

# **Mount Mercy University**

## **Martin-Herold College of Nursing & Health**

### **Baccalaureate Nursing and Health Student Handbook**

**2024-2025 Academic Year  
Effective 7/1/2024**



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## **INTRODUCTION**

This handbook has been developed to assist students to become better acquainted with the Mount Mercy University Martin-Herold College of Nursing & Health (MHCNH). The information included in this handbook applies specifically to students enrolled in the College's baccalaureate nursing and health majors and is prepared to be used in conjunction with the University catalog and the Good Book, a student handbook provided for all Mount Mercy students. It is the MHCNH's 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 College are listed on the Mount Mercy University website.

## **MHCNH VISION**

Educate and inspire nurses and health professionals to discover, serve, and lead

## **MHCNH MISSION**

The mission of the Martin-Herold College of Nursing and Health (MHCNH) is inspired by the Sisters of Mercy and their dedication to service in meeting human needs where they exist. The MHCNH faculty strive to deliver exceptional educational experiences that prepare nurses and health professionals with the knowledge, skills, and attitudes to be self-motivated, compassionate professionals, innovative, visionary leaders, and life-long learners in a dynamic society.

## **BACCALAUREATE OF SCIENCE IN NURSING (BSN) PROGRAM PHILOSOPHY**

In the tradition of Catholic intellectual teaching, the faculty of the Baccalaureate of Science Nursing (BSN) program welcome all persons in the pursuit of knowledge and truth. Developing reflective judgment prepares students for purposeful living and serving the common good.

The BSN faculty adopted the "hero's journey"<sup>1</sup> as a unifying theme for the nursing curriculum. Students, faculty and persons encounter challenges as they strive to carry out their life's mission. All are transformed as they move forward on their journey through life.

Transformation into a professional nurse is a journey that continues throughout and beyond baccalaureate nursing education. The faculty inspire students to integrate the shared identity of the culture of professional nursing, which honors diversity and commits to compassionate, competent nursing that is informed by evidence.

The faculty of the BSN program value social justice which calls faculty and students to address concerns of equity in the complex, dynamic health care system in the nation and globally. Faculty enable students to recognize that social determinants of health and learning may enhance or hinder a person's physical, emotional, social, environmental, intellectual, occupational, financial and spiritual dimensions of health. The academic teaching-learning relationship nurtures students' ability to serve and advocate for human needs where they exist with an inclusive, culturally sensitive approach.

### BSN/RN-BSN PROGRAM STUDENT LEARNING OUTCOMES

Students in the College's BSN program will seek the meaning and purpose of nursing as they journey<sup>1</sup> throughout and beyond their baccalaureate education. Students relate their personal journey to their clients' challenges as they also move forward on their journey through life. The curriculum is designed to develop clinical judgment<sup>2</sup> and a commitment to compassionate, competent nursing care<sup>3</sup>. The student learning outcomes mirror the American Association of Colleges of Nursing *The essentials: Core competencies for professional nursing education*<sup>4</sup>

#### BSN Program Student Learning Outcomes and Artifacts to Measure Achievement

University Student Outcomes	Nursing Student Learning Outcomes	Artifacts for BSN	Artifacts for RN to BSN
Using Reflective Judgment	1) Integrate knowledge derived from liberal arts, nursing, and other scientific disciplines to make sound clinical judgement in serving diverse populations. (Essential I)	NU 240 Solve the Case Case Studies (being reviewed)  NU 260 Culture and Health Paper  NU 352 Clinical Nursing Judgement Paper	NU 242 Concept Paper NU 242 Cultural Awareness Presentation  ME 450 Liberal Arts Reflection Paper
Using Reflective Judgment	2.) Demonstrate emerging organizational and systems leadership to produce quality care and ensure patient safety. (Essential II)	NU 224 Metrology Exams  NU 330 High Risk Maternal/Newborn Case Study Assignment	NU 230 Staff Development Project  NU 471 Evidence Based Practice Paper
Serving the Common Good	3.) Utilize professional standards, evidence-based guidelines, and research to improve health and transform health care. (Essential III)	NU 230 Medication Podcast Assignment  NU 350 Intervention Paper  NU 471 Evidence Based Practice Paper  NU 471 Research Article Matrix Assignment	NU 230 Staff Development Project  NU 242 Cultural Awareness Presentation  NU 471 Evidence-Based Practice (EBP) Paper NU 472 Computer Generated EBP poster
Using Reflective Judgment	4.) Demonstrate competence in emerging patient care technologies and information management systems. (Essential IV)	200 level, 300 level and 400 level courses: MCI Modules Assignment  200 level, 300 level and 400 level courses: HIPAA DOC  200 level, 300 level courses: Clinical Evaluation Tool II.13	NU 230 Telehealth simulation and reflection

		<p>NU 465 Clinical Evaluation Tool II.12</p> <p>NU 470 Clinical Evaluation Tool.II.10</p>	
Serving the Common Good	5.) Recognize health care policies, finances, and regulatory environments that influence equity in health care delivery and practice. (Essential V)	<p>NU 320 Food Insecurity and Lack of Funds Quiz</p> <p>NU 470 Letter to Legislator/Advocacy Assignment</p> <p>NU 471 Legal and Ethical Case Study Assignment</p>	<p>NU 471 Code of Ethics Assignment</p>
Engaging in Strategic Communication	6.) Communicate and collaborate effectively in interprofessional and intraprofessional teams and with patients, families, and communities to optimize patient care and influence outcomes. (Essential VI)	<p>NU 332 Therapeutic Communication Assignment</p> <p>NU 465 Interprofessional Collaboration Project</p>	<p>NU 230 Staff Development Project</p> <p>NU 471 Issues presentation</p> <p>NU 472 Professional Nursing Meetings Assignment</p> <p>NU 472 Mentorship (16hr) Assignment</p>
Promoting Purposeful living	7.) Implement evidence-based interventions to improve health promotion, disease prevention, and chronic disease management in individuals, families, groups, communities and populations. (Essential VII)	<p>NU 232 Family Health Assessment Project</p> <p>NU 320 Dietary Brochure Assignment</p> <p>NU 470 Three Generation Pedigree Assignment</p>	<p>NU 470 Healthcare Access (includes Windshield Assessment)</p> <p>NU 470 Community Health Campaign Paper)</p> <p>NU472 Community Health Campaign Implementation &amp; Reflection</p>
Promoting Purposeful living	8.) Cultivate a professional nursing perspective, accountability, and demeanor that reflects nursing norms. (Essential VIII)	<p>Hero's Journey (NU 101, NU 260, NU 465)</p> <p>200 level, 300 level and 400 level courses: Professionalism Document of Concern</p>	<p>NU 242 Call to Adventure/Hero's Journey Reflection</p> <p>NU 425 Patho/Assmt/Genetics Paper</p> <p>NU 471 Resume Assignment</p> <p>NU 471 Code of Ethics Assignment</p>

			NU 472 Transformation- Extending the Journey/Hero's Journey Reflection  NU 472 Professional Nurse Meeting Assignment
Using Reflective Judgment	9.) Practice holistic person-centered care informed by evidence to achieve positive health outcomes. (Essential IX)	NU 224 Psychomotor Competency Testing  NU 232 Physical Assessment Competency  NU 350 Respiratory Skills Exam  NU 350 IV Therapy Exam (Fall Term only)  NU 352 IV Therapy Exam (Fall Term only)  NU 411 ATI Comprehensive Predictor Exam  NU 465 Physical Assessment Competency  NU 465 Psychomotor Skills Competency  NU 465 Clinical Evaluation Tool (Entire Tool)	NU 230 Pharmacology Case Study NU 425 Patho/Assmt/Genetics three generation pedigree paper  NU 471 Evidence Based Practice Paper

- 1) Campbell, J. (1972). *The hero with a thousand faces*. Princeton NJ: Princeton University Press.
- 2) Tanner, C.A. (2006). Thinking like a nurse: A research-based model of clinical judgement in nursing. *Journal of Nursing Education*, 45(6), 204-211.
- 3) Martin-Herold College of Nursing and Health. (2020). *Philosophy*.
- 4) American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education.  
<https://www.aacnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>



### **Student Learning Outcomes in Numerical Order**

- 1.) Integrate knowledge derived from liberal arts, nursing, and other scientific disciplines to make sound clinical judgements in serving diverse populations. (*Essential I*)
- 2.) Demonstrate emerging organizational and systems leadership to produce quality care and ensure patient safety. (*Essential II*)
- 3.) Utilize professional standards, evidence-based guidelines, and research to improve health and transform health care. (*Essential III*)
- 4.) Demonstrate competence in emerging patient care technologies and information management systems. (*Essential IV*)
- 5.) Recognize health care policies, finances, and regulatory environments that influence equity in health care delivery and practice. (*Essential V*)
- 6.) Communicate and collaborate effectively in interprofessional and intraprofessional teams and with patients, families, and communities to optimize patient care and influence outcomes. (*Essential VI*)
- 7.) Implement evidence-based interventions to improve health promotion, disease prevention, and chronic disease management in individuals, families, groups, communities and populations. (*Essential VII*)
- 8.) Cultivate a professional nursing perspective, accountability, and demeanor that reflects nursing norms. (*Essential VIII*)
- 9.) Practice holistic person-centered care informed by evidence to achieve positive health outcomes. (*Essential IX*)

### **AMERICAN NURSE'S ASSOCIATION (ANA) CODE OF ETHICS**

- Provision 1) The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2) The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
- Provision 3) The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- Provision 4) The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
- Provision 5) The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness or character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6) The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- Provision 7) The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- Provision 8) The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- Provision 9) The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Fowler, M. (2015). *Guide to the code of ethics for nurses with interpretive statements: Development, application, and interpretation (2<sup>nd</sup> ed.)*. Silver Spring, MD: American Nurses Association Nursesbooks.org

### **STATEMENT ON ETHICAL PRACTICES (NURSING)**

Believing in the dignity, worth and potential of each student and recognizing the student's rights and responsibilities, the faculty of the College adheres to the following ethical policies:

1. The Dean of the College directs policies for the recruitment of prospective nursing students. These policies are implemented by the Admissions Office of the University.
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 baccalaureate 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 College Policy for ADA. The faculty of the College reserves 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, progression, and graduation requirements, costs of the nursing program, and curriculum. Additional information regarding the baccalaureate nursing program is available in the MHCNH Baccalaureate Nursing and Health Student Handbook. These resources are made available to students and the policies, therein, are verbally reinforced by the College 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 College faculty abide by the written policies in the Mount Mercy University Catalog, the Good Book and the MHCHN Baccalaureate Nursing and Health Student Handbook.
7. The College faculty acquaint students 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 student shall be notified of pending dismissal for scholarship, health, or professional reasons. Students may appeal this decision as outlined in the MHCNH Baccalaureate Nursing and Health 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 College Nursing Committees" and "Student Rights and Responsibilities" in this MHCNH Baccalaureate Nursing and Health Student Handbook.

