Mount Mercy University

Martin-Herold College of Nursing and Health

Nursing Student Handbook
2018-2019 Academic Year

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INTRODUCTION

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

COLLEGE OF NURSING'S VISION STATEMENT

Based on the Mercy tradition of service, compassion and relationship building the Mount Mercy University College of Nursing strives to be the preeminent learner-centered nursing education program in Iowa. Graduates at the BSN, MSN and DNP levels are challenged to become nurse leaders, advocates, and innovators in academia and practice.

COLLEGE OF NURSING'S MISSION

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

COLLEGE OF NURSING'S PHILOSOPHY

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

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

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

COLLEGE OF NURSING OBJECTIVES AND PROGRAM OUTCOMES

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

College of Nursing Objectives	Nursing Program Outcomes
1. Integrate knowledge derived from liberal arts, sciences, technology, and nursing to promote evidence-based nursing practice.	A. Critically analyze relevant information in the utilization of the nursing process. B. Apply principles of evidence-based practice.
2. Exemplify the values of the nursing profession. (Altruism, Autonomy, Human Dignity, Integrity, Social Justice)	A. Respect the value and dignity of human life with sensitivity to diverse human conditions. B. Advocate for clients and families. C. Demonstrate professional behavior (such as honesty, ethical decision making, fairness, civility and confidentiality).
3. Implement safe and high quality client-centered nursing interventions.	A. Practice nursing with professional accountability and responsibility to improve the quality and safety of healthcare systems. B. Provide client-centered, safe nursing care. C. Collaborate effectively with nursing and interprofessional teams.
4. Embrace the culture of professional nursing.	A. Use the language of the profession of nursing to communicate appropriately using verbal, written and technological methods. B. Demonstrate therapeutic use of self in providing nursing care.
5. Demonstrate personal and professional growth.	A. Participate as an active member in the nursing program. B. Progress through one's personal journey to successful completion of the nursing major and on-going professional development.

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

Webber, P. B. (2002). A curriculum framework for nursing. *Journal of Nursing Education*, *41*(1), 15-24.

CONCEPTUAL FRAMEWORK

Curricular Threads	Year One: Call to Adventure	Year Two: Departure/ Crossing the Threshold	Year Three: Initiation/Transformation	Year Four: Extending the Journey
Knowledge	Completed with course content for NU 101 in each area	Completed with course, laboratory and clinical content and experiences for NU 232, 224, 240, & 260 in each area.	Completed with course, laboratory and clinical content and experiences for NU 230, 320, 330, 350, & 352 in each area	Completed with course, laboratory, and clinical content and experiences for NU 332, 411, 465, 470, & 471, in each area.
Skills				
Values				
Meaning				
Experiences				

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

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 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 (2nd ed.).* Silver Spring, MD: American Nurses Association Nursesbooks.org

STATEMENT ON ETHICAL PRACTICES

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

1. The Dean of the College of Nursing 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 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 of Nursing Policy for ADA. The faculty of the College of Nursing 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 nursing program is available in the Nursing Student Handbook. These resources are made available to the nursing students and the policies, therein, are verbally reinforced by the nursing faculty.
5. Student records are confidential unless faculty are obligated to disclose under proper authorization or legal compulsion. Students have access to their own records.
6. The nursing faculty abide by the written policies in the Mount Mercy University Catalog, the Good Book and the Nursing Student Handbook.
7. The nursing faculty acquaint the nursing student with any change(s) in policy prior to the effective date. Program requirements in effect at the time of admission to the nursing major will be honored.
8. After careful consideration by faculty members a nursing student shall be notified of pending dismissal for scholarship, health, or professional reasons. Students may appeal this decision as outlined in the Nursing 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 of Nursing Committees" and "Student Rights and Responsibilities" in this Nursing Student Handbook.

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

Students Have a Right to:

1. Participate in curriculum development, implementation, and evaluation.

2. Accurate information about course requirements at the onset of enrollment.

3. Participate in the governing actions of the University and College of Nursing.

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.

7. Learn about policy changes prior to effective date.

8. Notification of pending dismissal for scholarship, professional, or health reasons.

9. Complete the basic program and apply for

And a Responsibility to:

1. Provide student representation on committees as specified in the College of Nursing 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. Respond to proposed policy changes through appropriate channels prior to the effective date. Evaluate the changes on an ongoing basis giving such information through proper channels.

8. Appeal such decision if deemed by the involved student to be unfair on specific grounds.

9. Comply with State Board of Nursing

licensure once all requirements have been fulfilled.	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 OF 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 of Nursing committees:

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

Course Team Meetings: One representative from the students enrolled in the course.

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

Disaster Preparedness Committee: One representative

Instructional Technology and Clinical Simulation Committee: One representative from junior level.

