. The framework as proposed by Webber addresses: nursing knowledge, skills, values, meanings, and experiences. The objectives address each area and guide the faculty in the development of courses for theoretical content and clinical experiences.


8.2.2 Conceptual Framework

Mount Mercy University - Department of Nursing
Curriculum - Conceptual Framework
Fall 2012

<table>
<thead>
<tr>
<th>Curricular Threads</th>
<th>Year One: Call to Adventure</th>
<th>Year Two: Departure/Crossing the Threshold</th>
<th>Year Three: Initiation/Transformation</th>
<th>Year Four: Extending the Journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Completed with course content for NU 111 and NU 114 in each area</td>
<td>Completed with course, laboratory and clinical content and experiences for NU 232, 224, 240, &amp; 260 in each area.</td>
<td>Completed with course, laboratory and clinical content and experiences for NU 230, 320, 330 350, &amp; 352 in each area</td>
<td>Completed with course, laboratory, and clinical content and experiences for NU 332, 460, 461, 422, 465 &amp; 411 in each area.</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
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<tr>
<td>Values</td>
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<tr>
<td>Meaning</td>
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<tr>
<td>Experiences</td>
<td></td>
<td></td>
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</tbody>
</table>

8.2.3 Conclusion

The conceptual framework provides the structure for the curriculum which guides faculty in facilitating student achievement of program goals. The faculty believe that this conceptual framework accurately reflects the missions of the department of nursing and Mount Mercy University.

8.3 Relationship of AACN Essentials: Nursing Interventions and Clinical Skills with Department of Nursing Instructional Skills

MMU CURRICULUM LEVELS OF INSTRUCTIONAL UNITS
AACN INTERVENTIONS AND SKILLS-PROFICIENT LEVEL OF ACHIEVEMENT

CNA Course: Prior to admission to the major.

Sophomore Level Skills: Nu 224:
1. Injectable medications
2. Medical asepsis
3. Surgical asepsis
4. GI Intubation
5. Noninjectable Meds
6. Wound care
7. Urine Elimination
8. Ostomy Care
9. Oxygenation
10. Metrology

Junior Level: Nu 350/Nu 352:
IV Therapy Fall term

8.4 Student Representation on Department of Nursing Committees

Student representatives are elected in the fall term annually to serve for a full year (unless otherwise noted) on the following Nursing Department committees:

Curriculum Committee:
One representative from freshmen, sophomore, junior, senior levels, Advance: RN to BSN and Masters.

Course Team Meetings:
One representative for each course to be elected by the students in the course.

Admission, Promotion and Graduation Committee:
One representative from senior level.

Program Evaluation Committee:
One representative from senior level.

Instructional Technology and Support Committee:
One representative from junior level.

Mercy Medical Center Coordinating Council:
One representative from senior level.

Advance: RN to BSN Committee:
One representative from the students enrolled in the Advance: RN to BSN Program

Student Affairs Committee:
A student representative from each level including freshman, sophomore, junior, senior, and Advance: RN to BSN; the president of the Mount Mercy University Association of Nursing Students (MMUANS) and a student representative from Nurses of Vision and Action (NOVA).

Disaster Management Committee:
One representative from senior level.

For a description of each committee, please refer to the Bylaws of the Department of Nursing located in 229 Donnelly.

8.5 Busse Information Gateway
The Busse Library is your source for physical and digital information resources. The library has a variety of welcoming study spaces available for students, including the Busse Computer Center which is located on the lower level of the library. The computer center has word processing and other productivity software, course related software, internet access and other computer resources.

The Busse Library is an Open Access Library and participates in the Iowa Private Academic Libraries consortium to provide greater access to information to Mount Mercy University and the wider community.

8.5.1 Library Instruction
Finding, evaluating and using information is the mainstay of a college education. The librarians are here to teach about the use of the library for assignments and papers. This may involve the library research process, the various electronic and print information sources, and the Internet and World Wide Web. There are also numerous handouts to assist students with various aspects of this process. These handouts are also available on the Busse Library web pages at http://www.mtmercy.edu/Library-Instruction-Handouts.

8.5.2 Reference/Research
See the Reference Librarian for assistance in finding information, doing literature searches, citation verification, bibliographies and other special reference and information services. Appointments may be made for in-depth term paper or project consultation. Start early in a semester to have time to gather the most useful information. Call ext 1246 or 368-6465 if calling from off campus.

8.5.3 Busse Library Web pages
Visit Busse Center Library on the World Wide Web at: http://www.mtmercy.edu/busse-library. There are instructional guides and links to periodical indexes (for journal, magazine, and newspaper articles), other information databases, reference and other resources are also found here. There are other directories to general reference and other types of web pages. Some information resources are restricted to on campus use. The virtual Health Science Library – http://www.mtmercy.edu/research-subject-guide-nursing is one of the major specific collections of web pages which should be useful to nursing students.
8.5.4 Circulation/Reserves

Students may check out books from the circulating collection for three weeks. Videos and periodicals (magazines/journals) circulate for 72 hours (3 days). Curriculum Center items may be checked out for three weeks. Books, photocopies of articles, videos and other materials are sometimes put on reserve by faculty for student use. Most may be checked out for 2 hours for in-library use only. The Nursing Department places a large number of books and articles on reserve for student assignments. Be sure to use this resource for your supplemental reading assignments.

8.5.5 Media

Our media collection includes videos, DVDs, tapes, music CDs and teaching kits along with digital cameras, video cameras, and other equipment. Some assignments involve use of these items. Media collection items are located on the main level behind the reference collection. There are listening and viewing areas on the first floor and in the Media Center. Films may be checked out for three days; equipment may be checked out for 24 hours. There are also videotaping facilities in the Media Center. Time in the videotaping room may be scheduled with the librarian. Call 368-6465.

8.5.6 Periodicals

The Busse Library subscribes to over 10,000 journals, magazines and newspapers that are accessible using the electronic periodical indexes available on the Busse Library Web and your MyCampus account. Visit the library's A to Z service to search for a title of interest or to browse holdings by subject: http://atoz.ebsco.com/Titles/Subject/10306?subjectId=21313&subjectName=Nursing.

Periodical indexes including CINAHL (Cumulative Index to Nursing and Allied Health Literature) can be found on the Databases for Nursing http://www.mtmercy.edu/databases-nursing web pages. You may access many of these resources off campus by using the passwords on the Library tab that is found in all of your MyCampus courses.

8.5.7 Interlibrary Loan (ILL)

While there are many full-text articles in the EBSCO databases suitable for your assignments, some citations do not have full-text online or in print in the library available. If we do not own access to these journals, they can be obtained through interlibrary loan. The EBSCO databases have an interlibrary loan request button included on all their bibliographic records.

Books and photocopies of journal articles may be ordered through interlibrary loan (ILL). Journal articles usually arrive within a week. Books may take longer to arrive. You will be notified by phone or by e-mail when your materials are available. Books may usually be kept for up to three weeks. Complete a green Interlibrary Loan form (available in the Reference Area) or an online form (http://www.mtmercy.edu/interlibrary-loan-form) for each article or book you need. Always check to see if Busse Library may have the journal or book before submitting a form. ILL requests may be made by filling out a form on the Busse Library webpage and directly from periodical databases. Ask a librarian for assistance.

8.5.8 Curriculum Center
The Curriculum Center on the lower level is a working simulation of a school library/media center. This collection has over 10,000 children’s books and teaching aids. Items in this collection circulate for a week at a time.

8.5.9 Academic Computing
A variety of software applications, including word processing, desktop publishing, statistical packages, simulations for class assignments and other computer assisted instruction (CAI) packages are loaded on the PCs in the Computer Center, Media Center and/or Computer Classroom. There is a scanner with both text and graphics scanning software packages.

8.5.10 E-mail Accounts
All Mount Mercy students have email accounts provided through the college computing services. Students will use this account for all college related e-mails. They may also use this as a personal email account while enrolled at the college. Each student is assigned an account and will be held accountable for the activity on that account. Do not share your user name and/or password.

8.5.11 MyCampus
MyCampus, which is found at http://mycampus.mtmercy.edu, is a learning management system and a campus information resource. Instructors may put handouts, web links, course work, and other information in their course pages and you may access these materials through your MyCampus account. There may be college announcements as well as course announcements posted on MyCampus. If you have questions about your account, contact the library at ext 1297 or 368-6465 if calling from off campus.

8.5.12 Busse Library Facts
The Busse Library is physically open approximately 95 hours per week during spring and fall semesters. The building has 65,000 square feet; there are nearly 140,000 volumes. There are 20 computers in the Reference Area; 22 PCs in Computer Classroom; 9 in the Media Center, over 40 PCs in Computer Center, and a new Apple computer lab in the lower level of the library.

NOTE:
As with any resource for the common good, the materials and equipment in the library and computer center should be treated carefully. Part of the Nursing Department Policy on Unprofessional Behavior concerning theft states: Theft of library materials and hospital supplies is considered to be non-professional behavior and is ground for dismissal from the nursing program.

8.6 Professional Responsibilities of Students
The nursing students at Mount Mercy University are active participants in the educational process which prepares them for entry into the profession of nursing. It is the expectation of the faculty that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical area which represent a knowledge of personal and professional responsibilities.

8.6.1 American Nurse’s Association (ANA) Code of Ethics

Provision 1) The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

Provision 2) The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

Provision 3) The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

Provision 4) The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

Provision 5) The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

Provision 6) The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

Provision 7) The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

Provision 8) The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

Provision 9) The profession of nursing as represented by association and their members is responsible for articulating nursing values for maintaining the integrity of the professional and its practice, and for shaping social policy.


8.6.2 Students’ Rights and Responsibilities

Within the Department of Nursing, students are held to a high level of integrity as a reflection of their ability to manage the demands of confidentiality in the nursing profession. Students are expected to maintain confidentiality about their participation, or anyone else’s participation, in Academic Development services, just as they would with regard to any health care service. No information is to be offered to anyone who has no reason to know that information. No names of students who may be receiving assistance through the Academic Development service are to be revealed nor are the details of any assistance to be shared with others. Of particular importance is the confidentiality of the information known through testing. No discussion of test content should occur until all students have taken the test and scores are posted. Questions about test contents should only be directed to faculty members of the nursing course in which the student is enrolled.

Evaluation will be part of any assistance program in which a student participates. Information provided through evaluation will be confidential and used only in aggregate form to assure confidentiality and the quality of the programs offered. No individual students will be identified.

