



**Trinity College of Nursing
& Health Sciences**
UnityPoint Health



**Graduate Nursing
Student
Handbook**

2022-2023

Table of Contents

Purpose.....	3
Nursing Philosophy.....	3
Program Goals	3
Knowledge	4
Proficiency	4
Culture Care Values.....	4
Critical Objectives	5
Curriculum Plans	7
Master of Science in Nursing Program: Nurse Educator Track Curriculum Plan	7
Master of Science in Nursing Program: Direct Entry Track Curriculum	8
College E-mail, My Pulse Portal, & Blackboard (Bb) Learn	9
E-Learning Requirements	9
Clinical and Lab Absence Policy (Nursing Department Policy)	9
Testing and Grading Policies	10
Math for Medication Calculations	13
Late Assignment Policy	13
Grade Rounding Policy.....	13
Preparation Plan Prior to Content Mastery Assessments	15
Remediation Plan following Proctored Assessments.....	16
ATI Capstone and Virtual ATI	16
Student Assistance Program.....	19
Student Practicum Responsibilities (Nurse Educator Track).....	20
Mutual Responsibilities	20

Purpose

The purpose of this handbook is to provide information regarding the guidelines, policies and procedures for the Trinity College of Nursing & Health Sciences Master 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 graduate nursing program students. Please make an appointment with your academic advisor or Program Coordinator for further clarification.

Nursing 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 Goals

The Graduate Program Goals provide the basis for the course outcomes that will be delineated in each nursing course of the curriculum. Course requirements and assignments are developed to measure a students' ability to meet the course outcomes and program goals. The program goals are listed under the three domains of learning: knowledge, proficiency and culture care values. There are two program options of study in the Masters' program: Nurse Educator and Direct Entry Generalist option.

The Master of Science in Nursing degree in Nursing Education prepares licensed, registered nurses who have complete baccalaureate nursing studies for a successful career as a nurse

educator in a clinic, hospital, or college/university setting. The on-line program offers flexibility needed to pursue graduate education and continue the responsibilities of home and work.

The Master of Science in Direct Entry Generalist prepares students who hold a bachelor's degree in a non-nursing discipline, and after 24 consecutive months of study, may apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates from this program practice in diverse nursing roles, including leadership and management positions, and provide knowledgeable and competent nursing care across a variety of health care settings.

Knowledge

1. Apply knowledge of the concepts and theories from nursing, education, and related disciplines to guide nursing practice (AACN Essentials 1- Background for Practice from Sciences and Humanities)
2. Apply knowledge of information systems and effective communication skills to promote optimal patient outcomes (AACN Essentials 5 – Informatics and Healthcare Technologies; 7 – Interprofessional Collaboration for Improving Patient and Population Health Outcomes; 9 Master's Level Nursing Practice)

Proficiency

3. Provide leadership in clinical practice, education, research utilization, and service (AACN Essentials 2 – Organizational and Systems Leadership; 9 - Master's – Level Nursing Practice)
4. Use the process of scientific inquiry to foster best practices, validate and translate evidence into practice, and promote life-long learning (AACN Essentials 4 – Translating and Integrating Scholarship into Practice)
5. Evaluate quality and safety initiatives to assure optimum individual and population health outcomes (AACN Essentials 3 – Quality improvement & safety; 9 - Master's – Level Nursing Practice)

Culture Care Values

6. Demonstrate caring that recognizes the uniqueness and cultural diversity among individuals, families, communities, and the population (AACN Essentials 8 – Clinical Prevention and Population Health for Improving Health)
7. Practice evidence-based nursing within the framework of professional standards, values and codes, with ethical and legal considerations (AACN Essentials 6 – Health Policy and Advocacy; 9 - Master's Level Nursing Practice)

Critical Objectives

Critical Objectives are objectives deemed to be of such importance to the practice of nursing that satisfactory performance in each objective must be maintained throughout the nursing program. An infraction of any critical objective will result in corrective action (see Corrective Action Policy). However, corrective action may vary according to the scope and seriousness of the behavior. Infractions may result in immediate failure of the course and/or dismissal from the College. If a student demonstrates behaviors that require corrective action within a course, the student must correct the behaviors in order to pass the course. Corrective action information may be communicated between faculty within the program to maintain consistency of behavior and monitor progress. Course-related corrective actions related to the course critical objectives must be carefully documented by faculty, shared with the student, Program Coordinator and Dean, and maintained in secure files in the office of the Dean of Nursing and Health Sciences.

