NOTRE DAME COLLEGE DIVISION OF NURSING
BACHELOR OF SCIENCE IN NURSING
RN-BSN PROGRAM
STUDENT NURSE HANDBOOK
2017 – 2018

Notre Dame College
4545 College Road
South Euclid, Ohio 44121
(216) 373-5183
SECTION 1: INTRODUCTION
This handbook is a guide for all students enrolled in the Notre Dame College Bachelor of Science in Nursing (BSN) RN-BSN Program. All students enrolled in the Notre Dame College RN-BSN Program shall adhere to the policies and procedures listed in the RN-BSN Student Handbook. The RN-BSN Student Handbook shall be used in conjunction with the Notre Dame College Student Handbook and the Notre Dame College Catalog. In situations where the policies of the Nursing Program differ from those of the College, the policies of the Nursing Program will prevail.

The handbook is divided into seven sections plus Appendices:

- Section 1: Introduction
- Section 2: Program Accreditation & Approval
- Section 3: Overview of the RN-BSN Track
- Section 4: Organizational Structure & Governance
- Section 5: Curriculum Requirements: RN-BSN Track
- Section 6: Student Resources
- Section 7: Practice Learning Requirements
- Appendices

The RN-BSN Student Handbook is reviewed on regular basis and revisions made accordingly. It is the personal responsibility of each student in the RN-BSN Program to read and be familiar with the contents of the RN-BSN Student Handbook and to check their Notre Dame email account on a regular (daily) basis for program information and updates.

Notifying Students of Changes to Nursing Program Policies
Nursing program curriculum, program requirement, and policy changes may be necessary while students are enrolled in any particular program of study. Such changes may be due to regulatory or accreditation mandates or as a result of changes within the discipline affecting the preparation of the RN-BSN student for graduation.

The Division of Nursing will make every effort to notify students when changes have occurred and how changes may influence program progression and/or timely completion. Students will be notified of any changes or updates via their Notre Dame College email account. Changes in the program will be reflected in addendums to the current Student Handbook and will be included in future revised editions of the Division of Nursing RN-BSN Student Handbook.
Notre Dame College
Bachelor of Science in Nursing Program
RN-BSN Track

Signatory Sheet

With my signature, I hereby acknowledge that I have reviewed and agree to abide by the Notre Dame College Bachelor of Science in Nursing RN-BSN Student Handbook 2017-2018. I understand that any questions or comments regarding the contents of this handbook should be directed to the Director of the RN-BSN Nursing Program.

________________________________________
Student Name (please print)

________________________________________
Student Signature

________________________________________
Date

This signature page is to be printed, signed and returned electronically to the Director RN-BSN Program via email at prolen@ndc.edu
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SECTION 2: NURSING PROGRAM APPROVAL & ACCREDITATION
PROGRAM APPROVAL, ACCREDITATION & MEMBERSHIP

Ohio Board of Nursing
The Notre Dame College (NDC Bachelor of Science in Nursing (BSN) Program has received full approval from the Ohio Board of Nursing (OBN). Full program approval is a designation applicable to academic programs, which have been recognized by OBN as having fulfilled requirements mandated by OBN in accordance with Section 4723.06 (A) (5) of the Ohio Revised Code for pre-licensure nursing programs.

Commission on Collegiate Nursing Education
The Notre Dame College Bachelor of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE). The U.S. Secretary of Education as a national accrediting agency officially recognizes CCNE as an accrediting body for college and university nursing education programs. Accreditation is a voluntary process that ensures the quality and integrity of the program. Standards for Accreditation of Baccalaureate and Graduate Degrees in Nursing (2009) can be found on the CCNE website at http://www.aacn.nche.edu/accreditation.

MEMBERSHIPS

American Association of Colleges of Nursing
The Notre Dame College Bachelor of Science in Nursing Program is a member of the American Association of Colleges of Nursing (AACN). The Mission of AACN is to “serve the public interest by setting standards, providing resources, and developing the leadership capacity of member schools to advance nursing education, research, and practice” (AACN, 2009). AACN is comprised of more than 640 nursing schools that provide programs leading to a baccalaureate or higher degree in nursing. To learn more about AACN visit their website at http://www.aacn.nche.edu/. The curriculum standards for baccalaureate programs can be retrieved online at http://www.aacn.nche.edu/Education/essentials.htm

National League for Nursing
The Notre Dame College Bachelor of Science in Nursing Program is a member of the National League for Nursing (NLN). The mission of the NLN is to “promote excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community” (NLN, 2017). “The NLN is the premier organization for nurse faculty and leaders in nursing education (offering services) to 40,000 individual members and 1200 institutional members” (NLN, 2017). To learn more about the NLN, visit their website at www.nln.org

Northeast Ohio Nursing Initiative (NEONI)
The Notre Dame College Division of Nursing is a member of the North East Ohio Nursing Initiative (NEONI). “NEONI is a collaboration of hospitals, long-term care facilities, home health organizations, schools of nursing, professional nursing organizations and individuals interested in the future of the Northeast Ohio healthcare workforce” (NEONI, 2017). Over 200 professional nursing leaders representing more than 70 organizations across as many as 12 northeast Ohio counties come together to address current challenges. To learn more about NEONI, please visit their website at www.chanet.org/WorkforceNEONI
SECTION 3: OVERVIEW OF THE NOTRE DAME COLLEGE BSN PROGRAM
Mission Statement of Notre Dame College
Notre Dame, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional and global responsibility

Mission Statement of Notre Dame College Bachelor of Science in Nursing Program
The mission of the Notre Dame College Nursing Program is to prepare a professional nurse who is responsive to the health needs of a diverse global society.

This mission will be implemented through fostering personal, professional and social responsibility within the context of a values based faith environment in the Catholic tradition. Liberal arts and the sciences serve as the foundation for the professional education and the development of core competencies. The baccalaureate nursing program provides unique opportunities for service to meet the health needs of society, the vulnerable and underserved. International educational opportunities are also integrated throughout the program to prepare students for practice in a rapidly changing global health care environment. Multiple entry levels for the program are designed to meet the needs of the life-long learner. The baccalaureate nursing program prepares individuals for practice in a variety of health care settings and serves as a foundation for further graduate education.

Vision
The Notre Dame College Nursing Program strives to provide a quality professional nursing program educating women and men who will have a passion for the discipline of nursing and be committed to diversity and outreach to vulnerable and underserved populations.

Purpose
The purpose of the baccalaureate program is to prepare individuals from diverse backgrounds to become a professional nurse with baccalaureate level competencies. Graduates of the program are prepared to provide quality nursing services for individuals, groups and communities within the legal and ethical standards of the profession.

Catholic Identity Statement
The Notre Dame College Nursing Program, in keeping with the mission of Notre Dame College and the Sisters of Notre Dame, supports the ministry of the Catholic Church through recognition of

- The Good News of Christ reflected in the Gospel.
- The spirit of God present in each person created in time and space
- The tradition of the Catholic Church and the Sisters of Notre Dame
- The love of God which unites human and divine and has the capacity to transform individuals as well as society.

As a Catholic nursing program, therefore, we

- Seek to nurture the spirit, as well as the body and mind.
- Strive to develop a foundation of moral values based on the principles of the Catholic Church and the Sisters of Notre Dame.
- Foster a respect and reverence for the inherent dignity of all life.
- Seek to develop a commitment to service, especially to the vulnerable and underserved.
- Seek to share God’s goodness and provident care
Philosophy
The faculty of the Nursing Program is committed to the mission of Notre Dame College. The Program provides a challenging, supportive environment to prepare students for personal, professional and global responsibility. The faculty of the Notre Dame College Nursing Program supports the integration of liberal arts and the sciences as essential components of professional education. Liberal arts and the sciences contribute to the development of critical thinking and provide a foundation for life-long learning. Diversity is supported and encouraged to prepare students for participation in a global society.

The program is based on a set of values that are derived from a faith-based perspective, and grounded in the Catholic tradition. Science and faith are not viewed as being contradictory to each other; rather, they serve to stimulate critical appraisal of diverse viewpoints. Integration of personal and professional values is a process that requires dialogue, reflection and active discussion.

Professional values include altruism, autonomy, human dignity, integrity and social justice.

The person is viewed as having intrinsic worth and dignity. Human life is regarded as sacred, with the relationship between the nurse and patient based upon respect and collaboration. The faculty believes that the person must be viewed, not as a set of parts, but as a unique, dynamic whole that is constantly interacting with other complex adaptive systems. The properties of the whole person are viewed as different from the properties of the parts, with the recognition that each person is interconnected with the environment in which they function.

Nursing is a discipline that is concerned with human experiences and responses across the lifespan. The faculty believes that nursing is the “protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations” (ANA, 2015c). Nurses must assume responsibility and accountability for practice within the legal and ethical standards of the profession. Nurses, as leaders, must also be actively involved in influencing and implementing health care policy.

Health is a dynamic process with the goal of developing the full potential of body, mind and spirit. Illness is viewed as a process that may coexist with health. Illness frequently impacts the quality of life for persons but it may conversely serve as a stimulus for personal growth. Nursing has a social responsibility to address issues that impact the health and well-being of society. All human beings are entitled to health services regardless of race, color, religion, ethnicity, age, gender, sexual orientation or socioeconomic status. Dialogue with and within all levels of society is needed to ensure just and equitable access to care, especially for the vulnerable and underserved populations.

Nursing takes place in an environment consisting of interacting systems that are dynamic, adaptive and complex. Relationships within the systems are viewed as being nonlinear in nature. Although the future of complex systems is, in principle, unknowable, nurses must be prepared to provide health care in an environment that is undergoing rapid change. Evidence-based practice provides one mechanism to ensure the delivery of quality, cost effective, health care services in a rapidly changing global society. The development of leadership and management skills is critical to ensure the ability of the nurse to provide leadership in complex adaptive health care systems.