8.6.3 Statement on Ethical Practices

Believing in the dignity, worth and potential of each student and recognizing the student’s rights and responsibilities, the faculty of the Department of Nursing of Mount Mercy University adheres to the following ethical policies:

1. The chairperson of the Department of Nursing directs policies for the recruitment of prospective nursing students. These policies are implemented by the Admissions Office of the College.
2. Accurate and objective information on program requirements and accreditation status is disseminated in the Mount Mercy University Catalog as well as verbally to interested individuals or groups.
3. Applicants to the nursing program may not be excluded on the basis of race, color, creed, age, gender or national origin. Applicants with physical handicaps are considered on an individual basis. Refer to Department Policy for ADA. The faculty of the Department of Nursing reserve the right of admitting only those students who in the judgment of the faculty satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession.
4. The Mount Mercy University Catalog provides current information regarding admission, promotion, and graduation requirements, costs of the nursing program, and curriculum. Additional information regarding the nursing program is available in the Nursing Student Handbook. These resources are made available to the nursing students and the policies, therein, are verbally reinforced by the nursing faculty.
5. Student records are confidential unless faculty are obligated to disclose under proper authorization or legal compulsion. Students have access to their own records.
6. The nursing faculty abide by the written policies in the Mount Mercy University Catalog, the Good Book and the Nursing Student Handbook.
7. The nursing faculty acquaint the nursing student with any change(s) in policy prior to the effective date. Program requirements in effect at the time of admission to the nursing major will be honored.
8. After careful consideration by faculty members a nursing student shall be notified of pending dismissal for scholarship, health, or professional reasons. Students may appeal this decision as outlined in the Nsg. Student Handbook and in the current Good Book.
9. Nursing students shall be permitted to graduate and make application for licensure provided all requirements have been fulfilled.
10. Prospective nursing students are notified promptly of acceptance or non-acceptance into the nursing program as outlined in the Mount Mercy University Catalog.
11. Students have input into curriculum content, policies, and evaluation as well as course scheduling within reasonable limitations imposed by their knowledge of the curriculum process and the resources of the program. This is presented under the headings “Student Representation on Department of Nursing Committees” and “Student Rights and Responsibilities” in this Volume VIII of the Mount Mercy Policy Manual and the Nursing Student Handbook.
8.6.4 Statement of Student Rights and Responsibilities

Students Have a Right to:
1. Participate in curriculum development, implementation, and evaluation.
2. Accurate information about course requirements at the onset of enrollment.
3. Participate in the governing actions of the College and Department of Nursing.
4. Know and be informed of the criteria for admission, promotion, and graduation.
5. Equal treatment regardless of race, color, creed, age, gender, national origin, or physical handicap.
6. Access to their own records and confidential treatment of those records.
7. Learn about policy changes prior to effective date.
8. Notification of pending dismissal for scholarship, professional, or health reasons.
9. Complete the basic program and apply for licensure once all requirements have been fulfilled.
10. Participate in College-wide activities.
11. Be treated as a professional.

And a Responsibility to:
1. Elect student representatives to committees as specified in the department bylaws. Participate in class and appropriate professional organizations to learn about current nursing trends and practices.
2. Read course syllabi, actively participate in class and lab experiences, with peers.
3. Know and use established communication channels. Elect student representatives to committees, share information with elected representatives, and respond to representatives’ inquiries.
4. Know and abide by criteria for admission, promotion, and graduation as listed in the catalog and student handbook.
5. Satisfy the requirements of scholarship and health and meet the standards of expected prospective members of the nursing profession.
6. Listen attentively and write own opinion if in disagreement with faculty. Respond as requested to Concerns Document.
7. Respond to proposed policy changes through appropriate channels prior to the effective date. Evaluate the changes on an ongoing basis giving such information through proper channels.
8. Appeal such decision if deemed by the involved student to be unfair on specific grounds.
9. Comply with State Board of Nursing requirements for licensing examination.
10. Read student publications and posted notices and respond accordingly.
11. Review professional behavior guidelines.
8.7 Licensure Responsibilities

Pre-licensure students enrolled in the nursing program at Mount Mercy are preparing for licensure as registered nurses. On completion of the basic nursing program, a student is eligible to take the National Council Licensure Examination for Registered Nurses or NCLEX-RN. This examination is administered by each state Board of Nursing and must be passed by each graduate to register as a nurse. The examination may be taken in Iowa or in another state. Licensure by endorsement is available through other states once the examination has been passed and an application is filed with that other state.

The NCLEX-RN will be administered through a computerized testing service on an individual basis. Students will be notified through the nursing program regarding application procedures and costs as the time for the examination and licensure approaches. Chapter 147.3 of the Iowa Code provides for the licensing board to consider past felony convictions of applicants. Previous conviction does not automatically bar an individual from eligibility for licensure. However, the board must determine if the felony relates directly to the practice of the profession before a license is issued.

Individuals considering enrollment or currently enrolled in nursing education programs preparing registered nurses or licensed practical nurses should contact the Iowa Board of Nursing if they have had a prior felony conviction or are unsure of their status. Early action on the part of the individual allows the board to determine eligibility for licensure in a timely manner. Questions pertaining to felony convictions may be directed to the Iowa Board of Nursing Enforcement Unit at 515-281-6472.

8.8 Personal Responsibilities

8.8.1 Confidentiality

It is the legal and ethical obligation of nurses to keep information about clients and their illnesses and treatments confidential. This means that nurses never share information with anyone who is not involved with the specific nurse-client relationship. The clients must be able to trust a nurse and know that information will not be revealed inappropriately but will be used to communicate essential information to facilitate their health care.

Nursing students and nurses do not gossip about clients with their friends or others not involved in the client’s care. The client’s initials are used in all student papers and reports. Full names of clients are not used. Information should not be shared with classmates, faculty or others unless they are involved in the client’s care as in a clinical conference. A breach of confidentiality is considered a serious offense and may lead to dismissal from a clinical area, course, or the nursing program. Please consult with faculty members if issues related to confidentiality arise.
8.8.2 Unprofessional Behaviors
Theft, plagiarism, dishonesty, unethical behavior, removal of supplies, and a breach of confidentiality, are unprofessional behavior and grounds for disciplinary action. If evidence of any of these behaviors is discovered, students may forfeit the grade for that work and may fail the course. See the Mount Mercy University Catalog section on Academic Policies and Procedures.

8.8.3 Physical Responsibilities
As a nursing major, students are asked to meet specific requirements related to personal responsibilities of professional nurses. Among these are:

a. Proof of completion of a 75 hour CNA course;
b. A physical examination must be completed by a physician or nurse practitioner within two years prior to admission to the major. The physical forms can be obtained from the Department of Nursing or on the college’s website at www.mtmercy.edu;
c. Immunization requirements assure one’s own protection within the high-risk environment of health care agencies. These include adult boosters of MMR, Tetanus and completed Hepatitis B vaccines. The meningitis vaccine is recommended as well. A current TB test is also requested.
d. CPR-BCLS-Basic Cardiac Life Support Policy: BCLS (Health Care Provider version) through the American Heart Association is required of Mount Mercy nursing students upon admission to the nursing major and must be renewed every two years. Students in clinical settings must be certified in BCLS before reporting for any clinical experience. Proof of Basic Cardiac Life Support completion will be requested at the beginning of all nursing courses. Students will not be allowed to attend a clinical session without a valid CPR card. If a clinical session is missed, individual arrangements must be made to make up that experience.
e. Disabilities: Students with disabilities are encouraged to discuss with the course coordinator their need for modifications prior to the beginning of each nursing course. This will facilitate making timely arrangements to meet individual needs. A detailed Americans with Disabilities Departmental Policy is included in the Student Policies section.
f. Health Insurance: Individual health insurance is required in view of the fact that students are exposed to illnesses and potential injury in the clinical setting. The College will not cover student health care costs; therefore, students are fully responsible for costs. Health insurance information is available for students through the office of Student Development and to students who are members of NSNA.
g. Liability insurance: The College provides this protection for all students.
8.9 Recognition for Nursing Students

8.9.1 Kappa Xi Chapter, Sigma Theta Tau International

Kappa Xi Chapter, Sigma Theta Tau International, is the honor society of nursing. It is the second largest nursing organization in the United States, and among the largest and most prestigious in the world. The honor society was founded in 1922 by six nursing students at Indiana University. On April 30, 1988, the Kappa Xi Chapter was chartered at Mount Mercy University. Kappa Xi Chapter (Number 252) inducted 150 members from among outstanding alumni, students, and community nurse leaders. The chapter meets on a regular basis throughout the year, presenting programs focusing on scholarship and research in nursing. The annual induction ceremony is held each fall at which time new members are selected and invited to join. The criteria for membership include: a) scholastic achievement; b) leadership qualities; c) high professional standards; d) creative work; e) commitment to the profession. For further information regarding Kappa Xi and Sigma Theta Tau, inquire at the Department of Nursing office.

8.9.2 Pinning Ceremony

A formal pinning ceremony is held for graduating senior nursing students and their families prior to graduation. The pinning ceremony will be planned by the graduating class in conjunction with the department chair. Specific guidelines for the ceremony are available from the Department Chair.

8.9.3 Sister Mary Edward Award in Nursing (Senior Level)

The Sister Mary Edward Award is presented to the graduating senior in the Department of Nursing who is judged by the faculty to have best demonstrated a high scholastic ability, professional integrity, and the spirit of nursing. Presentation of the award is made at the Honors Convocation each spring. The award is named after Sister Mary Edward McConohy, Cedar Rapids Sister of Mercy, a pioneer in nursing education. In 1904 she founded the School of Nursing at Mercy Hospital, Cedar Rapids, and continued as its director until 1928. From 1928 until her retirement, she served patients in a number of other health-related areas. Sister died in 1973, a short time after the first award was given in her name.

Criteria for selection of the recipient to receive the award includes:

a) **Scholastic** - 3.0 or above cumulative GPA upon completion of senior year winter term;

b) **Professional integrity** - Honesty, dependability, responsibility, trustworthiness;

c) **Spirit of Nursing** - Clinical performance, interpersonal relationships, interest in improving patient care.

8.9.4 Nurses of Vision and Action (NOVA)

NOVA is a program to recognize students who are academically successful. Students from the second semester freshman year through the second semester senior year are eligible for recognition through NOVA. Specific guidelines for NOVA are found in the Academic Support Section of the student handbook.

