Trinity College of Nursing & Health Sciences
UnityPoint Health

Undergraduate Nursing Student Handbook

2020-2021

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Undergraduate Nursing Student Handbook

The purpose of this handbook is to provide information regarding the guidelines, policies and procedures for the Trinity College of Nursing & Health Sciences Bachelor of Science in Nursing programs. This information supplements the College Catalog. Students are expected to review and follow all policies in the Catalog including both college-wide policies and Nursing department specific policies.

This document serves as a reference for all undergraduate nursing program students.   Please make an appointment with your academic advisor or Program Coordinator for further clarification.

Nursing Philosophy and Program Goals

Nursing Program Philosophy

Faculty believe that nursing education enables the student to acquire the knowledge and proficiencies necessary to meet the changing needs of diverse populations. Faculty embrace the tenets of culturally congruent nursing care. Caring is the unifying and dominant essence of nursing. Faculty believe in life-long learning.

Both faculty and students are responsible for educational outcomes. Faculty facilitate learning by designing learning methods and environments that are challenging and increasingly complex. Students are responsible for the quality and quantity of effort expended in their educational endeavor. Learning takes place both in formal curriculum-based experiences and informal extracurricular experiences.

Faculty believe that nursing education enables the student to use the nursing process, evidence-based practice, critical thinking skills, clinical judgment, technology, and communication to manage safe, quality patient care across the health-illness continuum. Health includes the physical, mental, social, and spiritual well-being of individuals, families, groups, communities, and populations.

 Faculty believe that the focus of professional nursing care is wellness, health promotion, disease prevention, and quality of life across the lifespan. Faculty believe that nursing education enables the student to exhibit leadership and integrity across all healthcare settings and integrate ethical principles from professional codes.

Program and Course Goals

The program goals provide the basis for the course goals that will be delineated in each nursing course of the BSN curricula. Course goals describe what a student will be able to do upon successful completion of the course. Each course goal relates to one or more of the program goals. Courses with a clinical component have specific clinical outcomes that also relate back to the course and program goals. Course activities and requirements assist students to meet course and program outcomes. Course assignments are designed to measure a student's attainment of

one or more of the course and program goals. The program goals are listed under the three domains of learning: Knowledge, Proficiency and Culture Care Values.

Upon completion of the BSN Degree Program at Trinity College, the graduate should be able to:

Knowledge Domain

1. Synthesize knowledge from the natural and social sciences, humanities and nursing to provide and evaluate holistic nursing care. *(EB I)**

    Discussion: Nurses must apply knowledge gained from a variety of general education and nursing courses.   For example, principles of Anatomy, Physiology, and Microbiology are foundational to understanding alterations in health and complex illnesses. Algebra and Chemistry facilitate understanding of safe medication administration and other prescribed medical and nursing procedures. Social sciences and the humanities promote a broad view of the human experience and are foundational to providing compassionate and culturally congruent nursing care. Writing and speaking courses are essential to nursing care planning and collaboration, client teaching, documentation of care, and presentation of professional reports and papers.

2. Integrate the nursing process to assist families, groups, and communities with a variety of complex and critical health needs and problems. *(EB VII, IX)**

    *Discussion: Nursing considers the **whole** person, and cares for the physical, social, psychological, spiritual, and cultural needs of clients. The nursing process is the basis for nursing care and students will have numerous opportunities to use this process when caring for individuals, their families or groups. The nursing process involves assessment (gathering information), identifying problems, setting goals, collaborating with the client in planning care, implementing the plan, and then evaluating to what extent the goals have been met. The nursing process is a critical thinking model for decision-making.*

3. Analyze the impact of past, current, and future trends and issues on the delivery of nursing care and health care organizations and systems. *(EB II, V)**

    Discussion: Nurses provide care in many settings, and the nursing profession must adapt to health care environments that are complex and dynamic. The history of nursing care is foundational knowledge to the provision of nursing care in the present and future. Nurses impact the health of individuals, groups, and communities by combining innovations with time honored principles and practices to improve care.

Proficiency Domain

4. Incorporate evidence-based practice for delivering and evaluating nursing practice and outcomes. *(EB III)**

    Discussion: Evidence-based practice is a process of obtaining, evaluating, and applying the most current and relevant research findings coupled with clinical expertise and client preferences, as the basis for clinical decision making. Throughout the nursing program,

students will use principles of evidence-based practice to inform nursing care and to continue to improve client outcomes.

5. Communicate professionally using interpersonal, oral and written skills. *(EB VI)**

   Discussion: Effective communication is a foundational nursing skill. Students will have many opportunities to develop skills in oral, written, and nonverbal communication while caring for diverse individuals, families, and groups as part of the health care team.

