



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



**Undergraduate Nursing Student
Handbook**

2018-2019

Table of Contents

Undergraduate Nursing Student Handbook	2
Purpose.....	2
Nursing Philosophy, Program Goals and Curriculum Design	2
Nursing Program Philosophy	2
Program Goals and Course Outcomes	2
Program Goals	3
Curriculum Plans	5
Bachelor of Science in Nursing BSN-A Option Curriculum Plan.....	5
Bachelor of Science in Nursing BSN-B Option Curriculum Plan.....	6
Bachelor of Science in Nursing BSN-C Completion Option Curriculum Plan.....	7
College E-mail, the My Pulse Portal and Blackboard Learn	8
NetLearning Requirements	8
General Standards of Behavior for Classroom and Clinical	8
Clinical and Lab Absence Policy (Nursing Department Policy)	10
Testing, Test Review, Quizzes and Written Assignments	10
Nursing Department Testing Policy.....	10
Exams.....	10
Academic Integrity.....	11
Missed Exams	11
Posting of Exam Grades.....	11
Exam Review	12
Quizzes.....	12
Written Assignments.....	12
Math for Medication Calculations	12
Grade Rounding Policy.....	13
ATI Comprehensive Assessment and Review Program Implementation Policy.....	13
Preparation Plan Prior to Content Mastery Assessments.....	14
Remediation Plan following Proctored Assessments	15
ATI Comprehensive Predictor Exam.....	15
Harriet Olson Nursing Learning Laboratory.....	16
Mosby’s Nursing Skills Videos	17
Mosby’s Nursing Skills Videos	17
Student Success Center	17
Student Assistance Program	17

Undergraduate Nursing Student Handbook

Purpose

The purpose of this handbook is to provide information regarding the guidelines, policies and procedures for the Trinity College of Nursing and 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, Program Goals and Curriculum Design

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 setting, and integrate ethical principles from professional codes.

Program Goals and Course Outcomes

The program goals provide the basis for the course outcomes that will be delineated in each nursing course of the BSN curricula. Course outcomes describe what a student will be able to do upon successful completion of the course. Each course outcome 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 outcomes 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 outcomes and program goals. The program goals are listed under the three domains of learning: Knowledge, Proficiency and Culture Care Values.

Program Goals

Knowledge

1. Synthesize knowledge from the natural and social sciences, humanities and nursing to provide and evaluate holistic nursing care.

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.

*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.

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

4. Incorporate evidence-based practice for delivering and evaluating nursing practice and outcomes.

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.

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.

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.

*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

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

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.

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.

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.

Curriculum Plans

Bachelor of Science in Nursing BSN-A Option Curriculum Plan

Upon acceptance, 52 credits of approved general education prerequisite requirements will be awarded toward the BSN degree.

FIRST YEAR		
SUMMER SEMESTER		
Summer Session I: 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		
Summer Session I: 6 weeks		
NUR301A	Nursing Leadership & Management	4 SH
NUR401A	Nursing in the Community	4 SH
Summer Session II: 7 weeks		
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

Upon acceptance, 52 credits of approved general education prerequisite requirements will be awarded toward the BSN degree.

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
NUR402	Professional Issues in Nursing	3 SH
		TOTAL 13 SH
SUMMER SEMESTER		
NUR302	Advanced Health Assessment	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
NUR403B	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		
Session I: 6 weeks		
NUR301A	Nursing Leadership & Management	4 SH
Session II: 7 weeks		
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		
NUR403C	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.

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 upon acceptance into the nursing program. Students are **required** to use these electronic services to facilitate communication with faculty and staff at the College. 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. Do not use outside email addresses for communicating with college personnel, faculty do not respond to student emails sent from outside the college email system.

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.

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.

General Standards of Behavior for Classroom and Clinical

Nursing is a profession held in high regard by the community. Whether in class, at a College event, or in a clinical setting, each Trinity College nursing student represents not only Trinity College, but also the nursing profession. All nursing students are expected to regularly review and to continually exemplify the following:

- Display professional behavior with faculty, peers, patients, visitors, and staff.
- Practice within the legal and ethical limits of the profession. (See “**Code of Ethics for Nurses**” in College Catalog).