8.9.5 Additional recognition of nursing students

Additional recognition of nursing students may be acknowledged with the following awards:

- Mount Mercy Co-Curricular Service Award
- Who's Who in American Colleges and Universities
- Kappa Gamma Pi (National Honor Society)
- Mary Catherine McAuley Award
- Mount Mercy President's Award
- Mary Frances Warde Award
- NOVA Outstanding Achievement in Innovation
- NOVA Outstanding Achievement in Leadership
- NOVA Outstanding Achievement in Professionalism
- NOVA Outstanding Achievement in Scholarship
- NOVA Outstanding Achievement in Service

8.10 Professional Organizations

Mount Mercy University Association of Nursing Students (MMUANS) is the campus organization for all nursing students and includes membership in the National Student Nurse’s Association (NSNA). It is a professional responsibility for nurses to belong to a nursing association both as an extension of their interest in nursing and to support fellow members of the profession. The NSNA, an organization especially for nursing students, contributes to educational opportunities and assists students with their professional development.

The organization serves to provide social activities for nursing students, establishes peer support for students, and represents nursing students on campus. Information about MMUANS is available within the department and from fellow nursing students.

Upon graduation, students are strongly encouraged to join a professional association to enhance their professional practice and development. The American Nurses Association is the primary representative of nurses throughout the country. Nurses who join ANA are members of their state and district associations and of the International Council of Nurses. As a broad purpose association, ANA strives to achieve the following: To work for the improvement of health standards and the availability of health care services for all people; To foster high standards for nursing; and to stimulate and promote the professional development of nurses and advance their economic and general welfare. In addition to the ANA, special purpose organizations exist to support nurses in the specialty practice areas. Many nurses belong to the ANA and at least one other special purpose organization.

8.11 Policies: Dress Code, Uniform, Health, Phones/Pagers, Departmental Office

As members of the profession of nursing, the faculty and students of Mount Mercy University Department of Nursing strive to provide nursing care that meets high standards of practice along with meeting individual needs of those we serve. Therefore, the following dress code and guidelines for uniforms have been adopted to foster the development of professional behaviors that; 1) demonstrate concern for the safety of the client and the nurse, and 2) demonstrate sensitivity to the client's perceptions and expectations. The other policies included here help students and the department function in a professional manner.

8.11.1 General Dress Code Policies

Jewelry: Rings-engagement and wedding bands only. (Rings can cause injury to clients, also harbor organisms.) Small earrings, whether posts or loop earrings. Only one earring per lower ear lobe is allowed. No other body/tongue piercing jewelry may be worn in the clinical area. Fragrances (perfume, cologne, aftershave): No fragrances. Strong odors can be objectionable to clients who are ill. The odor of a smoker is also apparent and offensive to some clients and others. Hair: Long hair must be pulled back from one’s face and should not be allowed to fall forward in a work area. Use discretion in hair accessories to maintain a professional appearance, safety, and hygiene. All beards and mustaches must be neatly trimmed. Fingernails: Short! No nail polish and no artificial nails of any kind. Tattoos: Any tattoos must be covered while in the clinical area. Gum Chewing: No gum chewing is allowed in the clinical area.

8.11.2 Uniform Policies

Uniform policies are made in collaboration with all faculty and students. The following policies are to be followed by students in all clinical areas unless otherwise directed. Some clinical areas may further restrict the uniform policy and accessories for safety and hygiene purposes. Uniforms and shoes are always to be clean and neat. Students going into a clinical area for any reason other than direct patient care should wear a lab coat, Mount Mercy name badge and dress pants. Blue jeans and shorts are not acceptable. Uniforms should not be worn in places that are not related to the clinical experiences of students (e.g. restaurants, bars, supermarkets, etc.)

The required uniform for nursing students includes a light blue polo shirt, navy blue pants, white lab coat, and white shoes (if using tennis shoes, they must not have color). The polo shirt has the Mount Mercy University Department of Nursing logo and is purchased from the manufacturer. Students will receive a letter during the summer between Freshman and Sophomore year regarding how to order uniform tops and pants.

Jacket/Lab Coat Style Guidelines: Short (examining jacket style) or 3/4 length. Must have collar and may have rollup or knit cuffs. Color guidelines: White only with no decoration. May be purchased at any uniform shop.

Shoes: White shoes only. May be all leather athletic shoes with no color accents. May be professional white shoes. Clogs, crocs, and open-toed shoes will not be permitted. Shoes may be purchased at any uniform shop.

Stockings: White socks are required. May be purchased anywhere.

Name Badge: Must be worn at all times.

Senior Nursing Student Attire: Adhere to Mount Mercy general dress code policy with consideration of the agency dress code and consultation with the faculty.

8.11.3 Health Related Policies

Absences (Clinical): Students are required to attend all clinical and seminar sessions. If it is necessary for a student to be absent from the clinical setting, instructor must be notified by the student as soon as possible. Absences from clinical will be reviewed and considered on an individual basis by the level instructors.

Regular and prompt class and clinical attendance is expected. Each student is responsible for work missed through any absence and for any expense incurred in a make-up clinical experience.

Illness: Any illness that results in an absence from clinical should be reported to the course coordinator and the clinical instructor.

Health Problems: The student is asked to inform the clinical instructor and the student health nurse of any health conditions which could have potential complications affecting the student’s performance, e.g. diabetes, migraine headaches, pregnancy.

Pregnancy: The student is asked to inform her clinical instructor early in her pregnancy in order for course requirements to be completed and client assignments be arranged to minimize risk to the student’s or fetus’ well being.

8.11.4 Cellular Phones, Camera Phones and Pagers (Electronic Devices)

The use of personal cell phones, camera phones, pagers and any other disruptive equipment in the classroom and clinical settings is prohibited. When electronic devices are part of the communication within that clinical setting, an exception may be made. Should a student be in a situation where an emergency communication is pending, it should be brought to the attention of the faculty member or appropriate staff member. Personal electronic devices can be left with the appropriate person for a message to be delivered to the student if the need arises.

8.12 Admissions, Promotion, and Graduation Policies and Procedures

Refer to the Mount Mercy Catalog for general College admissions requirements and for information on the Department of Nursing.

8.12.1 Admissions, Promotion and Graduation Committee, Department of Nursing

The Committee admits and promotes students in the nursing program at Mount Mercy University according to the policies described below. The Committee consists of three nursing faculty, the Success Enhancement Program Coordinator, the Chairperson of the Nursing Department, the student information assistant, one student representative, and one faculty person from outside the Nursing Department.
8.12.2 Readmission of Students to the Nursing Major: Criteria

In order for the Admissions, Promotion, and Graduation Committee to individually review requests for readmission of students to the nursing program, the student shall:

1. Write a letter to the department chair requesting consideration of readmission to the nursing major.
2. Submit evidence that the student has met the criteria for readmission as outlined by the appropriate nursing faculty involved in the decision of withdrawal and/or failure of the course.
3. A student may only repeat one course at the discretion of the AP&G Committee based on the student’s application for readmission to the major.
4. Students who are academically unsuccessful in a nursing course may repeat the course once; however, only one nursing course can be repeated.
5. Students must have a minimum cumulative GPA of 2.7.

8.12.3 Grievance Procedure

If a student is not being promoted and/or does not graduate due to unsatisfactory coursework in theory or clinical practice, the student may follow the steps outlines under the Academic/ Administrative Grievance Procedures for Students in the Good Book which each student receives.

8.12.4 Formal Complaints to the Department of Nursing

The faculty of the Department of Nursing recognizes that there may be situations which occur that are not satisfactory to students, faculty, or others associated with the program. When such a situation occurs those with a complaint are encouraged to inform the Chair of the Department. A written formal complaint is required to be submitted to the Chair of the Department of Nursing which explains the complaint and suggests possible solutions, if appropriate. The Chair will respond to the complaint within a reasonable amount of time in writing and additional correspondence or meetings will be held as necessary. A complete record of the complaint and the actions taken to address the complaint will be kept on record in the Department of Nursing for a period of five years.

8.13 Registration and Course Requirements

8.13.1 Registration

The Clinical Pre-Registration Information (CPI) supplement is to be used by all students registering for the Department of Nursing courses. The clinical descriptions are provided to permit the students to select the appropriate experiences and to schedule other courses and extra-curricular activities with complete information about the time commitments for each nursing course.

The registration procedure for nursing students requires the signature of their advisor prior to registering. This signature will indicate that the student has consulted with their advisor and has been added to the clinical list for the course. No student will be admitted to a nursing course without the required signature. It is also expected that the student will consult with the student’s academic advisor regarding registration for all courses. The advisor’s signature is also a requirement for registration. The most current CPI will be available in the Nursing Department at the time of pre-registration each spring.
8.13.2 Correspondence Courses

Students may take correspondence courses or courses on other campuses to meet general education and elective requirements. A petition is required to seek approval from the Vice President for Academic Affairs. This petition approval assures the student that the course will transfer for a specific requirement. A second petition must also be submitted by students who have 30 or fewer hours remaining immediately preceding graduation to have the 30 hours residence requirement waived.

Students who wish to take a correspondence course to meet any prerequisite or required course for the nursing major must also have approval from the Department Chair. All correspondence courses must be completed prior to starting in the last nursing course prior to graduation. This will assure that the student is prepared to graduate at the completion of the required nursing major courses.

8.13.3 Independent Study

Students in the Department of Nursing may take an Independent Study class in nursing for elective credit. The course may not involve clinical experience since supervision by faculty of the department may not be available.

1. Pick up an application from the Vice President for Academic Affairs Office.
2. Follow guidelines in catalog including consulting with a nursing faculty member who will serve as your mentor during the Independent Study.
3. Due to the limitations of the College professional liability insurance coverage, independent studies may not involve direct patient care by nursing students.

8.13.4 Completing Major Requirements

All general education and elective courses must be completed prior to or in the same semester of the last nursing course prior to graduation.

8.13.5 Advanced Placement; Advance: RN to BSN Completion Program

In accordance with the Iowa Articulation Plan for Nursing Education: RN to Baccalaureate, Mount Mercy University offers Advanced Placement to the RNs who are interested in returning to college for a Bachelor of Science degree in Nursing. The program is designed to include the granting of credit for past learning and consideration of the needs of adult learners. Students may attend full- or part-time.

8.13.5.1 Application Requirements for Nursing Major

1. Selection of Articulation Option. See Appendix 8.13.5.1.
2. GPA of 2.7 or higher, (Beginning Fall, 2010, minimum GPA of 2.7 or higher).
3. Written request to enter major.
4. Health exam and immunization update within past two years, including HBV immunization and Mantoux Test.
5. Interview with Advance: RN to BSN coordinator or director of the nursing program.
7. Current RN licensure in Iowa.