The faculty believes that teaching is a collaborative endeavor that actively engages each person to produce changes in affective, cognitive and psychomotor behavior. Teaching and learning occur in a variety of settings that do not have to be contained within specific geographical boundaries.

Although the primary responsibility for learning rests with the learner, the program is designed to facilitate learning within a supportive, nurturing environment that encourages personal and professional growth. Learning is viewed as a life-long process that shapes the direction of the person in the search for truth, beauty and justice.
Curriculum Framework
Systems Theory

The unifying framework for the nursing curriculum is based on Systems Theory. Each system can be viewed as an entity that includes interdependent interacting parts which are different from the whole. Each system is unique and dynamic in nature with systems operating not in isolation, but through interactions with other systems. Each system functions through relationships between and among the components of the system and between and among the components of other systems (von Bertalanffy, 1976). This produces a network of patterns of interconnecting relationships. Although the system may be broken down into parts for study and analysis, the whole cannot be reduced into parts. Persons are viewed as living, open systems. Thus, a continual exchange occurs both within the person and between the person and other systems. A change in one system component affects all parts of the system, as well as impacting other systems. As a result, all systems components are interconnected with other systems. Humans, composed of numerous body systems and subsystems, are also interconnected with other systems including families, groups, communities, and populations.

Basic components of systems include input, process, outcome and feedback. The concept of systems is introduced in the first semester of the nursing program and is developed in each subsequent semester. The nature of the system or relationships between or among systems or subsystems may vary in each semester. A complex adaptive system, as a type of system, is introduced in the Foundations of Nursing I course in Level I of the program. During the second year of the baccalaureate program, in Level II, the concept is applied to families and in Level III it is extended to the health care and larger systems. Complex adaptive systems are systems that have the following characteristics: 1- the capacity to alter or change, 2- comprised of multiple agents that are interconnected and interdependent and 3- a system that is diverse with many elements and a large number of connections. The properties of complex adaptive systems include embeddedness, diversity, distributed control, coexistence of order and chaos, nonlinear, unpredictable outcomes, and self-organization. The nature of complex adaptive systems, therefore, creates a dynamic climate for continued learning, inquiry and growth.

Other key concepts or organizers for the curriculum are based upon The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and include:

**CLINICAL JUDGEMENT**: The outcomes of critical thinking in nursing practice. Clinical judgments begin with the end in mind. Judgments are about evidence, meaning, and outcomes achieved (Pesut, 2001).

**CLINICAL PRACTICE EXPERIENCE (CPE)**: Planned experiential learning activities which provide students the opportunity to comprehend, perform and reform professional competencies according to their appropriate level within the program. These experiential learning activities may occur in any setting where health care is delivered or health is influenced, which allow for and require the student to integrate new practice related knowledge and skills.” (AACN, 2012; CCNE, 2013).

**CLINICAL REASONING**: The process used to assimilate information, analyze data, and make decision regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003).

**COMMUNICATION**: the process of exchanging ideas and information that forms the basis for building interpersonal relationships (AACN, 1998).
**COMPLEX ADAPTIVE SYSTEM**: a set of diverse, dynamic, interdependent elements having multiple connections and the capacity to alter or change. The whole is irreducible to the constituent elements and relationships are non-linear in nature; includes systems that exhibit unexpected features not contained within their specification or systems with multiple objectives.

**CRITICAL THINKING**: All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity (AACN, 1998). Critical thinking underlies independent and interdependent decision making.

**CULTURAL COMPETENCE**: The attitudes knowledge and skills necessary for providing quality care to diverse populations (AACN, 2008).

**CUTURAL HUMILITY**: Incorporates a lifelong commitment to self-evaluation and self-critique to redressing the power imbalances in the patient-clinician dynamic, and to developing mutually beneficial and advocacy partnerships with communities on behalf of individuals and defined populations. Cultural humility is proposed as a more suitable goal than cultural competence in healthcare education (Tervalon & Murray-Garcia, 1998).

**CULTURAL SENSITIVITY**: Cultural sensitivity is experienced when neutral language both verbal and nonverbal, is used in a way that reflects sensitivity and appreciation for the diversity of another. Cultural sensitivity may be conveyed through words, phrases, and categorizations that are intentionally avoided, especially when referring to any individual who may be interpreted as impolite or offensive (American Academy of Nursing Expert Panel on Cultural Competency, 2007).

**DISEASE PREVENTION**: the act of deterring or impeding an abnormal condition which causes discomfort, dysfunction or distress of individual or organizational systems.

**DIVERSITY**: the quality of encompassing many different elements, agents, forms, kinds or individuals.

**EMBEDDEDNESS**: the capacity of multiple systems to be nested one within the other.

**EVIDENCE-BASED PRACTICE (EBP)**: “a process of finding, appraising and applying scientific evidence to the treatment and management of health care. EBP is the discovery of underlying trends and principles developed from the accumulation and refinement of a large body of studies. The processes of EBP create new, state of the science knowledge, summarized and clarified for translation into best practice for clinical policy.” (Retrieved March 15, 2006 from http://www.acestar.uthscsa.edu/Learn_terminology.htm.)

**HEALTH**: a dynamic multidimensional process that maximizes the human potential for physical, emotional, social, spiritual, and intellectual development and growth.

**HEALTH CARE POLICY**: a plan or course of action intended to influence or determine decisions or actions about health care delivery or services.

**HEALTH PROMOTION**: the process of helping individual and/or organizational systems to make changes to maximize their potential.

**HEALTH TEAM**: The patient plus all of the healthcare professionals who care for the patient. The patient is an integral member of the healthcare team.
**LIFE-LONG LEARNING**: the process of spiritual, intellectual, emotional, and physical development, which extends throughout the lifespan.

**NURSING PROCESS**: the primary methodology used in nursing practice, which consists of five phases: assessment, formulation of nursing diagnosis, planning, implementation and evaluation

**PROFESSIONAL ROLE VALUES**: desirable qualities of a professional nurse that are embedded in the practice of the nurse.

**SERVICE LEARNING**: Service learning is a structured experience that combines community service with academic preparation and reflection to achieve program outcomes (adapted from Community-Campus Partnerships for Health).

**SIMULATION**: activities that mimic the reality of a clinical environment and are designed to demonstrate procedures, decision-making and critical thinking through techniques such as interactive videos or mannequins (Jeffries, 2005).

**SPIRITUALITY**: speaks to what gives ultimate meaning and purpose to one’s life. It is that part of people that seeks healing and reconciliation with self or others (Puchalski, 2006).

**SYSTEM**: a set of independent but interrelated components that are designed to work as a coherent entity or whole.

**TEACHING/LEARNING**: a dynamic process that involves an exchange between the learner and the teacher. The exchange results in an expected learner outcome of a change in cognitive, affective or psychomotor behavior and a teacher outcome, which may encompass a diverse range of responses based on the abilities and personal characteristics of the teacher.

**TECHNOLOGICAL SKILLS**: psychomotor skills used in nursing practice

**VULNERABLE POPULATIONS**: Refers to social groups with increased relative risk; i.e. exposure to risk factors or susceptibility to health related problems. Vulnerability is evidenced in higher comparative mortality rates, lower life expectancy, reduced access to care, and diminished quality of life (Center for Vulnerable Populations Research, UCLA School of Nursing, 2008).

The inclusive list of AACN Glossary terms can be found at http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf

**References**


Stevens, K (2005). Essential competencies for evidence-based practice in nursing, 1st ed. San Antonio: Academic Center for Evidence-Based Practice, University of Texas Health Science Center.

Summary of Program Tracks
The OBN approved and CCNE accredited NDC Bachelor of Science in Nursing Program has two tracks designed to meet the needs of the life-long learner. The Pre-Licensure Track is designed to prepare the student to become a professional nurse. Upon completion of the program the graduate is eligible to take the National Council Licensing Exam (NCLEX-RN®) to become a registered nurse.

The Post-Licensure RN-BSN-track is designed for the registered nurse (RN) with current, active professional nurse license who has a diploma in nursing or an Associate of Science degree with a major in nursing and who wants to complete a Bachelor of Science in Nursing degree.

Program Objectives
At the completion of the Notre Dame College Bachelor of Science in Nursing Program, the graduate will be able to:

1. Synthesize concepts and theories from the liberal arts, sciences and the discipline of nursing to promote the health and well-being of individuals, groups, communities and populations.

2. Communicate effectively using oral, written and other forms of information technology.

3. Demonstrate competence in technological skills used in professional nursing practice.

4. Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.

5. Integrate personal and professional values to practice within the legal and ethical standards of the profession.

6. Respect human diversity in the provision of health care to populations of different gender, socioeconomic, religious or cultural traditions.

7. Demonstrate leadership and management in the delivery of health care within complex adaptive systems.

8. Support a commitment to life-long learning for personal and professional development.

9. Use evidence-based practice in the provision of health care services for individuals, groups, communities and populations in a variety of settings.

10. Participate in political processes that influence the economic, legal and social direction of health care policies.
**Level Objectives**

Program objectives serve as program outcome objectives. Program objectives are further delineated into level objectives, which are based on the number of years a student remains in the program.

Pre-licensure students are admitted into the nursing sequence in the sophomore year, creating three levels; Level I corresponds to the sophomore year, Level II corresponds to the junior year, and Level III corresponds to the senior year. Objectives for Level III are the same as program objectives; since outcomes for the third year or senior year, are the same as for the Program. Post-licensure RN-BSN students are granted transfer credit for prior nursing coursework and enter the program at Level II (junior standing). See Table 1 for a detailed explanation of Level Objectives.