- Respect and maintain confidentiality at all times. **Documents with patient information must not be taken from the clinical setting** and must be disposed of in a designated locked container. Only discuss patient care in a confidential location and only for purposes of course participation. Post-conference discussions must be kept confidential. See “**General Standards of Behavior**”, “**Health Information Privacy**”, and “**Social Media**” policies in the College Catalog. College policies are also available in the electronic policy library on the College website: <http://www.trinitycollegeqc.edu/policies-and-procedures.aspx>
- Keep passwords secure. Sharing passwords may have many negative consequences; never share your passwords with anyone.
- **Never** use the account of any other user to document in the medical record.
- Use **only** the student role to log into Epic at UPH Trinity Medical Center during clinical. It is a violation of UPH policy to use an employee login during clinical, or student login while employed.
- Attend all scheduled class and clinical experiences. If absence is unavoidable, notify your faculty. See “**College Attendance Policy**” (College Catalog) and **Clinical and Lab Absence Policy** (below).
- Be on time to both class and clinical experiences. If lateness to class is unavoidable, enter quietly. Clinical lateness will be addressed in the Clinical Evaluation Journal Tool. Be present and prepared to assume patient care promptly at the designated start time.
- Show courtesy and respect to others in the classroom by not whispering or speaking when faculty, guests, or peers are speaking. The sound carries to others in the room and disrupts the learning environment. Each student has the right to expect an environment that promotes the best learning outcomes.
- Maintain appropriate child care during class and clinical. Children may not be brought into the classroom, lab, or clinical settings. (See “**Children in Class**” in the **College Catalog**)
- Remain free of the influence of alcohol or illegal drugs on campus, during class, and during clinical. See “**Substance Abuse Policy**” in the College Catalog.
- If you are taking prescribed medication that may affect your ability to concentrate or provide safe care, do not attend clinical.
- If it is necessary to receive a call, send personal text messages or engage in other personal use of electronic devices during class, please step outside the classroom. See “**Electronic Device Policy**” (College Catalog). During clinical students may only use personal electronic devices while on break and only when not in the patient care setting. Students are to use the main College number, (309) 779-7700, to receive emergency messages during class, testing, or clinical. The Student Services staff will relay urgent messages to students during class, testing, or clinical.
- Please be mindful of the dress code, and maintain full compliance with it during all clinical experiences. Professional appearance in the clinical setting demonstrates professionalism to your patients and is an expectation of our clinical agencies. See “**Dress Code**” policy in the College Catalog. Faculty will observe for compliance with the dress code and will discuss any concerns confidentially with the student.
- Take care to comply with all institutional policies of each clinical site that are applicable to nursing students.

- Be mindful of the **Clinical Guidelines** provided during each nursing course with a clinical component. Keep a copy of the document with you at every clinical experience and refer to it when providing patient care.
- Be familiar with and maintain all **Critical Objectives** at all times. See the “**Critical Objectives**” and “**Corrective Action**” policies found 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 date during each course for emergency situations only. The instructor and assigned clinical site must be notified prior to any absence, as required by the College Attendance Policy.

If absent on any additional dates, the student must make up those missed dates, with a maximum of two makeup dates. The student will be enrolled into either CMU 100 or CMU 200. The number of CMU units required is determined by the Course Coordinator based on the amount of time necessary to meet the clinical requirements of the course. The financial responsibility belongs to the student, (see “**Tuition and Fees**” 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 a student is absent on more than three clinical dates or fails to complete all required clinical make-up, the student will fail the course.**

Attendance during faculty-guided lab practice sessions and return demonstrations is mandatory in order to prepare the student to practice safely in the clinical setting. All missed lab practice or return demonstration sessions **must** be made up at a time specified by the student’s clinical instructor.

Testing, Test Review, Quizzes and Written Assignments

Nursing Department Testing Policy Exams

The purpose of the Nursing Department Testing Policy is to provide for a consistent, orderly, and fair examination 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.

Exams are given on the date published on the course calendar. Students may not take an exam prior to the scheduled date and time. Students are advised to arrive 15 minutes prior to the published start time of the exam but will not be allowed to enter the exam room until 5 minutes prior to the published start time. A student arriving late must enter the exam area quietly and report to the proctor. A student arriving late must submit their exam booklet and Scantron sheet to the proctor when the examination end time is announced.