6. Collaborate as a member of the interdisciplinary health care team to manage comprehensive care for individuals, families, groups, and communities. *(EB VI)**

   Discussion: During clinical experiences students will actively participate as team members in the care of clients by providing "hands on" care. Students will also be involved in the management of indirect care, which is performed away from the client, but on behalf of the client or group of clients.

7. Evaluate health promotion, risk reduction, and disease prevention modalities for use in a variety of settings. *(EB VII)**

   *Discussion: Nurses holding a BSN degree often serve in leadership roles and evaluate outcomes of nursing care in a variety of settings. Coursework and clinical learning experiences during the **Nursing Leadership and Management** and **Community Health Nursing** courses will focus on the role of the BSN prepared nurse as a clinical leader and in health promotion and risk reduction in a variety of clinical settings.*

Culture Care Values Domain

8. Integrate cultural care values (preservation, accommodation, restructuring) when providing nursing care to individuals, families, groups, and communities. *(EB VIII, IX)**

   Discussion: Nursing students will encounter and care for people from many different cultures. Students will apply knowledge gained in the core nursing courses, anthropology, and the Transcultural Nursing course to provide care that is sensitive to the needs of individual clients, families and groups across many cultures.

9. Evaluate nursing within the framework of regulatory and professional standards, values and codes. *(EB VIII)**

   Discussion: Safe nursing practice includes an understanding of the legal boundaries within which nurses must function. Nurses must also understand and protect the rights of clients. Regulations applicable to the nursing profession are the foundation for understanding what is expected by our society from professional nurses. The Code of Ethics for Nurses from the American Nurses Association provides guidelines for safe and compassionate care.

10. Integrate information technology into professional nursing practice. *(EB IV)**

Discussion: Technology is used extensively in the health care setting including the electronic health record and bar code scanning for the safe administration of medications. Students will have many opportunities to use these technologies and a variety of other health care information systems to provide and document the care of clients in a variety of clinical settings.

*EB=Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008)

Curriculum Plans

Bachelor of Science in Nursing BSN-A Option Curriculum Plan

FIRST YEAR		
SUMMER SEMESTER		
Summer Session 1: 6 weeks		
Course #:	**Description:**	**Semester Hours**
NUR101A	The Art and Science of Nursing Practice	7 SH
Summer Session II: 7 weeks		
NUR102A	Adult Health Nursing	9 SH
NUR212A	Pharmacology I	1 SH
	TOTAL	**17 SH**
FALL SEMESTER		
NUR200	Human Disease Processes	3 SH
NUR201	Life Span Nursing I	9 SH
NUR302	Advanced Health Assessment	3 SH
NUR411	Nursing Research	3 SH
	TOTAL	**18 SH**
SPRING SEMESTER		
NUR202	Life Span Nursing II	8 SH
NUR203	Maternal-Newborn Nursing	4 SH
NUR213A	Pharmacology II	1 SH
NUR303	Nursing Pathophysiology	3 SH
NUR410	Transcultural Nursing	3 SH
	TOTAL	**19 SH**
SECOND YEAR		
SUMMER SEMESTER		
NUR301A	Nursing Leadership & Management	4 SH
NUR403	Community Health Nursing	4 SH
NUR402	Professional Issues in Nursing	3 SH
NUR420A	Senior Seminar	4 SH
	TOTAL	**15 SH**

All general education prerequisites must be completed prior to admission to the Accelerated BSN Program. Transfer credit evaluated on a course by course basis.

Pre-Requisite General Education Total	**52 SH**
Nursing Total	**69 SH**
BSN-Accelerated Program Total	**121 SH**

A minimum of 35 semester hours of nursing courses must be completed at Trinity College of Nursing & Health Sciences to meet graduation requirements.

Bachelor of Science in Nursing BSN-B Option Curriculum Plan

FIRST YEAR		
FALL SEMESTER		
Course #:	**Description:**	**Semester Hours**
NUR101	The Art and Science of Nursing Practice	8 SH
NUR410	Transcultural Nursing	3 SH
*One general education prerequisite course may be taken during the first semester to maintain full-time enrollment status. These courses may not include A&P I or II, or Microbiology.	**TOTAL**	**11 SH** **(14-15) SH**
SPRING SEMESTER		
NUR102	Adult Health Nursing	9 SH
NUR212	Pharmacology I	1 SH
NUR302	Advanced Health Assessment	3 SH
	TOTAL	**13 SH**
SUMMER SEMESTER		
NUR402	Professional Issues in Nursing	3 SH
NUR411	Nursing Research	3 SH
	TOTAL	**6 SH**
SECOND YEAR		
FALL SEMESTER		
NUR200	Human Disease Processes	3 SH
NUR201	Life Span Nursing I	9 SH
NUR403	Community Health Nursing	4 SH
	TOTAL	**16 SH**
SPRING SEMESTER		
NUR202	Life Span Nursing II	8 SH
NUR203	Maternal-Newborn Nursing	4 SH
NUR303	Nursing Pathophysiology	3 SH
NUR213A	Pharmacology II	1 SH
	TOTAL	**16 SH**
SUMMER SEMESTER		
NUR301A	Nursing Leadership & Management	4 SH
NUR420A	Senior Seminar	4 SH
	TOTAL	**8 SH**

One general education course from the prerequisite list may be taken during the first semester in order to be a full time student. This course may not include Anatomy & Physiology I, Anatomy & Physiology II, or Microbiology. These courses must be taken before matriculation to the program.