**Table 1  Level Objectives**

<table>
<thead>
<tr>
<th>Level I (Semester 1&amp;2) Sophomore</th>
<th>Level II (Semester 1&amp;2) Junior</th>
<th>Level III (Semester 1&amp;2) Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use concepts and theories from the liberal arts, sciences and the discipline of nursing to promote, maintain or restore the health and well-being of individuals.</td>
<td>1. Analyze concepts and theories from the liberal arts, sciences and the discipline of nursing to promote, maintain or restore the health and well-being of individuals and groups.</td>
<td>1. Synthesize concepts and theories from the liberal arts, sciences and the discipline of nursing to promote, maintain or restore the health and well-being of individuals, groups, communities and populations.</td>
</tr>
<tr>
<td>2. Use communication principles in nonverbal, oral, written and other forms of information technology.</td>
<td>2. Discriminate use of nonverbal, oral, written and other forms of information technology.</td>
<td>2. Communicate effectively using nonverbal, oral, written and other forms of information technology.</td>
</tr>
<tr>
<td>3. Provide basic technological skills used in professional nursing practice.</td>
<td>3. Refine and expand technological skills used in professional nursing practice.</td>
<td>3. Demonstrate competence in technological skills used in professional nursing practice.</td>
</tr>
<tr>
<td>4. Use problem solving to make decisions that affect the health and well-being of self and others.</td>
<td>4. Apply critical thinking to evaluate selected alternatives and make decisions that affect the health and well-being of self and others.</td>
<td>4. Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.</td>
</tr>
<tr>
<td>Level I (Semester 1&amp;2)</td>
<td>Level II (Semester 1&amp;2)</td>
<td>Level III (Semester 1&amp;2) Senior</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Sophomore</td>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate awareness of personal and professional values within the legal and ethical standards of the nursing profession.</td>
<td>5. Adhere to professional values in the practice of nursing within the ethical and legal standards of the nursing profession.</td>
<td>5. Integrate personal and professional values for the practice of nursing within the legal and ethical standards of the profession.</td>
</tr>
<tr>
<td>6. Recognize human diversity in the promotion of health, prevention of illness and injury and alleviation of suffering for individuals, groups, communities and populations.</td>
<td>6. Accept human diversity in the promotion of health, prevention of illness and injury and alleviation of suffering for individuals, groups, communities and populations.</td>
<td>6. Respect human diversity in the promotion of health, prevention of illness and injury and alleviation of suffering for individuals, groups, communities and populations.</td>
</tr>
<tr>
<td>7. Identify leadership and management concepts used in the delivery of health care within complex adaptive systems.</td>
<td>7. Demonstrate selected leadership behaviors and management skills in the delivery of health care within complex adaptive systems.</td>
<td>7. Demonstrate leadership and management in the delivery of health care within complex adaptive systems.</td>
</tr>
<tr>
<td>9. Identify the components of evidence-based practice.</td>
<td>9. Critique available evidence for the provision of health care services for individuals, groups, communities and populations in a variety of settings.</td>
<td>9. Use evidence-based practice in the provision of health care services for individuals, groups, communities and populations in a variety of settings.</td>
</tr>
<tr>
<td>10. Describe economic, legal and social factors impacting nursing and health care policies.</td>
<td>10. Compare and contrast health care policies impacting health care access and delivery.</td>
<td>10. Participate in political processes that influence the economic, legal and social direction of nursing and health care policies.</td>
</tr>
</tbody>
</table>
SECTION 4: ORGANIZATIONAL STRUCTURE & GOVERNANCE
Organizational Structure

The Nursing Division is organized in accordance with the organizational structure of the College. The organizational charts presented on the following pages reflect the organization and structure of the College and the Division of Nursing:

- Figure 1: Organizational Chart – Executive Structure
- Figure 2: Organizational Chart – Academic Affairs
- Figure 3: Organizational Chart – NDC Faculty Structure
- Figure 4: Organizational Chart – Division of Nursing
**Student Governance**

Students in the Bachelor of Science Nursing Program may participate on the following committees within the Division of Nursing:

- Admissions and Retention
- Curriculum
- Student/Faculty Affairs

Students have both voice and vote on the committees. Elections for student representatives are held at the beginning of Fall semester. Students may not participate in more than one committee at a time.

In some instances agenda items for the committee may relate to issues of a sensitive or confidential nature. Students may be asked to be excused for this portion of the agenda or meeting.

Students may also express their views on issues of institutional policy, both individually and collectively. See policy on Student Participation in Institutional Government in the Notre Dame College Student Handbook.

Student representation is available on Admissions & Retentions Committee, Curriculum Committee, and Faculty-Student Affairs Committee.

Students enrolled in the RN-BSN Track currently have input into governance through feedback provided on surveys distributed throughout the program, upon graduation and post-graduation. RN-BSN students wishing to serve on Committees are encouraged to make their interest known to the Director, RN-BSN Program. Appointments to Committees will be made after consultation with the student, Program Director and Chair of the Division of Nursing.

A description of the committees and their functions is provided below:

**Division of Nursing Faculty Organization**

**Admissions and Retention Committee**

The Admissions and Retention Committee will establish admission and retention policies for the Nursing Program. The Committee will make recommendations regarding admission of students to the Nursing Program and retention of students in the Program.

The Admissions and Retention Committee shall:

A. Promote recruitment of students for the Nursing Program.
B. Review and act upon all applications for admission to the Nursing Program after initials screening of applicants by the College Admissions Office. Student will be excused for this function to protect confidentiality of student information.
C. Review and establish policies for admission to the Nursing Program.
D. Review and establish policies for retention of students in the Nursing Program.
E. Hear and make recommendations to the Faculty Organization regarding student petitions for admission and retention in the Nursing Program (student members of the committee do not participate in this function to protect confidentiality of student information)
F. Report regularly to the Faculty Organization.

**Curriculum Committee**

The Curriculum Committee shall coordinate the development, implementation, assessment and evaluation of the curriculum and shall establish, review and revise curriculum policies for the Nursing Program.
The Curriculum Committee shall:
   A. Ensure that the mission, philosophy and objectives of the Nursing Program are consistent with the mission and expected curricular outcomes of Notre Dame College.
   B. Establish, review and revise Nursing Program Policies (except for admission and retention).
   C. Make recommendations to the Faculty Organization regarding the curriculum and policies of the Nursing Program.
   D. Establish and implement a systematic quality improvement process for the Nursing Program and facilitate performance improvement efforts.
   E. Monitor implementation of the curriculum to ensure that program standards are met.
   F. Hear and make recommendations to the Faculty Organization regarding student petitions for progression in the Nursing Program (student members of the committee do not participate in this function to protect confidentiality of student information).
   G. Determine resources needed for implementation of the curriculum.
   H. Review and approve all new nursing courses prior to submitting them to the Educational Policy and Planning Committee of the Notre Dame College Faculty Senate.
   I. Serve as a forum for consideration of student concerns regarding the curriculum.
   J. Report regularly to the Faculty Organization.

Faculty/Student Affairs Committee
The Faculty/Student Affairs Committee shall provide for the professional development of students and faculty of the Division of Nursing.

The Faculty/Student Affairs Committee shall:
   A. Provide for orientation of faculty and students to the Nursing Program.
   B. Function as a liaison between nursing students and faculty of the Division of Nursing.
   C. Review and revise faculty and student handbook changes specific to the Division of Nursing.
   D. To serve as a forum for Nursing Program faculty and student non-curricular concerns related to the Nursing Program.
   E. Recruit Faculty and students for the Nursing Program.
   F. Coordinate Division of Nursing faculty and student development activities.
   G. Make recommendations for policies and procedures for evaluation of Nursing Program faculty.

Program Assessment and Evaluation Committee
The purpose of the Program Assessment and Evaluation Committee is to facilitate the Systematic Assessment and Evaluation Plan.

The Program Assessment and Evaluation Committee shall:
   A. Initiate and oversee implementation of the Systematic Assessment and Evaluation Plan.
   B. Collect, retrieve and analyze assessment and evaluation data.
   C. Revise and update the program assessment and evaluation plan.
   D. Make recommendations to appropriate committees and Faculty Organization regarding program assessment and evaluation outcomes.
   E. Function as a coordinating committee for self-study processes with regard to Board of Nursing and accreditation standards.
SECTION 5: CURRICULUM REQUIREMENTS: RN-BSN TRACK
The post-licensure RN-BSN Track of the Bachelor of Science in Nursing program at Notre Dame College is delivered in a fully online format designed to accommodate the needs of working nurses. Online courses are eight weeks in length and the entire program can be completed in as little as sixteen months. A RN-BSN student who is a graduate of a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN) will receive a minimum of 31 semester credits for previous nursing courses. No more than 96 credits will be considered for transfer. Students must earn a minimum of 32 credits at NDC to graduate. Criteria for degree completion at Notre Dame College are listed below.

Degree Requirements
Candidates for the Bachelor of Science in Nursing Degree must meet the following requirements to graduate:

- Earn a minimum of 128 semester hours of credit.
- Successfully complete courses fulfilling the NDC Core Curriculum
- Successfully complete the courses fulfilling the requirements of the baccalaureate nursing major (refer to NDC College Catalog).
- Maintain a minimum cumulative 2.5 GPA in the nursing major.
- Attend Notre Dame College for at least one year.
- Complete a minimum of 32-semester credits of course work at Notre Dame College, including a minimum of 16 semester credits of nursing courses.
- Complete at least 36 credits of upper-biennium courses (300 or 400 level).

Admission Policies

Applicants for the RN-BSN Program Track must meet the following admission requirements:

- Graduate of an Associate degree or diploma nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN) (formally known as the National League for Nursing Accrediting Commission (NLNAC).
- Transcripts for foreign educated students are evaluated individually by the College.
- Minimum cumulative GPA of 2.50 or higher in pre-licensure nursing program. Applicants with a CGPA of 2.00-2.49 may be considered for provisional acceptance.
- Hold a current, valid license as a registered nurse in the state in which practice learning experiences will be completed
- Complete the online application process
- RN-BSN applicants are exempt from the ACT/SAT requirement

RN-BSN students must submit official transcripts of all courses taken at other colleges, universities and/or schools of nursing to the Adult Admissions Office (Finn Center) of the College. Applications for the RN-BSN Track are reviewed by the Director of the RN-BSN Program. Final admission decisions are consistent with Division of Nursing policies.
Students who submit evidence of current certification in gerontological nursing from the American Credentialing Center (ANCC) will receive credit by examination for NR 455. This credit will be applied during the student’s last semester prior to graduation. Students may be charged a fee for credit by examination.