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

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

Program Evaluation Committee: One representative from senior level.

Student Affairs Committee: A student representative from each level including freshman, sophomore, junior, senior, and Advance: RN to BSN, 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 College of Nursing located in 229 Donnelly.

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 150 members from among outstanding alumni, students, and community nurse leaders. The chapter meets on a regular basis throughout the year, presenting programs focusing on scholarship and research in nursing. The annual induction ceremony is held each fall at which time new members are selected and invited to join. The criteria for membership include: a) scholastic achievement; b) leadership qualities; c) high professional standards; d) creative work; e) commitment to the profession. For further information regarding Kappa Xi and Sigma Theta Tau, inquire at the College of Nursing office.

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 prior to graduation. The pinning ceremony will be planned by the graduating class in conjunction with the Dean of the College of Nursing. 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 of Nursing who is judged by the faculty to have best demonstrated a high scholastic ability, professional integrity, and the spirit of nursing. Presentation of the award is made at the Honors Convocation each spring. The award is named after Sister Mary Edward McConohy 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** - 3.0 or above cumulative GPA upon completion of senior year winter term;
b) **Professional integrity** - Honesty, dependability, responsibility, trustworthiness;
c) **Spirit of Nursing** - Clinical performance, interpersonal relationships, interest in improving patient care.

Additional Recognition of Nursing Students
Additional recognition of nursing students may be acknowledged with the following awards:
Kappa Gamma Pi (National 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 of Nursing and from fellow nursing students.

ADMISSION, PROGRESSION, AND GRADUATION POLICIES AND PROCEDURES

The College of Nursing's Admission, Progression, and Graduation Committee admits and promotes students in the nursing program at Mount Mercy University according to the policies described below. The Committee consists of three nursing faculty one of whom is the Coordinator of Standardized Testing and Success Enhancement Program, the Dean of College of Nursing, the Director of the BSN Program, the Director of Academic Center and Retention, one senior student representative, and one faculty person from outside the College of Nursing.

Additionally, faculty of the College of Nursing reserves the right of retaining only those students in the program 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.

Admission into the Nursing Program
Admission Criteria:
- 3.0 Cumulative GPA
- 2 of 4 courses: CO 101, SO 122, PS 124, PS 101
- A grade of C or above in classes:
    - BI 125 Biology
    - BI 150 Microbiology (co-requisite)
    - BI 273 Human Anatomy

    - CH 110 Introduction to Chemistry (No Lab)
    - EN Writing class
    - ME Portal
    - Nu 101 Call to Nursing
    - Nu 113 Medical Terminology
    - CO 101 Oral Communication
    - PS 101 Introduction to Psychology
    - PS 124 Developmental Psychology
    - SO 122 Introduction to Sociology

- 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 (BI 125 Intro to Biology; CH 110 Introduction to Chemistry; BI 273 Human Anatomy; and BI 150 Microbiology).
- 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 took the Certified Nursing Assistant course greater than three years prior to applying to the major 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 will be considered for admission in the next pool of incoming students.
- A student will not be admitted into the nursing program without meeting the College of Nursing immunization requirements. The student must provide documentation of current immunization records. If documentation is inaccessible or unavailable, then blood titers must be drawn to prove immunity.

Admission Approval Procedure
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 6-23 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.

Upon Admission to the Nursing Program and Prior to the First Day of Class
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.

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, (other than minor traffic violations) 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. 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 College 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 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 Program Chair at Mount Mercy University for further instructions.

Medical Requirements: Health Physical and Tuberculosis (TB) Testing/Screening
Health Physical
A health physical must be submitted to the MMU College of Nursing in accordance with MCI protocols. Use the MMU College of Nursing Health Physical form sent with the acceptance to the nursing major letter. 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 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: compete Iowa Department of Public Health Tuberculosis Control Program TB Screening Form.

Students must submit documentation prior to attending clinical learning experiences.

Non – Medical Requirements
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).

The Mandatory Clinical information documents must be submitted 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 with a "U". Students who fail to submit the necessary documents by the specified date will not be allowed to attend their clinical assignment.

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 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 Card: 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 of Nursing 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.

VIRTUS Training Certificate: VIRTUS training is required for anyone working in a Catholic school system. Since our Nursing students rotate through one of the local Catholic schools, a certificate of completion must be submitted by the designated date.