Pre-Requisite General Education Total	**52 SH**	
Nursing Total	**70 SH**	
	Total	**122 SH**

A minimum of 35 semester hours of nursing courses must be completed at Trinity College of Nursing & Health Sciences to meet graduation requirements

Bachelor of Science in Nursing BSN-C Completion Option Curriculum Plan

Upon acceptance, 71 credits will be awarded with evidence of graduation from a regionally accredited program and proof of licensure from a state board of nursing.

FIRST YEAR		

FALL SEMESTER		
Course #:	Description:	Semester Hours
NUR301C	Nursing Leadership & Management	3 SH
	English Comp II [5]	3 SH
NUR304	Advanced Health Assessment for the RN [3]	3 SH
	Ethics [1,2]	3 SH
	TOTAL	**12 SH**

SPRING SEMESTER		
NUR303	Nursing Pathophysiology	3 SH
NUR320	Nursing Informatics	3 SH
	Anthropology [1,2]	3 SH
	Advanced Science [1,2]	4 SH
	TOTAL	**13 SH**

SECOND YEAR		

FALL SEMESTER		
NUR405	Community Health Nursing for the RN	4 SH
NUR411	Nursing Research [3]	3 SH
NUR413	Gerontological Nursing	3 SH
	Statistics [2]	3 SH
	TOTAL	**13 SH**

SPRING SEMESTER		
NUR402	NUR 402 Professional Issues in Nursing [3]	3 SH
NUR410	NUR 410 Transcultural Nursing [3]	3 SH
NUR412	Genetics and Genomics	3 SH
	Humanities Elective [1,2]	3 SH
NUR420C	Senior Seminar [4]	1 SH
	TOTAL	**13 SH**

[1] Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog/Handbook

[2] General education courses are taken at another institution or transferred into the nursing major, and may be completed prior to or concurrent with nursing courses

[3] Also offered with BSN-A & BSN-B curriculums (See BSN-A & BSN-B curriculum plans)

[4] Offered every term (including summer)

[5] Must be a co or prerequisite to the first nursing course

General Education Total	**19 SH**
Nursing Total	**32 SH**
Advanced Standing Total	**71 SH**
BSN-Completion Program Total	**122 SH**

A minimum of 19 semester hours of nursing courses must be completed at Trinity College of Nursing & Health Sciences to meet graduation requirements.

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College E-mail, the My Pulse Portal and Blackboard Learn

Students are issued a Trinity College e-mail and My Pulse account and log-in information after acceptance into the nursing program. Students are **required** to use these electronic services to facilitate communication with faculty and staff at the College. Students are expected to check College email daily when classes are in session. Nursing courses also use the *Blackboard Learn* System, which uses the College email address as the username.

A full review of all electronic services will be held for students during orientation. The email system will prompt a password change every 6 months. Please be aware that IT will *disable a student's e-mail account for non-usage*. Students must maintain active use of the College email system. For problems logging into **e-mail,** call the IT Service Center, which is available 7 days a week 24 hours a day at (309) 779-2371.

For technical assistance with the *My Pulse student portal,* call the College Student Services office for assistance, Monday – Friday 8:00 am to 4:30 pm, at (309) 779-7700.

For technical assistance with the *Blackboard Learn* system, contact Mat Oles, College Educational Technologist Monday-Friday 8:00 am to 4:30 pm for assistance at (309) 779-7814 or Mathew.Oles@trinitycollegeqc.edu

Trinity College makes every effort to maintain excellent communication with our student body, the College expects students to maintain all their electronic accounts to assist in this process.

NetLearning Requirements

Students are assigned to complete various e-learning modules in the UnityPoint Health NetLearning System on an annual basis, and at other times as assigned. Students will be informed via email regarding new NetLearning assignments. Students must complete the NetLearning assignment before the designated deadline, as these modules are required for compliance with College and UnityPoint Health Trinity policies. Failure to complete the assigned NetLearning modules will be addressed through the Corrective Action process. See **"Corrective Action Process"** in the College Catalog.

Clinical and Lab Absence Policy

Clinical and Lab Absence Policy

Attendance in clinical and lab is required. A student may be absent one clinical or lab date during each course for emergency situations only. The clinical/lab instructor must be notified prior to any clinical or lab absence. For the purpose of determining the need for clinical make up, a student who is more than 1 hour (sixty minutes) tardy will be considered absent for the clinical day.

