Undergraduate Nursing Student Handbook

2024-2025

Table of Contents

2024-2025 Undergraduate Nursing Student Handbook

Purpose of the 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:

Intellectual Curiosity

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.

Professional Practice

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.*

Caring for Self and Others

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)

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

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: 8 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	**51 SH**
Nursing Total	**69 SH**
BSN-Accelerated Program Total	**120 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) 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	**51 SH**
Nursing Total	**70 SH**
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-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
	Nutrition [1,2]	3 SH
	TOTAL	**12 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	**18 SH**
Nursing Total	**32 SH**
Advanced Standing Total	**71 SH**
BSN-Completion Program Total	**121 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, MyPortal and Blackboard Learn

Students are issued a Trinity College e-mail and MyPortal account 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 *MyPortal 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.

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 module 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

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. Failure to notify the instructor prior to clinical/lab absence will be addressed through the Clinical Evaluation Tool. The Corrective Action process will be used to address subsequent failure to notify faculty as required. Ongoing failure to notify faculty may result in failure of clinical.

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. Recurring tardiness to clinical or lab will be addressed using the Corrective Action process.

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 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 a student fails to complete all required make-up, the student will fail the course.

Students must follow the Health and Safety Requirements policy, which states, in part, "Trinity College will abide by the medical center policy regarding whether a student can be on clinical with a medical device/restrictions such as a cast. Generally, such devices prohibit ability to perform direct patient care and are therefore not permitted. See the full policy in the College Catalog or the Policies and Procedures section of the College website.

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 Administration and Review Policy

The purpose of the 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 at the discretion of the instructor. 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. Any student arriving after the door has been locked will be required to take the makeup exam, if eligible.

On the test date, students should bring a fully charged laptop computer meeting the requirements outlined in the college catalog and the Bring Your Own Device policy of the nursing program. Students with laptop computers who experience technical difficulties at the time of the test will be provided a paper test and are expected to provide a replacement laptop as outlined in the Bring Your Own Device Policy.

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.

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. Students may not leave belongings unattended at the college. Students may place belongings inside the storage cabinets provided in the Study Rooms. Alternatively, students may leave belongings in their car. 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 if eligible. Any student requiring an accommodation due to a disability must contact the Dean of Enrollment Management/ADA Coordinator.

ATI Proctored Exams

Per ATI policy, students must present a photo ID to the proctor prior to testing. Students with a photo ID on file at the college have met this requirement. Students must be seated at the computer and viewing the Instructions screen prior to the exam. A student arriving after the door has been locked 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 notify the student when there are 10 minutes remaining in the testing period. 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 the raw score 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 and Exams

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, speak with the student, and report the incident to the Chair of Nursing. 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. Students may make up a **maximum** of four missed exams during the nursing program. A student who must be absent from the exam **must notify faculty by email or office phone prior to the start time of the exam.** Failure to notify faculty by one of the acceptable methods will result in a 10% reduction in the make-up exam score. The make-up exam will be an alternate equivalent form of the original exam and will be administered near the end of the semester as published on the course calendar. Failure to take the make-up exam on the date and time scheduled will result in a grade of zero (0) for the exam.

Exam Review

Exam review is a learning opportunity. For electronic exams given in ExamSoft, students may review the exam immediately after completing the test. 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 class regarding any changes made in scoring the exam.

If a student is unable to review the exam at the scheduled time, the student may make an appointment with faculty 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. This applies to students taking either an electronic exam or a paper exam.

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.

Bring Your Own Device Policy for Pre-licensure Nursing Students

PURPOSE:
The purpose of this policy is to delineate the use of the ExamSoft electronic test administration and analysis platform for administration of proctored examinations in the pre-licensure nursing programs.

POLICY AND PROCEDURE:

Trinity College of Nursing & Health Sciences is a Bring Your Own Device (BYOD) campus. Students are responsible for providing a personal laptop computer that meets the current minimum requirements of Examsoft® and Assessment Technologies Institute (ATI) ®. They are responsible for bringing this device fully charged with a minimum battery life of three hours and/or a suitable power cord to classes on announced days for Examsoft® and ATI®.

Procedures

1. Students will provide a laptop computer meeting these specifications:
   - Up-to-date personal computer or laptop (2 years or younger)
   - High speed internet connection
   - Microsoft Office 365 Software (Word, PowerPoint, Excel, and OneNote)
   - Meets Examplify minimum system requirements https://examsoft.com/es-examplify-minimum-system-requirements/
2. As a student you will have access to five free downloads of Office 365
   •Speaker to hear recorded lectures

   Internet browser

   •Firefox, Google Chrome, Internet Explorer for PC

   •Safari for Mac
3. Nursing students have access to Examsoft/Examplify® and ATI® testing as part of their fees at Trinity College of Nursing & Health Sciences.
4. Students are required to bring the laptop to class in an operational status with a fully charged battery that will last a minimum of three hours and/or a power cord.
5. Examinations must be completed as scheduled using the designated testing platform (e.g. Examsoft®, ATI®, etc.).
6. Students must download an assigned Examsoft® examination prior to the beginning of the exam start time. It is recommended that students download the exam at least 24 hours prior to the examination start time. Students who download an exam immediately prior to the scheduled time for the examination may encounter complications that could impact their ability to test electronically.