8.13.5.2 Methods of Earning Credit

1. Direct transfer
2. Articulation courses
3. CLEP tests
4. Challenge Exam (Nutrition and Pharmacotherapeutics)
5. Regents College: Anatomy and Psychology, Microbiology, Statistics
6. Taking courses

8.13.5.3 Financial Aid

Financial aid may be available in the form of loans, grants, scholarships, work-study, or a combination of these. For financial aid information, contact the Financial Aid Office, Mount Mercy University, 1330 Elmhurst Drive NE, Cedar Rapids, IA 52402, phone (319) 368-6467.

8.13.5.4 Miscellaneous Cost

1. Health assessment equipment
2. Health and disability insurance
3. Transportation for community clinical experience
4. Books

8.13.5.5 Advising

The Advanced Placement Coordinator serves as the advisor for registered nurse students returning for a Bachelor of Science degree with a major in Nursing. The Coordinator works with each student to assist in establishing the most appropriate course of study. Transcripts should be obtained prior to the initial contact with the Coordinator.

8.14 Academic Support for Nursing Students

Mount Mercy University and the Department of Nursing strives to assist students to develop an intellectual level “that enables them to acquire, evaluate, and synthesize knowledge and apply it in a rational, creative, logical, and scholarly way in order to solve problems.” (Mount Mercy University Student Oriented Outcomes) The college offers students assistance as needed in developing their intellectual level with the skills and processes needed to achieve their academic goals. All students are assisted in these efforts through various services offered by the college. The Department of Nursing expects and encourages students to use the services offered.

8.14.1 Environment for Success

Four programs within the department of nursing provide an ‘umbrella-like’ environment of learning, support, and encouragement for students pursuing a Bachelor of Science in Nursing degree at Mount Mercy University. The ‘Environment for Success’, which is the whole of these programs, is designed to enhance student performance and sense of satisfaction, thereby increasing the likelihood that students will stay in the nursing program and ultimately be successful on the NCLEX-RN. A brief description of the four programs follows.
8.14.1.1 Standardized Testing Program

The standardized testing program is a comprehensive testing system conducted in cooperation with Assessment Technologies, Inc (ATI). Its purpose is to assess students’ knowledge in specific nursing areas, provide feedback about performance, and offer suggestions for directed study. The directed study involves reviewing prescribed readings in books provided by ATI, DVDs, and computerized practice testing to strengthen areas of individual difficulty. The program includes exams in specific content areas each semester beginning spring term sophomore year and a comprehensive diagnostic exam at the end of the program.

8.14.1.2 Success Enhancement Program (SEP)

The Success Enhancement Program (SEP) begins first semester of the sophomore year and involves collecting individual and group data that may indicate increased likelihood of success in a nursing course and/or on the NCLEX-RN. Nursing faculty use the data to plan appropriate interventions to enhance student success on an individual basis. Faculty advisors meet with each advisee during the spring term to review performance in past nursing courses and on the ATI exams. At this time, students who have earned less than Proficiency Level 1 on an ATI exam are required to submit note cards from their “focused review” in the applicable area. In addition, faculty will add one SEP conference per semester with any advisee who earned an exam average of less than 75% in a nursing course in the prior semester. Students sign an Authorization Agreement to participate in the Success Enhancement Program. Appendix 8.14.1.2

8.14.1.3 Study Groups

Facilitated Study Groups are offered for historically challenging courses through the Academic Center for Excellence (ACE) “imbedded tutoring” program. Student Colleagues from ACE (students who have successfully completed these courses and have been recommended to ACE by faculty) facilitate the weekly study groups. These study groups provide guaranteed study time and methods of effective study for students enrolled in the course, as well as a valuable review of course material for the leader.

8.14.1.4 Nurses of Vision and Action (NOVA)

“Nurses of Vision and Action” (NOVA) is a program to recognize students who are academically successful. Students from the second semester freshman year through the last semester senior year are eligible for recognition through NOVA. Further recognition may be given to students for outstanding performance/achievement in Scholarship, Leadership, Innovation, Professionalism, or Service.

8.14.2 Faculty Advisers

Each nursing student is assigned to a faculty advisor at the time of admission to college. Students are expected to meet with their advisers on a regular basis in accordance with SEP guidelines to assure the appropriate scheduling of courses and continuous progress through the major. Students who have questions about their academic status will find their advisers very helpful in offering assistance or making the appropriate referrals to those who can assist students with their specific needs.
If a student wishes to change academic advisors, this can be done by contacting the office manager in the office of the Vice President for Academic Affairs.

8.14.3. Course Coordinators and Faculty Team Members

Once a student has enrolled in a nursing course, the faculty of that course will be the most helpful resources in relation to all matters associated with the course. Questions about course assignments, lecture sessions, clinical experiences and instructional unit requirements are to be directed to the faculty of the course. Students who anticipate special needs, such as known absences, disability accommodations, or assistance with assignments should confer with faculty in the course in which they are enrolled. Faculty members may make referrals to other sources of assistance as needed.

8.14.4 Academic Center for Excellence

The Academic Center for Excellence (ACE) works with the administration and faculty to provide Mount Mercy students of all abilities with academic programs and support. These programs enhance success and promote intellectual curiosity and life-long learning. Activities emphasize development of skills that help students become more independent and efficient learners. The website is http://www.mtmercy.edu/academics/academic_center_for_excellence.html.

Students and staff work together to assess current skills in relation to education goals. Learning contracts are planned based on these goals and objectives. Personal interviews, review of academic records, checklists, and skill inventories may be used in this process. Instructors may also refer students to the ACE.

Nursing students may need assistance of the ACE at different times during their education. Assistance with communication skills (writing, speaking) is available as is assistance with math, study skills, time management, and testing techniques. Prior to enrolling in a nursing course or if a student wishes assistance with a non-nursing course, it is typical that a student will ask for assistance directly through the center.

The following policies are to be used when seeking assistance with learning associated with a nursing course:

1. Help is available and encouraged; however, such assistance is an important component of the student’s overall education program. Students may initiate contact with the ACE on their own for assistance with writing, reading, study skills, and time management. A student may also be referred by a faculty member or academic advisor for similar assistance. Whether self-referred or referred by a faculty member, it is the student’s responsibility to follow through with the contact and suggested assistance.

2. Nursing students who wish to be assisted with testing in a nursing course must have a referral to the ACE from the coordinator of the nursing course in which they are enrolled. The referral must be completed through collaboration with the coordinator prior to the student testing in the ACE.

3. In addition to the directions in #2 above, students who wish to take unit or final exams in the ACE must have consulted with the ACE staff and returned a signed referral form to the course coordinator before testing can begin in the center.

4. It is the expectation of the faculty of the department of nursing that students who test in the ACE will take exams at the same time that exams are scheduled for a specific course. If the ACE testing plan includes allowing more time for testing than that planned in the classroom, the student must take the responsibility for meeting the requirements of the class session for the time which is missed, e.g. if more than allotted class time is needed for testing, students must arrange starting a test early in order to complete the test in time to return to the scheduled class.

5. When a nursing student wishes to take a test in the ACE the procedure for testing is as follows:
   a. A written confirmation that the student is taking the test at the ACE and the scheduled time for the exam must be presented to the course coordinator prior to the scheduled exam time. The course coordinator will then notify the Office Personnel that the exam is scheduled in the ACE.
   b. The Office Personnel will deliver the exam to the ACE prior to the scheduled time.
   c. The ACE staff will proctor the exam for the student.
   d. The ACE staff will deliver the exam in a sealed envelope to the Lab Center for Excellence who will return the exam to the course coordinator.

6. Nursing students who have a diagnosed learning disability which influences their testing ability are strongly encouraged to notify the coordinator of the course in which they are enrolled for early consultation with the ACE. When accommodations are made in testing, it is necessary to have documentation which speaks to the accommodation and the effect of the accommodation on the student’s testing ability. If students wish for such accommodations for NCLEX-RN, such documentation is required for submission to the Iowa Board of Nursing at the time of application for licensure and the NCLEX-RN exam.

8.14.5 Students’ Rights and Responsibilities

Within the Department of Nursing, students are held to a high level of integrity as a reflection of their ability to manage the demand of confidentiality in the nursing profession. Students are expected to maintain confidentiality about their participation, or anyone else’s participation, in Academic Achievement services, just as they would with regard to any health care service. No information is to be offered to anyone who has no reason to know that information. No names of students who may be receiving assistance through the ACE service are to be revealed nor are the details of any assistance to be shared with others. Of particular importance is the confidentiality of the information known through testing. No discussion of test content should occur until all students have taken the test and scores are posted. Questions about test content should only be directed to faculty members of the nursing course in which the student is enrolled.

Evaluation will be part of any assistance program in which a student participated. Information provided through evaluation will be confidential and used only in aggregate form to assure confidentiality and the quality of the programs offered. No individual students will be identified.
8.15 Performance Standards

8.15.1 ADA- Americans with Disabilities Act: Department of Nursing Policy

The Americans with Disabilities Act (ADA), 1990, was promulgated by the United Stages Congress to prohibit discrimination against qualified individuals with disabilities. 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. Examples of disabilities likely to be covered by ADA:

Physical Impairments: Orthopedic, visual, speech, and hearing impairments: cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV (symptomatic or asymptomatic), tuberculosis, addictions.

Mental Impairments: Mental handicaps, organic brain syndrome, psychiatric disorders, learning disabilities.

Examples of record of such “impairment”: history of psychiatric illness; addiction to drugs or alcohol, physical illness, erroneously diagnosed with a condition.

Examples of “regarded” as having a disability: deformity not affecting function, i.e., facial, trunk, mild diabetes mellitus, controlled by medication.

The Department of Nursing, in defining nursing as a practice discipline with cognitive, sensory, affective and psychomotor performance requirements, has adopted a list of “Core Performance Standards” (see Paragraph 8.15.1.1). Each standard has an example of an activity which a student would be required to perform while enrolled in the Mount Mercy University 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 measured upon which a student and the advisor base.
# 8.15.1.1 Core Performance Standards for Admission and Progression of Nursing Students

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Identify cause-effect relationships in clinical situations, develop nursing care plans.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
<td>Moves around in patient rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; position patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment.</td>
<td>Perform palpation, functions of physical examination, and/or those related to therapeutic intervention, e.g., insertions of a catheter.</td>
</tr>
</tbody>
</table>
8.16 Concerns Related to Student Performance

8.16.1 Concerns Related to Student Performance

There may be situations which arise when a student’s performance in the classroom, clinical or laboratory setting is unsatisfactory and causes faculty members to express concern. This concern is revealed to the student in a variety of ways. At times a brief comment by a faculty member will communicate the faculty member’s concern to a student; however, there may be times when a more formal concern is expressed in writing. When this occurs the faculty member(s) will meet with the student and document their concern in writing on the “Concerns Document” form. A conference will be held with the student and it is expected that the student will respond with suggestions for the “Plan of Action” column on the form. Usually the written concern will lead to improved performance by the student. On occasion, however, the student’s performance has established a pattern of concern or is so poor that the faculty members gives the student a “U”. A “U” is given when a student demonstrates:
1) unprofessional behavior or
2) unsatisfactory performance in the clinical or laboratory experience.