Progression in the Nursing Program
Once admitted to the College of Nursing, 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 summarizing the student's work and recommendations from course faculty regarding potential readmission to 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 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:

- Health Insurance Portability and Accountability Act (HIPAA)
- HIPAA Disciplinary Action Policy
- The Joint Commission National Patient Safety Goals
- Electrical Safety
- Material Safety Data Sheets (MSDS)
- Disaster Management
- Sexual Harassment
- Infection Prevention and Control
- Professional Responsibilities of Nursing Students
- College of Nursing's Environment for Success Program
- Review of College of Nursing clinical policies
- Hospital specific code of conduct and orientation
- Age specific care for the population we serve
- VIRTUS online training
- Mandatory reporter

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*

Course Registration in the Nursing Program

Clinical Pre-Registration Information (CPI) is used by all students registering for the courses in the College of Nursing for the upcoming academic year. CPI is provided to facilitate student scheduling of courses, clinical, extra-curricular activities, and employment hours. Student work schedules will NOT be taken into consideration for course or clinical placement**.** Information will be collected from students regarding University sponsored activities (sports, choir/band, etc.), and childcare issues.

If a student wishes to switch courses, the student is responsible for finding another student to switch with. Advisors are not allowed to change sections for nursing courses without the permission of the course coordinator AND the advisee finding another student to switch with.

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.

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 of Nursing may take an Independent Study course in nursing for elective credit. The regulations and application processes for an Independent Study course is outlined in the University Catalog.

Policy for Summer Enrollment in Senior Nursing Courses
If NU 465 Complex Concepts and Clinical Immersion (NU 465) is offered during the summer session, the following guidelines for eligibility will apply.

1. There is no guarantee that NU 465 will be offered each summer and the number of students approved to take the class will be limited.
2. Applicants will be notified of the Admission, Progression and Graduation Committee's (AP & G) decision by January 15th.

Eligibility
1. Students may apply for summer enrollment in NU 465 if they meet the eligibility criteria.
2. Students are eligible ONLY if they have completed ALL requirements for graduation except senior level nursing courses.
3. Students who have core, elective, honors, and/or minor coursework will not be eligible for enrollment.
4. Students must have a cumulative GPA of 3.0.
5. Students that apply and have not successfully completed courses without interruption or have repeated a class will be evaluated individually.

Guidelines
1. Applications must be submitted no later than **December 1.**
2. Meeting eligibility criteria does not ensure enrollment but allows a student to be in the pool of candidates.
3. Students who enroll in NU 465 in the summer may also take the ME 450 Nursing Capstone course also.
4. Students may NOT enroll in both NU 465 and a summer internship.
5. Students will not be enrolled in NU 465 in the summer until they have applied and have been approved by the AP&G Committee.
6. Advisor approval to register does not replace the AP&G application process.

Selection Priorities
1. Students who could graduate in August of the same summer they enroll in NU 465.
2. Students with special extenuating circumstances as determined by the AP & G Committee.

3. Remaining applicants will be selected by rank-ordered cumulative GPA.
Updated 5/2018

Readmission to the Nursing Major: Criteria

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. In order to be considered for re-admission to the nursing major following any interruption of progression in the program, the student shall:

1. Write a formal letter (no email) to the Admission, Progression, and Graduation Chairperson requesting consideration of readmission to the nursing major.
2. Submit evidence that the student has addressed faculty recommendations written in the course withdrawal and/or failure letter and has a plan of action for success in future nursing courses.
3. Students will be notified via a formal letter from the Chairperson of the Admission, Progression, and Graduation committee whether readmission was granted.

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 College of Nursing 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 of Nursing 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 Costs
Students in the College of Nursing incur additional fees that will be charged to accounts throughout the time that one is in the major.

Additional costs beyond the fees described above include:
- Textbooks and electronic resources
- Transportation for clinical experiences
- Clinical uniform
- Health insurance

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

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

ACADEMIC SUPPORT FOR NURSING STUDENTS
Mount Mercy University and the College of Nursing 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 of Nursing expects and encourages students to use the services offered.

Environment for Success:
Four programs within the College of Nursing provide an 'umbrella-like' environment of learning, support, and encouragement for students pursuing a Bachelor of Science in nursing degree at Mount Mercy University. The 'Environment for Success', which is the whole of these programs, is designed to enhance student performance and sense of satisfaction, thereby increasing the likelihood that students will stay in the nursing program and ultimately be successful on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). A brief description of the four programs follows.

Standardized Testing
The standardized testing program is a comprehensive testing system conducted in cooperation with Assessment Technologies, Inc (ATI). Its purpose is to assess students' knowledge in specific nursing areas, provide feedback about performance, and offer

suggestions for directed study. The directed study involves reviewing prescribed readings in books provided by ATI and computerized practice assessments/tutorials to strengthen areas of individual difficulty. The program is integrated across all six semesters of the nursing major.