Critical Objectives are applicable while providing nursing care and when interacting with the health care team, clients, peers, faculty and others both in clinical and classroom situations. Critical objectives are listed under course outcomes in the syllabi. The expectation/outcome is that the student will demonstrate individual accountability for professional behavior.

To meet the Critical Objectives, the student will:

1. Follow dress code
2. Display professional attitude, actions, and respect when interacting with the client, family/significant others, health care team, peers, faculty, others
3. Act to preserve/maintain the cultural identities of others and accommodate/negotiate diverse lifeways
4. Practice within legal limits of nursing complying with established standards of care as defined in the Illinois and Iowa Nursing Acts and Rules, policies and procedures of the assigned health care organization and/or nursing unit, and recognized written standards of practice, including the health and safety requirements of the College for tuberculosis testing, CPR certification, immunizations, and OSHA and HIPAA training
5. Use principles of safety including practicing within the scope of skills, knowledge, and the approved clinical guidelines of the course when implementing nursing care based upon the client's physical and psychological condition, age, development level, and environment
6. Demonstrate emotional and physical stability when providing nursing care and when interacting with health care team, peers, faculty, and others
7. Use honest, accurate, objective verbal and written communication in reporting and recording nursing care, written assignments, and interacting with the health care team, clients, peers, faculty, and others
8. Demonstrate ethical behaviors in complying with the standards set forth in the American Nurses Association Code of Ethics by reflecting integrity and confidentiality at all times

9. Demonstrate accountability in attendance at clinical experiences with punctuality, completion of commitments, and reporting of absences according to College policy as identified previously in this Catalog and individual course syllabus
10. Demonstrate timely preparation for the clinical experience in verbal and written communication and nursing care

Curriculum Plans

Master of Science in Nursing Program: Nurse Educator Track Curriculum Plan

MASTER OF SCIENCE IN NURSING DEGREE	
CORE COURSES	
NUR 501: Organizational & Systems Leadership	3 SH
NUR 502: Health Care Policy, Trends, & Issues	3 SH
NUR 503: Nursing Theory & Evidence-Based Practice	3 SH
NUR 504: Population Health & Disparities	3 SH
NUR 505: Technology in Health Care	3 SH
NUR 620: Master's Project or Thesis	3 SH
TOTAL	18 SH
SPECIALTY OPTION: NURSING EDUCATION	
NUR 601: Assessment & Evaluation of the Learner	3 SH
NUR 602: Curriculum Development & Evaluation of Learning Outcomes	3 SH
NUR 603: Pathophysiological Basis for Nursing Practice	3 SH
NUR 604: Pharmacology Across the Lifespan	3 SH
NUR 605: Comprehensive Health Assessment	3 SH
NUR 606: Nurse Educator Role Practicum: Didactic	2 SH
NUR 607: Nurse Educator Role Practicum: Clinical	1 SH
TOTAL	18 SH
Total Credits Master of Science in Nursing: Nursing Education: 36 credits	

Master of Science in Nursing Program: Direct Entry Track Curriculum

Direct Entry MSN Program		
Summer Semester		
Course	Description	Credit Hours
NUR 511	The Art & Science of Nursing Practice for the MSN	7
NUR 524	Pharmacology for the MSN	1
NUR 533	Assessment across the Lifespan for the MSN	3
Summer Semester Total		1 1
Fall Semester		
NUR 512	Adult Health Nursing for the MSN	9
NUR 603	Pathophysiological Basis for Nursing Practice	3
NUR 604	Pharmacology Across the Lifespan	3
Fall Semester Total		1 5
Spring Semester		
NUR 503	Nursing Theories & Evidence Based Practice	3
NUR 521	Lifespan Nursing I for the MSN	9
NUR 523	Maternal Newborn Nursing for the MSN	4
Spring Semester Total		1 6
Summer Semester		
NUR 505	Technology in Health Care	3
NUR 531	Nursing Leadership, Management & Organizations	3
NUR 541	Nursing in the Community for the MSN	4
NUR 544	Clinical in the Community	1
Summer Semester Total		1 1
Fall Semester		
NUR 504	Population Health & Disparities	3
NUR 522	Lifespan Nursing II for the MSN	8
NUR 620	Master's Thesis/Project	1
Fall Semester Total		1 2
Spring Semester		
NUR 502	Health Care Policy, Trends, & Issues	3
NUR 520	Graduate Seminar	4
NUR 620	Master's Thesis/Project	2
Spring Semester Total		9
Program Total		7 4