**RN-BSN Program Pre-requisite and Support Courses (taken at NDC or equivalent taken at another college) must be completed before enrollment into the RN-BSN nursing sequence of courses.**

- BI 204/205  Human Anatomy & Physiology I / Lab
- BI 206/207  Human Anatomy & Physiology II / Lab
- CH 106/107  Principles of Inorganic Chemistry / Lab
- EN 100/101  College Composition I and II

OR

- EN 110  Advanced Composition: Expository Writing
- PY 201  General Psychology
- BI 240/241  General Microbiology / Lab
- HP 216  Nutrition in Health and Disease
- MA 221  Statistics I
- PY 251  Lifespan Development
- SO 201  Introduction to Sociology

**Transfer Students**

Students transferring to NDC RN-BSN Program must complete the application process and abide by the College policies regarding transfer students/credits (see NDC Catalog). Not all qualified transfer students may be accepted into the program. All courses transferred into the Nursing program, including nursing courses must have a grade of “C” or higher for transfer credit to be granted. Faculty of the NDC Bachelor of Science in Nursing program will evaluate content of nursing courses to determine if a nursing course is comparable to one offered in the NDC RN-BSN program. Students may be asked to submit course syllabi or other evidence for evaluation of transfer credit. Nursing courses completed more than five years before admission may not transfer and may need to be repeated.

Any student admitted to the RN-BSN program with advanced standing must meet current college and nursing program curriculum and graduation requirements at the time of admission to the program. The amount of credit granted to an advanced standing applicant will be determined by the Office of Student Services, in collaboration with the Admission and Retention Committee of the Nursing Division.

**Curriculum Plan**

The RN-BSN Curriculum Plan is included on the page that follows.
A Bachelor’s of Science in Nursing degree at NDC is earned through completion of 128 credits. Students typically complete 60-64 credits in the pre-licensure Associate degree program. The Curriculum Plan described below reflects required coursework. Student transcripts are evaluated on an individual basis to ensure appropriate courses are applied for transfer credit.

### Pre-Requisite and Support Courses typically completed in the AD Program

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 110</td>
<td>Advanced Composition</td>
<td>3</td>
<td>Fulfills Core: Written Fluency</td>
</tr>
<tr>
<td>BI 204/205</td>
<td>Anatomy &amp; Physiology I w/ lab</td>
<td>4</td>
<td>Fulfills Core: Science Inquiry</td>
</tr>
<tr>
<td>BI 206/207</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PY 201</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY 251</td>
<td>Lifespan Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BI 204/205</td>
<td>Microbiology w/ lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MA 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
<td>Pre-req for MA 221</td>
</tr>
</tbody>
</table>

### Pre-Requisite and Support Courses which may or may have been completed in AD Program

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 106/107</td>
<td>Principles of Inorganic Chemistry w/lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MA 221</td>
<td>Statistics</td>
<td>3</td>
<td>Fulfills Core: Quantitative Fluency</td>
</tr>
<tr>
<td>SO 201</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HP 216</td>
<td>Nutrition</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Remaining Core Curriculum Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI 100**</td>
<td>(AR 311 or MU 214 online)</td>
<td>3</td>
<td>Fulfills Core: Creative Inquiry</td>
</tr>
<tr>
<td>TH 327***</td>
<td>Prayer &amp; Spirituality</td>
<td>3</td>
<td>Fulfills Core: Theological Inquiry</td>
</tr>
<tr>
<td>PH 180/200</td>
<td>Both currently offered online</td>
<td>3</td>
<td>Fulfills Core: Philosophical Inquiry</td>
</tr>
<tr>
<td>EN Lit**</td>
<td>(EN 261, 281 or 341 offered online)</td>
<td>3</td>
<td>Fulfills Core: Literary Inquiry</td>
</tr>
<tr>
<td>CA 100</td>
<td>Elements of Speech</td>
<td>3</td>
<td>Fulfills Core: Oral Fluency</td>
</tr>
<tr>
<td>TH 450*</td>
<td>Social Justice: Issues in Action</td>
<td>3</td>
<td>Fulfills Core</td>
</tr>
<tr>
<td>PH 480*</td>
<td>Current Ethical Problems &amp; Positions</td>
<td>3</td>
<td>Fulfills Core</td>
</tr>
</tbody>
</table>

### Required Upper Division Nursing Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 300*</td>
<td>Professional Transitions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 305*</td>
<td>Health Promotion &amp; Education</td>
<td>3</td>
<td>Fulfills Core: Personal Responsibility</td>
</tr>
<tr>
<td>NR 310*</td>
<td>Evidence-based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 391*</td>
<td>Special Topics: Nursing Informatics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 410*</td>
<td>Health Care Policy in Complex Adaptive Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 425*</td>
<td>Community &amp; Population Nursing Practice</td>
<td>3</td>
<td>Fulfills Core: Global Responsibility</td>
</tr>
<tr>
<td>NR 455*</td>
<td>Gerontological Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 460*</td>
<td>Healthcare Leadership &amp; Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 464*</td>
<td>RN-BSN Capstone Practicum</td>
<td>5</td>
<td>Requires 90 hour practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Block credit for completion of prior nursing courses</td>
<td>30-34</td>
<td>Amount of credit varies depending on number of credits completed in pre-licensure AD/diploma program</td>
</tr>
<tr>
<td></td>
<td>Electives and/or course transfer credit</td>
<td>7-11</td>
<td>May or may not be needed dependent upon prior coursework completed</td>
</tr>
</tbody>
</table>

| Total credits required | 128 |

* = must be taken at NDC

** = one of the two must be at the 300 level or higher to fulfill upper biennium requirement
*** - Students may also take TH 150 if so desired
RN-BSN Nursing Course Descriptions

NR 300 Professional Transitions  
Didactic- online  
3 cr.
**DESCRIPTION:** Introduction to the philosophy and curriculum framework for BSN completion program. Theoretical foundations of nursing practice are presented. Systems theory and complexity theory are introduced. Process of values clarification is introduced. Current nursing issues are discussed. Examines scope and standards for the nursing profession and ethical issues related to the practice of nursing. Law regulating the practice of nursing is reviewed.
**Prerequisites:** Admission into the RN-BSN Track. Unencumbered license as a registered nurse; evidence of satisfactory completion of an accredited diploma or associate of science in nursing program. Admission into the Nursing Program, RN-BSN Track.

NR 305 Health Promotion & Education  
Didactic – online  
3 cr.
**DESCRIPTION:** This course assists the student in developing skills necessary to influence health behaviors in self and others. Determinants of health, wellness, illness and disability across the lifespan will be examined. Students will explore environmental, sociocultural, economic and political factors contributing to effective health behaviors. Theoretical models of health behavior and principles of teaching/learning will be utilized to address health education needs across the lifespan. Fulfills Engaged Responsibility Requirement.
**Prerequisites:** Admission to the Nursing Program; NR 300 or administrative approval of Program Director

NR 310 Evidence-Based Practice  
Didactic: online  
3 cr.
**DESCRIPTION:** Sources, levels and strength of evidence for best practice are reviewed. Process for critiquing evidence is discussed. Methods and tools for implementation of evidence-based practice to achieve optimal patient outcomes are examined. Relationship of health care policy to evidence-based practice is discussed. Service-learning project.
**Prerequisites:** MA 221 (Or concurrent); NR 300 for students enrolled in the Post-Licensure RN to BSN Track

NR 391 Special Topics: Nursing Informatics  
Didactic: Online  
3 cr.
**DESCRIPTION:** This course is designed to provide students with an introduction to Healthcare Informatics. The Foundation of Knowledge model is interwoven throughout the course to show the connection between Nursing Science and Nursing Informatics. Emphasis is placed on exposing nursing students and nurses to the core principles and tools used in Nursing Informatics to help prepare them to meet current and future challenges of practicing nurses in a technology era while striving to improve patient care at all levels of care delivery.
**Prerequisites:** NR300 for RN-BSN Students; Junior or senior level standing for pre-licensure BSN students

LEVEL III (Senior)

NR 410 Health Care Policy in Complex Adaptive Systems  
Didactic: 3.0 hrs. per week  
3 cr.
**DESCRIPTION:** Analyses of economic, legal and social factors impacting health care policies. Discussion of relationship between emerging social issues/trends and health care disparities. Discussion of social justice and equity in access and delivery of health care services. Opportunities are provided to participate in political processes impacting nursing and health care policy. Service-learning project.
**Prerequisites:** Completion of 300 levels courses. Open to non-nursing majors with permission of instructor.

**NR 425 Community & Population Health Nursing**

Didactic: Online

**DESCRIPTION:**
Course is designed to introduce concepts and strategies to promote culturally sensitive care for local and global communities and populations to the RN-BSN student. Diversity and culture are examined in relation to social systems and patterns of interconnected relationships. Epidemiological concepts are integrated throughout. Examines the role of the nurse in caring for communities/populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Fulfills Global Responsibility requirement.

**Prerequisites:** Completion of 300 level courses

**NR 455 Gerontological Nursing**

Didactic: Online

**DESCRIPTION:**
Study of theories of aging and systems impacting older adults are presented for the practicing nurse. Literature, art and/or film are used as mediums to examine issues related to aging. Discussion of end-of-life concepts and theories. Examines responses of the older adult in health and illness from an interdisciplinary perspective.

**Prerequisites:** Completion of 300 level nursing courses

**NR 460 Health Care Leadership/Management in Complex Adaptive System**

Didactic: Online

**DESCRIPTION:** Exploration of leadership and management theories/concepts applied to the role of the nurse as a leader, manager and coordinator of care. Examines concepts and theories related to negotiation, conflict management, and delegation. Legal implications of documentation and delegation are emphasized. Strategies to improve cost, safety and quality of care, based on evidence-based practice, are applied within complex adaptive health care systems.