If the student is absent on any clinical or lab dates after the emergency day has been used, the student must make up those missed dates, up to a maximum of two make up dates per course. The student will be enrolled into a clinical make up unit course, CMU 400, for each date that must be made up. The financial responsibility belongs to the student, (see **"**Tuition and Fees", and CMU 400 course description, in the College Catalog). Clinical make-up will take place on any floor appropriate to the clinical requirements of the course, with any qualified clinical faculty member, and only on the dates and times designated on each course calendar. If greater than 2 make up days are needed, see the college Incomplete policy. If a student fails to complete all required make-up, the student will fail the course.

Nursing Program Complaints

The purpose of the Complaint Policy is to provide a formal process for students in the nursing programs to register formal complaints regarding the nursing program and for the nursing programs to track complaints for the purpose of improving the nursing programs. *Formal Complaint* refers to "a statement of dissatisfaction that is presented according to a nursing unit's established procedure" (Commission on Collegiate Nursing Education [CCNE], 2018). The student should put their concern(s) in writing and submit it to the Program Coordinator who will meet with the student to discuss the concern(s). If a student's complaint falls within the purview of a College policy, the Program Coordinator will assist the student to resolve their concern(s) as provided for in the specific policy. Other complaints will be addressed by the Program Coordinator in consultation with or referral to the appropriate Director or Dean. The complaint will remain confidential and only be shared on a need-to-know basis. A written record of formal complaints and their resolution is reported by the Program Coordinators annually to the Dean of Nursing and Health Sciences.

Evaluation of Student Work

Evaluation of Student Work
Faculty are responsible for 100% of student evaluation. In courses using a Nurse Educator MSN student, the student Nurse Educator's faculty mentor reviews all Nurse Educator student grading. The mentor ensures that student Nurse Educator evaluation of student work is appropriate and/or provides feedback and correction if the mentor believes the Nurse Educator student's grading is inaccurate, prior to the graded work being made visible to the student. In courses using Clinical Preceptors, faculty are responsible for evaluation of student work submissions and clinical performance, as stated in the Preceptor guidelines.

Testing and Grading Policies

Nursing Department Test Administration and Review Policy

Testing, Test Review, and Written Assignments
The purpose of the Nursing Department Test Administration and Review Policy is to provide for a consistent, orderly, and fair test administration and review process. Implementation of these procedures supports academic integrity and provides for an optimal testing environment to promote student success. The testing procedure is modeled after the NCLEX-RN® exam testing procedure.

Electronic Testing
Tests will be administered electronically unless otherwise noted. Tests are given on the date published on the course calendar. Students may not take a test prior to the scheduled date and time. Students are advised to arrive 15 minutes prior to the published start time of the test but will not be allowed to enter the test room until 5 minutes prior to the published start time. A student arriving late must enter the test area quietly and report to the proctor.

On the test date, students should bring a fully charged laptop computer meeting the requirements outlined in the college catalog. Students who do not have a laptop must notify the faculty at the beginning of the semester so that space in the computer lab can be reserved.
Students may wear comfortable clothing suitable for the classroom environment to a test. Students may not wear any the following articles of clothing into the examination room: coats, hats, scarves, or gloves.

Students may not bring any personal items into the testing room including, but not limited to: watches, food, drink, coats, jackets, books, bags, sunglasses, supplies, and electronic devices. Keys may be brought into the testing room and must be placed in the area designated by the proctor.

No questions may be asked or answered during the test. All test supplies are provided by the College. If additional supplies are needed, the student should raise their hand to receive assistance.

Students are expected to care for their personal needs prior to entering the testing room. A student may not leave the testing room unless it is an emergency. Students may provide the College phone number as an emergency contact number. A staff member will give all emergency messages to the proctor who will deliver the message to the student. If a student must leave the testing room for an emergency the student must submit the test electronically at that time and may elect to have the completed test items graded or may elect to take the make-up test only if the student has not had a prior test absence during the course. Any student requiring an accommodation due to a disability must contact the Director of Student Services and External Relations. The student may require a different testing date and time depending on proctor availability.

Additional requirements for ATI Proctored Exams

Per ATI policy, students must present a Government Issued ID to the proctor prior to testing. Students must be seated at the computer and viewing the Instructions screen prior to the exam. A student arriving after instructions have begun must reschedule the ATI exam.

Paper/Pencil Testing

Paper/Pencil tests may be given in certain circumstances, and students will be notified that the test will be paper/pencil. The policy is the same for both electronic and paper/pencil testing with the following exceptions:

- If the student must leave the room for an emergency the student will submit the test to the proctor and may not return to the testing room.
- The proctor will announce when there are 10 minutes remaining in the testing period. All students must submit their test to the proctor when the end time is announced.