Students may wear comfortable clothing suitable for the classroom environment to an examination. 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 exam room including, but not limited to: watches, food, drink, coats, jackets, books, bags, sunglasses, supplies, and electronic devices. Keys may be brought into the examination room and must be placed in the area designated by the proctor.

No questions may be asked or answered during the exam. All exam 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 examination room. A student may not leave the exam 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 exam room for an emergency they must submit their exam booklet and Scantron sheet to the proctor and **may not return** to the examination room. If a student leaves the examination room due to an emergency the student may elect to have the completed exam items graded or may elect to take the make-up exam only if the student has not had a prior exam absence during the course. Any student requiring an accommodation due to a disability must contact the Director of Student Services and External Relations at least one week prior to the exam.

The proctor will announce when there are 5 minutes remaining in the exam period. All students must submit their exam booklet and Scantron sheet to the proctor when the end time is announced.

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

A student may miss **one** exam per course. The student **must** notify the faculty member of their absence via the faculty member’s office phone **prior to** the exam time published on the course calendar. If there is no answer, the student **must** leave a **voice mail** message. The date and time stamp on the voice mail is the time of notification. **Do not** notify the faculty member via email or any other method. Failure to notify faculty via office phone will result in a 10% deduction of points from the make-up exam score. Only one exam per course may be made up. The make-up exam will be an alternate 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.

Posting of Exam Grades

Exam grades will be posted to the electronic course grade book **no earlier** than 48 hours after the exam. Any exceptions must be approved by the Dean of Nursing and Health Sciences.

Exam Review

Exam review is a learning opportunity. An exam review will be held at a time designated by the faculty. The exam review room is to be empty of **all** student belongings prior to the review. Exam booklets and Parscore Student Test Reports will be distributed to the students.

The exam review will begin with a ten minute silent review period. Students who do not wish to be present for the discussion period to follow may quietly return the exam booklet and Student Test Report to the faculty and exit the room at any time during the silent review period.

At the end of the silent review period, faculty will offer an opportunity for students to ask for clarification of exam questions and answer choices. Students are expected to raise their hand and be recognized by faculty. Faculty will confer with the student individually and will reserve the right to ask the student to make an appointment for further discussion following the exam review, as needed. In the event a student does not agree with the test key, the student should discuss this with the faculty member. Following the exam review, the faculty will review the answer key and consider the student's perspective and relevant assigned course material. The faculty will communicate with the class regarding any changes to be made in scoring the exam.

At the end of the discussion period, students must return their exam booklet and Parscore Student Test Report to the faculty **prior to leaving the classroom**. Students may confer with faculty at that time if a scoring discrepancy is suspected. Failure to return either the exam booklet **or** the Parscore Student Test Report will result in a grade of zero (0) for 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.

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. See the individual course syllabus for course policy regarding the inclusion of proctored quizzes in the testing portion of the course grade.

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 must be **completed** in order to meet course and/or clinical objectives.

Math for Medication Calculations

Core 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 in order to successfully complete the course. 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 addition to a math/medication test within each course, 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 in order to receive credit. Each answer must have both the correct amount and the correct label. Rounding will occur as follows: a) Round only at the end of the calculation. b) Record the answers as requested in parentheses at the end of each problem. (eg. round to the nearest whole number, or to the nearest tenth or hundredths decimal place).

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 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-93%, Level I-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 1 st Yr. (NUR 102) Summer 1 st Yr. (NUR 102A)
Mental Health Nursing	NUR 201: Life Span Nursing I	Fall 2 nd Yr.
Maternal –Newborn Nursing Care	NUR 203: Maternal-Newborn Nursing	Spring 2 nd Yr.
Nutrition for Nursing	NUR 203: Maternal-Newborn Nursing	Spring 2 nd Yr.
Nursing Care of Children	NUR 202: Life Span Nursing II	Spring 2 nd Yr.
Adult-Medical Surgical Nursing	NUR 202: Life Span Nursing II	Spring 2 nd Yr.
Pharmacology for Nursing Practice	NUR 301A: Leadership and Management	Summer 2 nd Yr.
Leadership/Management	NUR 301A: Leadership and Management	Summer 2 nd Yr.
Community Health Nursing	NUR 403B:Community Health Nursing or NUR 401A: Nursing in the Community	Fall 2 nd Yr. (NUR 403B) Summer 2 nd Yr. (NUR 401A)

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. 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.