**Prerequisites:** Completion of 300 level courses

**NR 464 RN-BSN Capstone Practicum**

Didactic 3 credits: Online; Practicum 2 credits—90 hours of experiential learning

**DESCRIPTION:** This course provides an integrated experience with opportunities to apply baccalaureate level nursing competencies. Role development of the baccalaureate nurse is stressed. Students develop and individualize the program of study to integrate concepts/theories of the nursing program into their professional practice. The capstone includes the development, implementation and evaluation of a clinically focused project.

**Prerequisites:** Open to students in the RN to BSN track only. Completion of NR300, NR 305, NR 310, NR 391, NR 410, NR 425, NR 455, and NR 460 (or concurrent)

**Nursing Electives (Open to RN-BSN students but may not be offered online)**

**NR 470/471 Holistic Nursing**

Didactic: 2.0 hrs. per week (2 cr.)

**DESCRIPTION:** An additional credit may be earned for service learning component. Introduction to use of complementary and alternative health modalities (CAM). Analysis of evidence base for selected CAM.

**Prerequisites:** Junior or senior level status for nursing majors. Junior or senior status and HP 110 or 112 (or equivalent) for non-nursing majors.

**NR 472/473 Selected Topics in Nursing**

Didactic: 2.0 hrs. per week (2 cr.)

**DESCRIPTION:** An additional credit may be earned for service learning component. Focus is a special topic related to nursing. Course is taught in seminar format. Topic for seminar to be announced.

**Prerequisites:** Level II (Junior) or Level III (Senior) status in the nursing program
NR 474/475 International: A Global Perspective 2cr./3cr.
Didactic: 2.0 hrs. per week (2 cr.)
DESCRIPTION: An additional credit may be earned for service learning component. Comparison of health care systems in a developing versus United States. Introduction to global diseases including malaria, tuberculosis, and HIV. Cultural beliefs impacting health care are explored. Fulfills general education Cross-Cultural requirement.
Pre-requisites: Level II (junior) or Level III (senior) status in the nursing program or special permission from the Division Chair of Nursing.

Review of Military Experience and Skills Training Policy
When an applicant to the baccalaureate nursing program has experience in the United States armed forces or in the National Guard or in a reserve component:

1. The applicant must meet all the criteria in the admissions policy and follow the process for applying for admission to Notre Dame College and to the Baccalaureate in Nursing Program.

2. The applicant will submit a letter requesting a review of military education and skills training to the Division of Nursing Admissions & Retention Committee. The request must include course materials such as a course syllabus, course or training objectives or other information as required by the Division of Nursing.

3. The Division of Nursing Admissions & Retention Committee will forward the information to the Division of Nursing Curriculum Committee for a review of documents to be evaluated for a recommendation of credit for course equivalency.

4. Credit for course equivalency will be awarded in areas where there is substantially equivalent military education or skills training which corresponds with the Notre Dame College Baccalaureate in Nursing Program curriculum.

5. The recommendation of the Division of Nursing Curriculum Committee will be returned to the Division of Nursing Admissions & Retention Committee for final recommendation.

Re-Admission or Re-Enrollment Policy
A student in the RN-BSN program who interrupts enrollment in the nursing sequence of courses for any reason must apply for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. If a student has not been enrolled in classes at NDC for one calendar year, the student must apply for readmission to the College and the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending NDC for the first time. The student must meet current College and nursing program curricular and graduation requirements at the time of readmission to the program, regardless of the number of credits earned under a previous catalog. Students seeking reenrollment or readmission must submit the completed form to the Division of Nursing. The student’s request will be reviewed by the Director of the RN-BSN Nursing Program.
Progression Policies

Grading Policy

The following grading scale is in place for all nursing courses in the RN-BSN program track:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0 per credit hour</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.7 per credit hour</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3 per credit hour</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.0 per credit hour</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.7 per credit hour</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.3 per credit hour</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.0 per credit hour</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.7 per credit hour</td>
</tr>
<tr>
<td>D</td>
<td>65-69%</td>
<td>1.0 per credit hour</td>
</tr>
<tr>
<td>F</td>
<td>0-64%</td>
<td>0.0 per credit hour</td>
</tr>
</tbody>
</table>

All grades will be in whole numbers and NO rounding.

If a nursing course has a practice learning requirement, students must achieve a satisfactory rating in the practice learning component as well as meet other course requirements in order to successfully pass the course with a grade of “B-“ or higher.

Nursing students must attain a final semester grade of C or better in all nursing prerequisites, support courses and required nursing courses; must have a 2.5 cumulative GPA; and must achieve a satisfactory clinical rating for their clinical experience to progress in the program.

Students will be given a progress report at mid-semester. If any students are experiencing academic or clinical difficulties in a nursing course, an Action Plan will be completed by the nursing course faculty for students who have a grade of C- or lower in a nursing course. The Action Plan should be submitted to the Vice President of Academic and Student Affairs and the Chair of the Division of Nursing. The Action Plan will be forwarded to the nursing student’s academic advisor by the Academic Affairs office. The academic advisor will then make arrangements with the student to discuss the grade and any additional action which must be taken.

Prerequisite courses, support courses and nursing courses may be repeated only once if a grade less than C is achieved. Two unacceptable grades in any combination of nursing courses (NR), including Nursing Elective courses, will be grounds for dismissal from the nursing program. Students will be placed on academic probation when the cumulative GPA is less than 2.5 at the end of any semester in the program. If the student does not show progress or raise the GPA to 2.5 or above, the student will be dismissed from the program. A student wishing to alter a course of study must submit a written petition to the Director of the RN-BSN Program.

The Administration of Notre Dame College and the Division of Nursing reserve the right to require the withdrawal of any student whose program progress or performance does not meet the standards established by the
Students who have two unacceptable grades in any combination of nursing courses including nursing electives shall be dismissed from the program and may not be eligible for re-enrollment.

Grievance and Appeal Policy

If a nursing student feels that she/he has a substantive grievance involving perceived unfair treatment or academic affairs, the student should first attempt to resolve the issue informally. Opportunities are provided for students to express their views and concerns through individual and small group discussion. If the matter cannot be resolved informally, then the following steps should be taken to resolve the grievance. The steps must be completed in the order in which they are listed. Students are also referred to the Notre Dame College Handbook for additional information on grievance and appeal policies.

1. Student/Faculty Discussion: The student should make an appointment with the individual faculty member involved and identify for the faculty member that the purpose of the meeting is to discuss a grievance issue. If the grievance involves a clinical issue, the clinical faculty must notify the Clinical Coordinator. The student, faculty member, and Clinical Coordinator will then meet at the appointed time to engage in open discussion of the problem and methods for resolution. The faculty member or the student may request that another faculty person be present during the discussion.

2. Director of RN-BSN Program, Faculty and Student Meeting: If a satisfactory resolution for the grievance cannot be achieved in the meeting between the student and individual faculty, the student may request a meeting with the course coordinator (if multiple faculty members are involved in a course). The student must provide rationale for failure of the grievance to be resolved in the original student/faculty discussion. The course coordinator will then meet with all parties involved to attempt to mediate the grievance.

3. Chair of the Division of Nursing, Student and Faculty Meeting: If the grievance issue is not successfully resolved with the meeting between the course coordinator, student and faculty, the student may file a written grievance and submit it to the Chair of the Division of Nursing. Copies of the written complaint will also be sent to the Vice President for Academic Affairs. The Chair of the Division of Nursing will then arrange a meeting between the student, the faculty member involved, the faculty advisor and the Chair of the Division of Nursing to facilitate communication, and clarify understandings. The Chair will provide a written summary of the meeting to each of the parties involved and to the Vice President for Academic & Student Affairs. In the case of final grades only, this meeting must be requested within two weeks of the receipt of the final grade and must take place no later than 30 days after the beginning of the next semester.

4. College Level: If the grievance is not resolved through the above process within the Nursing Program, the grievance will then proceed to the College level. If the grievance involves grades on projects, tests or final grades for the semester given to the student by the Chair of the Division of Nursing, the concern should be directed to the Vice-President of Academic & Student Affairs rather than using the process described above. Refer to the Notre Dame College Student Handbook for the Grade Appeal/Sexual Harassment Grievance Policies.
SECTION 6: STUDENT RESOURCES
Nursing DIVISION OFFICES
Location: Regina 3rd Floor
Phone: (216) 373-5183
Hours: 8:30 AM – 4:30 PM unless otherwise posted

Academic Advising
RN-BSN students are provided academic advising through the Finn Center and the Director RN-BSN Program. Students are encouraged to communicate with their advisors regularly. It is the student’s responsibility to contact their advisor. The student is ultimately responsible for assuring that program requirements have been met.

Academic Assistance
Dwyer Learning Center
Students are encouraged to meet with an advisor for counseling related to academic issues. Educational support services are available in the Dwyer Learning Center of Notre Dame College. The Learning Center is located on the second floor of the Administration Building in room 205 and offers free educational support for all Notre Dame Students. Tutoring and study skill training are available in the Center. It is open Monday – Friday from 8:30 a.m. to 4:30 p.m. Visit the Dwyer Center’s website for more information: http://www.notredamecollege.edu/resources-and-services/dwyer-learning-center

Academic Support Center
The Mission of the Academic Support Center is to provide quality educational opportunities and support services above and beyond those required by law to individuals with documented learning disabilities who are traditionally under-served in post-secondary education. The services provided by the Academic Support Center are structured and comprehensive thus enabling a student with a documented learning disability to succeed in college. Location: 2nd floor of Regina Hall. For further details about the program visit: www.NotreDameCollege.edu/resources-and-services/academic-support-center

Health Services
In case of emergency, dial 911 or Contact Campus Police at 216-373-5222. Emergency room services are also available nearby hospitals.