Posting of Exam Grades

For electronic testing, students will be able to see test grades upon submission. Faculty will review the test analysis and make any adjustments to the score within 48 hours. For paper/pencil tests, grades will be posted to the electronic course grade book no earlier than 48 hours unless circumstances warrant an earlier posting.

Academic Integrity

Each student is responsible for the authenticity of his or her own work. Should an exam proctor observe suspected cheating during an exam, the proctor will document the observed behavior, meet with the student immediately at the end of the exam, and report the incident to the Dean of Nursing and Health Sciences. A student who has taken the exam may not communicate any information about the exam to any students who were absent. Sharing information about exam question(s) in any form is cheating. Cheating may result in disciplinary action up to and including dismissal from the College. (See "Academic Honesty and Integrity" and "Corrective Action" policies.)

Missed Exams

Students are expected to take exams at the times scheduled on the course calendar. A student may make up a maximum of **one** missed exam per course. The make-up exam will be an alternate equivalent form of the original exam. Failure to take the make-up exam on the date and time scheduled will result in a grade of zero (0) for the exam. If a student misses any subsequent exams, the student is ineligible for make-up and a grade of zero (0) will be entered.

Exam Review

Exam review is a learning opportunity. An exam review will be held at a time designated by the faculty after all students have completed the exam. Any personal belongings brought into the classroom must be placed in the designated area, including any other electronic devices besides the one being used for exam review, with all electronic devices turned off prior to the review. Faculty will open the exam for review during the scheduled review session and close it once the session is over.

The exam review will last no longer than 30 minutes. Students may address questions with faculty after the exam review. Faculty will review and consider student questions as well as relevant assigned course material and will communicate with the student and class regarding any changes to be made in scoring the exam.

If a student is unable to attend the scheduled exam review, the student must notify the faculty member prior to the exam review and may make an appointment for an individual review during the period of 7 business days following the scheduled exam review. Weekends and holidays included on the College academic calendar are not considered as business days. No exam review is permitted after the individual review period has ended.

For paper/pencil tests, exam booklets and Parscore Student Test Reports will be distributed to the students. Faculty will place the Student Test Reports inside the test booklets to maintain confidentiality of student grades. Students can write questions to faculty on the front of the test booklet and return the booklet and test report at the end of the review.

Proctored Quiz Policy

Many courses include proctored quizzes (scheduled or unscheduled) during face to face course meetings as an assessment strategy. Students absent for any reason during a quiz may not make it up. Faculty will allow 1.5 minutes per question for quizzes. The lowest quiz score of the semester will be dropped.

Written Assignments Policy

Written instructions and grading criteria will be provided for all assignments in the nursing program. Students should seek faculty guidance for further clarification as needed. Students may request faculty to review a rough draft for guidance, up to one week before the assignment is due. General feedback and guidance will be given as faculty time permits. Each course syllabus will specify the policy for submitting work after the deadline including any grading penalty for late submissions. All assignments designated as meeting a clinical objective must be completed at a minimum of 78% level prior to the end of the course in order to meet the corresponding clinical objective(s).

Math for Medication Administration Policy

Nursing courses NUR 101A, NUR 102, NUR 102A, NUR 201, NUR 202, and NUR 203 integrate math for medication administration. A math for medication administration test appropriate to the course and delineated in each course syllabus must be passed at a level of 78% or better to successfully complete the course. The math for medication administration test will consist of 20 items and is included in the testing category. If a student fails the first attempt, the student must undergo remediation. Following remediation, the student must retake an alternate math exam and achieve a minimum of 78%. Only 3 retakes are allowed. If unsuccessful, the student will fail the course. For grading purposes, the initial score will be posted as the official test grade. In core nursing course NUR 101, math for medication administration instruction and examinations are incorporated into the course content. Students must achieve a minimum 78% average of the math content examinations in NUR 101 to meet the math for medication

administration requirement in NUR 101. A student who fails to meet the math for medication administration requirement in NUR 101 must retake the course.

In addition to the math for medication administration test, there will be a minimum of two math problems for each examination. During a paper and pencil math examination or test, the student will record answers to the math questions on the back of their Scantron sheet to receive credit. Each answer must have both the correct amount and the correct label if requested. Rounding will be completed using the instructions given for each problem requiring rounding.

Late Assignment Policy

Assignments must be submitted in a format accessible to faculty before the assignment deadline posted on the Course Calendar. Students must use only Microsoft 365 applications as provided by the College to create files for submission to a Blackboard drop box. Faculty are unable to view other file types. It is the student's responsibility to verify that each submission has uploaded correctly to the drop box in Microsoft 365 format. When the assignment deadline has passed, missing submissions or those not viewable by faculty will be considered late. The earned assignment grade will be reduced by 10% for each day or partial day an assignment is late. Assignments that are 10 or more days late will receive a zero (0) but must be submitted to meet the related clinical or course objective(s). Failure to submit assignments on time may result in failure of the course. Assignments noted on the Clinical Evaluation Tool must be completed to a passing score (78%) prior to deduction of points due to late submission, to meet the related clinical objective(s).