The “U” will also be explained on the “Concerns Document” and a conference will be held with the student. Again, it is the student’s responsibility to address the “Plan of Action” column on the form. After the third “U” the faculty who gave the “U” and the student will meet with the Department chair. The accumulation of four “U’s” in any nursing course will result in failure of the course, and could lead to dismissal from the program. See Appendix 8.16.1

It is understood by the faculty of the Department of Nursing that circumstances may occur that impose upon a student’s ability to complete course assignments at the designated times. It is the student’s responsibility to inform the course coordinator or clinical instructor if there are any problems in meeting course assignments or deadlines.

8.16.2 Dishonest Behavior in the Workplace

The profession of nursing requires that members of the profession report dishonest behavior when it occurs in the workplace whether or not it results in harm to the patient. Such reporting is the responsibility of nursing students as well. The stated policy will be followed in the event that dishonesty reported by another student is confirmed.

8.17 Academic Policies

8.17.1 Examination Policy

Examinations are utilized throughout the nursing curriculum to facilitate formative and summative evaluation of student learning and to foster preparedness for licensure examination following graduation. The following guidelines reflect how examinations are administered, results are disclosed, and students review their accomplishments.
Within the context of the classroom examination:
1. The faculty proctor can arrange seating for exams.
2. Students must bring all food and drink, books, purses, and backpacks to the front of the room prior to the start of the exam.
3. Calculators will not be provided by the college.
4. Students must bring all electronic devices, which need to be turned off (not on vibrate), to the front of the room.
5. Students are not allowed to leave the room during the exam.
6. Students may not ask questions of the faculty proctor, except those related to typographical errors.
7. Students are responsible for checking their answer sheets for accuracy prior to submitting them to the proctor. The test booklets can be written on but they will not be utilized by faculty to verify responses.
8. Upon completion of an exam, faculty will direct the students as to when they may leave the classroom. If students are instructed to exit the room, they should be respectful and remain quiet.

Students are encouraged to review their unit examinations. Faculty believe that reviewing examinations provides students with opportunities to reinforce learning, identify content areas in need of further study, seek clarification on items missed, and improve study and test taking skills. The exam review will take place with a designated person at a designated location.

1. Unit exams are available for review for a two-week period after all students within the class have completed their examination.
2. Exams are reviewed with the designated person in attendance at all times.
3. Talking and note taking are not permitted while reviewing exams. Students must place all personal items, backpacks, writing utensils, etc. in a designated area away from the review area.
4. Tests and answer sheets are returned immediately following the review and cannot be taken from the review room.

8.17.2 Policy of Formal Papers

Formal papers will be prepared using the Nursing Department Writing Competency Expectations and the latest edition of the Publication Manual of the American Psychological Association, and APA. Use of these writing resources is expected. Consequences of failing to achieve the Writing Competency Expectations will be: (1) Up to 20% of the total points for the paper may be deducted for writing deficiencies; (2) Papers earning less than 75% and/or demonstrating unsatisfactory writing competence must be rewritten; (3) Papers which require rewriting can achieve no more than 75%; and (4) Papers achieving more than 75% may not be rewritten.

Papers will be kept on file at Mount Mercy for three years after graduation to discourage the submission of previously written papers in place of a current assignment. Some student papers will be included in the electronic portfolio. At the discretion of instructors, and with written permission from the student-author, these papers may be used for examples for subsequent semesters.

It is highly recommended that students make a copy of all formal papers for their own files. Dishonesty occurs when students share their papers with other students who are working on similar assignments.

Students may consult with faculty regarding the rough draft of a paper prior to it being turned in for a final grade. Faculty has the right to limit the extent of the review and/or the number of reviews.

8.17.2.1 Writing Competency in the Curriculum

The Mount Mercy Department of Nursing faculty believe that graduates of its program must demonstrate effective communication skills. Students are given opportunities to develop written communication skills by completing formal papers in the nursing courses. Successful completion of formal papers demonstrates students’ understanding of 1) concepts relevant to nursing, and 2) writing competency. Concept development is considered to be course specific; therefore, the content of written papers may vary in the curriculum. Writing competency expectations are consistent throughout the nursing curriculum. The Department of Nursing faculty have developed guidelines to facilitate students’ achievement of writing competency expectations. These guidelines are outlined in the Writing Competency Evaluation form. See Appendix 8.17.2.1.

8.17.3 Student Evaluation and Grading

To fulfill the requirements of this course, the student must attain an overall score of 75% or above for the ‘graded’ portion of the course AND must achieve an average of 73% or above on exams alone. A student who earns 75% or more of the total course points but does not achieve a minimum of 73% on exams would receive a C- and would need to repeat the course before progressing in the program. Rounding of percentages is used only with final grade calculation. For example, 72.50% rounds up to 73%, 72.49% does not round up. The student must also pass the clinical component of the course which is evaluated on a pass/fail basis. A clinical failure results in a grade of F for the course.

A = 93-100%
A- = 90-92%
B+ = 87-89%
B  = 83-86%
B- = 80-82%
C+ = 78-79%
C  = 75-77%
C- = 70-74%

Nursing students must achieve a C or above to pass a Nursing Department course.

8.17.3.1 Bonus Points

Course faculty will limit the number of bonus points so that a grade may be raised only one level (i.e., B– to B). Bonus points are added to a course grade only after a student has achieved 80% in the course. Bonus points will be given at the discretion of course faculty.

8.17.4 Academic Integrity Statement

The following statements have been approved by the faculty of Mount Mercy University. Faculty and students in the Department of Nursing are expected to abide by these statements as they participate in all activities associated with their education. The following links address the definitions of Academic Dishonesty Behaviors and the policies that oversee responses to dishonesty.

https://mycampus.mtmercy.edu/AngelUploads/Files/vicky/AcademicInteg/FinalAIPolicyPlusDefs.doc

8.17.5 Classroom and Communication Expectations

In addition to the information provided for students in the syllabus for each course, the following behavioral expectations are provided for guidance within each class. Students and faculty are expected to read and adhere to these expectations. Etiquette in the classroom is expected as a sign of respect for classmates and the teaching faculty. These expectations have been identified through consultation with both faculty and students as illustrative of the behavior expected of professional nurses. Please consult with the faculty of the course is there is the need for any exception to these expectations.

8.17.5.1 Attendance in class and clinical

a. Students are expected to attend ALL scheduled clinical experiences.
b. Students must inform the course coordinator of any anticipated and unavoidable conflicts with clinical such as classes, sports, choir, and childcare issues at least 3 weeks before classes begin. These conflicts will then be considered as the clinical schedule is developed as much as possible. If the conflict cannot be resolved, the student is expected to attend clinical as scheduled.
c. Clinical accommodations will not be made based upon students’ work schedules
d. Any clinical that is missed must be made up unless the clinical is cancelled due to weather or is missed for an excused professional event such as the NOVA trip or NSNA convention.
e. In the event of an unavoidable and unforeseen circumstance such as illness or death of a family member, a student may be excused from clinical but the student must notify the clinical instructor prior to the beginning of the experience and the absence must be made up in a manner determined appropriate by each course team. The pre-scheduled make-up sessions are intended ONLY for students who have had to miss clinical for illness or other emergencies, i.e. a student cannot choose to miss clinical for an appointment or vacation and plan to make it up during the pre-scheduled make-up time.
f. It is expected that students will work out any unavoidable conflicts with the course coordinator in a responsible and timely manner. Clinical make-up time needed beyond the dates/times scheduled for the course may result in additional fees for the student.
g. Unexcused clinical absence could result in a clinical failure. See Appendix 8.17.5.1

8.17.5.2 Classroom and Clinical Etiquette

a. No food in nursing classes. No food or drink will be allowed during testing.
b. No cell phones or pagers should ever be heard in the classroom or clinical area.
c. Sleeping in class will not be tolerated.
d. Students are not expected to arrive late or get up and leave a class prior to its completion unless they have talked with the faculty member first. If one is entering a class late, especially in 300 Donnelly, please enter through the back entrance to avoid walking in front of the class.
e. Casual visiting between classmates during a class session is impolite and will not be tolerated by the faculty. Questions are encouraged; however, students should wait to be recognized by the faculty before asking the question. Responses to the faculty or student should be polite and appropriate.
It is not appropriate to bring one’s children to class.

Students are expected to be prepared for class and to do the required reading prior to each class session. Note taking is expected and encouraged, whether or not a handout is provided. Taking notes is an active, participative learning strategy that enhances one’s potential for success.

Laptops in class should be used only for course related activities. Also, one must be respectful of other classmates around them when using the laptop.

8.17.5.3 Student Representation on Course Teams

Students will be elected to represent their classmates in each nursing course. Nominees will be selected from among class members and an election will be held. Student representatives are expected to meet with the faculty of the course on a regular basis and to communicate with their classmates regarding each meeting.

Communication with classmates will be facilitated through the “coursemates” entry to My-Campus for each course.

8.17.5.4 E-mail and Voice Mail Etiquette

When communicating by E-mail or Voice mail, the following rules of etiquette are expected to be followed by each person communicating.

An active voice mail box is expected to be set up and checked by each student and faculty member.

Check My-Campus frequently for class announcements.

When leaving a voice mail or e-mail message, try to ensure that you sound friendly and approachable, yet at the same time professional; avoid sounding angry or demanding.

Reply as soon as possible. The very nature of e-mail is instant communication. The same day is best – but ideally within 24 hours. A prompt reply truly fosters communication for both the receiver and the sender. Remember that faculty may not be available within 24 hours if they are in clinical and off campus. Send your message again if you have not received a prompt reply.

Always reference the sender’s original message in your reply. This can be done in a simple sentence stating, “Thank you for requesting information about….” Or, depending on your e-mail program, it may automatically reference the message to which you are replying.