### **STATEMENT OF NURSING 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 University and the College.
4. Know and be informed of the criteria for admission, progression, 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.

#### **And a Responsibility to:**

1. Provide student representation on committees as specified in the College bylaws. Participate in class and appropriate professional organizations to learn about current nursing trends and practices.
2. Read course syllabi, actively participate in class, lab, and simulation experiences with peers.
3. Know and use established communication channels. Provide student representation on committees, share information with peer representatives, and respond to representatives' inquiries.
4. Know and abide by criteria for admission, progression, 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 Document of Concern.

- |  |   |
|--|---|
| 7. Learn about policy changes prior to effective date.   | 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. Notification of pending dismissal for scholarship, professional, or health reasons.           | 8. Appeal such decision if deemed by the involved student to be unfair on specific grounds.   |
| 9. Complete the basic program and apply for licensure once all requirements have been fulfilled. | 9. Comply with State Board of Nursing requirements for licensing examination.   |
| 10. Participate in University-wide activities.   | 10. Read student publications and posted notices and respond accordingly.   |
| 11. Be treated as a professional.  | 11. Review professional behavior guidelines.  |

### **STUDENT REPRESENTATION ON COLLEGE NURSING COMMITTEES AND COURSE TEAMS**

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

**Clinical, Admission, Progression and Graduation Committee (CAP&G):** One representative from senior level.

**Course Team Meetings:** One representative from the students enrolled in courses three credits or greater with a clinical component.

**BSN Curriculum Committee:** One representative from freshmen, sophomore, junior, and senior levels.

**Instructional Technology and Clinical Simulation Committee:** One representative of the simulation lab work study staff.

**Nurses of Vision and Action (NOVA):** One or more NOVA members who volunteer to represent the NOVA membership.

**Program Evaluation Committee:** One representative from junior or senior level.

**Baccalaureate Student Affairs Committee:** A student representative from each level including freshman, sophomore, junior, senior, and RN to BSN program (if available), including one of whom is from Mount Mercy University Association of Nursing Students (MMUANS) and one of whom is from the Nurses of Vision and Action (NOVA) Committee.

For a description of each committee, please refer to the Bylaws of the MHCNH located in Brightspace, Nursing Student Resources, Content, Governance.

### **RECOGNITION FOR NURSING STUDENTS**

#### **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 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 induction ceremony occurs annually at which time new members from the MHCNH BSN, RN-BSN, MSN, and DNP programs 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, inquire at the MHCNH office located in 229 Donnelly.

### **Nurses of Vision and Action (NOVA)**

Nurses of Vision and Action (NOVA) is a recognition program designed to acknowledge students who achieve a high level of Scholarship, Leadership, Innovation, Professionalism, and Service throughout their educational program.

### **Pinning Ceremony**

A formal pinning ceremony is held for graduating senior nursing students and their families. The pinning ceremony will be planned by the graduating class in conjunction with the Dean of the MHCNH. Specific guidelines for the ceremony are available from the Dean.

### **Sister Mary Edward Award in Nursing (Senior Level)**

The Sister Mary Edward Award is presented to the graduating senior in the College 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 a Cedar Rapids Sister of Mercy and 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** - 3.5 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.

### **Additional Recognition of Nursing Students**

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

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

## **NURSING STUDENT ORGANIZATION**

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 College and from fellow nursing students.

## **CLINICAL, ADMISSION, PROGRESSION, AND GRADUATION POLICIES AND PROCEDURES**

The Clinical, Admission, Progression and Graduation (CAP & G) Committee admits and promotes students in the nursing program at Mount Mercy University according to the policies described below. The faculty reserves the right of admitting and retaining only those who in the judgment of the faculty, satisfy the requirements of scholarship and health as well as meet the standards expected of prospective members of the nursing profession.

### Admission into the BSN Nursing Program

#### **Admission Criteria:**

- 3.0 Cumulative GPA
- A grade of C or above in all classes below:
  - NU 120 Integrated Foundations of Biology Chemistry for Nursing
  - BI 150 Microbiology with Lab (co-requisite)
  - BI 273 Human Anatomy with Lab
  - EN Writing class
  - NU 101 Call to Nursing
  - NU 113 Medical Terminology
- Complete 2 of 4 courses below:
  - CO 101 Oral Communication
  - PS 101 Introduction to Psychology
  - PS 224 Developmental Psychology
  - SO 122 Introduction to Sociology

#### **Foundation of Biology Admission Criteria:**

An alternate biology course for BI 125 Foundation of Biology will be accepted if a student has successfully completed BI 150 Microbiology with a lab, BI 273 Anatomy with a lab, and BI 274 Physiology with a grade of C or above.

#### **BSN Early Admission Procedure for High School Students:**

Students may apply for BSN Early Admission into the nursing program during their senior year of high school. Approval for BSN Early Admission reserves a position in the nursing program pending successful completion of all academic and application requirements for the major by the

end of the freshman year of college. To be a candidate for BSN Early Admission, a student must earn an ACT score of 25 (1200 SAT), and earn a high school Grade Point Average of 3.5. The BSN Early Admission into the nursing major provides early access to the required admission documentation.

**BSN Priority Admission Procedure:**

The BSN Priority Admission into the nursing program for qualifying students will reserve a position in the nursing program pending successful completion of all academic and application requirements for the major by the end of May, of the year they have met admission criteria. Traditional students may be accepted into the BSN Priority Admission pending successful completion of fall and winter coursework with a GPA of 3.0 or greater and are anticipated to meet academic and application requirements by May. Transfer students who are accepted into MMU may qualify for the BSN Priority Admission pending successful completion of academic and application requirements to the major until the last day to add a course in the Spring semester. Students who are granted the BSN Priority admission must still complete all admission and procedures.

**BSN Standard Admission Procedure:**

The BSN Standard Admission Procedure grants admission into the nursing program upon satisfactory completion of the nursing program prerequisite requirements. Students who apply to the major will be sorted into groups for admission using the following criteria:

*Group 1:*

Traditional and transfer students who have completed or will complete prerequisite requirements and 24 credit hours or more coursework at MMU by the end of the spring term that they apply to the major will be rank ordered by GPA and evaluated for admission pending available space in the cohort.

*Group 2:*

Transfer students who have completed or will complete prerequisite requirements and 23-6 credit hours of coursework at MMU by the end of the spring term that they apply to the major will be rank ordered by GPA and evaluated for admission pending available space in the cohort.

*Group 3:*

Transfer students who have completed prerequisite requirements and less than 6 credit hours of coursework at MMU by the end of the spring term that they apply to the major will be rank ordered by GPA and evaluated for admission pending available space in the cohort.

*Group 4:*

Transfer students who have not completed the prerequisite requirements at MMU by the end of the spring term that they apply to the major will be rank ordered by GPA and evaluated for admission pending available space in the cohort.

Students applying to the nursing program must satisfy the following requirements:

- Students need to complete prerequisite coursework by the end of the spring term of the year that they apply to the major. Traditional or transfer students who have completed 24 credit

hours at MMU and need to repeat a prerequisite course in the summer of the year that they apply to the major will be placed on a wait list, rank ordered by GPA and evaluated for admission pending available space in the cohort.

- College credit from another institution, except summer coursework, must be transferred into MMU prior to end of spring semester of the year applying to the major.

- To be a candidate to apply to the major a student can repeat a prerequisite science course(s) one time only NU 120 Integrated Foundations of Biology Chemistry for Nursing; BI 273 Human Anatomy with a lab; and BI 150 Microbiology).

- **Certified Nursing Assistant Criteria:** Completion of Certified Nursing Assistant (CNA) course by first day of Year Two

- If a student has not already completed the Certified Nurse Assistant (CNA) course prior to applying to the major, verification of registration into a CNA course must be submitted at the time of application to the major.

- A student who completed the Certified Nursing Assistant course greater than three years prior to the first day of the fall semester nursing class and has not worked within the last three years as a CNA/Tech at a hospital or nursing home must take a Certified Nursing Assistant Refresher course.

- The Certified Nursing Assistant and/or the Certified Nursing Assistant Refresher course must be completed prior to the first day of the fall term of the year starting the nursing program.

- A student who is admitted to the program but does not attend classes can reapply for admission in the next pool of incoming students.

- A student will not be admitted into the nursing program without meeting the Nursing program immunization and health physical requirements. The student must provide documentation of current immunization records and health physical. If immunization documentation is inaccessible or unavailable, then blood titers must be drawn to prove immunity.

## **UPON ADMISSION TO THE NURSING PROGRAM AND PRIOR TO THE FIRST DAY OF CLASS**

### **Medical Requirements:**

#### **Health Physical**

A health physical must be submitted to the MHCNH in accordance with MCI protocols. The MMU MHCNH Health Physical form must be used. The physical must be signed by the medical professional (physician or nurse practitioner) that completed the exam.

#### **Tuberculosis (TB) Testing/Screening**

Students must provide proof of Tuberculosis (TB) status by submitting one of the following documents:

1. Two-Step TB skin test (TST) form.
2. Blood test result of a QuantiFERON Gold or T-SPOT Interferon Gamma Release Assays (IGRA) screen.



If a student has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) the student must submit the following documentation to the Clinical Coordinator and complete additional forms if indicated.

1. Provide a copy of the documented positive TB screening test, the diagnosis of TB or the diagnosis of LTBI.
2. Submit a copy of a Chest X-ray and treatment instructed by health care provider.
3. If a student has received treatment for active TB: complete Iowa Department of Public Health Tuberculosis Control Program TB Screening Form.

