Trinity College of Nursing & Health Sciences
UnityPoint Health

Undergraduate Nursing Student Handbook

2025-2026

Table of Contents

2025-2026 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 the Nursing Chair for further clarification.

Nursing Philosophy and Program Goals

Nursing Program Philosophy
Faculty believe that nursing education enables the student to acquire the knowledge and competencies necessary to meet the changing needs of diverse populations. Faculty embrace the tenets of culturally sensitive 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 co-curricular 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 Trinity College of Nursing & Health Sciences domains of learning: ***Intellectual Curiosity, Professional Practice***, and ***Caring for Self and Others***.

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

TCONHS Learning Domain: Intellectual Curiosity
1. Integrate knowledge from nursing, natural and social sciences, liberal arts, humanities, and interprofessional healthcare disciplines to apply clinical judgment in the practice of nursing. (ED 1-Knowledge for Nursing Practice) *
2. Synthesize and incorporate nursing knowledge to improve health and provide safe and competent nursing care based on evidence. (ED 4-Scholarship for the Nursing Discipline)

TCONHS Learning Domain: Professional Practice
3. Provide person-centered care that is holistic, individualized, just, respectful, compassionate, culturally sensitive, coordinated, evidence-based, and developmentally appropriate for individuals and families. (ED 2-Person Centered Care)
4. Apply population health principles from prevention to disease management through partnerships with the community, public health, government entities, and others to improve equitable population health outcomes. (ED 3-Population Health)
5. Implement standards of safety and quality improvement as core values of nursing practice to minimize risk of harm to patients and providers through both system effectiveness and individual performance. (ED 5-Quality and Safety)
6. Collaborate and communicate professionally as a member of the interprofessional health care team to manage comprehensive care for individuals, families, groups and communities to optimize care, enhance the healthcare experience, and outcomes. (ED 6-Interprofessional Partnerships)
7. Coordinate resources to provide safe, quality, and equitable care to diverse populations within complex systems of health care. (ED 7-Systems Based Practice)
8. Use informatics and healthcare technologies to gather data, inform decisions, and provide safe, high-quality, and efficient care in accordance with best practice and professional and regulatory standards. (ED 8-Informatics and Healthcare Technologies)

TCONHS Learning Domain: Caring for Self and Others
9. Develop and demonstrate a professional identity that includes accountability, integrity, civility, perspective, collaborative disposition, and behaviors that reflect nursing's characteristics and values. (ED 9-Professionalism)
10. Engage in activities and self-reflection that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership capacity. (ED 10-Personal, Professional, and Leadership Development)

*(ED-x) denotes that the BSN Program Goal incorporates the specified Domain for Nursing provided by the American Association of Colleges of Nursing in *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

Critical Objectives and Professionalism

Critical objectives are professionalism standards that integrate competencies from *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), Domain 9 (Professionalism). These objectives are applicable throughout all educational experiences on campus, online and in clinical settings. The *Corrective Action Policy* guides faculty and students in addressing non-adherence to the Critical Objectives (see College Catalog and Policies and Procedures page of the College website).

To meet the Critical Objectives, the student:

1. **Demonstrates Ethical Behaviors (E9.1)***
   o Safeguards privacy, confidentiality, and autonomy in all interactions.
   o Reflect on one's actions and their consequences.
2. **Communicates Accurately and Honestly (E9.2)**
   o Uses clear, honest, and accurate verbal and written communication in documentation, assignments, and interactions with clients, interprofessional team members, peers, and faculty.
3. **Prepares for Clinical and Educational Experiences (E9.3)**
   o Completes classroom and clinical assignments punctually and communicates effectively with peers, instructors and preceptors.
   o Arrives at clinical prepared to provide, safe, person-centered nursing care.
   o Adheres to the dress code as outlined in the *Student Dress Code Policy*.
4. **Demonstrates Accountability and Reliability (E9.3)**
   o Takes accountability for preparing for learning experiences in the classroom, clinical, lab and online learning environments.
   o Follows college and program policies regarding absences as outlined in the *College Catalog* and *Undergraduate Nursing Student Handbook.*
5. **Prioritizes Patient Safety (E9.3)**
   o Provides nursing care within the scope of knowledge and skills while considering the client's physical and psychological condition, age, developmental level, and environment.
   o Maintains emotional and physical stability to ensure safe and effective learning environments while conducting nursing care.
6. **Practices Within Legal and Ethical Standards (E9.4)**
   o Adheres to the legal scope of nursing practice as defined by the Illinois and Iowa Nursing Practice Acts, clinical site policies, TCONHS clinical guidelines, and recognized professional standards.
   o Demonstrates integrity and confidentiality by adhering to the *Code of Ethics for Nurses* (American Nurses Association, 2025).
7. **Demonstrates the Professional Identity of Nursing (E9.5)**
   o Adheres to the *General Standards of Behavior Policy* and demonstrates a respectful attitude and professional actions when interacting with clients, families, interprofessional team members, peers, faculty, and others.
8. **Provides Culturally Competent Care (E9.6)**