Be as brief but detailed as possible. People want information, but they do not want to be boggled down with pages and pages of text.

Always include additional contact information. Even though someone has contacted you via e-mail, it is most helpful to give them other options for reaching you for further information. Consider including your phone, fax and/or cell phone numbers, as well as mailing information in every correspondence. Be very clear when leaving a return phone number via voice mail, it may be helpful to repeat it in the message.

Be conscientious about the size and content of file attachments.

Develop a strong vocabulary and proper grammar skills. Before sending your e-mail, read it over to be sure you got your point across utilizing good grammar and spelling.
8.17.5.5 Evaluation as a Learning Process

There will be many instances when students are asked to evaluate a learning experience or a faculty member throughout the curriculum. This opportunity is a professional process that involves thoughtful, constructive responses. It is inappropriate to use offensive language in an evaluation or to “vent” one’s frustrations or dislikes without making helpful suggestions. Evaluations are an important learning tool for faculty and students and are expected to receive respectful, professional attention.

8.17.5.6 Department of Nursing Voicing a Concern Policy

Students have the right to voice their complaints and concerns regarding various aspects of the nursing courses in which they are enrolled. Students also have the responsibility to communicate those complaints and concerns in a professional manner. The most appropriate, professional manner is a person-to-person meeting with the faculty member involved with the situation. An alternative to this may be expressing complaints in writing. This is a hard-copy letter to be given to the involved faculty. Faculty may not respond to inappropriate voice or e-mail messages or if a complaint is expressed publicly in front of classmates or other faculty/staff members.

8.18 Invasive Procedures Policy

1. Skills involving invasive procedures may be practiced in the lab only using simulation.
2. Equipment for practice should be obtained from and used in the Mount Mercy University lab only.
3. It is unethical to utilize equipment from the lab, hospital, or any other clinical agency for practice without appropriate authorization.
4. Students must not practice the invasive portion of skills such as IV insertion, IM injections etc. on each other, on clinical instructors, preceptors, or anyone else under any circumstance.
5. Following lab instruction, students may perform invasive procedures such as IV insertion with the supervision of a registered nurse on a patient who has a therapeutic need for the procedure.

Rationale:
1. Simulation is a safe and effective method for learning skills involving invasive procedures.
2. Performing skills such as IV insertion on a person who does not need the procedure for therapeutic purposes creates unnecessary risks of injury and blood/body fluid exposure.
3. Performing skills such as IV insertion on a person who does not need the procedure for therapeutic purposes without their written consent creates unnecessary legal liability and expense.

Consequences of Violating this Policy:
1. First offense will result in failure of the involved nursing course.
2. Second offense will result in expulsion from the nursing program.
8.19 Infection Control Policy and Guidelines

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. As novice practitioners with limited skills, students may have greater risk of exposure to infection. With increasing concerns about the spread of infection in healthcare settings, it becomes imperative that the nursing student be aware of policies and guidelines related to infection control. The Department of Nursing has developed policies and guidelines to help decrease the risk of infection for nursing students and prevent the transmission of disease in healthcare settings.

8.19.1 Prevention of Infection

Students will review information and pass exam regarding infection control including occupational exposure to blood borne pathogens and standard precautions in accordance with applicable CDC guidelines prior to any interactions with clients. Documentation of student understanding of this information will be maintained in the form of student-signed affidavits acknowledging instruction and comprehension of the information.

Students will be provided appropriate information regarding personal health habits, infection prevention, and risk behaviors as part of their pre-requisite preparation. Instructions for infection control will be continually reinforced, and clinical supervision will be managed to ensure strict compliance in all clinical and laboratory learning experiences.

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.

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.

8.19.2 Testing Status

Nursing students, faculty, or staff who believe they may be at risk for HIV, hepatitis B or Hepatitis C infection have an obligation to 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.

Students, faculty and staff who know they are infected 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 modification/accommodation in clinical education or job functions.
8.19.2.1 HIV Infected Faculty, Students, and Staff

Clinical settings which pose additional risk to the personal health of infected students and faculty should be identified, and such persons should be advised of those risks and urged to consult their health care provider to assess the significance of the risks to their own health. Any modifications of clinical activity of HIV infected students or faculty should 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.

8.19.2.2 Post-Exposure Report and Procedure

If an exposure occurs, faculty, students, and staff should follow the CDC and institution guidelines for occupational exposure. 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 the skin is chapped, abraded, or afflicted with dermatitis.

Immediate antiseptic procedures should be followed after possible exposure to blood or bodily 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. Should an infected student expose a patient, he/she is ethically obligated to report this as well.

Specific protocols are available in each hospital and agency in which students will work directly with patients. The specific protocol for the agency would be utilized by all students and faculty who have assignments in that agency. An exposure is also reported to the Nursing Department Chair and to the Director of Wellness at Mount Mercy University (student health nurse).

8.19.3 Hepatitis B Vaccination

All nursing students are required to begin a series of Hepatitis B vaccinations prior to or upon admission to the nursing major. Students who, for medical reasons, should not take the vaccine should obtain a written release from a physician. The Hepatitis B vaccine is highly effective and has a very low incidence of side effects. Information about the vaccine is available from the student’s health care provider.

8.19.4 TB Screening

8.19.4.1 Exposure

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. Records of the exposure and follow-up will be maintained with health records on campus as well as within the agency.
8.19.4.2 Reporting

Any case of active TB will be reported to the Linn County Public Health Department. All results of the testing will be reported to the infection control departments of Mercy Medical Center, St. Luke’s Hospital, and if requested, any other agency in which students participate in patient care.

8.19.5 Acknowledgement of Understanding

All Nursing Department students are required to read and sign the “Acknowledgement of Understanding of Policies and Guidelines Related to Infection Control” an example of which is set forth as Appendix 8.19.5.

8.19.6 Sources for Infection Control Policies and Guidelines

CDC Department of Health and Human Services
Infection Control in Healthcare Settings.
http://www.cdc.gov/ncidod/dhqp/index.html

http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html

Guideline for Hand Hygiene in Health-Care Settings (2002)
http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5116a1.htm

Exposure to Blood - What Health-Care Workers Need to Know (2003)

http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5409a1.htm

NIOSH Alert: Preventing Needlestick Injuries in Health Care Settings (1999)

Part II. Recommendations for Isolation Precautions in Hospitals (1996)
http://www.cdc.gov/ncidod/dhqp/gl_isolation_ptII.html

8.20 Nursing Process Guidelines

8.20.1 Assessments

Definition: What information does the nurse need to know?
Nursing Assessment is a two step process:

1. Collecting and verification of data from a primary source and secondary sources to establish a patient assessment data base.
• Information sources:
  The patient is the primary source of information.
  Secondary sources of information include the patient chart, family, and
  health team members.

• The nurse gathers subjective and objective data.
  Subjective data is the information the patient or the caretaker tells the
  nurse during the nursing assessment. Subjective data can be called
  symptoms.
  Objective data is information collected by using the senses. Information
  that can be seen (observation), felt (palpation), heard (auscultation)
  (percussion), or smelled. Objective data can be called signs. (see

Data Collection: Nurses use the patient interview, nursing health history, the physical examination, and
results of laboratory and diagnostic tests.

8.20.1.1 Assessment Format

A. Nursing Health History
   Biographical Data
   Reason for seeking
   Client expectations
   Health History
   Present Illness/Health Concerns
   Family History
   Environment History
   Psychosocial History
   Spiritual Health

B. Review of Systems--Biophysical
   General presentation of symptoms
   Diet
   Skin, hair and nails
   Head and neck
   Chest and lungs
   Heart and blood vessels
   Gastrointestinal
   Musculoskeletal
   Neurological
   Endocrine and genital/reproductive
   Genitourinary
   Psychiatric

2. Analyzing all data as a basis for developing nursing diagnoses and an individualized plan of care
   for the client.

8.20.2 Nursing Diagnosis

Refer to the most current list of NANDA-Approved Nursing Diagnoses.

A. Definition: According to NANDA (1990) Taxonomy I, nursing diagnosis is defined as follows: “Nursing diagnosis is a clinical judgment about individual, family, or community responses to actual or potential health problems/life processes. Nursing diagnoses provide the basis for selection of nursing interventions to achieve outcomes for which the nurse is accountable.” (As cited in Carroll-Johnson, & Paquette, 1994, p. 277).

B. Nursing Diagnostic Statement

The following components make up a three part diagnostic statement:

1. The nursing diagnosis statement (problem/title) describes alterations in the patient’s health status. Alterations cause problems and untoward changes in the patient’s ability to function.
2. The related factors (etiologies) are those factors contributing to the existence of, or maintenance of, the patient’s health problem. These factors can be pathophysiological, psychosocial, situational, developmental, cultural, and/or environmental. The phrase “related to” (R/T) services to connect the nursing diagnosis and etiology statements.
3. The defining characteristics are a cluster of subjective and objective signs and symptoms that represent a nursing diagnosis. The defining characteristics, gathered during the assessment phase, provide evidence that a health problem exists. The symptoms (subjective data) are changes which the patient feels and expresses verbally to the nurse. The signs (objective data) are observable changes in the patient’s health status. Use the phrase “as evidenced by” (AEB) to connect the etiology and defining characteristic statement.

*Note: High risk nursing diagnoses denote the presence of risk factors that may cause an actual health problem in the future. A high risk nursing diagnosis is a two-part statement: 1) High risk nursing diagnosis; and 2) related factors (etiologies). There are no defining characteristics for a high risk diagnosis.

Examples:

(1) Pain (acute) R/T tissue trauma AEB verbal report of pain, irritability, restlessness, and increased blood pressure and pulse.

(2) High risk for infection R/T inadequate physical barriers.

C. Comprehensive list of nursing diagnoses in order of priority (include actual and high risk).

Identify the problem, related factors, and defining characteristics pertinent to the patient. The ranking of nursing diagnoses permits the nurse to arrange the patient’s problems in order of their importance and urgency. Maslow’s hierarchy of needs (1968) assists the nurse in ranking of nursing diagnoses. The five levels of hierarchy are:

(1) Physiological,
(2) Safety and security,
(3) Love and belonging,
(4) Self-esteem, and
(5) Self-actualization.
8.20.3 Planning

Definition: A category of nursing behaviors in which client-centered goals and expected outcomes are established and nursing interventions are selected.