The proctored ATI assessment points are included in the course examination points when determining percentage of exam points necessary to pass the courses. If students perform at Level 2, they will earn the full points allotted for the exam. These points are part of the exam points for each course (including unit, final and ATI proctored exams in the total exam points). If students earn a Proficiency Level 1 or Proficiency Level <1, they will be encouraged to study the content per the ATI Focused Review and will be required to re-take a proctored exam. The second form of the proctored assessment will be given at a subsequent date. If the students earn Proficiency Level 2 the second time, they will earn half the points possible on the initial assessment. If they earn a Level 3 on the retake, they will receive full points but no bonus points will be added. No points will be earned for the proctored assessments if a Level 2 or 3 is not achieved in either attempt.

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 ATI textbooks and/or a comprehensive NCLEX-RN review text to prepare for these exams. Students should use the feedback from the ATI exams to identify strengths and weaknesses and to create a study plan for the NCLEX-RN.

> **Retake of Proctored assessments**: Students must take the "retake" proctored exam/s at the scheduled times or forfeit the points.
> **Academic Center for Excellence (ACE):** Only students who have been testing in ACE for other nursing exams may request that ATI proctored testing be arranged in ACE. This should be arranged through the course coordinator who will arrange a time with ACE. The student is then responsible to remind ACE and confirm the testing time one week prior to the exam.

> **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 2.0 time extension). 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.

Success Enhancement Program
The Success Enhancement Program (SEP) is intended to assist students in the successful completion of the nursing education program and enhance the potential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) following

graduation. Every student who participates has provided written authorization for inclusion in the SEP program. The SEP begins first semester of the sophomore year and involves collecting individual and group data that may indicate increased likelihood of success in a nursing course and/or on the NCLEX-RN. Nursing faculty use the data to plan appropriate interventions to enhance student success. Faculty advisors meet with advisees to review performance in past nursing courses and on the standardized proctored assessments as needed. Faculty have identified specific criteria that enhance students' success within the curriculum such as earning a Proficiency Level 2 on standardized proctored assessments and passing all prerequisite and nursing courses on the first attempt.   It may be 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.

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 and report back to course coordinators on student participation.

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 in the Registrar's office.

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, clinical experiences and instructional unit requirements are to be directed to the faculty of the course. Students who anticipate special needs, such as known absences, disability

accommodations, or assistance with assignments should confer with faculty in the course in which they are enrolled. Faculty members may make referrals to other sources of assistance as needed.

Academic Center for Excellence
The Academic Center for Excellence (ACE) works with the administration and faculty to provide Mount Mercy students of all abilities with academic programs and support. These programs enhance success and promote intellectual curiosity and life-long learning. Activities emphasize development of skills that help students become more independent and efficient learners.
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 provides peer tutoring, disability services, study space, computer access, and is open all day and into the evening by appointment.
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 the ACE 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 wish to test in the 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. The ACE staff member will communicate testing recommendations to the course coordinator before the ACE testing will be approved. Upon approval for testing in ACE, the following steps will be taken:
   a. Office Personnel will deliver the exam to the ACE prior to the scheduled time.
   b. ACE staff will proctor the exam for the student.
   c. The ACE staff will deliver the exam in a sealed envelope to Office Personnel who will return the exam to the course coordinator.

3. It is the expectation of the College of Nursing that students who test in ACE will take exams at the same time that exams are scheduled for a specific course. If the ACE testing plan includes allowing more time for testing than 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: College of Nursing 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. Examples of disabilities likely to be covered by ADA:

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

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

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

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

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

Admission to and progression in the nursing program is not based on the standards. Rather, the standards are used to assist each student in determining whether accommodations or modifications are necessary. The standards provide an objective measured upon which a student and the advisor base.

Core Performance Standards for Admission and Progression of Nursing Students

ISSUE	STANDARD	SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause-effect relationships in clinical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families,	Establish rapport with patients/clients and colleagues.

	and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observes patient/client responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination, and/or those related to therapeutic intervention, e.g., insertions of a catheter.

11/95

http://www.sreb.org/page/1390/the_americans_with_disabilities_act.html

PROFESSIONAL ATTIRE

As members of the profession of nursing, the faculty and students of Mount Mercy University College of Nursing strive to provide nursing care that meets high standards of practice along with meeting individual needs of those we serve. Therefore, the following dress code and guidelines for uniforms have been adopted to foster the development of professional behaviors that 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 of Nursing 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: Any tattoos must be covered while in the clinical area. Tattoo sleeves, cover-up tape, or make-up concealer for tattoos may be used.