7. When students complete the examination, the exam will upload automatically, or they should contact IT for support.
8. It is recommended that students turn off their antivirus protection *during testing* on ExamSoft. Compatible antivirus software programs are Microsoft Defender, Norton, MacAfee, Kaspersky. Students may contact IT for support with antivirus software.
9. In the event of a student's personal computer failure on the day of an examination, faculty will provide a paper copy of the exam. The paper exam may be a different format than the exam being given through Examplify®. See the Undergraduate or Graduate Nursing Student Handbook for policies related to tests and test review. The student is required to call Examsoft® for technical support and if the problem cannot be resolved, to provide an Examsoft® compliant laptop within 4 weeks.

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). Only one additional submission opportunity will be offered. The original grade will stand in the gradebook.

Late Assignment Submission

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 7 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).

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. 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 during Virtual ATI in NUR 420A. Nurse Logic tutorials and the Assessments will be weighted at no greater than 1% of the course grade in NUR 101/101A.

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. 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. 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. Faculty will verify submission time and completeness in the ATI system.

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. 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. The Remediation Plan process is outlined in the following table. If a proctored assessment is cancelled by the nursing program, the percentage allotted in the gradebook 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 an ATI Transcript showing completion of the required minimum time in focused review on the ATI site, prior to the deadline on the course calendar. Faculty will verify time spent in Focused Review in the ATI system.

ATI Capstone and Virtual ATI

Students in the BSN-A and B program options will be enrolled in ATI Capstone Content Review and Virtual ATI review during their last semester as a course requirement of NUR 420A Senior Seminar. During the review, all students will be enrolled in the ATI Capstone Content Review and Virtual-ATI products and are 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

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.
A student who does not achieve a 95% or greater Predicted Probability of Passing NCLEX® 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 Predicted Probability of Passing NCLEX® score of 95% or higher on the second attempt of the ATI Comprehensive Predictor exam, the student is strongly encouraged to complete the entire Virtual ATI NCLEX Review program post-graduation.

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 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** include all 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.

Communicating Student Concerns

Faculty are committed to directly hearing student concerns respectfully with the goal of resolving the concern in a mutually agreeable manner. Students should refrain from discussing the matter with other faculty or staff not directly involved.
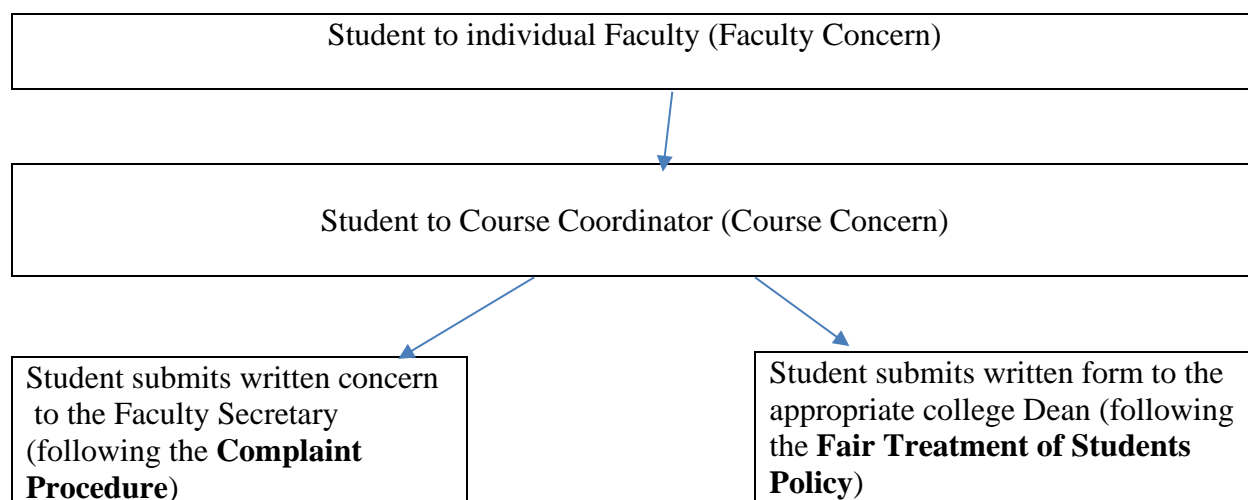
In the event a student has concerns about or dissatisfaction with an aspect of their experience in the nursing program, the student should follow established policy to communicate the matter to the appropriate person. If a student wishes to express their concerns regarding existing policies,

procedures, or practices they should follow the **Complaint Procedure** found within the College Catalog. The **Fair Treatment of Students** policy, found within the College Catalog, is in place to provide a means to address a student's claim of unfair and/or non-equitable treatment regarding established policies, procedures, rules and regulations.

The first step listed in both policies is to meet individually with the appropriate person and discuss the concern. At the course level, discuss the concern directly with the involved faculty member. For a general course concern in a course with multiple faculty members, the student should speak with the course coordinator. The course coordinator's contact information is listed in the course syllabus.

Follow the **Chain of Communication**, below. Students are expected to follow the General Standards of Behavior and Critical Objectives, when bringing a concern to the faculty. If the concern is not resolved, faculty will assist the student if desired, to proceed as specified within the Complaint or Fair Treatment policy as applicable.

Chain of Communication

Student to individual Faculty (Faculty Concern)

Student to Course Coordinator (Course Concern)

Student submits written concern to the Faculty Secretary (following the **Complaint Procedure**)	Student submits written form to the appropriate college Dean (following the **Fair Treatment of Students Policy**)

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).