Characteristics of patient outcomes/goals:
- Patient-centered, i.e., “Patient will…
- Specific and measurable
- One measurable verb

Examples of measurable verbs:
- Verbalize
- Perform
- Discuss
- State
- Apply
- Identify
- List
- Avoid
- Explain
- Demonstrate
- Describe
- Exhibit
- Ambulate
- Report

Verbs to avoid:
- Allow
- Know
- Learn
- Understand
- Have

- Realistic for the individual patient situation
- Limited time frame: short term goals are generally achievable within approximately one week and long term goals may take several weeks or months to be achieved. The target date/time for achievement should be identified, e.g., “by discharge” or “by 11/20/0_.”

Examples:
(1) Patient will rate pain as no greater than 0 or 1 on a 0-5 scale by 10/26.
(2) Patient will remain free of infection as evidenced by temperature within normal range, incision well-approximated and free of redness or drainage and WBC within normal limits by 10/29.

8.20.4 Implementation

A. Definition of Nursing Intervention: “Any treatment, based upon clinical judgment and knowledge that a nurse performs to enhance patient/client outcomes. Nursing interventions include both direct and indirect care; nurse-initiated, physician-initiated, and other provider-initiated treatments.” (McCloskey & Bulechek, 2004, p. xvii).

B. Definition of Nursing Activities: “The specific behaviors or actions that nurses do to implement an intervention and which assist patients/clients to move toward a desired outcome.” (McCloskey & Bulechek, 2004, p. xvii).

C. Definition of Patient Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect of patient’s preferences, values, and needs (Cronenwett et al., 2007, p. 123)
D. Six factors to be considered when choosing an intervention:
   i. Desired Patient Outcomes
   ii. Characteristics of the Nursing Diagnosis
   iii. Evidence Base for the Intervention
   iv. Feasibility of Doing the Intervention
   v. Acceptability to the Patient
   vi. Capability of the Nurse (Potter and Perry, 2005).

E. Procedure for Using the Nursing Diagnosis Handbook. (These guidelines refer to the text by Ackley and Ladwig, 2006).
   i. Locate a selected nursing diagnosis in “Section III: Guide to Planning Care”
   ii. Making an accurate nursing diagnosis: Verify the accuracy of the previously suggested nursing diagnosis and determine if it sounds appropriate. Compare the Defining Characteristics with the client data collected or compare the risk factors with the client data collected (if it is a “risk for” nursing diagnosis, they do not have defining characteristics)
   iii. Writing outcomes statements and nursing interventions
      1. After selecting the appropriate nursing diagnosis, use this section to write client outcomes and interventions. Use the client outcomes/nursing interventions as written as by the authors and contributors.
      2. Select the nursing activities deemed appropriate for a specific patient. “A series of activities is necessary to implement an intervention.” (McCloskey & Bulechek, 2004, p. xvii).
      3. Individualize each activity as needed. E.g., Activity – Monitor vital signs as appropriate vs. Monitor BP, P, R q 2 h, T q 4 h.
      4. Read the rationales, many of them based on nursing or clinical research that validate the efficacy of the interventions.

8.20.5 Evaluation
Definition: Determining if a client’s condition/ well being occurs after application of the nursing process.

1. Address the achievement of each goal and include data to support the decision about whether or not the goal was met. If a particular goal was not achieved, identify factors that have prevented accomplishment of the goal.
2. Discuss any revisions you would suggest for this plan of care.
8.20.6 References


**Selection of Articulation Option**

**Articulation Option I:** Direct transfer for graduates of Iowa diploma and associate degree nursing programs validated for participation in Iowa Articulation Plan.

**Target Audience**
Graduates of programs validated for participation in the Iowa Articulation Plan. Must begin within six years of graduation from the basic program.

**Credit Granted (from validated program) 61.5 s.h.**

<table>
<thead>
<tr>
<th>Includes</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>6.0-8.0</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3.0-4.0</td>
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<tr>
<td>Psychology</td>
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<td>Sociology</td>
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<td>Growth and Development</td>
<td>3.0-4.0</td>
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<td>Nutrition</td>
<td>3.0-4.0</td>
</tr>
<tr>
<td>English Comp. &amp; Speech</td>
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<tr>
<td>Nursing Courses</td>
<td>23.0</td>
</tr>
</tbody>
</table>

**61.5**

**Additional Nursing Courses**

| NU 215 Physical Assessment                    | 1.5       |
| NU 242 Concepts in Bacc. Nsg. Ed.             | 4.0       |
| NU 331 Pharmacotherapeutics                   | 3.0       |
| NU 471 Perspectives in Prof. Nsg.             | 7.0       |
| NU 432 Selected Topics for Ad. Pl.            | 3.0       |
| NU 431 Community Health Nsg.                  | 3.0       |

**21.5**

**Related Courses (Choice of one)**

| BI 143 Biology, BI 144 Zoology, CH 110 General Chemistry, or CH 113 Organobiochemistry | 4.5 |

**General Education and Elective Courses**

| Philosophy                                    | 3.0       |
| English Literature                            | 3.0       |
| Fine Arts                                     | 3.0       |
| History                                       | 3.0       |
| Religious Studies                             | 3.0       |
| Mathematics                                   | 3.0 to 4.0|
| Multicultural Studies                         | 3.0       |
| Electives                                     | 12.0 to 15.0|

**33.0 to 37.0**

**Total Semester Hours**................................. **123.0**
Articulation Option II: Standardized examinations for graduates of diploma and associate degree nursing programs from any state.

Target Audience
Those graduates who may have some college credit to transfer, may have graduated from an out-of-state school, and do plan to take or have taken the Regents College exams. Exam results may be not more than six years old.

Credit Granted for transferable college courses: (determined on an individual basis)

Regents College credits granted for the following exams:
- NU 457 – Maternal/child ............................................ 7.0 sem. hrs.
- NU 503 – Mental Health ............................................. 7.0 sem. hrs.
- NU 554 – Adult Health ............................................... 7.0 sem. hrs.
- Clinical Challenge ...................................................... 2.0 sem. hrs.

23.0 sem. hrs.

Additional Nursing Courses
- NU 215 Physical Assessment .................................................... 1.5
- NU 242 Concepts in Bacc. Nsg. Ed. .......................................... 4.0
- NU 331 Pharmacotherapeutics .................................................. 3.0
- NU 471 Perspectives in Prof. Nsg. ............................................ 7.0
- NU 432 Selected Topics for Ad. Pl. ........................................... 3.0
- NU 431 Community Health Nsg. .............................................. 3.0

21.5

Related Courses (Choice of one)
- BI 143 Biology, BI 144 Zoology, CH 110 General Chemistry, or CH 113 Organobiochemistry ................................................. 4.5

General Education and Elective Courses
- Philosophy ................................................................. 3.0
- English Literature ....................................................... 3.0
- Fine Arts ................................................................. 3.0
- History ................................................................. 3.0
- Religious Studies ................................................... 3.0
- Mathematics ......................................................... 3.0 to 4.0
- Multicultural Studies ............................................... 3.0
- Electives ................................................................ 12.0 to 15.0

33.0 to 37.0

Total Semester Hours ................................................................. 123.0
Articulation Option III: Placement by Iowa Articulation Courses for graduates of diploma and associate degree programs from any state.

Target Audience
Those graduates from programs from any state who have no college credit to transfer to MMC.
Must begin within six years of the completion of the articulation courses.
Students will take the Iowa Articulation Courses by guided study in the areas of:
Scientific Concepts
Social Science Concepts
Nursing Concepts
Following completion of the courses, credit granted will be 61.5 sem. hrs.

Additional Nursing Courses
- NU 215 Physical Assessment .................................................... 1.5
- NU 331 Pharmacotherapeutics ............................................... 3.0
- NU 471 Perspectives in Prof. Nsg .......................................... 7.0
- NU 432 Selected Topics for Ad. Pl ......................................... 3.0
- NU 431 Community Health Nsg ............................................. 3.0
  21.5

Related Courses (Choice of one)
- BI 143 Biology, BI 144 Zoology, CH 110 General Chemistry,
or CH 113 Organobiochemistry .............................................. 4.5

General Education and Elective Courses
- Philosophy ............................................................................ 3.0
- English Literature ................................................................. 3.0
- Fine Arts .............................................................................. 3.0
- History .................................................................................. 3.0
- Religious Studies ................................................................... 3.0
- Mathematics ........................................................................ 3.0 to 4.0
- Multicultural Studies ......................................................... 3.0
- Electives .............................................................................. 12.0 to 15.0
  33.0 to 37.0

Total Semester Hours ........................................................... 123.0
Articulation Option IV: Credit for graduates of basic nursing programs from any state which are not validated for participation in Iowa Articulated Plan.

Target Audience
Those graduates with some college credit (12 hours or more) and who may have graduated from a program in any state within the last 15 years.

Escrow
Refers to holding of 23 hours (at least ½ of nursing credit and same as Regents College credit) in escrow until NU 242 is successfully completed.
Basic Nursing education must have been completed within 15 years and student must be able to document at least five years of nursing employment experience.

Credit Granted for additional transferable college courses: (determined on an individual basis).

Additional Nursing Courses
- NU 215 Physical Assessment .................................................. 1.5
- NU 242 Concepts in Bacc. Nsg. Ed. ......................................... 4.0
- NU 331 Pharmacotherapeutics .............................................. 3.0
- NU 471 Perspectives in Prof. Nsg. .......................................... 7.0
- NU 432 Selected Topics for Ad. Pl. ........................................ 3.0
- NU 431 Community Health Nsg. .......................................... 3.0

Related Courses (Choice of one)
- BI 143 Biology, BI 144 Zoology, CH 110 General Chemistry, or CH 113 Organobiochemistry .................. 4.5

General Education and Elective Courses
- Philosophy ............................................................................ 3.0
- English Literature ................................................................. 3.0
- Fine Arts ............................................................................. 3.0
- History .................................................................................. 3.0
- Religious Studies ................................................................. 3.0
- Mathematics .................................................................. 3.0 to 4.0
- Multicultural Studies ......................................................... 3.0
- Electives .............................................................................. 12.0 to 15.0

Total Semester Hours ............................................................... 123.0
Appendix 8.14.1.2

MOUNT MERCY UNIVERSITY
DEPARTMENT OF NURSING

STUDENT AUTHORIZATION
TO BE INCLUDED IN
SUCCESS ENHANCEMENT PROGRAM (SEP)

As a student in the nursing education program at Mount Mercy University, Cedar Rapids, Iowa, I the undersigned, agree to participate in the Success Enhancement Program for nursing students. I have been oriented to the Department of Nursing Success Enhancement Program for nursing students.