### **Non – Medical Requirements:**

#### **Criminal Background Check**

Students admitted to the Mount Mercy University Nursing Program are required to complete a criminal background check. The criminal background check application instructions are included with the admission to the major letter.

The Iowa Board of Nursing remains committed to ensuring that competent nurses practice within their state, who are free from alcohol and drug addiction. If the criminal background check finds that a student has a record of dependent adult and/or child abuse and/or a criminal record such as convictions/deferred judgments, expunged cases, sealed records, and other forms of agreed dispositions, the Iowa Department of Human Services must evaluate the student's ability to complete the clinical education component of the Mount Mercy University nursing program. Students do not need to self-report traffic charges, but the student must report intoxicated or impaired drug related convictions while operating a motor vehicle. If the criminal background check finds that a student has/had a record, the student must complete the required evaluation form as directed by the Iowa Department of Health and Human Services. Refer to Mandatory Clinical Information (MCI) packet for further information.

The Iowa Department of Health and Human Services evaluation form will be submitted by the Mount Mercy University Department of Nursing. If the Iowa Department of Human Services determines that a student cannot complete the clinical education component of the Mount Mercy University nursing program, the student may be dismissed from the nursing program.

If a student acquires a criminal conviction, deferred judgment, expunged cases, sealed records, and other forms of agreed dispositions, or charge of dependent adult and/or child abuse in the period after completion of the criminal background check and prior to admission into the nursing program, the student **MUST** report the event to the BSN Program Chair at Mount Mercy University for further instructions.

Nursing students must have health insurance coverage. If an injury occurs at MMU or a clinical site, the student is responsible for expenses incurred from the injury. If the student's name is different than the name listed on the card, please indicate why the names are different (for example, insurance is provided by step parent).

#### **Basic Life Support:**

Nursing students must have Basic Life Support (BLS) through the American Heart Association. If the student has a current BLS certification, ensure that the expiration date is not scheduled to renew during the academic year (August through May). If it is scheduled to expire during the academic year, it must be renewed prior to the first day of the fall term.

**Mandatory Reporter Training:**

Students must complete Dependent Adult AND Child Abuse training prior to the designated date. If the student has already completed the Dependent Adult AND Child Abuse training for employment, the certificates of completion need to be submitted to the College on the designated date. If the student completed training for only Child or only Dependent Adult abuse reporting, the student must complete the training online included in MCI.

**Online Mandatory Clinical Information**

Students must complete mandatory clinical information online modules once admitted to the nursing program. All students will be enrolled in the Mandatory Clinical Information course in Brightspace and will have access to the modules when accepted into the nursing program.

The Mandatory Clinical information documents must be completed as directed in the instructions with the acceptance to the nursing major letter by the specified date. Students who fail to have the MCI documents approved on the first day of class will receive a Document of Concern. Students who fail to submit the necessary documents by the specified date will not be allowed to attend their clinical assignment.

**PROGRESSION IN THE NURSING PROGRAM**

Once admitted to the nursing program, in order to progress, students must maintain a cumulative grade point average of 2.00 and maintain a C or above (C- does not count) in all nursing courses and all co-requisite courses. See the University Catalog for a list of co-requisite courses. Students who are unsuccessful in a nursing course (failure or withdraw) may repeat the course once; however, only one nursing course may be repeated. A student who is admitted into the program but does not attend classes will be considered for readmission with the next pool of incoming students. Students who are unsuccessful in a nursing course will receive a formal letter from the course coordinator providing directions for application for readmission into the nursing program. Students who fail a second nursing course will not be able to complete the nursing major at Mount Mercy University.

If any faculty or staff becomes aware of abuse or criminal record of a current nursing student, the student's advisor will be asked to speak with the student of question. The advisor will notify the Clinical, Admissions, Progression and Graduation Committee chair. The student will be asked to complete another criminal background check.

Students in the nursing program must also complete the online Mandatory Clinical Information (MCI) requirements annually by the designated date. MCI includes educational information on the following:

- Confidentiality Agreements
- Mercy Medical Center Code of Conduct and Student orientation
- Unity Point Health-St. Luke's Hospital Orientation Packet and Acknowledgment Form
- Mandatory Reporter Training
- Demographic Survey

Students are required to follow those guideline and protocols. Students must also maintain certification for Basic Life Support from the American Heart Association and individual health insurance. *See Appendix A for the Mandatory Clinical Information (MCI) and CPR Guidelines: Nursing Program*

### **Course Pre-Registration in the Nursing Program**

The Course/Clinical Pre-Registration Information (CPI) process is used by faculty to assign students to courses in the nursing program for the upcoming academic year. The purpose is to achieve balanced enrollments in the courses and to enable students to achieve their declared graduation date. A CPI document is provided to students and faculty to facilitate student scheduling of core courses, clinical, extra-curricular activities, and employment hours. Student work schedules are NOT considered for course or clinical placement. Information will be collected from students regarding University sponsored activities (sports, choir/band, etc.), and childcare issues. This information will be taken into consideration when assigning students to courses and clinical groups; however, there is no guarantee that all conflicts can be avoided.

If a student wishes to switch course assignments, the student is responsible for finding another student with whom to trade. The trade must be requested in writing on the form obtained from the nursing office. The CPI faculty team will review the request and notify the students of a decision to approve or not. Advisors are not allowed to change sections for nursing courses without the permission of the course coordinator and the CPI faculty team. Course coordinators reserve the right to adjust course enrollment and clinical groups to rectify imbalances that may arise. Students will be notified of such changes as soon as possible.

4-6-21

### **Transfer Courses**

Students may take courses on other campuses to meet graduation requirements. A petition is required to seek approval from the Academic Affairs Department. This petition approval assures the student that the course will transfer for a specific requirement. A 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.

All transfer 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. Transfer of courses will follow the University Catalog policy on transfer credit and graduation requirements.

### **Independent Study**

Students in the College may take an Independent Study course in nursing or health for elective credit. The regulations and application processes for an Independent Study course is outlined in the University Catalog.

### **Readmission to the Nursing Major Policy**

All nursing courses are expected to be taken in an uninterrupted sequence until completed. If interruptions (i.e. nursing course or co-requisite failure, course withdraw) occur the student must seek readmission to the nursing major. Students who are unsuccessful in a nursing course will receive a summary of their performance in the class through a formal letter from the course coordinator. The formal letter will include a Readmission Application that the student must

complete as instructed **within 10 days of the date on the letter** for approval to continue to enroll in nursing courses. The Clinical, Admission, Progression and Graduation Committee will review the Readmission Application and send a formal letter to the student explaining the Committee's readmission decision. Students who fail a second nursing course cannot continue in the nursing major at Mount Mercy University.

### **Extended Absence from the University Policy**

Students who leave the University for 1 year (Fall and Spring term) or more and apply for re-entry will fall under the catalog policies at the time of re-entry. These students must submit a petition to the Provost if they wish to request a different catalog year. Students are held to all other University policies (academic or otherwise) in the current catalog regardless to their catalog year.

### **Military Student Call to Service Policy**

In accordance with the Federal Student Aid Handbook, members of the U.S. military who are called into service during their education can return to their plan of study within three years after completion of their period of service. To accommodate reentry into the nursing major, the student must provide written notice to the MHCNH Dean at least one semester prior to his/her expected date of return. The student must also contact the Admission's Office to reactivate his/her MMU enrollment status.

Returning military students who satisfy the readmission criteria for the nursing major will be readmitted with the same credit hours and with the same academic standing. A student that does not submit a written request for readmission or return by the predicted date will not automatically be denied eligibility for readmission but must follow Mount Mercy University and the College readmission protocols at the time of their return.

### **Graduate Nursing (MSN) Course Work**

Students interested in taking MSN courses at MMU should talk with their academic advisor.

### **Graduation Requirements**

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

### **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.

### **Miscellaneous Nursing Program Costs**

Students in the College incur additional fees that will be charged to accounts throughout the time that one is in the nursing program.

Additional costs beyond the fees described above include:

- Textbooks and electronic resources
- Transportation for clinical experiences
- Clinical uniform
- Health insurance
- General Nursing fee

## **Grievance Procedure**

Grievances may arise in the following areas or situations:

1. Allegations of inadequate supervision or instruction which the student feels hinders his or her ability to function adequately.
2. Disagreement with an evaluation of classroom or clinical performance.
3. Disagreement with faculty's decision regarding discontinuation of progression in the program(s) in question.
4. Disagreement with decision of faculty or administration in other categories that would delay or prohibit progression in the program(s).
5. Disagreements with Mount Mercy administrators and/or Mount Mercy administrative staff members.

## **Required Steps Before Initiating a Formal Grievance**

1. Within 15 working days of the alleged injustice the student may initiate a conference with the involved person or persons to determine if he/she can resolve the problem(s) at this level. If the student decides not to initiate such a conference, he/she may not initiate a formal grievance.
2. A response from the involved faculty/administrative personnel to the student must be given within five (5) working days.
3. If the student considers the response unacceptable and inconsistent with the alleged injustice, the student is to inform the involved faculty and/or Mount Mercy administrative staff member(s) within five (5) working days that the response is considered unjust.
4. Then, if the student chooses, the student may initiate a grievance conference with the departmental chairperson or supervisor to whom the faculty/administrative personnel involved is responsible. A response to the student from the designated departmental chairperson or supervisor is due within five (5) working days of the latter's receipt of the student's request for a grievance conference." MMU Good Book
  - Implementation of #4 in the MHCNH: The chairperson will direct the student to describe their grievance in writing to the Clinical, Admission, Progression and Graduation (CAP & G) committee. The MHCNH Chair and members of the CAP & G committee will review the submitted grievance and respond to the student within 5 working days of the Chair's receipt of the student request for a grievance conference.

## **Formal Grievance Procedure (see the MMU Good Book)**

### **ACADEMIC SUPPORT FOR NURSING STUDENTS**

Mount Mercy University and the College strive to assist students with the intellectual development necessary to achieve their academic goals. All students are assisted in these efforts through various services offered by the university. The College expects and encourages students to use the services offered.

#### **Environment for Success:**

Four programs within the College 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 National Council Licensure Examination for Registered Nurses (NCLEX-RN). A brief description of the four programs follows.