On campus health services are available to students at the following locations:

- BowTie Medical Services located on campus, the first floor of Harks Hall, phone 216-373-5224. Office hours are Monday, Tuesday, Thursday, Friday; 9 a.m. – 3 p.m.
- University Suburban Health Care is also conveniently located two blocks from campus at 1611 S. Green Rd., phone 216-844-2273, website- www.universitysuburban.com.

Students may also choose to see their own private health care provider. Students are responsible for costs incurred.
Guidance & Counseling Services
Students are encouraged to utilize the services of the NDC Counseling Center for personal counseling needs. Both individual and group counseling is available. All counseling is kept private and confidential.

The Notre Dame College Counseling Center is committed in providing excellence in psychotherapeutic services to promote student safety, personal growth and academic success. The counseling Center provides an open and safe environment to encourage self-awareness, personal responsibility and healthy interpersonal relationships within a diverse and dynamic campus community. The counseling center is involved through collaborative efforts throughout the campus community in creating a vital and healthy campus learning environment.

During our lives we all experience change. Adjusting to college and transitioning into adulthood brings challenges. Through education and counseling, the Counseling Center strives to assist students in growing and developing through these challenges. **Counselors are required by federal and state laws to keep records both private and confidential.**

Common Issues Addressed In Counseling

<table>
<thead>
<tr>
<th>Issue</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity Issues</td>
<td>Depression/sadness</td>
</tr>
<tr>
<td>Family Problems</td>
<td>Emotional/physical/sexual abuse</td>
</tr>
<tr>
<td>Overload – juggling school, sports, work, and family</td>
<td>Eating Disorders</td>
</tr>
<tr>
<td>Loneliness/homesickness</td>
<td>Sexuality</td>
</tr>
<tr>
<td>Relationships</td>
<td>Bereavement</td>
</tr>
<tr>
<td>Anxiety/stress</td>
<td>Concern about the well-being of</td>
</tr>
<tr>
<td>Anger Management</td>
<td>Another person</td>
</tr>
<tr>
<td></td>
<td>24/7 Crisis Services</td>
</tr>
</tbody>
</table>

To make an appointment with the Counseling Center, call 216-373-5211 or go to [https://my.ndc.edu/ICS/Academic_Services/Counseling_Services.jnz](https://my.ndc.edu/ICS/Academic_Services/Counseling_Services.jnz) for more information.

Campus Ministry
The Campus Ministry promotes the personal and spiritual growth of all students, faculty and staff of the College. The office is located on the third floor of Regina Hall. A variety of opportunities for community service, retreats, and small group activities are available through the Campus Ministry. Pastoral counseling is also available. Mass is celebrated during the week and on Sunday evenings. Schedule and locations are posted on the College website.

Keller Center
The Keller Center is a fitness facility that includes a fitness/weight room, pool and gymnasium. A schedule is available in the Center which lists operating hours and activities available. The Keller Center is located adjacent to the library. [www.notredamecollege.edu/resources-and-services/keller-center](http://www.notredamecollege.edu/resources-and-services/keller-center)

Clara Fritzsche Library
Located adjacent to the Administration Building, Notre Dame College’s Clara Fritzsche Library houses a collection of over 90,000 volumes, supporting all areas of the curriculum. The Clara Fritzsche Library is a member of OhioLINK, a network of academic libraries that provides access to over 140 databases and thousands of journal titles and full text articles. The library also receives more than 250 periodicals in print form. NDC
students have computer access to the electronic catalog, the Internet and numerous online services such as ERIC, MEDLINE and the Education Index. CINAHL provides abstracts and full text articles from hundreds of journals in subject areas related to nursing and allied health. Interlibrary loan for books and periodicals is available from any other OhioLink, CAMLS or OCLC Library. The service is free of charge for students and faculty. Contact the library at (216) 373-5267 for assistance or visit http://www.notredamecollege.edu/resources-and-services/clara-fritzsche-library for more information and hours of operation.

**Career Counseling**

Where do you want to go? Everything related to careers can be found here. We can help you during any point of your academic career. The Career Services Center coaches, supports, and prepares students to identify and pursue their career goals and to facilitate connections between employers and students through quality services, internships, and programming.

The Career Services Center is located on the second floor of the Clara Fritzsche Library, office hours Monday thru Friday: 8:30 a.m. – 4:30 p.m. A resume guide specifically developed for nursing students is available through the Career Counseling Center to assist students in the preparation of their resumes. To learn more about services available call 216-373-5217 or visit http://www.notredamecollege.edu/resources-and-services/career-services-center.

**Professional Development**

**National Student Nurses’ Association (NSNA)**

With a membership of 60,000 nationwide, the National Student Nurses’ Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance.

The Division of Nursing at Notre Dame College has a chapter of the NSNA. Students work together to develop their professional experiences and to become active in the Notre Dame College and Greater Cleveland communities. Visit the website at http://www.nsna.org/ for more information.

**Ohio Nursing Students’ Association (ONSA)**

ONSA is the state level organization of the NSNA. Working with ONSA provides students with the opportunity to work with other nursing students and professionals across the state of Ohio on community health projects as well in organizing and conducting professional conferences on an annual basis.

The purpose of the Ohio Nursing Students’ Association is:

- To assume responsibility for contributing to nursing education in order to provide for the highest quality health care.
- To provide programs representative of fundamental and current professional interest and concerns.
- To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.
- To advocate for nursing students in preparation for their professional role as registered nurses.

For more information visit http://ohiosna.org/2015/02/01/welcome-to-the-new-ohio-student-nurses-association/.
Notre Dame College Nursing Student Association (NDCSNA)
All pre-licensure students are members of the Notre Dame College Student Nurse Association. RN-BSN student are encouraged to become members. A Nursing Division faculty member serves as an advisor to the organization. Students are also encouraged to become members of the National Student Nurse Association and the Ohio Nursing Students’ Association. Nursing students in both the Pre-Licensure and RN to BSN tracks are eligible for membership in these organizations. A variety of resources for nursing students to assist in personal and professional development are available through the NSNA and ONSA. For further information visit their websites at: www.nsna.org or http://ohiosna.org/2015/02/01/welcome-to-the-new-ohio-student-nurses-association/.

Ohio Nurses Association
Ohio Nurses Association represents over 170,000 registered nurses within the state of Ohio. Go to http://www.ohnurses.org/education/student-nurses/ for more information regarding this dynamic organization.

Sigma Theta Tau International: Nursing Honor Society
In 1922, six nurses founded the Honor Society of Nursing, Sigma Theta Tau International (STTI) at the Indiana University Training School for Nurses, which is now the Indiana University School of Nursing, in Indianapolis, Ind., USA. The founders chose the name from the Greek words storgé, tharáros, and timé, meaning "love," "courage," and "honor." The STTI vision is to be the global organization of choice for nursing (Retrieved from http://www.nursingsociety.org/about-stti/sigma-theta-tau-international-organizational-fact-sheet.

STTI has more than 135,000 active members in more than 85 countries worldwide. Membership is by invitation only to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and exceptional achievements in nursing.

Iota Psi
Iota Psi is the local chapter of STTI which provides membership opportunities for eligible BSN students at Notre Dame College School of Nursing and Ursuline College Breen School of Nursing. Undergraduate traditional nursing students with a minimum of a 3.0 and ranked in the upper 35th percentile of the graduating class, and “who meet the expectation of academic integrity” may be invited to apply for induction into the chapter.

Chi Eta Phi Sorority
Chi Eta Phi Sorority, Inc. is a professional association for registered professional nurses and student nurses representing minorities in nursing. Membership is by invitation only. Financial assistance through scholarships is available from the organization. An undergraduate chapter (Nu Chi Beta) is located at Akron University. For further information, visit their website at: http://www.chietaphi.com

Cleveland Council of Black Nurses, Inc.
The Cleveland Council of Black Nurses represents registered nurses, licensed practical nurses, licensed vocational nurses and student nurses. It builds consumer knowledge and understanding of healthcare issues affecting minorities. The Council facilitates the professional development and career advancement of minorities. They also offer a summer seminar on “Surviving and Thriving in Nursing School.” Contact the Association by phone at 216-556-0600, by mail at P.O. Box 221006, Cleveland, Ohio 44122 or visit http://www.nbna.org/AF_MemberCommittee.asp?committeeid=90 for more information.
SECTION 7: PRACTICE LEARNING REQUIREMENT
The Commission for Collegiate Nursing Education requires RN-BSN programs offer a minimum of 90 hours practice learning. In the Notre Dame College RN-BSN program, this requirement is met through completion of NR 464 Capstone which includes a clinically-focused practicum project.

The purpose of the clinical practicum is to provide a student-designed learning experience as part of the capstone experience for the RN-BSN Program. Successful completion of the practicum experience fulfills the accreditation requirement for practice learning experience in RN-BSN programs as established by CCNE Accreditation Standards.

During NR 464, students integrate experience with opportunities to apply baccalaureate level nurse competencies through the completion of a **clinically focused project**. In addition to classwork, students complete **90 hours of practicum** in which the **clinical project** is developed, implemented and evaluated.

This practicum is an opportunity for the student to research and experience a particular aspect of the professional nursing practice that represents a role for the baccalaureate prepared Registered Nurse. Students will want to begin thinking about the project early in the program so that they can articulate to the preceptor and agency chosen what they hope to focus on during the experience. The project may build on the theoretical knowledge of a single previous nursing course or a synthesis of several nursing courses as well as the student’s previous nursing work experience.