Grade Rounding Policy

All class grades including final examinations will be reported to two decimal places (hundredths), whereas all final course grades will be reported to one decimal place (tenths). A final course grade with decimal of 0.5 or greater will be rounded to the next highest whole number. A final course grade with decimal of 0.4 or lower will round down to the next lower whole number. Examples: Example 1: The final weighted total grade output in Blackboard is 93.479. Faculty will round to one decimal place (93.5), which will result in a final course grade of 94. Example 2: The final weighted total grade output in Blackboard is 93.432. Faculty will round to one decimal place (93.4), which will result in a final course grade of 93.

ATI Comprehensive Assessment and Review Program Implementation Policy

The Assessment Technologies Institute (ATI) Content Mastery Series is an assessment-driven approach to assist colleges of nursing in preparing students for successful matriculation through the nursing curriculum. The Content Mastery Series is aligned with the BSN curriculum to assist students in nursing content mastery. Students in the BSN-A and BSN-B curriculum must complete the ATI Content Mastery Series as assigned.

Each Content Mastery area in the Series includes an electronic textbook with multimedia supplements, tutorials, two practice assessments, and a proctored assessment. Students are assigned to complete Content Mastery review material prior to or concurrent with the course in which the proctored assessment is given.

The score achieved on each proctored Content Mastery will determine the score posted in the gradebook of the designated course. The assessment grade will be weighted at no more than 1% of the Course Grade. See Course Syllabi. Grades will be awarded as follows: Level III-100%, Level II 93%, Level 1-85%, below Level I-77%. A proctored Content Mastery assessment may only be attempted once.

In NUR 101/101 A, prior to beginning the Content Mastery Series, students will complete an Orientation to ATI and take the ATI Critical Thinking Entrance Exam. In NUR 301A students will take the ATI Critical Thinking Exit Exam. The Critical Thinking exams are not awarded a grade in their respective courses.

Students will complete the ATI Nurse Logic tutorials and Beginning Assessment in NUR 101/101A and will review the Nurse Logic tutorials and complete the Advanced Assessment in NUR 301A. Nurse Logic tutorials and the Assessments will be weighted at no greater than 1% of the course grade in NUR 101/101A and NUR 301A.

ATI Content Mastery assessments are administered during the courses listed in the following table.

Content Mastery Assessment	Placement in BSN Curriculum	Semester
Fundamentals of Nursing	NUR 102 or 102A: Adult Health Nursing	Spring 1st Yr. (NUR 102) Summer 1st Yr. (NUR 102A)
Mental Health Nursing	NUR 201: Life Span Nursing I	Fall 2nd Yr.
Maternal –Newborn Nursing Care	NUR 203: Maternal-Newborn Nursing	Spring 2nd Yr.
Nutrition for Nursing	NUR 203: Maternal-Newborn Nursing	Spring 2nd Yr.
Nursing Care of Children	NUR 202: Life Span Nursing II	Spring 2nd Yr.
Adult-Medical Surgical Nursing	NUR 202: Life Span Nursing II	Spring 2nd Yr.
Pharmacology for Nursing Practice	NUR 213A: Pharmacology II	Spring 2nd Yr.
Leadership/Management	NUR 301A: Leadership and Management	Summer 2nd Yr.
Community Health Nursing	NUR 403: Community Health Nursing	Fall 2nd Yr. or Summer 2nd Yr.

Preparation Plan Prior to Content Mastery Assessments

Prior to each Content Mastery proctored assessment, students will complete a Preparation Plan. The Preparation Plan includes Practice Assessments A and B and a minimum of one hour of content review on the ATI site following each Practice Assessment. Students will use the *Topics to Review* feature of ATI to guide the content review process. The Preparation Plan assignment will be weighted at no greater than 1% of the final course grade. No credit will be awarded for partial completion of the Preparation Plan or completion of the Plan after the deadline stated on the course calendar. The Preparation Plan must be completed prior to taking the Content Mastery proctored assessment. The Preparation Plan process is outlined in the following table. If a proctored assessment is cancelled by the nursing program, the portion of the final grade carried by the exam will be distributed equally to all other grade categories.

Complete Practice Assessment A	Complete at least 1 hour (60 minutes) of content review on the ATI site using the *Topics to Review* feature of ATI. Begin with those topics with the **lowest** scores. (The student is encouraged to observe a 72 hour wait time between Practice Assessment A and B, for maximum learning benefit.)	Complete Practice Assessment B	Complete at least 1 hour (60 minutes) of content review on the ATI site using the *Topics to Review* feature of ATI. Begin with those topics with the **lowest** scores. Submit pdf copy of *My Transcript* to course Dropbox as scheduled on course calendar.