o   Recognizes and respects cultural identities, accommodating diverse values, beliefs, and practices in nursing care.

*(E 9.x) denotes related competencies in Domain 9 (Professionalism) of *The Essentials: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing, 2021).

Professionalism Points

In courses with a clinical component, professionalism points represent the expectations of these Critical Objectives and will be weighted at 3% of the total grade. To maintain the integrity of overall course grade, a student must be passing the course with a 78% weighted total grade before professionalism points will be included in the final weighted total course grade. Faculty will follow the Corrective Action Policy to address repeat infractions and/or safety concerns. Refer to the College Catalog and Policies and Procedures webpage.

College E-mail, MyPortal and Blackboard Learn

Students are issued a Trinity College e-mail and a 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 or *Blackboard Learn* system, contact Mat Oles, Director of Student Services, 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 and 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.

Class Attendance

Students are required to attend all class sessions unless the student meets the criteria for an approved absence. An approved absence may be granted for jury duty, medical care, or bereavement as explained in the college-wide Attendance Policy found in the annual College Catalog.

BSN Program-Specific Attendance Policy for Synchronous Class Meetings
A student who misses a synchronous class meeting without an unapproved absence must contact faculty as soon as possible to discuss any learning activities to be made up. Assigned make up learning activities must be submitted via Blackboard Drop Box no later than one week (7 days) following the date of the absence. The unapproved absence will stand if the student fails to submit the make-up work before the deadline. A student may use this process only once per course for a course of three or fewer credit hours, and twice for a course with four or more credits.

Clinical and Lab Absence Policy

Attendance in clinical is required. A student may be absent one clinical or lab date during each course for emergency situations only. The clinical faculty 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 in 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 the required make-up, including any clinical assignments and the clinical evaluation tool, 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/restriction 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.

Course Accommodations Related to Short Term Military Service

The purpose of this nursing program policy is to provide consistent academic accommodation for nursing students who are required to be absent from the program for military service of 14 days or less. Please also refer to the college-wide policy, *Active Duty/Reservists/National Guard Service Members Called to Extended Active Duty,* found in the College Catalog. Students who have military orders will provide a copy to the Nursing Chair as soon as possible upon receipt. The Chair will communicate the dates of service to faculty. The student is responsible for balancing military service with academic obligations and will provide the coordinator of each course with a proposed make-up plan no later than one week prior to the planned absence or as soon as possible after receiving the orders. The course coordinator will respond to the plan as soon as possible but no later than 2 business days. Requests outside the scope of this policy must be submitted to the Nursing Chair. The Chair will respond to the student and the course coordinator(s) with a decision. Course coordinators will provide the following standard accommodations as listed below.

Exams: Missed exams will be taken on the date noted on the course calendar for make-up exams. Missed exams are not counted as such under the *Testing Administration and Review Policy* in the Student Handbook.

Proctored Quizzes: The student may take a missed quiz at a date arranged with the course coordinator no later than 14 days following the last day of military service.

In-class Assignments: The student may complete missed in-class assignments no later than 14 days following the last day of military service.

Other assignments: Submission deadlines for assignments occurring during military service are extended to 14 days following the last day of military service. The *Late Assignment Policy* will be applied for work submitted after the extended due date. See the *Late Assignment Policy* in the Student Handbook. Assignments due prior to military service will follow the *Late Assignment Policy;* however, the period of military service will be excluded when calculating deduction of points resulting from late submission.