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 (women)/ (men), navy blue pants, white lab coat, and white shoes (if using tennis shoes, they must **not** have color). Students in the classes of 2019 and 2020 may continue to wear the white undershirt if desired. A designated navy long-sleeved undershirt is optional. The uniform top has the Mount Mercy University College of Nursing 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 of Nursing. 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 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:
> Wrist Watch: Select a wrist watch with a second hand. Professional appearance, without ornamentation is preferred.
> 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 students at Mount Mercy University are active participants in the educational process which prepares them for entry into the profession of nursing. It is the expectation of the faculty that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical area which represent a knowledge of personal and professional responsibilities.

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 of Nursing, 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 nurses to keep information about clients and their illnesses and treatments confidential. This means that nurses never share information with anyone who is not involved with the specific nurse-client relationship. The clients must be able to trust a nurse and know that information will not be revealed inappropriately but will be used to communicate essential information to facilitate their health care. Nursing students and nurses do not gossip about clients with their friends or others not involved in the client's care. The client's initials are used in all student papers and reports. Full names of clients are not used. Information should not be shared with classmates, faculty or others unless they are involved in the client's care as in a clinical conference. 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 the nursing 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) For HIPAA Violation.*

Nursing Student Professional Expectations

The College of Nursing 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 of Nursing procedures for documenting concerns are described on the DOC form. Faculty will provide an explanation of concerns related to student performance on the DOC.

In determining the appropriate discipline or corrective action the course coordinator and program director will consider professional standards, seriousness and potential for harm. Action may include written warning, remediation, repetition of learning experiences, failure of clinical, failure of course, dismissal from the nursing program, and/or dismissal from the university. The 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. 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. Faculty will either issue a written warning or an "U" (unsatisfactory performance/unprofessional behavior). Students earning three "U"s in one nursing course will fail the course with a grade of F. The accumulation of six "U"s throughout the nursing program will result in elimination from the program. *See Appendix C for the Document of Concern form and procedure.*

Dishonest Behavior in the Workplace

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

ACADEMIC POLICIES

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.
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.
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 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 receive a DOC with a "U" and 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

Policy of Formal Papers
Formal papers will be prepared using the College of Nursing 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 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 of Nursing 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

a. Nursing 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.

b. 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.

c. 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.

d. The College of Nursing 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.

E-mail and voice mail etiquette
a. All students must have a mustangs.mtmercy.edu email address and all course communication that occurs via email will be sent to that address. Students should check their mustangs.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 COLLEGE OF NURSING POLICIES
The following policies can be found on Brightspace on each clinical nursing course page under the Assignments tab.

Clinical Attendance Policy: *See Appendix D*
Practicing Invasive Procedures Policy: *See Appendix E*
Simulation Policy: *See Appendix F*

INFECTION CONTROL POLICY AND GUIDELINES
The delivery of nursing care has always been a service associated with risks for the nurse. Many nursing students enter school without an understanding of the risks of transmission or the prevention of infectious diseases. As novice practitioners with limited skills, students may have greater risk of exposure to infection. With increasing concerns about the spread of infection in health care settings, it becomes imperative that the nursing student be aware of policies and guidelines related to infection control. The College of Nursing has developed policies and guidelines to help decrease the risk of infection for nursing students and prevent the transmission of disease in health care settings.

Prevention of Infection
Students will review the Infection Prevention and Control PowerPoint presentation annually as part of MCI requirements. Infection prevention and control information presented includes:
- Healthcare workers risk of exposure to infection as a result of contact with blood and body fluids and contaminated equipment and surfaces
- Standard precautions
- Choice of hand washing agents
- Cleaning, disinfecting, and sterilizing
- Safe disposal of sharps
- Different types of isolation precautions and procedures
- Interventions to reduce disease transmission are presented.

All nursing students are required to achieve a score of 100% or greater before they will be allowed to participate in clinical learning environments. Documentation of student understanding of this information will be maintained in the form of an annual electronic signature as part of MCI acknowledging instruction, comprehension, and personal responsibility in following all infection control policies in an effort to stop the spread of disease.

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

Pregnant students will not be required to give direct care to patients with severe immunosuppression, including individuals with symptomatic HIV infection. There is a risk of cytomegalovirus from these clients and intrauterine transmission is potentially serious.

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 with a "U" on the specified due date and an additional DOC with a "U" each subsequent week. Students who fail to receive or 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 receive the immunization or submit evidence to decline the immunization and fail to agree to wear a mask according to the hospital influenza precautions, will not be allowed to attend clinical assignments.

Yearly Tuberculosis (TB) Screening
All students enrolled in the nursing program must complete the annual Iowa Department of Public Health TB Screening Form by August 1. Students who fail to submit the required documentation will receive a DOC with a "U" on the specified due date and an additional DOC with a "U" each subsequent week and may not attend clinical.