Remediation Plan following Proctored Assessments

A Remediation Plan is completed following each Proctored Assessment. The purpose of a Remediation Plan is individualized review of content areas based on the student's Proctored Assessment performance. The Remediation Plan assignment will be weighted at no greater than 4% of the final course grade. No credit will be awarded for partial completion of the Remediation Plan or completion of the Plan after the deadline stated on the course calendar. The Remediation Plan must be completed prior to the end of the course. The Remediation Plan process is outlined in the following table. If a proctored assessment is cancelled by the nursing program, the percentage allotted to the Remediation Plan will be distributed equally to all other grade categories.

Complete the Proctored Assessment	For topics listed in the *Topics to Review* feature of ATI, the student will complete a required minimum number of **handwritten** Active Learning Templates and will spend a required minimum remediation time in content review on the ATI site based on the Proctored Assessment score. Begin with those topics with the lowest scores until the required minimum number is met. **Level III**-1 hour minimum/3 Active Learning Templates **Level II**-2 hours minimum/6 Active Learning Templates **Level 1**-3 hours minimum/9 Active Learning Templates **Below Level 1**-4 hours minimum/12 Active Learning Templates	Submit a copy of each of the required Active Learning Template(s) and a copy of *My Transcript* showing completion of the required minimum time in content review on the ATI site, prior to the deadline on the course calendar.

ATI Capstone and Virtual ATI

Students in the BSN-A and B tracks will be enrolled in ATI Capstone Content Review and Virtual ATI review during their last semester as a course requirement of NUR 420 Senior Seminar. During the review, all students will be enrolled in the ATI Capstone Content Review + Virtual-ATI Product and required to complete all components of the review. The ATI Capstone Content Review will include two proctored ATI Capstone Comprehensive Assessments and 7 weeks of content review. The ATI Capstone Comprehensive Assessment Form A will be administered before the content review, and the ATI Capstone Comprehensive Assessment Form

B will be administered after the review. The ATI Comprehensive Predictor® will be administered at the completion of the ATI Capstone Content Review. Virtual-ATI pre-graduation review work will include the NCLEX® Strategies module, Fundamentals module, Pharmacology module, and the Medical Surgical module to the 50% stage of the review.

ATI Comprehensive Predictor Exam and Graduation

Students in the BSN-A and BSN-B curriculum must pass a standardized nursing assessment test, the ATI Comprehensive Predictor, as a program requirement. The ATI Comprehensive Predictor assessment is administered during the final semester of the BSN A and BSN B curriculum as a course requirement of NUR 420A Senior Seminar. To meet the Standardized Nursing Assessment graduation requirement, the student must achieve a predictability score of 95% or greater (see College Catalog). The predictability score is designated by ATI based on national norms.

A student who does not achieve a 95% predictability score on the initial attempt will have a second opportunity to attempt the ATI Comprehensive Predictor exam. In order to be eligible for a second attempt, **completion** of the 50% level of the Virtual ATI© NCLEX –RN © review program is required. The score achieved on the first attempt of the ATI Comprehensive Predictor Exam will be recorded as a course grade within NUR 420A Senior Seminar, based on national norms determined by ATI, and will be weighted at no greater than 10% of the final course grade.

If a student does not earn a predictability score of 95% or higher on the second attempt of the ATI Comprehensive Predictor exam, graduation will be delayed. The student must complete the entire Virtual ATI NCLEX Review program and be released by the Virtual ATI Coach. When the College receives notification of this release, the standardized nursing assessment graduation requirement will be met.

Ongoing enrollment in Virtual ATI and the enrollment fees are the student's responsibility until released by the Virtual ATI Coach. Students will receive one semester of continuous review at no charge to their Trinity College student account. For each subsequent semester the student's account will be charged 1 credit of the general service fee, $60.

Nursing Clinical Skills Policy

Students must follow the guidelines for use of the Learning Laboratory found in the College Catalog under "Computer, Health Assessment, and Learning Laboratories ".

Purpose: The purpose of the Nursing Programs Clinical Skills Policy is to describe an efficient and fair process for clinical skills teaching and assessment of clinical skill performance in the nursing lab. This policy is applicable to nursing courses with a clinical skills requirement.

1. For consistency in instruction, faculty will follow the faculty guidelines developed by the course/clinical coordinator for teaching the skill. Faculty Guidelines will describe the faculty role in verifying any preparation requirements to be completed by the student prior to the lab and information to be reviewed with students during the lab.