College E-mail, My Pulse Portal, & Blackboard (Bb) Learn

Students are issued a Trinity College e-mail and My Pulse account upon acceptance into the nursing program. Students are **required** to use these electronic services to facilitate communication with faculty and staff at the College. Students will also be required to provide a **Gmail** account for Google Drive access. College email **is to be checked on a daily basis 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 problems 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 problems 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.

E-Learning Requirements

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

Clinical and Lab Absence Policy (Nursing Department 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 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. Lab time missed due to an emergency day absence must be made up as determined by the lab faculty.

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. The student will be enrolled into a clinical make up unit course, CMU 500, for each date that must be made up. The financial responsibility belongs to the student, (see “Tuition and Fees”, and CMU 500 course description, in the College Catalog). Clinical make-up will take place on any unit 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. Depending on the circumstances, clinical make-up may also include simulation and/or virtual assignments that have been approved for clinical hours. Course faculty will determine the type of clinical make-up experiences, considering that all clinical objectives must be met for the student to pass clinical.

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.

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

Testing, Test Review, and Written Assignments

The purpose of the Nursing Department Testing 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. The door will be locked just prior to giving exam instructions. A student arriving after the door is locked must take the makeup exam.

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 with laptop computers who experience technical difficulties at the time of the test will receive a paper test to take.

Students may wear comfortable clothing suitable for the classroom environment to a test. Students may bring coats into the room but must put them on the back of the chair. Students wearing hooded apparel must leave the hood down and students may not wear hats or scarves. Except for days on which class will be held immediately following the exam, students may not bring any personal items into the testing room including, but not limited to: food, drink, books, bags, sunglasses, supplies, and electronic devices including smart watches, cell phones, tablets, recording devices or any other electronic devices. Keys may be brought into the testing room and must be placed in the area designated by the proctor. On days where class will be held immediately following the exam, students may bring class materials in a book bag into the testing area. All electronic devices other than the computer used for testing must be placed inside the book bag and turned off. If a device alert is heard from a book bag, the bag will be removed from the classroom and the student may retrieve the book bag following the exam. No questions may be asked or answered during the test. All test supplies are provided by the College. If additional supplies are needed, students 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. Students missing an exam must notify faculty by email, office phone, or as described in the Syllabus, prior to the start time of the exam. 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. If it is necessary for a student to make up more than one exam, see the college Incomplete Policy.

Exam Review

Exam review is a learning opportunity. Students may review the exam immediately after completing the test, or the review may be completed after all students have completed the exam. If the exam is reviewed after all students have completed the exam, any personal belongings, including any other electronic devices besides the one being used for exam review, brought into the classroom must be placed in the designated area with all electronic devices turned off prior to the review.

The exam review will last no longer than 30 minutes. Students may address questions on the Exam Review sheet provided. 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 review the exam at the scheduled time, the student 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.

Proctored Quizzes

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

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 79.5% level prior to the end of the course in order to meet the corresponding clinical objective(s).

Math for Medication Calculations

Core nursing courses NUR 511, NUR 512, NUR 521, NUR 522, and NUR 523 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 79.5% or better in order to successfully complete the course. If a student fails the first attempt, the student must undergo remediation as directed by faculty. Following remediation, the student must retake an alternate math exam and achieve a minimum of 79.5%. 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 addition to the math for medication administration test, there will be a minimum of two math problems for each examination.

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 (79.5%) 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 89.479. Faculty will round to one decimal place (89.5), which will result in a final course grade of 90. Example 2: The final weighted total grade output in Blackboard is 89.432. Faculty will round to one decimal place (89.4), which will result in a final course grade of 89.

ATI Testing Program

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 MSN Direct Entry curriculum to assist students in nursing content mastery. Students in the MSN Direct Entry 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 assessment will receive a course grade within the designated course, weighted at no greater than 6% of the final course grade. Grades will be awarded as follows: Level III-100%, Level II-89%, Level I-79%, below Level I-69%. A proctored Content Mastery assessment may only be attempted once.