Student with a Positive TB Screening
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 the additional forms if indicated.
      a. Provide a copy of the documented positive TB screen test, a diagnosis of TB or a diagnosis of LTBI.
      b. Submit a copy of the Chest X-ray and the treatment instructed by the health care provider.
      c. If a student has received treatment for active TB: they must complete Iowa Department of Public Health TB Screening Form as instructed by the Clinical Coordinator .

No Previous diagnosis of TB or LTBI:
Junior and senior nursing students must complete the annual Iowa Department of Public Health TB Screening Form prior to the first day of the fall term. If a student answers "yes" to the

questions in the TB Screening Form the student must provide documentation of a health care provider treatment plan before the start of the semester.

Previous diagnosis of TB or LTBI:
If a junior or senior student has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI), a health care provider must complete the Iowa Department of Public Health TB Screening Form. A Chest x-ray is only required if TB symptoms develop and it is recommended by a health care provider.

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

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

Students, faculty and staff who know they are infected will be urged to voluntarily inform a designated official in the school who will provide information and referral on health care and counseling, and begin a process to access the need for necessary modification/accommodation in clinical education or job functions.

HIV Infected Faculty, Students, and Staff
Clinical settings which pose additional risk to the personal health of infected students and faculty should be identified, and such persons should be advised of those risks and urged to consult their health care provider to assess the significance of the risks to their own health.
Any modifications of clinical activity of HIV infected students or faculty should take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HIV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

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 you experienced a needle stick or sharps injury or were exposed to the blood or other body fluid of a patient during the course of your work, **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

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 of Nursing Dean and to the Director of Wellness at Mount Mercy University (student health nurse).

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, 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

2007 Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings http://www.cdc.gov/hicpac/pdf/isolation/Isolation2007.pdf

<u>Mandatory Clinical Information (MCI) and CPR Guidelines</u>

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 with a "U".

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 with a "U".

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 1st.

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

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

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.

MOUNT MERCY UNIVERSITY - COLLEGE OF NURSING
DOCUMENT OF CONCERN (DOC) For HIPAA Violation*
*Health Insurance Portability and Accountability Act

DATE OF OCCURRENCE _____   DATE OF CONFERENCE: _____   NAME OF STUDENT _____

SIGNATURE OF STUDENT   _____   Warning given without "U"___

SIGNATURE OF FACULTY   _____NU_____   "U" was given_____

                                                             ("U"=Unsatisfactory performance/Unprofessional behavior)

SIGNATURE OF COURSE COORDINATOR

EXPLANATION OF FACULTY CONCERN RELATED TO STUDENT PERFORMANCE: Select type of error as listed on DOC procedure	STUDENT'S PLAN OF ACTION Created by student in conference with faculty within one week of occurrence
__ HIPAA Policy (privacy and confidentiality) Type : □I, □II, □III, □IV, □V, □VI (Provide definition of error type and example here):	**Student**: **Faculty/ Course Coordinator/ Program Director** may also require additional education, practice, corrective action or disciplinary action:

The Admissions, Progression and Graduation (AP & G) committee trends individual student for repeated unprofessional behavior across courses and semesters. Trends will be communicated to student with Disciplinary/Corrective Action taken. Students earning three "U"'s in one nursing course will fail the course with at grade of F. The accumulation of six "U"'s throughout the nursing program will result in elimination from the program.

Course coordinator retains original and distributes copies to: 1) Student; 2) Clinical instructor (if applicable); 3)Program Director; 4) AP&G Chair; 5) Advisor (via advising folder) K:\Templates and Forms\DOC   MMU © 01-01-2014

MOUNT MERCY UNIVERSITY - COLLEGE OF NURSING
Document of Concern for HIPAA* violation

Type of HIPAA Violation:
Type I: Inadvertent or accidental breaches of confidentiality that may or may not result in the actual disclosure of protected patient information.
Examples include but are not limited to: Sends or faxes information to an incorrect address.
Type II: Failure to follow existing policies/procedures governing patient confidentiality.
Examples include but are not limited to: • Talks about patients in areas where others might hear.   • Does not obtain appropriate consent to release information.   **FOLLOW UP FOR TYPES I AND II**   ➢ Consult with course coordinator within 24 hrs.   ➢ Assist the course coordinator/prepare a DOC.   ➢ Conference with student and course coordinator for corrective action plan, including re-education.   ➢ Notify Program Chair. Disciplinary action, if appropriate, in consultation with Program Chair.
Type III: Repeats Type I or Type II Violation of HIPAA policy
• Second or more repetition of examples noted above
Type IV: Inappropriately accessing a patient's record without a need to know (curiosity).