### 1. **Standardized Testing**

The standardized assessment program is a comprehensive system of review and testing products conducted in cooperation with **Assessment Technologies Institute (ATI)**. Its purpose is to assess students' knowledge in specific nursing areas, provide opportunities for clinical judgment practice and feedback about performance, and offer suggestions for directed study. The directed study involves reviewing prescribed readings in books provided by ATI and computerized practice assessments/quizzes to strengthen areas of individual difficulty. The program is integrated across all six semesters of the nursing major.

The standardized ATI computer-based assessments mimic the style of testing encountered in the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Just like the NCLEX-RN, the ATI exams may include content that was not included in the nursing course/s. It is strongly recommended that students review the appropriate resources, e.g. ATI review modules to prepare for these assessments. Students should use the feedback from the ATI assessments to identify strengths and weaknesses and to create a study plan for the NCLEX-RN.

<b><u>Proctored Assessments</u></b>	
The proctored assessment points will be included in the course examination points when determining percentage of exam points necessary to pass the course.	
<b><u>Initial Assessment Results</u></b>	<b><u>Point Allotment</u></b>
Proficiency Level <1	0 points. Proctored assessment retake required.
Proficiency Level 1	0 points. Proctored assessment retake required.
Proficiency Level 2	<u>Full</u> points. Proctored assessment retake <u>optional</u> .
Proficiency Level 3	<u>Full</u> points plus an additional 50% of the total points as bonus points. Bonus points should be added after 73% of exam points and 75% of the course points are achieved at the end of the semester.
<b><u>RETAKE* Results</u></b>	<b><u>Point Allotment</u></b>
Proficiency Level <1	0 points
Proficiency Level 1	25% of full points designated for initial proctored assessment, e.g. 2.5/10
Proficiency Level 2	75% of full points designated for initial proctored assessment, e.g. 7.5/10
Proficiency Level 3	If initial score was less than Level 2: Full points awarded but no bonus points.  If initial score was Level 2: <u>Full</u> points plus an additional 25% of the total points as bonus points. Bonus points should be added after 73% of exam points and 75% of the course points are achieved at the end of the semester.

**Examples regarding retake scoring:**

-- If a student achieves either Level 1 or Below Level 1 initially and scores Below Level 1 on retake, they would earn 0 points (because a Level 1 initial score would have been 0 points). If they scored at Level 1 or Below Level 1 initially and achieved Level 1 on retake, they earn 2.5 points; if they improved to Level 2, they earn 7.5 points.

--If a student achieves Level 2 initially and chooses to retake the assessment, they would not lose their full points if they score less than a Level 3 but would gain 2.5 bonus points if they improve to a Level 3.

- **Retake of Proctored assessments:** Students must take the “retake” proctored exam/s at the scheduled times or forfeit the points. Remediation is expected prior to the retake.
- **Academic Center for Excellence (ACE):** Only students who have been testing in ACE for other nursing exams may request accommodations for ATI proctored testing.
- **Extended time:** Only students with documented learning disabilities will have the option of extended time. The official healthcare provider documentation must include the amount of extra time that the student is to receive (ex. 1.5 or 2 times). The hard copy of the documentation must be filed in the ACE center/ADA office. **Exception:** Students who are English language learners (ELL) without a documented disability will be allowed additional time for the Fundamentals proctored assessment at sophomore level but not in the upper division nursing courses.

**2. Success Enhancement Program**

The Success Enhancement Program (SEP) is intended to assist students in the successful completion of the Bachelor of Science in Nursing (BSN) program and enhance the potential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students who participate have provided written authorization for inclusion in the SEP program.

Faculty advisors meet with advisees to review performance in all courses and on the standardized proctored ATI assessments as needed. Course coordinators will notify academic advisors regarding concerns about performance in a nursing course and will make appropriate referrals to support services such as the Academic Center for Excellence (ACE). It is necessary to share information about students among members of the nursing faculty to detect trends that may influence student success in the program and/or on the NCLEX-RN. This sharing may occur in the form of Bridge meetings among faculty when students move from one course or level to another.

**3. Tutoring**

A tutoring program is offered for historically challenging courses through the Academic Center for Excellence (ACE). Student colleagues from ACE are students who have successfully completed these courses and have been recommended to ACE by faculty. The colleagues facilitate study sessions with individuals or small groups as needed throughout the semester.

**4. Nurses of Vision and Action**

“Nurses of Vision and Action” (NOVA) is a program to recognize students who are academically successful. The students are eligible after the first semester sophomore

year with a core nursing GPA of 3.3. A core nursing GPA of 3.3 must be maintained while in NOVA. Further recognition may be given to students for outstanding performance/achievement in Scholarship, Leadership, Innovation, Professionalism, or Service.

### **Faculty Advisor:**

Each nursing student is assigned to a faculty advisor at the time of admission to the University. 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 discussing the proposed change with the new academic advisor and by completing the Change of Advisor form found on the Registrar's webpage.

### **Course Coordinator 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, and clinical experiences 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.

### **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. Resources and supports emphasize development of skills that help students become more independent and efficient learners.

Nursing students may need assistance in ACE at different times during their education. Services available include assistance with writing skills, math, study skills, time management, and testing techniques. ACE services and resources include peer tutoring, access and disability services, individual and small group study spaces, computer/printer/copier access, and a variety of office supplies. ACE hours are Sunday 6-9pm, Monday-Thursday 8am-9pm, Friday 8am-4pm. Peer Educator schedules are posted on Brightspace and through campus communicates each semester.

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

1. Help is available and encouraged and is an important component of the student's overall education program. Students may initiate contact with ACE resources and supports on their own. A student may also be referred by a faculty member or academic advisor. 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 are eligible for testing accommodations and wish to test in ACE will need to meet with the course coordinator to complete the Faculty Referral Form for



testing in the Academic Center for Excellence. The student will then have a one-on-one assessment completed by an ACE staff member so that an evaluation of students needs can be completed. Upon approval for testing in ACE, the following steps will be taken:

- a. Students eligible for testing accommodations provide the course coordinator with a copy of their current academic accommodation plan
  - b. The Student schedules their exams with ACE staff based on the information from their course coordinator
  - c. It is the student's responsibility to notify ACE staff of any approved changes in their exam schedule with as much notice as possible. Changes will NOT be approved without permission from the NU Course coordinator.
  - d. NU faculty, staff, office personnel provide a copy of the exam and exam directives to ACE at least one business day prior to the exam.
  - e. ACE staff proctors the exams according to exam directives.
  - f. Completed exams are securely stored in ACE until they are picked up by NU faculty, staff, or office personnel. If students are to transport their own exams back to class, they will be returned in a sealed envelope with a security signature across the seal.
3. It is the expectation of the College that students who test in ACE will take exams at the same time exams are scheduled for a specific course. If the ACE testing plan includes allowing more time for testing than is 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.

## **PERFORMANCE STANDARDS**

### **Americans with Disabilities Act: Nursing Program Policy**

The Americans with Disabilities Act (ADA), 1990, was promulgated by the United States 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.

### **Nursing Program ADA Application**

The College, in defining nursing as a practice discipline with cognitive, sensory, affective and psychomotor performance requirements, has adopted a list of "Core Performance Standards" (see below). 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.

The following information and core performance standards are adapted from the Southern Regional Education Board' <https://www.sreb.org/publication/americans-disabilities-act>

The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant's ability with or without accommodations to meet the program performance requirement
2. Accommodations required by a matriculated student who seeks accommodation under the ADA

### Sample Core Performance Standards for Admission and Progression of Nursing Students\*

<b><u>ISSUE</u></b>	<b><u>STANDARD</u></b>	<b><u>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</u></b>
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation.	<ul style="list-style-type: none"> <li>• Identification of cause/effect relationships in clinical situations</li> <li>• Use of the scientific method in the development of patient care plans</li> <li>• Evaluation of the effectiveness of nursing interventions.</li> </ul>
Professional Relationships	Interpersonal abilities sufficient for professional interactions with a diverse population of individuals, families and groups.	<ul style="list-style-type: none"> <li>• Establish rapport with patients/clients and colleagues.</li> <li>• Capacity to engage in successful conflict resolution</li> <li>• Peer accountability</li> </ul>
Communication	Communication adeptness sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> <li>• Explain treatment procedures, initiate health teaching</li> <li>• Documentation and interpretation of nursing actions and patient/client responses</li> </ul>
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	<ul style="list-style-type: none"> <li>• Movement about patient's room, work spaces and treatment areas</li> <li>• Administration of rescue procedures-cardiopulmonary resuscitation</li> </ul>
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li>• Calibration and use of equipment</li> <li>• Therapeutic positioning of patients</li> </ul>
Hearing	Auditory ability sufficient for monitoring and assessing health needs	<ul style="list-style-type: none"> <li>• Ability to hear monitoring device alarms and other emergency signals</li> <li>• Ability to discern auscultatory sounds and cries for help</li> </ul>

Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	<ul style="list-style-type: none"> <li>• Ability to observe patient's condition and responses to treatments.</li> </ul>
Tactile	Tactile ability sufficient for physical assessment.	<ul style="list-style-type: none"> <li>• Ability to palpitate in physical examination and various therapeutic interventions</li> </ul>

11/95, 4/2019, 2020

*\*Prepared by: The Council's ADA Task Force, led by Linda Davis (University of Alabama at Birmingham), included Linda Bowlin (University of Arkansas for Medical Sciences), Katherine J. Futch (Grady Memorial Hospital, Atlanta) and Mary Hazzard (Western Kentucky University).*

### **PROFESSIONAL ATTIRE: NURSING PROGRAM**

As members of the profession of nursing, the faculty and students of Mount Mercy University MHCNH 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 demonstrate concern for the safety of the client and the nurse and demonstrate sensitivity to the client's perceptions and expectations. The other policies included here help students and the College function in a professional manner.

#### **General Dress Code Policies**

**Jewelry:** Only engagement and wedding bands may be worn as rings can cause injury to clients and harbor organisms. Small earrings (posts or loop earrings) may be worn but only one earring per lower ear lobe is allowed. No other body/tongue piercing jewelry may be worn in the clinical area.

**Fragrances:** No fragrances (perfume, cologne, aftershave, essential oils) should be worn as 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:** Hair coloring needs to be a natural color hue (e.g. no pink, blue, etc.). 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:** Nails must be short and no nail polish or artificial nails of any kind may be worn.