Students, in conjunction with their preceptor, will develop a series of achievable practicum competencies, develop a reading list to enhance the student’s readiness for the practicum and identify other methods of preparedness necessary for the practicum. **Examples** of projects students might consider include but are not limited to:

1) Development, implementation and evaluation of a change in practice based on current evidence
2) Assistance in the development, implementation and evaluation of a community outreach program
3) Development, implementation and evaluation of strategies to promote health literacy

Upon enrollment into NR 464, the Director RN-BSN Program sends an email students alerting them to the planning required for the course. It is the student’s responsibility to **secure a clinical site and a preceptor** in which to complete the practicum. To that end students will need to initiate discussions with the clinical agency and a preceptor within that clinical agency at least 2-4 months prior to the expected date of course enrollment. The clinical agency needs to be a facility that can help the student attain the learning objectives identified and must be approved by the Director RN-BSN Program. Students may complete the practicum component in the facility in which they are employed but practicum hours may not be accrued during scheduled work hours.

Once the clinical agency has been identified, an **Affiliation Agreement** will need to be secured. Copies of the NDC Division of Nursing Standard Agreement can be obtained from the Director, RN-BSN Program and are included as an attachment to the information email sent upon course registration. The Affiliation Agreement is a legal document and as such a member of senior administration at both the facility and NDC are required to sign the document.
While Notre Dame College has a standard template which may be used by the facility, many times, agencies prefer to utilize their own Standard Affiliation Agreement. NDC Division of Nursing is willing to review and consider alternate agreements as preferred by the agency.

The Division of Nursing maintains ongoing agreements with several Northeastern Ohio facilities. Students residing in Northeastern Ohio should communicate plans with the Director RN-BSN program prior to initiating discussions with agencies as an agreement and process may already be in place for practicums.

Preceptors must:
- be an employee of the selected clinical agency
- hold a minimum of a BSN degree
- have a minimum of two years’ experience as a Registered Nurse
- hold a current, active unencumbered license to practice as a registered nurse in the state where the practicum is being completed
- may not be a relative or close personal friend of the RN-BSN nursing student.

The Preceptor Guidelines and Agreement are located on the pages that follow.

While the student works directly with a preceptor at the selected agency who provides on-site supervision, the course faculty maintain responsibility for the overall supervision and evaluation of student learning. Course faculty are readily available throughout the course via email and phone access.

Students may not begin to work on or accrue practicum hours until 1) the course starts and course faculty has approved the project, 2) a fully signed and executed Affiliation Agreement is in place and 3) a preceptor has been secured with required documentation submitted and approved.

**Practicum Guidelines Specific to Residents of the state of Washington**

This addendum applies to RN-BSN students who:
1) reside in the state of Washington,
2) hold current RN licensure in the state of Washington and
3) who will be completing the NR 464 Capstone practicum in a clinical facility within the state of Washington.

Students who reside and hold RN Licensure in the state of Washington are required by the Washington Administrative Code to complete a total of 100 hours for the practicum. The nature of the project shall reflect nursing coursework completed to date clearly incorporating principles of leadership, interdisciplinary team collaboration, quality assurance and improvement, care coordination and case management. As such the weekly journal
completed by the student shall describe ways in which this content has been incorporated and experienced throughout the practicum.

Additionally the clinically-focused project shall address a community/population/public health issue. Students will identify a mentor and/or preceptor familiar with a community health setting or the population health needs selected as a resource to support development of the project. Such person may or may not be the RN, BSN (or higher) preceptor who has agreed to be the preceptor for the clinically-focused project. Practicum hours shall include hours specifically spent addressing the health needs of a community or population of interest.

The faculty member providing oversight for the practicum must be licensed as a Registered Nurse in the state of Washington. Therefore, students may be assigned a faculty member other than the didactic instructor to oversee and supervise the practicum. A minimum of three meetings will be held during the course of the project: upon the development or start of the project, mid-term evaluation period and final evaluation/course completion. The student, preceptor and course faculty shall participate in the meetings which shall occur via tele- or video conferencing.
Preceptor agreements are individual contractual arrangements for supervision of students. Arrangements are initiated by the Student and negotiated with each agency. The preceptor: student relationship does not occur in isolation, but is supported by other stakeholders in the learning process.

1. **Definition of Preceptor**
   - One who provides supervision of a nursing student’s practicum experience at the clinical agency in which the preceptor is employed.
   - One who implements the clinical education plan at the direction of a faculty member responsible for the course in which the student is enrolled.

2. **Qualifications of a Preceptor**
   
   Minimum qualifications for those serving in the role of *preceptor* are as follows:
   - Must be employed by the agency in which the student is completing the practicum
   - Minimum of a BSN degree
   - At least two years’ experience in practice as a registered nurse
   - Current, valid, unencumbered licensure as a RN in the state where the nursing student’s practicum occurs
   - Selected preceptor may not be related to the student or be a personal friend of the student

3. **Role of the Preceptor**
   
   The preceptor will:
   
   a. Make arrangements with her/his employer to serve in the role of preceptor.
   b. Provide written agreement to participate in the student: preceptor relationship and demonstrate qualifications to serve as preceptor by completing the NDC Clinical Preceptor Agreement
   c. Review course syllabus to become familiar with course objectives, preceptor, and student responsibilities. Clarify any questions or concerns with NDC Course Coordinator and/or Director RN-BSN Program.
   d. Review the Clinical Evaluation Tool related to student performance; complete mid-term and final evaluations of student performance.
   e. Ensure student orientation to facility and clinical area, including agency policies and procedures.
   f. Serve as professional role model, providing adequate and appropriate supervision at all times.
   g. Collaborate with the student and NDC faculty in developing a plan for the clinical experience, conducive to achieving course goals and objectives, which reflects the student’s individually specific goals and interests within parameters pertinent to the clinical setting, and which will provide for progression from student observer to active learner and participant.
   h. Seek out opportunities for the student to perform various tasks and acquire/enhance various skills.
i. Guide the student in documentation techniques which ensure accuracy, enhance communication, and which will contribute to the overall plan of care and positive patient outcome.

j. Negotiates dates and times for practicum experience with student, including arrangements for absences and make-up sessions as needed.

k. Ensures completion of Record of Hour Completed.

l. Provide timely feedback to the student regarding performance.

m. Report any concern related to the student and/or student’s performance to the NDC Course Coordinator and/or Director RN-BSN Program in a timely manner.

n. Collaborate with the Course Coordinator in the evaluation of the student’s clinical performance and any revised strategy to assist the student in achieving course objectives.

o. Seek clarification and communicate with NDC faculty Course Coordinator and/or Director RN-BSN Program as needed.

4. Role of the Course Coordinator in Collaboration with the Director RN-BSN Program (if not the same person):

The Course Coordinator, in collaboration with the Director RN-BSN Program, will:

a. Ensure completion of the Affiliation Agreement with the clinical agency/employer.

b. Validate status of the preceptor RN license.

c. Ensure receipt of the signed Preceptor Agreement and validate the qualifications of the preceptor by ensuring receipt and review of Preceptor Agreement Form.

d. Orient the preceptor to the NDC Nursing Program and course requirements by providing information related to mission, philosophy, course syllabus including goals and objectives, Clinical Evaluation Tool, Record of Hour completed, and other documents which will contribute to the preceptor’s ability to provide a quality clinical experience.

e. Work in collaboration with the preceptor and the student to design a clinical experience, which will facilitate achievement of course objectives.

f. The Course Faculty will evaluate the student’s clinical performance and achievement of course objectives in collaboration with preceptor input.

g. Communicate regularly, either in person or via some form of telecommunication, with the student and preceptor at least twice during the semester and be accessible via some form of telecommunication to the student and preceptor as needed.

h. The Director RN-BSN Program will ensure recordkeeping of required documents.

5. Role of the Student:

The student will:

a. Will assist in ensuring receipt of all required preceptor documents.

b. Be an active participant and fully engaged in the learning experience.

c. Be punctual for the clinical experience.

d. Maintain professional appearance and comportment according to the NDC Nursing Student Handbook.

e. Adhere to the standards of professional conduct as written in the NDC Nursing Student Handbook and ANA Code of Ethics.

f. Comply with the policies and procedures of the clinical agency as instructed by the preceptor.
g. Discuss course expectations with Course Coordinator and preceptor.

h. Collaborate with the Course Coordinator and preceptor to design a plan for the clinical experience to facilitate achievement of course objectives and subjective learning needs.

i. Communicate regularly with preceptor and Course Coordinator, voicing concerns and providing feedback to the preceptor and course faculty regarding the clinical experience in a timely manner as needed.

j. Adhere to the clinical course requirements outlined in the course syllabus including, but not limited to, finishing all assignments, completing the total number of clinical hours required for the course, and turning in all documentation in a timely manner.

k. Ensure all course documents related to the clinical experience are completed and returned to the Course Coordinator as required.

l. Complete and return self-evaluation, course evaluation, agency evaluation, and preceptor evaluation to the Course Coordinator as required.
Preceptor Agreement

I, ______________________________________ employed by ________________________________
(Print Preceptor’s Name & Credential)

_________________________________________ ________________________________
(Print Name of Clinical Agency)

agree to serve as preceptor for nursing students in the Notre Dame College Bachelor of Science in Nursing/RN-BSN program for a minimum of 90 hours for the period beginning ________________ through _________________. I am in receipt of the Preceptor Guidelines and other pertinent course information and materials.