In NUR 511, prior to beginning the Content Mastery Series, students will complete an Orientation to ATI. Students will complete the ATI Nurse Logic tutorials and Beginning Assessment in NUR 511 and will review the Nurse Logic tutorials and complete the Advanced Assessment in NUR 520 as part of ATI Capstone. Nurse Logic tutorials and the Assessments will be weighted at no greater than 1% of the course grade in NUR 511.

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

Diagnostic Assessment	Placement in Curriculum
Fundamentals of Nursing	NUR 512
Mental Health Nursing	NUR 521
Pharmacology for Nursing Practice	NUR 522
Maternal-Newborn Nursing Care	NUR 523
Nutrition for Nursing	NUR 523
Nursing Care of Children	NUR 522
Adult-Medical Surgical Nursing	NUR 522
Leadership/Management	NUR 531
Community Health Nursing	NUR 541
ATI Capstone/Comprehensive Predictor	NUR 520

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 2% of the final course grade. If a student submits components of the preparation plan after the due date, the Late Assignment policy will be enforced. The Preparation Plan must be completed prior to taking the Content Mastery proctored assessment. 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. The Preparation Plan process is outlined in the following table.

Complete Practice Assessment A	Complete at least 1 hour (60 minutes) of content review on the ATI site using the <i>Topics to Review</i> 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 <i>Topics to Review</i> feature of ATI. Begin with those topics with the lowest scores. Submit an ATI report showing completion of the practice exam and required minimum time in content review on the ATI site, prior to the deadline on the course calendar.
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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 2% of the final course grade. If a student submits components of the remediation plan after the due date, the Late Assignment policy will be enforced. The Remediation Plan must be completed prior to the end of the course. 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. The Remediation Plan process is outlined in the following table.

Complete the Proctored Assessment	<p>For topics listed in the <i>Topics to Review</i> 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.</p> <p>Level III-1 hour minimum/3 Active Learning Templates Level II-2 hours minimum/6 Active Learning Templates Level I-3 hours minimum/9 Active Learning Templates</p> <p>Below Level I-4 hours minimum/12 Active Learning Templates</p>	<p>Submit a copy of each of the required Active Learning Template(s)-</p> <p>Submit an ATI report showing completion of the required minimum time in content review on the ATI site, prior to the deadline on the course calendar.</p>
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ATI Capstone and Virtual ATI

Students in the MSN Direct Entry Program will be enrolled in ATI Capstone Content Review and Virtual ATI review during their last semester as a course requirement of NUR 520 Graduate 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 beginning Medical Surgical module to the 50% stage of the review.

To meet the Standardized Nursing Assessment graduation requirement, the student must achieve a 95% or higher Predicted Probability of Passing NCLEX® score on the ATI Comprehensive Predictor® (see College Catalog). The score is designated by ATI based on national norms. If a student does not earn a 95% or higher Predicted Probability of Passing NCLEX® score on the

ATI Comprehensive Predictor® by the second attempt, 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:
Precedence Inc. EAP
Employee Assistance Program
4622 Progress Drive, Ste. A
Davenport, IA 52807
(563) 742-2455

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).

Student Practicum Responsibilities (Nurse Educator Track)

- A. Students shall provide their own transportation to and from the Clinical Site as well as any meals or lodging required during the clinical experience.
- B. Students shall agree to abide by the rules, regulations, policies and procedures of the Clinical Site as provided to Students by the Clinical Site during their orientation at the Clinical Site.
- C. Students shall agree to comply with the Standards for Privacy of Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), which govern the use and/or disclosure of individually identifiable health information.
- D. Students shall arrange for and provide to Clinical Site any required information including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs.

Mutual Responsibilities

- A. Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the Clinical Site has access to the Student's records and is required to keep this knowledge confidential.
- B. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) and any regulations and official guidance promulgated thereunder (collectively, "HIPAA"), as the Health Information Technology for Economic and Clinical Health Act ("HITECH") (together referred to as the "HIPAA Privacy Regulations") needs to be followed. Students shall be considered part of the Clinical Site's workforce for HIPAA compliance.
- C. Students shall receive training by the Clinical Site and are subject to compliance on all Clinical Site's privacy policies.
- D. Students participating in the Clinical Practicum are at all times acting as independent contractors and no Student in the Clinical Practicum will be deemed to be an employee of the Clinical Site.