**Tattoos:** All visible tattoos must be covered by clothes if able. Tattoos that are not able to be covered can remain uncovered unless the tattoo is offensive (obscene, sexually explicit, or could be deemed discriminatory to a person or group). Any tattoo that could be considered offensive by the criteria above, must be covered with clothing or tattoo coverup makeup. Course faculty and the College of Nursing reserve the right to judge the appropriateness of any visible tattoo.

**Gum Chewing:** No gum chewing is allowed in the clinical area.

Some clinical areas may further restrict the General Dress Code Policies for safety and hygiene purposes.

## **Uniform Policy**

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 such as preplanning should wear a lab coat, Mount Mercy name badge and dress pants. Shorts, jeans of any kind, leggings, low or high cut shirts, low rise pants, excessively long pants, clogs, crocs or open toed shoes 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 uniform top, designated navy short sleeve undershirt, navy blue pants, white lab coat, and white shoes (if using tennis shoes, they must **not** have color). A designated navy long-sleeved undershirt is optional. The uniform top has the Mount Mercy University nursing program logo and should be worn as a loose fit. The uniform top, designated navy short-sleeved or long-sleeved undershirt, and the pants are purchased from a manufacturer designated by the College. Shirts other than the designated navy undershirts may not be worn under the uniform top. Appropriate, discrete undergarments are required. To prevent the spread of microbes, launder the uniform and lab coat after every clinical experience.

**Jacket/Lab Coat Style Guidelines:** Short (examining jacket style) or 3/4 length. Must have a 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 without decoration only. Shoes must be all leather athletic shoes with no color accents or may be professional white shoes purchased at a nursing uniform shop. Clogs, crocs, and open-toed shoes will not be permitted. Shoes need to be fluid-resistant material, no cloth/mesh.

**Stockings:** White socks are required and may be purchased anywhere.

**Hair Accessories:** Head coverings, head bands, and hair ties if worn should be narrow, white, black or navy blue

**Name Badge:** Must be worn at all times.

**Students in the Community Setting:** Adhere to Mount Mercy general dress code policy with consideration of the agency dress code and consultation with the faculty.

### **Miscellaneous Requirements:**

**Wristwatch:** Select a wristwatch with a second hand. Professional appearance, without ornamentation is preferred. No SMART watches or watches with notification, camera and/or internet capabilities allowed in clinical areas or the simulation lab.

**Stethoscope:** may be purchased through the Mount Mercy University Association of Nursing Students (MMUANS) fall fund raising activity. Stethoscopes purchased from a source other than MMUANS must have a bell and diaphragm function.

## **PROFESSIONAL RESPONSIBILITIES OF STUDENTS**

The nursing and health students at Mount Mercy University are active participants in the educational process which prepares them for entry into the health professions. It is the expectation of the faculty that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of the profession 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.

### **Academic Integrity Statement**

Students are responsible for accessing and adhering to the academic integrity definitions and procedures for Mount Mercy University. The Academic Integrity Statement, Definitions and Procedures can be found in the University's catalog, the Good Book, and on Brightspace. Plagiarism is the act of copying word for word from a source and/or paraphrasing without the proper use of documentation.

In the College, academic dishonesty such as cheating or plagiarism will result in a zero grade for the involved assignment.

### **Confidentiality**

It is the legal and ethical obligation of healthcare providers to keep information about clients and their illnesses and treatments confidential. This means that students should never share information with anyone who is not involved with the specific healthcare provider-client relationship. The clients must be able to trust a student and know that information will not be revealed inappropriately but will be used to communicate essential information to facilitate their health care. Healthcare students do not gossip about clients with their friends or others not involved in the client's care. Neither the client's full name or initials should be used in student papers and reports. Information should not be shared with classmates, faculty or others unless they are involved in the client's care as in a clinical conference. Students must not share client information outside of the clinical unit even if they share the same client assignment. This includes phone conversation or any form of electronic communication. Each student **MUST** log in to the electronic health record (EHR) and obtain the assigned client's information independently.

### **HIPAA Violation Document of Concern**

A breach of confidentiality is considered a serious offense and may lead to dismissal from a clinical area, course, or a MHCNH program. Please consult with faculty members if issues related to confidentiality arise. Students in the Mount Mercy University (MMU) nursing program are required to complete training and abide by the health information privacy requirements of a federal law, the Health Insurance Portability and Accountability Act (HIPAA). Violations of the privacy requirements of HIPAA will be subject to disciplinary actions as identified by the level of the violation. *See Appendix B for the DOCUMENT OF CONCERN (DOC)*

### **Student Professional Expectations**

The College expects all students to behave in a professional manner. This means students do not participate in theft, plagiarism, dishonesty, unethical behavior, removal of supplies, breach of confidentiality, or misrepresentation of illness or personal crisis to intentionally mislead instructors as an excuse for missed or late academic work. Evidence of unprofessional behavior

is grounds for disciplinary action which may include forfeiture of the grade for that work and/or failure of the course. See the Mount Mercy University Good Book Academic Policies and Mount Mercy Code of Conduct sections.

### **Document of Concern (DOC)**

There may be situations which arise when a student's performance in the classroom, clinical or laboratory setting is unsatisfactory or unprofessional and causes faculty members to express concern. This concern is documented on the Document of Concern (DOC) form. College procedures for documenting concerns are described on the DOC form. Faculty will provide an explanation of concerns related to student performance on the DOC.

Faculty will conference with the student and the student is expected to complete a Plan of Action on the DOC to correct/prevent the situation from occurring in the future.

Meetings for repeated occurrences of concerning behavior will include the BSN Chair and/or MHCNH Dean. Students accumulating documentation of concerns for three reckless behaviors in one nursing course or one health course for the health program will fail the course with a grade of F. The accumulation of documentation of concern for six reckless behaviors throughout the nursing program or health programs will result in dismissal from the program.

In determining the appropriate discipline or corrective action the course coordinator and program chairs will consider professional standards, seriousness and potential for harm. Action may include remediation, repetition of learning experiences, failure of clinical, failure of course, dismissal from the nursing program, dismissal from the university, and/or referral to law enforcement. The Clinical, Admissions, Progression, and Graduation committee monitors trends of individual student behavior for repeated unprofessional behavior across courses and semesters. Trends will be communicated to student with Disciplinary/ Corrective Action taken. *See Appendix C for the Document of Concern form and procedure.*

### **Dishonest Behavior in the Workplace**

The professions of nursing and health require 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 students as well. The stated policy will be followed in the event that dishonesty reported by another student is confirmed.

## **ACADEMIC POLICIES: NURSING**

### **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 or Academic Center for Excellence (ACE) examination:

1. Tests administered by ACE are scheduled to overlap with the actual administration of the exam for the rest of the class. Students in ACE will start the exam as scheduled by the course coordinator and if the student arrives 10 minutes late, ACE will contact the course coordinator to determine permission to start exam.
2. For NU 224, NU 230, NU 232, NU 240 and NU260, the faculty ratio for proctoring paper exams will be 1:25 students. For other NU courses, there will be one faculty member per exam time, with additional proctors at the discretion of the faculty.
3. The faculty proctor can arrange seating for exams.
4. Students must bring all food and drink, books, purses, watches, and backpacks to the front of the room prior to the start of the exam. No hats, caps, watches, or wrist electronics may be worn during the exam.
5. Calculators will not be provided by the university. Students are responsible for bringing a basic function calculator for testing. No multifunction calculators are allowed. Calculators may not be shared between students testing.
6. Students must bring all electronic devices, which need to be turned off (not on vibrate), to the front of the room.
7. Students are not allowed to leave the room during the exam and then return to continue the exam.
8. Students may not ask questions of the faculty proctor, except those related to typographical errors.
9. Students are responsible for checking their answer sheets for accuracy prior to submitting them to the proctor. The test booklets can be written on and/or highlighted but they will not be utilized by faculty to verify responses.
10. 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.
11. No discussion of test content should occur until all students have taken the test and scores are posted. Any sharing of information related to the exam with a student who has not yet tested is grounds for a zero grade for all students involved.
12. In addition to the nursing examination policy, the Mount Mercy University Academic Integrity Policy states:
  - Misrepresenting illness or personal crisis or otherwise intentionally misleading instructors as an excuse for missed or late academic work thus intentionally missing an exam is an example of academic misconduct. Testing at scheduled times is expected and can be adjusted only for clearly legitimate personal or family illness/emergency.
13. Make-up exams will be given when the student notifies the course coordinator prior to the scheduled exam period of his/her inability to take the exam due to personal or family illness/emergency. The exam must be taken as quickly as possible at the instructor's discretion for scheduling (preferably within 24 hours).
  - a. A student who misses an exam without notifying faculty prior to the scheduled exam period will be allowed to make-up the exam with a 50% deduction in the student's exam score. The exam must be taken as quickly as possible at the instructor's discretion for scheduling (preferably within 24 hours).
  - b. A student who arrives late for an exam without notifying faculty prior to the scheduled exam period will be allowed only the amount of time remaining in the scheduled exam period to finish the exam or the student may opt to take a make-up exam with a 50% deduction in the student's exam score (See section 13a).

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 and will be course specific.

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. Note taking is 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.

Revised 10/2016; 1/2018; 3/2019

### **Policy of Formal Papers**

Formal papers will be prepared using the College Writing Assignment Rubric 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) Papers earning less than 75% must be rewritten
- (2) The paper must be rewritten to meet all the specifications of the satisfactory column in the rubric to earn 75% of the points of the initial value of the paper. If the rewritten work does not meet all the specifications of the satisfactory column on the rubric, the student will earn the grade on the initial submission.
- (3) No more than 75% can be earned on any paper requiring resubmission and only one submission will be accepted.
- (4) Papers achieving 75% or more may not be rewritten.
- (5) Papers must be submitted by due date. Extensions will be given only in extreme circumstances. 10% of the total possible points per day can be deducted for papers submitted late without a proper extension. These points cannot be earned if the paper is rewritten. If this deduction causes the overall score to fall below 75%, the paper may not be rewritten.

All formal papers will be submitted to Turn It In dropbox 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.



## 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.

### Grading Scale (Percent/Letter Grade)

93-100 = A	75-77 = C
90-92 = A-	70-74 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
78-79 = C+	

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

## 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 75% in the course. Bonus points will be given at the discretion of course faculty.