Lab/Clinical: Missed lab/clinical experiences are eligible for clinical makeup (CMU) without charge equal to the number of days missed due to service-related absence. The student may use an available emergency day in lieu of making up a missed clinical day, if the student chooses. See the *Clinical and Lab Absence Policy* in the Student Handbook.

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. The 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 with a paper test and are expected to provide a replacement laptop as outlined in the Bring Your Own Device Policy. Students given a paper test should allow two business days for faculty to grade the test and follow up with the student regarding test review.

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 accommodation due to a disability must contact the 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. The 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 their 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 scheduled course meetings as an assessment strategy. Students absent for any reason during a quiz may not make it up. The 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. 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 the correct location 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 nursing programs 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 pre-licensure curriculum options 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 332 Fundamentals of Nursing Practice, 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 332 and will review the Nurse Logic tutorials and complete the Advanced Assessment during Virtual ATI in NUR 420. Nurse Logic tutorials and the Assessments will be weighted at no greater than 1% of the course grade in NUR 332. ATI Content Mastery assessments are administered during the courses listed in the following table.

Content Mastery Assessment	Placement in BSN Curriculum
Fundamentals of Nursing	NUR 340 Adult Health Nursing I
Mental Health Nursing	NUR 201 Life Span Nursing I/NUR 352 Mental Health Nursing
Maternal –Newborn Nursing Care	NUR 203 Maternal-Newborn Nursing/NUR354 Perinatal Nursing
Pediatric Nursing	NUR 202: Life Span Nursing II/NUR356 Pediatric Nursing
Adult-Medical Surgical Nursing	NUR 202: Life Span Nursing II/NUR414 Adult Health Nursing II
Pharmacology for Nursing Practice	NUR 213A: Pharmacology II/NUR338 Pharmacology
Leadership/Management	NUR 301A: Leadership and Management/NUR 418 Nursing Leadership & Management
Community Health Nursing	NUR 403: Community Health Nursing

Nutrition for Nursing	NUR 414: Adult Health Nursing II

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. **Faculty will not enable rationales for Practice Assessment A.**	Complete at least 1 hour (60 minutes) of focused review on the ATI site using the individualized *Topics to Review* feature of ATI. Following Focused Review, complete the Post-Study Quiz.	Complete Practice Assessment B. Practice Assessment B will be made available a minimum of 72 hours after Practice Assessment A is due. **Faculty will enable rationales for Practice Assessment B**.	Complete at least 1 hour (60 minutes) of focused review on the ATI site using the *Topics to Review* feature of ATI. 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 **legibly 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. **Use the correct Active Template specified in the *Individual Performance Profile, Topics to Review* section.** 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 Templates and the **Individual Performance Profile** report prior to the deadline on the course calendar. Faculty will verify submission time, time spent in Focused Review, and completion in full of the correct Active Learning Templates.

ATI Capstone and Virtual ATI
Students in the BSN pre-licensure program options will be enrolled in ATI Capstone Content Review and Virtual ATI review during their last semester as a course requirement of NUR 420 Senior Seminar. All students will be enrolled in the ATI Capstone Content Review and Virtual-ATI products and are required to complete all assigned 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 pre-licensure curriculum as a course requirement of NUR 420 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 420 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 prior to attempting the NCLEX-RN® exam.

ATI Dosage Calculation and Safe Administration Modules and Assessments	
*Elaboration: Nurses must be able to perform dosage calculations accurately and consistently to ensure patient safety. The program has adopted the **ATI Dosage Calculation and Safe Administration 4.0** learning modules, practice and proctored assessments to assure that nursing students build the necessary skills throughout the nursing program. Modules will be assigned, assessments given, and remediation work required during the courses shown below. See individual course syllabi for further information.*	
Module/**Assessment**	**Placement in the Curriculum**
Medication Administration Module	NUR 332 Fundamentals of Nursing Practice
Safe Dosage Module	NUR 340 Adult Health Nursing I
Oral Medication Module	NUR 340 Adult Health Nursing I
Powdered Medications Module	NUR 340 Adult Health Nursing I