Examples include but are not limited to:
 ➢ Accesses a patient record WITHOUT a legitimate reason to know (i.e. to provide care to that patient) such as
   records of friends; family members; clients of another student;
   patients you have previously care for as a student or an employee but are not caring for now;
   your own health care record without the agency's approval; Access own medical record

Type V: Inappropriately accessing a patient's record without a need to know   **(i.e. to save time, for personal gain, or to harm another).**
Examples include but are not limited to: • Asks another student to access another patient's medical record   • Accesses a patient record for another student
Type VI: Sharing protected health information on <u>any form of electronic device OR social media</u>.
➢ Any electronic method including but not limited to copying, scanning, photographing, or cutting and pasting of any protected health information is forbidden.   ➢ Shares any form of protected health information (image, information, video) via e-mail or text to self or others.   ➢ Shares any form of protected health information (image, information, video) on any form of social media including but not limited to Facebook, Instagram, Linked In, Twitter, Snippit, blogs, forums.
FOLLOW UP FOR TYPES III, IV, V, AND VI   • Consult with clinical faculty when appropriate.   • Consult with clinical agency as appropriate.   • Consult with course coordinator within 24 hrs   • Assist the course coordinator /prepare a DOC.   • Conference with student and course coordinator for corrective action plan, including re-education.   • Notify Program Director. Disciplinary action determined by Program Director and/or Program Chair in consultation with AP&G committee and /or course faculty as needed.   • In determining the appropriate corrective or disciplinary action the program director and /or program chair will consider professional standards, seriousness of behavior and potential for harm.   • Disciplinary action may range from remediation, repetition of learning experiences, reprimand, failure of clinical, failure of course, dismissal from the nursing program, and/or dismissal from the university.   • The Mount Mercy University Grievance Procedure is available to students who believe they have been treated inequitably.

MOUNT MERCY UNIVERSITY - COLLEGE OF NURSING
DOCUMENT OF CONCERN

DATE OF OCCURRENCE _____ DATE OF CONFERENCE: _____ NAME OF STUDENT_____

SIGNATURE OF STUDENT   _____   Warning given without **"U"**___

SIGNATURE OF FACULTY   _____NU_____   **"U"** was given__

("U"=Unsatisfactory performance/Unprofessional behavior)

SIGNATURE OF COURSE COORDINATOR

EXPLANATION OF FACULTY CONCERN RELATED TO STUDENT PERFORMANCE: Select type of error as listed on DOC procedure	STUDENT'S PLAN OF ACTION Created by student in conference with faculty within one week of occurrence
__Student Error Type : ☐ II, ☐ III, ☐IV (Provide definition of error type and example here):	**Student**:
__ Academic Integrity Policy (attach MMU report to DOC)	**Faculty/ Course Coordinator/ Program Director** may also require additional education, practice, corrective action or disciplinary action:

The Admissions, Progression and Graduation (AP&G) committee trends individual student for repeated unprofessional behavior across courses and semesters. Trends will be communicated to student with Disciplinary/Corrective Action taken. Students earning three "U"s in one nursing course will fail the course with a grade of F. The accumulation of six "U"s throughout the nursing program will result in elimination from the program.
Course coordinator retains original and distributes copies to: 1) Student; 2) Clinical instructor (if applicable); 3)Program Director; 4) AP&G Chair; 5) Advisor (via advising folder) K:\Templates and Forms\DOC   MMU © 01-01-2014

Breaches of academic integrity – see separate MMU Academic Integrity Policy

Student Error Documentation Procedure

Type I Error: Systems factor or due to inexperience in the setting .No Document of Concern needed

Near Miss (caused by agency system or department problem)

FOLLOW UP ACTION
- ➢ Notify assigned staff nurse, charge nurse and/or agency administrator to determine agency policy for communication of near misses
- ➢ May use "near miss" event for post-clinical conference learning

Simple error or "teachable moment": Inadvertently doing or almost doing other than what should have been done due to inexperience in the setting. Error was prevented or no patient harm was noted. Examples include but are not limited to:
- Plans for incorrect care/incorrect med set up
- Omits safety precautions due to inexperience
- Delays or errors in communicating or documenting patient data, nursing process

FOLLOW UP ACTION
- ➢ Discuss with student and reiterate instruction to reduce risk for repeated error.
- ➢ Console and counsel student to effectively deal with stress response.
- ➢ Trend and report opportunities to improve curriculum to course coordinator.