## CLASSROOM ETIQUETTE, COMMUNICATION, AND PROFESSIONAL BEHAVIOR EXPECTATIONS

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

### Attendance in Class

- Students are expected to attend each class session that is scheduled throughout the semester. The complete schedule for each course is included in each syllabus so students are aware of all expected dates of attendance.
- All class absences are to be reported to the course coordinator before class begins. Absences will be reviewed and considered on an individual basis by the course coordinators. Each student is responsible for lecture and laboratory content and announcements missed through any absence.
- All assignments are to be completed and turned in at the start of class. Exceptions may be considered in special circumstances (emergencies). Students are accountable for contacting instructors when special circumstances arise prior to the start of class.

## Classroom Etiquette

- a. Arrive promptly so that the class is not disrupted by late arrival. Students are not expected to leave a class prior to its completion unless they have talked with the faculty member first.
- b. 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 a faculty or student answer should be polite and appropriate.
- c. Students are expected to be prepared for class and to do the required reading prior to each class session. All class prep should be completed independently unless otherwise instructed. 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. If the student uses other resources not recommended for the course to complete assignments the student is responsible for their actions and success in the course.
- d. The College understands 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 exam schedules or deadlines.
- e. Laptops in class should be used only for course related activities. In addition, one must be respectful of other classmates when using the laptop.
- f. No cell phones or texting devices should ever be heard or used in the classroom or clinical area. The device should be shut off (not on vibrate mode). 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.
- g. Sleeping in class will not be tolerated.
- h. It is not allowed to bring children or pets to class. The only exception is service animals or service animals in training.
- i. No food or drink will be allowed during testing. Be considerate of those around you if you chew gum.
- j. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without an approved recording accommodation from Disabilities Services. In such cases, the accommodation letter must be presented to the instructor in *advance* of any recording. Students are not permitted to redistribute audio or video recordings of statements or comments from the course to any other individuals for any reason, and doing so is a violation of the course and student conduct. Recordings must be deleted at the end of the semester.

### **E-mail and voice mail etiquette**

- a. All students must have a mtmercy.edu email address and all course communication that occurs via email will be sent to that address. Students should check their mtmercy.edu email and Brightspace site daily for announcements and e-mails.
- b. A phone mailbox is expected to be active and checked by each student and faculty member.
- c. When communicating by e-mail or voice mail, the following rules of etiquette are expected to be followed by each person communicating:
  - i. Student should sound friendly and approachable, yet at the same time professional when leaving a voice mail or e-mail message; avoid sounding angry or demanding.
  - ii. Reply as soon as possible. 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 the message again if you have not received a prompt reply.
  - iii. Always reference the sender’s original message in the reply. This can be done in a simple sentence stating, "Thank you for requesting information about...." Or, depending on the e-mail program used, it may automatically reference the original message.
  - iv. Develop a strong vocabulary and proper grammar skills. Before sending an e-mail, read it over to be sure good grammar and spelling are being used while getting the point across.
  - v. Be as brief but detailed as possible. People want information, but they do not want to be bogged down with pages and pages of text.
  - vi. Always include additional contact information such as 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.
  - vii. Consider the size and content of file attachments.

### **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.

## **MISCELLANEOUS NURSING PROGRAM POLICIES**

The following policies can be found on Brightspace on each clinical nursing course page under the Assignments tab.

Clinical Attendance Policy Nursing Program: *See Appendix C*

Practicing Invasive Procedures Policy: *See Appendix D*

Nursing Simulation Lab Policy/Student Expectations: *See Appendix E*

MHCNH Policy on Prevention of Substance Misuse and Abuse: *See Appendix F*

#### Electronic Devices Policy:

- Electronic devices such as laptops or phones CANNOT be utilized in client care areas or nursing stations during the clinical day. Students may only use laptops during preplanning in designated areas. If further data is needed from the medical record during the clinical shift, it can be handwritten for later use. Completion of clinical assignments needs to occur away from the clinical setting following the clinical day so that students remain fully engaged with client care and/or interaction with staff throughout the experience. No SMART watches or watches with notification, camera and/or internet capabilities allowed in clinical areas or the simulation lab.

### **INFECTION CONTROL POLICY AND GUIDELINES**

The College has developed policies and guidelines to help decrease the risk of infection for students and prevent the transmission of disease in health care settings. Instructions for infection prevention and control will be continually reinforced, and clinical supervision will be managed to ensure strict compliance in all clinical and simulation learning experiences.

All healthcare students are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No healthcare students may ethically refuse to treat a patient solely because the patient is at risk of spreading, or has, an infectious disease. Students 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.

#### **Yearly Influenza Immunization**

All students must annually submit verification of flu immunization or evidence of medical justification to not receive the immunization by the specified date. Students who fail to submit a record of immunization or evidence of medical justification to not receive the immunization will receive a DOC on the specified due date and an additional DOC each subsequent week. Students who are unable to receive the immunization must wear a mask to clinical assignment when the hospitals announce activation of influenza precautions. Students who fail to agree to wear a mask according to the hospital influenza precautions, will not be allowed to attend clinical assignments. (Health majors influenza requirement to be determined by selected internship site.)

#### **Yearly Tuberculosis (TB) Screening**

All students enrolled in a health program must submit proof of annual TB testing or submit blood test results of a Quantiferon Gold or T-SPOT Interferon Gamma Release Assays (IGRA) screen. The two step TB test is only done on initial admission to the nursing program. A single TB test is acceptable for the subsequent years. Students who fail to submit the required documentation will receive a DOC on the specified due date and an additional DOC each subsequent week and may not attend clinical. (Health majors TB requirement to be determined by selected internship site.)

### **Student with a Positive TB Screening (Nursing Program only)**

If a student has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) the student must submit the following documentation to the Clinical Coordinator and complete additional forms if indicated.

- 1) Provide a copy of the documented positive TB screening test, the diagnosis of TB or the diagnosis of LTBI.
- 2) Submit a copy of a Chest X-ray and treatment instructed by health care provider.
- 3) If a student has received treatment for active TB: They must complete Iowa Department of Public Health Tuberculosis Control Program TB Screening Form.

Students who fail to submit the required documentation will receive a DOC on the specified due date and an additional DOC each subsequent week.

### **Blood Borne Pathogen 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.

### **Emergency Body Fluid Exposure Procedure**

If a student experiences a needle stick or sharps injury or were exposed to the blood or other body fluid of a patient, immediately follow these steps:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Report the incident to your supervisor (e.g. clinical instructor, preceptor, charge nurse)
- Immediately seek medical treatment as advised by agency policy

Specific post-exposure 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. Furthermore, a student or faculty member has an ethical duty to report such an exposure to the faculty member in charge or designated preceptor. Should an infected student expose a patient, he/she is ethically obligated to report this as well. An exposure is also reported to the College Chair.

### **Tuberculosis (TB) Exposure & Reporting**

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.

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, Unity Point Health, St. Luke's Hospital, and if requested, any other agency in which students participate in patient care.

#### Sources for Infection Control Policies and Guidelines

Bloodborne Infectious Diseases: HIV/AIDS, Hepatitis B, Hepatitis C; Emergency Needlestick Information <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings (2007) <http://www.cdc.gov/hicpac/pdf/isolation/Isolation2007.pdf> (Updated July 2019)

## APPENDIX A

### Mandatory Clinical Information (MCI) and CPR Guidelines: Nursing Program

#### **Returning Nursing Students:**

The Mandatory Clinical information documents must be renewed by August 1st.

First Day of Class: If the Mandatory Clinical Information (MCI) information is not completed the student will receive a DOC.

First Day of Clinical: If the Mandatory Clinical Information is not completed the student will not be allowed to attend clinical assignments and will receive a DOC.

Second Day of Clinical: If the Mandatory Clinical Information is not completed the student will fail the clinical component of the nursing course and therefore be required to drop the course.

**Current Cardio-Pulmonary Resuscitation Certification:** Nursing students must have Basic Life Support (BLS) for Healthcare Providers certification through the American Heart Association. If the student has a current CPR certification, ensure that the expiration date is not scheduled for renewal during the academic year (August through May). When CPR is scheduled to expire, it must be renewed and documentation submitted by August 1<sup>st</sup>.

First Day of Class: If CPR is not completed the student will receive a DOC.

First Day of Clinical: If CPR not completed the student will not be allowed to attend clinical assignments and will receive a DOC.

Second Day of Clinical: If CPR is not completed the student will fail the clinical component of the nursing course and therefore be required to drop the course.

## APPENDIX B

### MOUNT MERCY UNIVERSITY MARTIN-HEROLD COLLEGE OF NURSING & HEALTH *DOCUMENT OF CONCERN*

NAME OF STUDENT:	DATE OF OCCURRENCE:
	DATE OF CONFERENCE:
<b>EXPLANATION OF FACULTY CONCERN RELATED TO STUDENT PERFORMANCE:</b>	
Provide definition of error type and example here. See back of document. Describe the concern.:	
NU ____ <b>SIGNATURE OF FACULTY:</b>	
<b>Faculty Completes with Student:</b>	
Did the student previously receive counseling/coaching for a similar error or performance concern? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	<b>Course Coordinator Determination:</b> <input type="checkbox"/> At Risk Behavior <input type="checkbox"/> Reckless Behavior <input type="checkbox"/> Bad Intent Definitions and examples of behaviors in these categories are on the reverse side of this form.
<b>STUDENT'S PLAN OF ACTION:</b> It is important for students to practice nursing care with compassion and competence. It is equally important to demonstrate the values essential to nursing such as professional comportment (conduct, demeanor, behavior) and accountability. Critically reflecting on errors or performance concerns can reduce errors/improve performance in the future. Use the Tanner Clinical Judgment model questions to the right, to reflect on this occurrence. Create a plan of action, then meet with the instructor or course coordinator within one week of the occurrence.  <b>Chair/Dean Involvement:</b> BSN Chair or Dean is included for a third meeting about at-risk behavior within a course, a second meeting about reckless behavior within a course, or with any occurrence of bad intent. The BSN Chair or Dean will also meet with the student with the third reckless behavior within the program. This meeting will include a disciplinary action plan that will be filled out and signed by both the student and the leadership team member. The disciplinary action plan will outline consequences of subsequent qualifying behaviors and may include remediation, repetition of learning experiences, failure of clinical, failure of course, dismissal from the nursing program, dismissal from the university, and/or referral to law enforcement <b>Date of Meeting with BSN Chair/Dean (as needed):</b>	1) Were there any other contributing factors not mentioned in the faculty's description of the occurrence?  2) What is a potential/actual negative impact from this behavior? (eg:  3) Opportunity for learning: How could you respond/act differently to prevent this occurrence in the future? List <u>specific actions you will take</u> :
<b>SIGNATURE OF COURSE COORDINATOR:</b>	<b>SIGNATURE OF STUDENT:</b>



The Clinical, Admissions, Progression and Graduation (CAP & G) committee trends student data for repeated unsafe or unprofessional behavior across courses and semesters. Trends will be communicated to student with corrective /disciplinary action taken. The Mount Mercy University Grievance Procedure is available to students who believe they have been treated inequitably.