Parenteral (IV) Medications Module	NUR 340 Adult Health Nursing I
Injectable Medications Module	NUR 340 Adult Health Nursing I
Dosage Calculation RN Fundamentals Practice and Proctored Assessments	**NUR 340 Adult Health Nursing I**
Dosage Calculation RN Mental Health Practice and Proctored Assessments	**NUR 352 Mental Health Nursing**
Pediatric Medications Module	NUR 201 Lifespan Nursing I/NUR 356 Pediatric Nursing
Dosage by Weight Module	NUR 201 Lifespan Nursing I/NUR 356 Pediatric Nursing
Critical Care Medications Module	NUR 201 Lifespan Nursing I/NUR 356 Pediatric Nursing
Dosage Calculation RN Nursing Care of Children Practice and Proctored Assessments	**NUR 201 Lifespan Nursing I/NUR 356 Pediatric Nursing**
Dosage Calculation RN Adult Medical Surgical Practice and Proctored Assessments	**NUR 202 Lifespan Nursing II/NUR 414 Adult Health Nursing II**
Dosage Calculation RN Critical Care Practice and Proctored Assessments	**NUR 202 Lifespan Nursing II/NUR 414 Adult Health Nursing II**
Dosage Calculation RN Maternal Newborn Practice and Proctored Assessments	**NUR 203 Maternal Newborn Nursing/NUR 354 Perinatal Nursing**

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
   - Blood administration
   - Sterile Dressing care
   - Advanced Airway/Ventilator Management/Tracheostomy Care with Suctioning
   - 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 a mark of "non-pass" for the skills return demonstration by the student.
6. Students and faculty will use the Skills Checklists consistently when teaching/reviewing/practicing clinical skills.
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. The completed Skills Checklist for each student will be maintained in a locked file with the Nursing Chair Coordinator for a period of three (3) years.
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 to receive a mark of "pass".
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 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. Ample practice and faculty observation or tutoring may be assigned to help a student master each clinical skill.

11. Students are required to attend all scheduled lab sessions for the entire time period published on the course calendar and as assigned by faculty to provide sufficient opportunities for skill mastery.

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. The faculty will provide the student with any clinical information needed for clinical decision making required during the return demonstration.

14. The 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 "non-pass".

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.
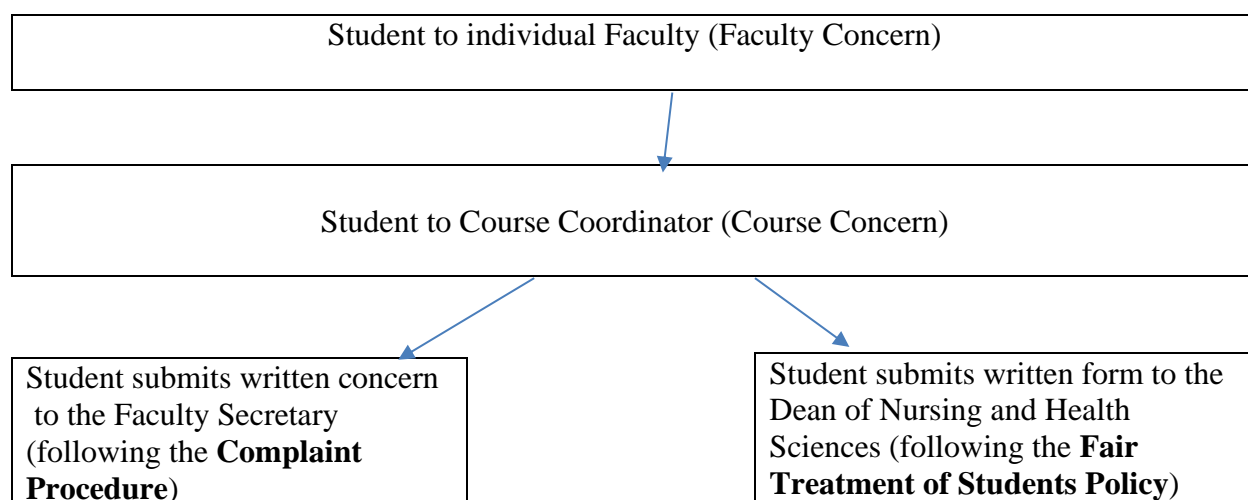
Communicating Student Concerns

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 Dean of Nursing and Health Sciences (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).