I understand that should I have any questions regarding student performance, clinical and/or course expectations, I will contact the instructor as noted below or the Director, Penni-Lynn Rolen at 216-373-7159 (prolen@ndc.edu)

Preceptor Signature: ____________________________________________________________

Facility Name/Clinical Unit: ______________________________________________________

Highest degree held and Name of University attended: __________________________

____________________________________________________________________

Total number of years employed as a Registered Nurse: ________________________

Address: _________________________________________________________________

City: __________ State: __________ Zip: __________

Home/Cell Phone: __________________ Work Phone: __________________

Email: _________________________________________________________________

Student Name: _____________________________________________________________

Student Signature: _________________________________________________________

Course: NR 464 Semester: __________ Email: ________________________________

Instructor Name: _____________________________________________________________

Instructor Signature: _________________________________________________________

Phone: __________________ Email: ____________________________________________
APPENDICES
NDC Bachelor of Science in Nursing
Student Nurse Code of Professional Conduct

As a student in the Bachelor of Science in Nursing Program, I shall:

- Treat each client with courtesy, respect, and with full recognition of dignity and individuality, unrestricted by considerations of social or economic status, race, gender, culture, religion, sexual orientation, personal attributes or the nature of health problems.
- Delineate, establish and maintain professional boundaries with each client.
- In a complete, accurate and timely manner report and document nursing assessments or observations, the care provided by myself for the client and the client’s response to that care.
- Accurately and timely report to the appropriate practitioner errors in or deviations from the current valid order.
- Implement measures to promote a safe environment for each client.
- Discuss client information in private during my clinical experience and only with those members of the healthcare team who have the need to know in order to provide medical care and/or maintain client safety.
- At all times, treat all client and clinical agency information, both personal and clinical agency specific, acquired during the course of my clinical experience, as strictly confidential, within all manner of verbal, written, and telecommunication methods, including all category of social media such as texting, emailing, or any other form of communication.
- Access confidential information only to the extent necessary to perform my clinical responsibilities.
- Be accountable for the accuracy of client information I input into the medical record.
- Protect confidential information from loss, misuse, unauthorized access, alteration or modification that is unauthorized by the clinical facility.
- Dispose of any confidential information in a manner that will protect confidentiality and according to policy and procedure established by the clinical agency.
- Report any breaches of client confidentiality to the College and the clinical agency.
- Provide privacy during examination or treatment of the client and in the care of personal or bodily needs.
- Observe and adhere to acceptable and prevailing standards for prevention of disease transmission and infection control as mandated in Chapter 4723-20 of the Ohio Administrative Code by using universal blood and body fluid precautions which shall include at least the following:
  a. Appropriate use of respiratory hygiene;
  b. Appropriate use of hand hygiene;
  c. Effective disinfection and sterilization of equipment;
  d. Safe injection practices;
  e. Safe handling and disposal of needles and other sharp instruments;
  f. Safe handling and disposal of blood and body fluid; and
  g. Appropriate use of personal protective equipment including wearing and disposal of gloves and other protective garments and devices.
- Practice within the appropriate scope as set forth in the Ohio Revised Code for a registered nurse.

As a student in the Bachelor of Science in Nursing Program I shall not:

- Falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, medication records, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
- Release or disclose confidential information regarding clients outside of that needed to fulfill my clinical responsibilities.
- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.
• Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

• Misappropriate a client’s property or:
  a. Engage in behavior to seek or obtain personal gain at the client’s expense;
  b. Engage in behavior that may be reasonably interpreted as behavior to seek or obtain personal gain at the client’s expense;
  c. Engage in behavior that constitutes inappropriate involvement in the client’s personal relationships.
  d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client’s personal relationships.
  e. NOTE: The client is always presumed incapable of giving free, full, or informed consent to actions and/or behaviors demonstrated by the student as set forth in the aforementioned points.

• Engage in sexual conduct with a client, as defined in section 2907.01 of the Ohio Revised Code
  a. Engage in conduct in the course of practice that may reasonably be interpreted as sexual.
  b. Engage in any verbal behavior that is seductive or sexually demeaning to a client.
  c. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a client.
  d. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
  e. NOTE: Regardless of whether the contact or verbal behavior is consensual, the client is always presumed incapable of giving free, full, or informed consent to sexual activity with and/or sexual behaviors demonstrated by the student as set forth in the aforementioned points.

• Self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01(F) (1-3) of the Ohio Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

• Indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

• Have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances that impair the ability to practice.

• Have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

• Assault or cause harm to a patient or deprive a patient of the means to summon assistance.

• Obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice.

• Have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competence by the court.

• Aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the Board or administration of medications as a medication aide without a certificate issued by the Board.

• Prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

• Assist suicide as defined in section 3795.01(A) (1-2) of the Ohio Revised Code.

• Submit or cause to be submitted any false misleading or deceptive statements, information or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the Ohio Board of Nursing.
I have read and agree to abide by the Code of Professional Conduct for Notre Dame College Bachelor of Science in Nursing Students. I understand that any breach of the Code of Professional Conduct for Notre Dame College Bachelor of Science in Nursing Students may result in disciplinary action and/or dismissal from the program.

Signature: ____________________________________________________________

Print Name: __________________________________________________________

NDC Student ID: ___________________________ Date: ______________________

References:


NOTE: NDC students are subject to the 2015-2016 NDC Code of Conduct policies from the 2015-2016 Student Handbook, which can be retrieved from http://www.notredamecollege.edu/student-life/student-life-resources/student-handbook.

Revised September 2015
Reviewed August 2016
Bachelor of Science in Nursing
Code of Professional Conduct

I have read and agree to abide by the Code of Professional Conduct for Notre Dame College Bachelor of Science in Nursing Students. I understand that any breach of the Code of Professional Conduct for Notre Dame College Bachelor of Science in Nursing Students may result in disciplinary action and/or dismissal from the program.

Print Name: ____________________________  NDC Student ID: __________

Signature: ________________________________  Date: __________

NOTE: NDC students are subject to the 2016-2017 NDC Code of Conduct policies from the 2016-2017 Student Handbook which can be retrieved from http://www.notredamecollege.edu/student-life/student-life-resources/student-handbook

References:


Revised September 2015
Revised March 2016
Revised August 2016
<table>
<thead>
<tr>
<th>Clinical Performance Rating</th>
<th>CLINICAL BEHAVIORS DEMONSTRATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (O)</td>
<td>Consistent; accountable; safe, requires minimal prompting; exceeds clinical expectations; self-directed in obtaining instructor guidance; consistently demonstrates use of critical thinking; able to consistently correlate theory with clinical application using minimal guidance from instructor; integrates prior knowledge base into clinical practice and uses a wide variety of resources to expand current knowledge base beyond course expectations.</td>
</tr>
<tr>
<td>Satisfactory (S)</td>
<td>Demonstrates steady improvement, safe, requires some prompting and cues from instructor but with growing independence; demonstrates critical thinking in most situations; uses instructor guidance when needed; is consistent but may require some instructor prompting or assistance to correlate theory with clinical application; builds on prior knowledge in clinical.</td>
</tr>
<tr>
<td>Minimal (M)</td>
<td>Demonstrates inconsistent improvement; is not consistently safe; requires frequent instructor prompting; inconsistently demonstrates critical thinking; requires moderate instructor guidance; inconsistently correlates theory with clinical application; demonstrates significant difficulty in application of prior knowledge base.</td>
</tr>
<tr>
<td>Unsatisfactory (U)</td>
<td>Demonstrates little improvement in spite of instructor prompting; dependent on instructor; requires extensive instructor guidance; does not demonstrate accountability for practice; unprepared for clinical; does not demonstrate critical thinking; clinical performance is unsafe and may lead to client harm or injury; even with guidance has difficulty correlating theory with clinical application; demonstrates an inability to apply prior knowledge base.</td>
</tr>
<tr>
<td>Not applicable or not observed (NA)</td>
<td>Unable to evaluate this skill or clinical area because of limited opportunity to assess performance; the skill or area listed was not relevant in the particular clinical situation that was being evaluated.</td>
</tr>
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</table>

Students must achieve a minimally satisfactory clinical rating or greater in order to successfully pass a nursing course with a clinical component. Students who are determined to be unsafe may be removed from the clinical agency at any time during the semester. The student will subsequently receive an unsatisfactory clinical rating for the course.
<table>
<thead>
<tr>
<th>Date &amp; Time of Incident:</th>
<th>Location of Incident: □ Hospital □ Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDC Course No.:</td>
<td>Location:</td>
</tr>
<tr>
<td>Instructor/Preceptor Name &amp; Credential:</td>
<td>Instructor/Preceptor Signature:</td>
</tr>
<tr>
<td>Description of Incident:</td>
<td></td>
</tr>
<tr>
<td>Action Taken:</td>
<td></td>
</tr>
</tbody>
</table>

Who was notified about this incident? PRINT Name/Title/Date/Time
1. ____________________________________________________________
2. ____________________________________________________________

This report was completed by (PRINT Name/Title/Credential):

Signature of person completing this report: ___________________________ Date ________
### PART II Student Statement

<table>
<thead>
<tr>
<th>Date &amp; Time of Incident:</th>
<th>Student Name (Print):</th>
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<table>
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<tr>
<th>Student NDC ID No.:</th>
<th>Student Mailing Address:</th>
<th>Student Phone No.:</th>
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<tr>
<th>NDC Course No.:</th>
<th>Instructor/Preceptor Name (Print):</th>
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#### Description of Incident:

#### Action Taken:

#### Who was notified about this incident? PRINT Name/Title/Date/Time

1. 

2. 

#### Student Signature 

<table>
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<tr>
<th>Date</th>
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</table>
Notre Dame College Division of Nursing
Petition for Re-Enrollment

Student (Print): _______________________________    NDC ID: ___________________________ DATE: __________

☐ Pre-licensure BSN    ☐ RN-BSN

Student Phone: ___________________________    Student Email: ___________________________ __

I would like to request reenrollment in the nursing program for CALENDAR YEAR __________

☐ FALL SEMESTER    ☐ SPRING SEMESTER    ☐ SUMMER SEMESTER

Course Number: NR __________    Course Name: ______________________________

Faculty Advisor: ___________________________    Date of Meeting: __________

State the reason for your request:
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Desired outcome:
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Factors that potentially influenced the desired outcome:
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Student’s Proposed Action Plan:
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Advisor’s Comments:
_______________________________________________________________________________________________

_______________________________________________________________________________________________
DECISION OF THE ADMISSION & RETENTION COMMITTEE

______ACCEPTED FOR REENROLLMENT  ______DENIED REENROLLMENT

Comments:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Chair, Admission & Retention Committee: _______________________________

(SIGNATURE)