**Course coordinator retains original and distributes copies to:** 1) Student; 2) Clinical instructor (if applicable); 3) BSN Chair; 4) CAP&G Chair; 5) Advisor

Nursesshare\Templates and Forms\DOC MMU © 05-2014; Rev 4/3/2023, 11/2023

### *Student Error/Behavior Policy and Documentation Procedure*

<b>Type I Error: Unintentional human error due to inexperience in the setting or mitigating system factors. No Document of Concern needed</b>	<b>Type II Error: At-Risk Behavior</b>
<p><b>Near Miss</b> (caused by agency system or department problem) FOLLOW UP ACTION: Clinical faculty informs assigned staff nurse, charge nurse and/or agency administrator of near misses. May use “near miss” event for post-clinical conference learning.</p> <p><b>Simple error or “teachable moment”:</b> Inadvertently doing or almost doing other than what should have been done due to inexperience in the setting. Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Plans for incorrect care/incorrect med set up</li> <li>• Omits safety precautions due to inexperience</li> <li>• Delays or errors in communicating or documenting client data/nursing clinical judgment</li> <li>• HIPAA: Sends or faxes information to an incorrect address</li> </ul> <p>FOLLOW UP ACTION Faculty discusses with student and reiterates instruction to reduce risk for repeated error. Faculty counsels student to effectively deal with stress response. Faculty reports opportunities to improve curriculum to course coordinator.</p>	<p>Students who do not meet training (MCI, CPR), or vaccination requirements or deadlines will receive a DOC, and do not attend clinical until requirements are completed. Type II Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Failure to follow existing policies and procedures in situations that student has had prior education or experience.</li> <li>• Does not report important observations</li> <li>• Does not seek appropriate assistance</li> <li>• Provides care without appropriate supervision</li> <li>• Practices at lower-than-expected level (“U” noted on a performance criterion of clinical evaluation form)</li> <li>• Does not see gaps in own knowledge; Is not open to the possibility of error</li> <li>• Uses work-around (short cuts) to save time</li> <li>• Personal factors (lack of sleep, lack of prep)</li> <li>• Lack of communication</li> <li>• Inappropriate or offensive communication (verbal, written, or electronic)</li> <li>• Failure to meet clinical, post clinical, course assignment deadlines</li> <li>• Unprofessional appearance or demeanor (including dress code)</li> </ul> <p>FOLLOW UP ACTION If needed, faculty assesses the situation, monitors the client, and reports status to the client’s assigned nurse and charge nurse to facilitate agency follow up. Faculty consults with course coordinator within one day of event to assist/prepare a summary using the MHCNH DOC form.</p> <p>Course coordinator conferences with student who reflects on risks associated with the behavior and identifies a corrective action plan (including remediation, additional practice/learning experiences, if appropriate). Course coordinator to determine if event is at-risk, reckless, or bad intent.</p>
<p><b>Type III Error: Reckless behavior; Disregards standards of behavior or policy</b></p> <p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Repeats a Type II error or a behavior that has already resulted in a corrective action plan.</li> <li>• Pre-clinical preparation not complete when arriving at clinical.</li> <li>• Misses clinical without communicating with course faculty.</li> <li>• Misses clinical for non-approved reasons, based on clinical attendance policy.</li> <li>• Academic dishonesty or plagiarism. Faculty also completes MMU academic integrity report and seeks information from Academic Integrity Committee about prior instances.</li> <li>• Falsifying records; concealment of action/error.</li> <li>• HIPAA: Talks about clients in areas where others might hear or does not obtain appropriate consent to release information.</li> <li>• HIPAA: Accesses a client’s health record WITHOUT a legitimate reason to know (i.e., to provide care to that client). Examples include but are not limited to: records of friends; family members; clients of another student; clients previously cared for as a student or an employee</li> </ul>	<p>FOLLOW UP ACTION If needed, faculty assesses the situation, monitors the client, and reports status to the client’s assigned nurse and charge nurse to facilitate agency follow up. Faculty consults with course coordinator within one day of event to assist/prepare a summary using the MHCNH DOC form.</p> <p>Course coordinator conferences with student who reflects on risks associated with the behavior and identifies a corrective action plan (including remediation, additional practice/learning experiences, if appropriate). Course coordinator to determine if event is at-risk, reckless, or bad intent.</p>
	<p><b>Type IV Error: Bad intent: Action taken with conscious disregard for substantial and unjustifiable risk. Deliberately seeking to cause harm</b></p> <p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Intentional violation of standards of safe practice; Action to deliberately cause harm</li> <li>• Theft (i.e., supplies)</li> <li>• Performing invasive procedures contrary to the MHCNH Practicing Invasive Procedures policy</li> <li>• Breach of professional boundaries</li> <li>• Egregious uncivil behavior</li> <li>• Use of substances impairing judgment in clinical or classroom. See MHCNH Policy on Prevention of Substance Abuse and Misuse for follow up.</li> </ul>

<p>but are not caring for now; accesses own health care record without the agency's approval.</p> <ul style="list-style-type: none"> <li>• HIPAA: Asks another student to access/retrieve data from student's assigned (or other client's) health record OR accesses a client's health record for another student</li> <li>• HIPAA: Shares protected health information (PHI) in any form (information, image, video). Examples include but are not limited to: copying, scanning, photographing, cutting and pasting of any PHI; sharing PHI via e-mail/text to self or other, or on social media</li> </ul> <p><b>FOLLOW UP ACTION</b></p> <p>Faculty assists the course coordinator/prepares a summary using the MHCNH DOC form.</p> <p>Course coordinator conferences with student who reflects on risks associated with the behavior and identifies a corrective action plan.</p> <p>Course coordinator to determine if event is at-risk, reckless, or bad intent. Meeting addresses action plan, plus reprimand/disciplinary action (may include those below).</p>	<ul style="list-style-type: none"> <li>• HIPAA: Accesses a client's health record with intent to disparage or cause harm to the patient/reputation.</li> <li>• HIPAA: Shares protected health information (PHI) in any form (information, image, video) with intent to disparage or cause harm to the patient/reputation.</li> <li>• <b>FOLLOW UP ACTION</b></li> <li>➤ Dismisses student from classroom or clinical care immediately <i>if appropriate</i>. Consults with course coordinator and MCHNH Dean immediately.</li> </ul> <p>Course coordinator and Dean conference with student.</p> <p>Disciplinary action (failure of clinical or course, dismissal from the nursing program, dismissal from the university, and/or referral to law enforcement).</p>
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## APPENDIX C

### CLINICAL ATTENDANCE POLICY: NURSING PROGRAM Martin-Herold College of Nursing & Health

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 during the Clinical Pre-Registration Information (CPI) period. 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 missed for an excused professional event such as the NOVA trip or NSNA convention.
5. Clinical is canceled if the University cancels classes due to weather. If the University announces a delayed start time, clinical may begin at that time if it is reasonable considering the timing of the clinical experience. A clinical instructor may postpone clinical for up to two hours if weather does not allow for safe driving conditions. If the students are already at clinical before classes are canceled, the clinical may continue or be dismissed at the instructor's discretion.

Make-up for missed clinical hours related to weather delays or cancellations will be handled as follows: Delays of two hours or less will be excused. In addition, either a cancellation of one full experience, or a combination of two clinical delays greater than two hours each will not require make-up. Missed simulation experiences must be re-scheduled by course faculty in consultation with the Clinical Simulation Lab staff. (revised 3/31/23)

6. If the clinical is cancelled due to instructor illness, the clinical must be made up, and the course coordinator consulted to determine how the missed clinical will be made up. The clinical instructor may use the usual clinical site (depending on the availability) or the simulation lab. The simulation lab experience may include the pre-clinical information prepared by the students on the missed clinical week, or another simulation experience. The Director of the Clinical Lab will assist the clinical faculty member in planning the simulation experience.
7. 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 AND the clinical course coordinator prior to the beginning of the experience. Absences will be reviewed and considered on an individual basis by the course coordinator in consultation with the clinical instructor. 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 other reasons such as an appointment, vacation, or sports games/practices/meets. Students should communicate to coaches that they will not be excused from clinical hours for sports events.
8. It is expected that students will work out any unavoidable conflicts with the course coordinator in a responsible and timely manner.
9. Unexcused clinical absence will result in a Document of Concern and a required meeting with the course coordinator.

10. Health Problems: The student is asked to inform the course coordinator and clinical instructor of any health conditions that could have potential complications affecting the student's performance.
11. Pregnancy: The student is asked to inform her course coordinator and 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.

8/07; 2010; 5/11; 7/2012; 5/2013; 5/2014; 6/2018; 4/2019; 5/2020; 8/2020; 10/2020; 5/2023

**APPENDIX D**  
**Practicing Invasive Procedures Policy**  
**Mount Mercy University**  
**Martin-Herold College of Nursing & Health**

**Nursing Program Policy: Practicing Invasive Procedures**

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. Policy violation will be recorded on the MHCNH Document of Concern form (DOC)
2. First offense will result in failure of the involved nursing course.
3. Second offense will result in expulsion from the nursing program.

I have read and understand this policy.