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. (There is a 72 hour wait time between Practice Assessment A and B)	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 pdf copy of <i>My Transcript</i> to course Dropbox as scheduled on 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. 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.

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</p> <p>Level II-2 hours minimum/6 Active Learning Templates</p> <p>Level I-3 hours minimum/9 Active Learning Templates</p> <p>Below Level 1-4 hours minimum/12 Active Learning Templates</p>	Submit a copy of each of the required Active Learning Template(s) and a copy of <i>My Transcript</i> showing completion of the required minimum time in content review on the ATI site, prior to the deadline on the course calendar.
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ATI Comprehensive Predictor Exam

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 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 is required to enroll in CRU 300, and if required, CRU 301 (see course descriptions for CRU 300 and CRU 301 and Tuition and Fees Information in the College Catalog). 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.

Harriet Olson Nursing Learning Laboratory

*Please refer to “**Computer and Learning Laboratories**” guidelines in College Catalog.

Open lab hours are available to students and will be posted outside of the lab during the first week of classes. Appointments can also be arranged with the Lab Coordinator.

General guidelines:

- Careful, safe handling of equipment is required to prevent damage and/or injury.
 - Please report any damage or equipment concerns to faculty or lab coordinator.
- Please pick up, clean up and put away supplies after use.
- No drinks or food allowed in the Nursing laboratory, they must be put in the designated cubicles.
- Children are not allowed in the Nursing Lab, unless arranged by faculty for demonstration purposes.
- No betadine, pen or pencil markings are to be applied to any manikins or models. Manikins are only to be moved with faculty permission and direction.
- Sharps are to be locked at all times when faculty are not present.
 - Exception: students may check out sharps for self-guided practice (in the lab only) from nursing faculty, and must be returned to faculty when practice is complete.

Return Demonstrations:

- Nursing skills return demonstrations are an important part of the nursing course, and students are expected to be prepared.
 - Each nursing skill to be demonstrated will be taught in class and students will receive a procedure guideline/checklist to follow.
 - Each nursing skill has a corresponding tutorial which must be completed prior to lab practice that is scheduled with the instructor.
 - Faculty-guided practices are scheduled with your faculty for each nursing skill to be demonstrated.
 - Self-directed practices are an expectation, and can be performed during open hours.
 - Additional faculty-guided practice is available per appointment with faculty and/or the lab coordinator, as needed.
- Return demonstrations
 - Date and time will be assigned by your faculty.
 - Students are expected to be prepared to perform the return demonstration on their own, without any guidance from faculty.
 - It is important that you are ready to perform your return demo at the assigned time. You must notify your faculty (and partner, as indicated) prior to your scheduled time if will be absent or late. You may be required to reschedule your return demonstration in the event of a late arrival.

- Please do not enter the lab until it is your scheduled time for return demonstration. Be quiet and respectful of others using the lab.
- If it is necessary to make-up or repeat a return demonstration, faculty will assign a make-up time. This may be with a different faculty, will be scheduled outside of the regular class/clinical/lab time, and may include weekends or evenings.

Mosby's Nursing Skills Videos

Mosby's Nursing Skills Videos

Mosby's Nursing Skills videos can be found on The Hub through the Unity Point Health Trinity intranet. From the College Computer Lab or UPH computer, students may access videos via The Hub→ Patient Care→Clinical Application→Clinical Skills for Nursing. There are numerous skills checklists and videos as well as many other resources. **Not available off-campus.**

Student Success Center

The Student Success Center offers academic assistance to all Trinity College of Nursing & Health Sciences students in a welcoming and supportive environment. The faculty and staff stand committed to helping students improve the critical skills needed to grow and succeed in a rigorous, medically-focused curriculum. Through one-on-one tutoring, testing, workshops, and skills assessments, we can assist students with an array of subjects and services:

- Academic Advisor
- Behavioral sciences
- Biological and physical sciences
- Core nursing content and NCLEX prep
- Counseling services
- Mathematics, grammar, and writing skills
- Study skills and time management
- Success Seminars
- Test-taking skills and critical thinking

Call Elizabeth Fox 309-779-2603 or Dr. Christine Kessel at 309-779-7760 for more information or to set up an appointment.

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).