Type II Error: Failure to follow existing policies and procedures in situations that student has had prior education or experience

At risk behavior: A choice is made that increases risk. Risk is not recognized or mistakenly believed to be justified. Examples include but are not limited to
- Does not report important observations
- Does not seek appropriate assistance
- Provides care without appropriate supervision
- Practices at lower than expected level ("U" noted on a performance criteria of clinical evaluation form)
- Does not see gaps in own knowledge
- Is not open to the possibility of error
- Uses work-around (short cuts) to save time
- Personal factors (lack of sleep, lack of prep)
- Failure to fulfill training requirements (i.e., HIPAA, MCI, CPR)
- Unprofessional appearance or demeanor
- Inappropriate communication (verbal, written, or electronic transfer/sharing of patient information)
- Lack of communication
- Failure to meet clinical, post clinical or course deadlines

  FOLLOW UP ACTION
- ➢ Consult with course coordinator within one day of event
- ➢ Assist the course coordinator / prepare a DOC with a "U"
- ➢ Conference with student for corrective action plan, including re-education if appropriate

Serious error: Error may have been intercepted, or error reaches client and may or may not have caused client adverse physical or psychological outcome. Examples include but are not limited to:
- Patient reports concern about quality of student's interactions and /or care
- Omission of preventative care leading to worsening of health condition
- Incorrect transfer or safety precautions causing fall
- Adverse drug event causing delay in treatment, additional monitoring or treatment, extending stay

FOLLOW UP ACTION
- ➢ Assess the situation, monitor the client, and report it to the agency (i.e. patient care nurse and charge nurse) to facilitate agency follow up.
- ➢ Follow agency policy for recording serious errors (incident or variance form) and for disclosing errors to patients.
- ➢ Consult with course coordinator within one day of event
- ➢ Assist the course coordinator prepare a DOC (with a "U" if error is due to student factors; <u>without a "U"</u> if due to agency factors

  Conference with student for corrective action plan, including re-education

Type III Error: Repeating a Type II error. Failure to follow existing policies and procedures in situations that student has had prior education or experience. Repeats a behavior that has already resulted in a corrective action plan.

FOLLOW UP ACTION
- ➢ Consult with course coordinator within 24 hrs
- ➢ Assist the course coordinator / prepare a DOC with a "U"
- ➢ Conference with student and course coordinator for corrective action plan, including disciplinary action if appropriate.

Type IV Error: Action taken with conscious disregard for substantial and unjustifiable risk. Intentional violation of standards of safe practice.

__Reckless behavior, intentional violation of standards. Examples include but are not limited to:
- Unethical behavior
- Theft (i.e., supplies), dishonesty, plagiarism
- Falsifying records
- Breach of professional boundaries
- Intentional violation of standards of safe practice
- Use of substances impairing judgment in clinical or classroom

FOLLOW UP ACTION
- ➢ Dismiss student from classroom or clinical care immediately.

- ➢ Consult with course coordinator and program director immediately
- ➢ Assist the course coordinator/prepare a DOC with a "U"
- ➢ Conference with student , course coordinator and program director for corrective action plan, including disciplinary action
- ➢ Disciplinary action may range from remediation, repetition of learning experiences, reprimand, failure of clinical, failure of course, dismissal from the nursing program, and/or dismissal from the university.
- ➢ The Mount Mercy University Grievance Procedure is available to students who believe they have been treated inequitably.

CLINICAL ATTENDANCE POLICY
College of Nursing
Mount Mercy University

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 cancelled due to weather or is missed for an excused professional event such as the NOVA trip or NSNA convention.

5. If the university cancels classes due to weather, clinical is also cancelled. If the students are already at clinical before classes are cancelled, the clinical may be dismissed and the clinical does not need to be made up.

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 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 an appointment or vacation and plan to make it up during the pre-scheduled make-up time.

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 could result in a clinical failure.

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

Mount Mercy University
College of Nursing

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. First offense will result in failure of the involved nursing course.
2. Second offense will result in expulsion from the nursing program.

I have read and understand this policy.

Signature _____   Date: _____

11/13/07

Mount Mercy University 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. Simulation is a safe learning environment that allows users to make mistakes without harming the patient. By learning from mistakes students are less likely to repeat these mistakes in the actual clinical setting.

2. 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 HIPPA 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.

3. Attendance at scheduled simulation times is mandatory. Absences will need to be made up the same as a missed clinical time.

4. Simulations may be recorded for educational purposes to enhance learning.

5. Food and drink are not allowed in the simulation lab.

6. Printed material, ink, and Betadine may stain the mannequins, so use of these must be avoided around the mannequins.

7. When available, latex free items have been ordered; however some items within the lab including mannequins 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.

8. 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.
   - Professional dress with a lab coat and name badge is required for pre-planning in the lab. Nursing uniform with name badge must be worn for the simulation experience.
   - Clinical Dress code requirements apply, e.g.:
     - No chewing gum
     - Hair must be pulled back from face
     - Only one earring in each ear lobe allowed
     - No visible tattoos
     - Nails must be clean, short and without colored polish; no artificial nails
     - Must wear a watch with a second hand
   - Failure to meet expectations for professional conduct may result in a Document of Concern (DOC) with a clinical U.

8/19/13