Signature \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX E

### Mount Mercy University Nursing Simulation Lab Policy/Student Expectations:

1. The benefits of participating in a simulation are maximized if participants conduct themselves as if they are in a real clinical situation. The human patient simulators are to be treated with respect as if they were real patients. This includes the principles of patient privacy, confidentiality, and safety. **Students are expected to behave as if they are taking care of a patient in a real hospital setting.** To the extent possible, students should engage with the simulator and actors as if they are real patients/family members/members of the healthcare team. It is expected that everyone participating in a simulation scenario will take his or her role very seriously. The scenarios are **not to be discussed outside of the simulation** room. This is to protect the value of the experience for other students who will eventually take part in the simulation. In addition, the simulation is a great way of practicing the health information privacy requirements of a federal law, the Health Insurance Portability and Accountability Act (HIPAA); any discussion of patient information would be a HIPAA violation. Please consult with faculty members if issues related to confidentiality arise. Violations of the privacy requirements of HIPAA will be subject to disciplinary actions as identified by the level of the violation. See HIPAA Disciplinary Action Policy.
2. Attendance at scheduled simulation times is mandatory. Absences will need to be made up the same as a missed clinical time.
3. Simulations may be recorded for educational purposes to enhance learning.
4. Professionalism:
  - Each student must obtain his/her own preplanning information in the nursing lab.
  - Students are expected to do all preparation independently. Sharing of materials with any other student/s within or outside the course before or after the simulation is considered a breach of academic integrity.
  - Nursing uniform with name badge must be worn for the simulation experience.
  - Clinical Dress code requirements (see Dress Code policy in Student Handbook)
  - Failure to meet expectations for professional conduct may result in a Document of Concern (DOC).

### GENERAL LAB INFORMATION

- The Clinical Simulation Lab (CSL) is in 231 Donnelly Center.
- The CSL hours are typically Monday-Friday 8:00-4:30 pm.
- Food and drink are not allowed in the simulation lab.
- Printed material, ink, and Betadine may stain the manikins, so use of these must be avoided around the manikins.
- When available, latex free items have been ordered; however, some items within the lab including manikins may contain latex. It is the responsibility of the individual student &/or instructor to make it known if they have a latex sensitivity and to take appropriate precautions. Only latex free gloves will be purchased for the laboratory.

## APPENDIX F

### Mount Mercy University Martin-Herold College of Nursing & Health Policy on Prevention of Substance Misuse and Abuse

#### Policy

The Martin-Herold College of Nursing & Health (MHCNH) adheres to the policies set forth by Mount Mercy University ([MMU The Good Book Code of Conduct](#)). MHCNH students are expected to adhere to MMU policies governing all MMU students.

This Policy on Prevention of Substance Misuse and Abuse (“Policy”) respects the Mission of MMU in the spirit of compassion reflected by of the Sisters of Mercy. The MMU goal of promoting purposeful living is represented through the intent of this Policy to optimize physical well-being and responsible community leadership. The MMU commitment to the pursuit of truth and dignity dedicates the University to faith, truth, and mercy in supporting the dignity of each person within the human community, and is honored and respected through the inclusion of privacy, fair evaluation, and compassionate implementation of this Policy. This Policy adheres to MMU’s commitment to students, affirming that our students’ needs are central to the decisions that affect community life and will be paramount in the utilization of this Policy. Students in the Bachelor of Science in Nursing (BSN) program will sign the Mount Mercy University Martin-Herold College of Nursing and Health Substance (Drug and Alcohol) Testing Consent Form annually.

#### Purpose

- Protect students, faculty, employees, and the public.
- Inform students, faculty, employees, and the public on unintentional, adverse cognitive and behavioral influences of properly prescribed controlled substances on themselves and others.
- Encourage early identification and treatment of substance misuse and abuse.
- MHCNH encourages any individual who misuses and abuses substances to seek treatment.

This Policy assumes that:

1. Educational materials about the risks and health consequences of substance misuse and abuse will help raise awareness and promote the prevention of substance misuse and abuse.
2. Students desire to comply with MMU policies including The Good Book Code of Conduct and provide a safe environment for other students, employees, and patients in clinical settings.
3. Substances including, not limited to, alcohol, legal drugs (including inappropriate use of prescription medications), illegal drugs, or over the counter medications impair an individual’s ability to function in a safe, effective, and appropriate fashion are dangerous and unethical (APA, 2013; ANA, 2015).
4. Substance misuse and abuse poses a serious threat to patients, employees, and to society (APA, 2013).
5. Immediate actions will be implemented to ensure prompt removal of the impaired individual from the clinical setting.
6. If a suspected impaired individual refuses alcohol or drug testing and evaluation as requested by the MHCNH, the student may be dismissed from the program of study.
7. Students in a clinical setting will be held to the guidelines of alcohol and drug use reflected in this Policy and the policy of the clinical setting.
8. Addiction is a treatable illness (AACN, 2020). MHCNH is committed to assisting students with prevention of and recovery from substance misuse and abuse which may be or lead to addiction.

9. Addictive illnesses may be chronic and involve relapse (AACN, 2020).
10. The preferred course of action for individuals with addictive illnesses is the opportunity for rehabilitation and assistance preceding disciplinary action. (Bettinardi-Angres, Pickett, & Patrick, 2012).

### **Drug and alcohol misuse and abuse prevention and education**

- The U.S. Department of Health & Human Services and [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#) offers a Helpline (1-800-662-HELP) and treatment location services.
- MHCNH includes information on substance misuse and abuse as part of clinical orientation and upon student request.
- See tables 1 and 2 for information related to Prevention and Education.

### **Identification of individuals with possible substance misuse or abuse**

- Recognizable factors or behaviors such as, and not limited to, the odor of alcohol or drugs on breath or clothing, slurred speech, impaired performance, decreased competency, unsafe practices, cognitive or motor impairment, or absenteeism will be used in the identification of impaired individuals (AACN, 2020).
- A clinical instructor or designated representative who observes or identifies recognizable factors or behaviors will immediately remove the student from client care
- Individuals suspected of misusing and abusing alcohol or drugs will be confronted privately with by clinical instructor (if BSN student) or designated representative regarding the identified recognizable factors or behaviors and directed to seek testing.
- For BSN students, the clinical instructor will notify the MHCNH Dean regarding removal of student and seek guidance for testing of the student and steps with which to proceed.

### **Testing for substances**

- Testing will be completed as close as practicable to the time of suspected impairment.
- Individuals suspected of impairment will be accompanied by a designated representative to a testing center for testing. If operation of a motor vehicle is required, arrangements will be made to safely transport the impaired individual to the testing center.
- Substance testing will be conducted at a site determined by the MHCNH designated representative or per policy of clinical setting or cooperating agency.
- If the incident takes place in a clinical setting, the impaired individual will be immediately removed from the clinical setting for testing.
- If a student is directed to seek substance testing, the student signature on the MHCNH Substance (Drug and Alcohol) Testing Consent Form allows a MHCNH designated representative to have access to substance testing results.
- The student will be responsible for any cost incurred with testing.

### **Referral for evaluation and treatment**

- A student in violation of this Policy will be required to meet with the MHCNH Dean and degree program representative to determine an appropriate course of action.
- Interactions will be conducted in a confidential manner on a “need-to-know” basis.
- If the student agrees to referral for evaluation and treatment services, MMU counseling services may offer assistance with finding an appropriate licensed substance abuse counselor.



Alternatively, the student can independently choose a licensed substance abuse counselor to provide evaluation and treatment.

- If the student refuses referral for evaluation and treatment services, they will face disciplinary action in accordance with the Document of Concern in the MHCNH Undergraduate Nursing Student Handbook.
- The student will be responsible for any cost incurred with evaluation and treatment.

### **Disciplinary procedures for individuals whose performance is impaired and who are unable or unwilling to have testing for substances, evaluation, or treatment**

- A range of official actions may be imposed per [MMU Code of Conduct Sanctions](#)
- Disciplinary procedures will result for failure to cooperate with testing or confirmed positive substance test and refusal of referral for evaluation and treatment.
- A Document of Concern will be issued.

### **Reentry to MHCNH upon successful completion of treatment**

- Student will write a letter stating how the events related to the identification of substance abuse issue have been resolved, including evidence to support ability to meet guidelines set forth in the MMU Code of Conduct and those designated by MHCNH Dean and/or degree program representative.
- Student will submit a completed substance abuse evaluation, performed by a licensed substance abuse counselor. The evaluation must include a written assessment of the student's ability to perform necessary duties, any restrictions, proof of completion of treatment, and all required aftercare.
- Random substance testing procedures may be implemented for the duration of enrollment in MHCNH.
- Refer to the Document of Concern in the MHCNH Undergraduate Nursing Student Handbook.
- Reentry to the program is contingent on space availability.
- Reentry to the program is contingent on compliance with treatment plan.

**The following tables contain educational information related to substance misuse and abuse:**

**Table 1:**

According to the National Institute of Health (2020), health consequences of drug misuse include, and not limited to:
<ul style="list-style-type: none"><li>• Impaired decision making</li><li>• Changes in vital signs</li><li>• Vital organ dysfunction</li><li>• Cancer</li><li>• Mental Illness</li><li>• Impaired wakefulness</li><li>• Death</li></ul>

**Table 2:**

The Mayo Clinic (2020) identifies, and not limited to, symptoms and causes of drug addiction:
<ul style="list-style-type: none"><li>• Having urges for the drug that impair thought processes</li><li>• Taking larger and larger amounts of the drug</li><li>• Not meeting work and social obligations</li><li>• Continuing to use the drug even when you know it causes problems</li><li>• Engaging in harmful activities that you normally would not do</li><li>• Failing in attempts to cease using the drug</li></ul>

## References

- American Association of Colleges of Nursing (AACN) (2020). *Policy and guidelines for prevention and management of substance abuse in the nursing education community*.  
<https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Substance-Abuse>
- American Nurses Association (ANA). (2015). *Protection of patient health and safety by acting on questionable practice. Code of ethics for nurses with interpretive statements*.  
<https://www.nursingworld.org/coe-view-only>
- American Psychiatric Association (APA). (2013). *Substance use disorders. Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: Author.
- Bettinardi-Angres, K., Pickett, J., & Patrick, D. (2012). Substance use disorders and accessing alternative- to-discipline programs. *Journal of Nursing Regulation*, 3(2), 16-23.
- National Institute of Health (NIH). (2020). *Health consequences of drug misuse*. National Institute on Drug Abuse. <https://www.drugabuse.gov/related-topics/health-consequences-drug-misuse>
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