I acknowledge that the Success Enhancement Program is intended to assist me in the successful completion of the nursing education program and enhance the potential for success on the NCLEX-RN. However, I understand that participation in this program does not guarantee my success. I also understand that although it is standard procedure for information to be shared within a course team, it may be necessary for nursing faculty to share information about my academic performance with other nursing faculty if “risk factors” are identified. The sharing of information will remain confidential.

See the Nursing Student Handbook Section 8.14.1.2

____________________________________
Signature

____________________________________
Date

1/12
Nsg_share/department committees/Environment for Success/SEP/Student Authorization Form

### Appendix 8.16.1

**MOUNT MERCURY UNIVERSITY - DEPARTMENT OF NURSING**

*Guidelines for the Document of Concern*

<table>
<thead>
<tr>
<th>BEHAVIOR:</th>
<th>USUAL FOLLOW UP ACTION</th>
</tr>
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<tbody>
<tr>
<td><strong>Near Miss</strong> (caused by system or hospital department problem)</td>
<td>• Notify assigned staff nurse, charge nurse and/or agency administrator as approp • Follow agency policy for recording near misses • May use “near miss” event for post-conference learning</td>
</tr>
<tr>
<td><strong>Simple error or “teachable moment”</strong> (student inadvertently doing or almost doing other than what should have been done but error was prevented or no patient harm noted) such as: plans for incorrect care/ incorrect med set up omitting safety precautions due to inexperience</td>
<td>• Discuss with/ review instruction with student to reduce risk for repeated error. • Console and counsel student to effectively deal with stress response.</td>
</tr>
<tr>
<td><strong>Serious error</strong> (event reaches patient and causes unanticipated outcome or adverse event)</td>
<td>• See above, plus… • The student will immediately report the clinical error to the clinical instructor or preceptor. • The instructor/preceptor will assess the situation and report it to the facility’s patient care nurse and charge nurse as appropriate for coordination of follow up. • Follow agency policy for recording serious errors (incident or variance form) and for disclosing errors to patients. • The student and the clinical instructor/preceptor will closely monitor the patient for adverse reactions from the error. • Notify Course Coordinator before next clinical • Complete the Document of Concern (page 2), have the student complete the “Student’s plan of action” (page 2) • Course coordinator summarizes DOCs for SEP aggregate data on course report. • APG committee trends individual student for repeated behavior across courses and semesters</td>
</tr>
<tr>
<td><strong>At risk behavior</strong> (behavioral choice is made that increases risk where risk is not recognized or mistakenly believed to be justified), i.e., using work-arounds to save time doesn’t report important observations doesn’t seek appropriate assistance provides care without appropr supervision practices at lower than expected level doesn’t see gaps in own knowledge or be open to the possibility of error personal factors (lack of sleep, lack of prep) doesn’t recognize breaches in confidentiality</td>
<td>• Notify Course Coordinator before next clinical • Complete the Document of Concern (page 2), have the student complete the “Student’s plan of action” (page 2) • Instructor and /or Course coordinator may also require additional education and practice such as Complete metrology exam at 100% Complete a simulated experience for additional experience Write summary of evidence base for risk of student’s current behavior for course coordinator. • APG committee trends individual student for repeated at-risk behavior across courses and semesters • Course coordinator summarizes DOCs for SEP aggregate data on course report.</td>
</tr>
<tr>
<td><strong>Unprofessional behavior</strong> such as: breach of confidentiality, unethical behavior removal of supplies, theft, dishonesty, plagiarism inappropriate or lack of communication missed deadlines unprofessional appearance</td>
<td>• Notify Course Coordinator before next clinical • Complete the Document of Concern (page 2), have the student complete the “Student’s plan of action” (page 2) • Course coordinator summarizes DOCs for SEP aggregate data on course report • APG committee trends individual student for repeated unprofessional behavior across courses and semester</td>
</tr>
</tbody>
</table>
Reckless behavior (action taken with conscious disregard for substantial and unjustifiable risk), i.e., repeated at-risk behavior, intentional violation of standards of safe practice, use of substances impairing judgment)

- See above, plus...
- Notify Course Coordinator immediately
- Dismiss from that day’s clinical immediately
- Plan disciplinary action at meeting with course coordinator, MMU Department Chair and student such as
  Document of concern with a “U”
  Failure of clinical and failure of course
  Dismissal from program

## MOUNT MERCY UNIVERSITY - DEPARTMENT OF NURSING

### DOCUMENT OF CONCERN

DATE OF CONFERENCE: 

SIGNATURE OF STUDENT _____________________________________

SIGNATURE OF FACULTY _____________________________________

SIGNATURE OF COURSE COORDINATOR ____________________________

### EXPLANATION OF FACULTY CONCERN RELATED TO STUDENT PERFORMANCE

- Serious error
- At risk behavior
- Unprofessional behavior
- Reckless behavior
- Without a “U”  With a “U”

Student:

Faculty/ Course Coordinator/ Department Chair:
may also require additional education, practice or corrective action

### STUDENT'S PLAN OF ACTION

Created by student in conference with faculty

Course coordinator retains original and distributes copies to:
1) Student; 2) Clinical instructor (if applicable); 3) Department Chairperson; 4) AP&G Chair; 5) Advisor (via advising folder)

A Document of Concern should be completed by the faculty and student within one week of the poor performance/behavior.

A “U” is given when a student demonstrates performance so poor or has established a pattern of concern.

After the third “U” the faculty who gave the “U”, the course coordinator and the student will meet with the Department chair. The accumulation of four “U’s” in any nursing course will result in failure of the course, and could lead to dismissal from the program.

It is understood by the faculty of the Department of Nursing that circumstances may occur that impose upon a student’s ability to complete course assignments at the designated times. It is the student’s responsibility to inform the course coordinator or clinical instructor if there are any problems in meeting course assignments or deadlines.

**MOUNT MERCY UNIVERSITY**  
**DEPARTMENT OF NURSING**  
**WRITING COMPETENCY EVALUATION**

<table>
<thead>
<tr>
<th>STUDENT’S NAME ____________________________</th>
<th>COURSE ___________________</th>
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</thead>
<tbody>
<tr>
<td>FACULTY EVALUATOR ________________________</td>
<td>DATE ______________________</td>
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</tbody>
</table>

Final Evaluation of Writing Competency by Faculty:  
S = Satisfactory  
NI = Needs Improvement  
U = Unsatisfactory  
NA = Not applicable

<table>
<thead>
<tr>
<th>WRITING COMPETENCIES</th>
<th>STUDENT SELF-EVAL</th>
<th>COMMENTS</th>
<th>FACULTY EVAL</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td><strong>I. Identify and explore the subject area.</strong></td>
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<tr>
<td>A. Locate primary and secondary sources.</td>
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<tr>
<td>B. Review sources for relevance and usefulness.</td>
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<tr>
<td><strong>II. Plan the document.</strong></td>
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<tr>
<td>A. Consult with faculty</td>
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<tr>
<td>B. Organize content.</td>
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<tr>
<td>1. Use headings for organization.</td>
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<td>2. Use subheadings.</td>
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<td><strong>III. Prepare the document.</strong></td>
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<tr>
<td>A. Develop paragraphs for specific ideas.</td>
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<tr>
<td>1. Use simple, effective, clear sentences.</td>
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<td>2. Use appropriate paragraph length.</td>
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<td>3. Use transition sentences that connect ideas and thoughts.</td>
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<td>4. Eliminate wordiness and needless repetition.</td>
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<tr>
<td>B. Use APA Format</td>
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<tr>
<td>1. Develop grammatically correct phrases and sentences.</td>
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<tr>
<td>a. Define technical words, abbreviations, acronyms, and new terms.</td>
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</tbody>
</table>

b. Use appropriate pronouns.

<table>
<thead>
<tr>
<th>Student Self-Eval</th>
<th>Comments</th>
<th>Faculty Eval</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Check the use of “effect” vs. “affect”, “there” vs. “their”, “would of” vs. “would have”, and singular vs. plural possessives.</td>
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<tr>
<td>d. Avoid the use of slang, clichés, and sexist, racist, or other biased language.</td>
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<tr>
<td>2. Use correct punctuation and spelling.</td>
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<td>3. Provide appropriate references.</td>
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<tr>
<td>a. Cite primary and secondary references appropriately in text.</td>
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<tr>
<td>b. Cite references appropriately in the reference list.</td>
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<tr>
<td>4. Quote and paraphrase accurately.</td>
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<tr>
<td>a. Use correct form for quotations.</td>
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<tr>
<td>b. Use direct quotations minimally; paraphrasing is preferred.</td>
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<tr>
<td>C. Revise the Document</td>
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<tr>
<td>1. Examine readability, logical flow of ideas, and clarity of expression.</td>
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<tr>
<td>2. Proofread.</td>
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<tr>
<td>3. Rewrite to correct errors and address recommendations.</td>
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</table>

ADDITIONAL COMMENTS:

Rev. 11/98
1. Students are expected to attend ALL scheduled clinical experiences.

2. Students must inform the course coordinator of any anticipated and unavoidable conflicts with clinical such as classes, sports, choir, and childcare issues at least 3 weeks before classes begin. These conflicts will then be considered as the clinical schedule is developed as much as possible. If the conflict cannot be resolved, the student is expected to attend clinical as scheduled.

3. Clinical accommodations will not be made based upon students’ work schedules.

4. Any clinical that is missed must be made up unless the clinical is cancelled due to weather or is missed for an excused professional event such as the NOVA trip or NSNA convention.

5. In the event of an unavoidable and unforeseen circumstance such as illness or death of a family member, a student may be excused from clinical but the student must notify the clinical instructor prior to the beginning of the experience and the absence must be made up in a manner determined appropriate by each course team. The pre-scheduled make-up sessions are intended ONLY for students who have had to miss clinical for illness or other emergencies, i.e. a student cannot choose to miss clinical for an appointment or vacation and plan to make it up during the pre-scheduled make-up time.

6. It is expected that students will work out any unavoidable conflicts with the course coordinator in a responsible and timely manner. Clinical make-up time needed beyond the dates/times scheduled for the course may result in additional fees for the student.

7. Unexcused clinical absence could result in a clinical failure.

8/07; 2010; 5/11
ACKNOWLEDGEMENT OF UNDERSTANDING OF POLICIES AND GUIDELINES RELATED TO INFECTION CONTROL

I understand the material presented today on bloodborne pathogens. I will accept responsibility and follow all infection control policies in an effort to stop the spread of disease.

_____________________________________
Printed Name

_____________________________________
Signature

_____________________________________
Date