2.   Some skills are designated as basic essential clinical skills. Basic essential clinical skills are required of all students entering the clinical setting. For courses in which basic essential clinical skills are taught (NUR 101, NUR 101A, NUR 511), each student must successfully complete a return demonstration on **all** skills designated as basic essential clinical skills prior to the first scheduled clinical experience, and may not attend the clinical setting until the student has successfully completed the return demonstration for **all** basic essential clinical skills.

3.   **Basic essential clinical skills** are taught in NUR 101, NUR 101A and NUR 511 include all of the following:

·   Positioning and transfer

·   Basic care and hygiene

·   Vital Signs

·   Inpatient Nursing Assessment

Additional skills to be taught in the nursing program include:

·   Medication Administration

·   Intravenous therapy

·   GI skills (NG tube, enema, ostomy care)

·   Urinary catheterization

·   Care of client with a central line

·   Care of client with a tracheostomy

·   Complete Health Assessment of an Adult Client

4.   The course syllabus will describe the lab component of the course including a list of clinical skills that must be successfully demonstrated by the student in order to attend clinical and pass the course.

5.   For each clinical skill, a skills checklist will be provided to students. The skills checklist will be based on the nursing skills reference adopted by the nursing program. The skills checklist will identify critical elements of the skill that must be performed, which if omitted or performed incorrectly, will result in failure of the skills return demonstration by the student.

6.   Students and faculty will use the skills checklists consistently when teaching/reviewing/practicing the clinical skill.

7.   The skills checklist will be used during the return demonstration and must include the student's name, the date of the return demonstration, steps of the clinical skill with critical elements designated, and an area to indicate whether the step was or was not successfully performed. The skills checklist will indicate whether a repeat return demonstration must be completed.

8.   Nursing students must demonstrate basic competency of all assigned clinical skills in the skills lab prior to performing the skill on a client. Basic competency is determined if a student has successfully performed all the critical elements of the clinical skill.

9.   Students are required to complete pre-lab preparatory work as designated in the course syllabus for each lab session. Faculty will verify proof of completion prior to the skills lab. A student who has not completed the pre-lab preparation work may not participate in the lab practice until all preparation is completed. The student will be directed to a study room/computer lab to complete the pre-lab preparatory work. The student must make up the missed lab time if unable to complete sufficient lab practice to prepare for the return demonstration during the designated lab practice session. This determination is made by the faculty member.

10. During lab practice sessions nursing faculty will observe each student and provide formative feedback to assist each student to improve skill performance.

11. Students are required to attend all scheduled lab sessions for the entire time period published on the course calendar.

12. Return demonstrations will take place in the lab and ample time will be allowed as designated on the Skills Checklist provided to students.

13. Faculty will observe the student during skill performance throughout the return demonstration, without providing any coaching or feedback. Faculty will provide the student with any clinical information needed for clinical decision making required during the return demonstration.

14. Faculty will indicate the student's performance on the Skills Checklist for each step of the clinical skill. All elements of the skill designated as critical elements must be performed correctly in order to pass the return demonstration. If the student is unable to complete the critical elements of the skill during the allotted time, the attempt will be marked as unsuccessful.

15. A written record will be maintained by the course clinical coordinator of all skills demonstrated by the student during the course. The faculty conducting the return demonstration and the nursing student must both sign and date the skills record.

16. If a student is unsuccessful in a return demonstration for a nursing skill, the student will be assigned to review the preparatory work, complete additional skill practice in the lab, and schedule a second attempt for the return demonstration with the clinical faculty a minimum of 48 hours following the first attempt.

17. If unsuccessful on the second attempt, the student will again be assigned to review the preparatory work, complete additional skill practice in the lab, and schedule a third return demonstration attempt with the clinical faculty a minimum of 48 hours after the second attempt.

18. Failure of the third attempt of a return demonstration for any skill constitutes a clinical failure for the course.

Student Assistance Program

All students are eligible to participate in the Student Assistance Program (SAP)* as offered through Precedence, Inc. and UnityPoint Health - Trinity. Counselors are available to assist students with personal or other issues that arise while a student is at the college. Students may seek SAP assistance independently or can be referred by their Advisor/Program Coordinator or Dean. Brochures are available in the Student Services Department or from an Academic Advisor. SAP services are available 365 days per year, 24 hours per day by calling: (800) 383-7900 or (309) 779-2273.

Services are located at: 3416 Blackhawk Rd, Rock Island, Illinois.

This is a free, limited, confidential program and will not be part of the student's academic record. The SAP resource can assist students in accessing the appropriate resources to deal with concerns that might interfere with their personal and educational development while in College. The service is available to every student who has a difficulty or concern. Included in the service is assistance with personal, social, academic, professional, and vocational concerns. Concerns such as drug and alcohol abuse, marital problems, financial trouble and others can be addressed.

*The student assistance program is part of the Trinity Regional Health System Employee Assistance Program (EAP).