



**NOTRE DAME COLLEGE NURSING
BACHELOR OF SCIENCE IN NURSING
PRE-LICENSURE STUDENT NURSE HANDBOOK
2020-2021**

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SECTION 1: INTRODUCTION

This handbook is a guide for all students enrolled in the pre-licensure Notre Dame College Bachelor of Science in Nursing (BSN) Program. All students enrolled in the Notre Dame College BSN Program shall adhere to the policies and procedures listed in the Student Nurse Handbook. The Student Nurse 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 Pre-Licensure BSN
- Section 4: Organizational Structure & Governance
- Section 5: Curriculum Requirements: Pre-Licensure BSN Track
- Section 6: Program Requirements: Pre-Licensure BSN
- Section 7: Student Resources
- Appendices

The Student Nurse Handbook is reviewed on an annual basis with revisions made as needed. **It is the personal responsibility of each student nurse to read and be familiar with the contents of the Student Nurse Handbook and to check their Notre Dame email account on a regular basis for program information and updates.**

Notifying Students of Changes to Nursing Program Policies

Nursing program curriculum, program requirements, and policy changes may be necessary while students are enrolled in any program of study. Such changes may be due to state licensure, Department of Education, national accreditation or by some other regulatory body. Such changes must then be reflected in the curriculum so that students meet the minimum requirements to qualify for licensure and/or be prepared for certification by various accrediting and certifying bodies.

The Notre Dame College Bachelor of Science in Nursing Program “shall not implement changes to policies for student progression, or requirements for completion of the program,” that affect students enrolled in the program at the time the changes are adopted (OAC 4723-5-12(B)).

The Notre Dame College of Nursing will make every effort to notify students that such changes have occurred and how such 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 and changes in the program will be reflected in revised editions of the Nursing Student Handbook.

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**SECTION 2: PROGRAM ACCREDITATION, APPROVAL
AND MEMBERSHIPS**

PROGRAM APPROVAL & ACCREDITATION

Ohio Board of Nursing

The Notre Dame College (NDC) pre-licensure 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.

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>.

MEMBERSHIP

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

Dedicated to excellence in nursing, the National League for Nursing (NLN) is the premier organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy initiatives to its 40,000 individual and 1,200 institutional members. NLN members represent nursing education programs across the spectrum of higher education, health care organizations, and agencies. The mission of 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. To learn more about NLN visit their website at <http://www.nln.org/about>. (Retrieved August 2018 from <http://www.nln.org/about>).

SECTION 3: OVERVIEW OF THE PRE-LICENSURE BSN

Mission Statement of Notre Dame College

Notre Dame College, 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 Division 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 presents 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. Nursing faculty provide 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 including altruism, autonomy, human dignity, integrity and social justice, is a process that requires dialogue, reflection and active discussion.

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 Nursing Social Policy Statement, 2010*). 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 many 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) with the addition of the *Public Health: Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing* as supplement (2013) to *the Essentials of Baccalaureate Education for Professional Nursing Practice* 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.

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 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.

PUBLIC HEALTH NURSING: Nursing care with the focus on the health and wellness of populations (AACN, 2013)

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, UCLANursing Division, 2008).

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

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Nursing Programs

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.

Post-licensure programs include the RN-BSN, designed for the registered nurse (RN) with current, active Ohio license who holds a diploma in nursing or an Associate of Science degree with a major in nursing and the Master of Science in Nursing with a concentration in nursing education.

Graduates of the BSN Program will:

- 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.
- Communicate effectively using oral, written and other forms of information technology.
- Demonstrate competence in technological skills used in professional nursing practice.
- Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.
- Integrate personal and professional values to practice within the legal and ethical standards of the profession.
- Respect human diversity in the provision of health care to populations of different gender, socioeconomic, religious or cultural traditions.
- Demonstrate leadership and management in the delivery of health care within complex adaptive systems.
- Support a commitment to lifelong learning for personal and professional development.
- Use evidence-based practice in the provision of health care services for individuals, groups, communities and populations in a variety of settings.
- Participate in political processes that influence the economic, legal and social direction of health care policies.

Student Level Objectives

Program objectives serve as program outcome objectives. Program objectives are further delineated into student level objectives, which are based on the number of years a student remains in the program. Students are admitted into the nursing program in the sophomore year, creating three student levels: Level I Sophomore year, Level II Junior year, and Level III Senior year (See Table 1).

Table 1. Student Level Objectives

Level I: Sophomore	Level II: Junior	Level III: Senior
1. Use concepts and theories from the liberal arts, sciences and from the liberal arts, sciences and the discipline of nursing to promote, maintain or restore the health and well-being of individuals.	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.	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.
2. Use communication principles in nonverbal, oral, written and other forms of information technology.	2. Discriminate use of nonverbal, oral, written and other forms of information technology.	2. Communicate effectively using nonverbal, oral, written and other forms of information technology
3. Provide basic technological skills used in professional nursing practice.	3. Refine and expand technological skills used in professional nursing practice.	3. Demonstrate competence in technological skills used in professional nursing practice.
4. Use problem solving to make decisions that affect the health and well- being of self and others.	4. Apply critical thinking to evaluate selected alternatives and make decisions that affect the health and well-being of self and others.	4. Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.
5. Demonstrate awareness of personal and professional values within the legal and ethical standards of the nursing profession.	5. Adhere to professional values in the practice of nursing within the ethical and legal standards of the nursing profession.	5. Integrate personal and professional values for the practice of nursing within the legal and ethical standards of the profession.
6. Recognize human diversity in the promotion of health, prevention of illness and injury and alleviation of suffering for individuals, groups, communities and populations.	6. Accept human diversity in the promotion of health, prevention of illness and injury and alleviation of suffering for individuals, groups, communities and populations.	6. Respect human diversity in the promotion of health, prevention of illness and injury and alleviation of suffering for individuals, groups, communities and populations.
7. Identify leadership and management concepts used in the delivery of health care within complex adaptive systems.	7. Demonstrate selected leadership behaviors and management skills in the delivery of health care within complex adaptive systems.	7. Demonstrate leadership and management in the delivery of health care within complex adaptive systems.
8. Acknowledge the role of lifelong learning for personal and professional development.	8. Seek opportunities for personal and professional development.	8. Support a commitment to life-long learning for personal and professional development.
9. Identify the components of evidence-based practice.	9. Critique available evidence for the provision of health care services for individuals, groups, communities and populations in a variety of settings.	9. Use evidence-based practice in the provision of health care services for individuals, groups, communities and populations in a variety of settings.
10. Describe economic, legal and social factors impacting nursing and health care policies.	10. Compare and contrast health care policies impacting health care access and delivery.	10. Participate in political processes that influence the economic, legal and social direction of nursing and health care policies.

SECTION 4: ORGANIZATIONAL STRUCTURE & GOVERNANCE

Organizational Structure

The School of Nursing is organized in accordance with the organizational structure of the College. The table of organization is represented in Figure 1.

Figure 1. Table of Organization

Student Governance Participation

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

Students in the Bachelor of Science Nursing Program may be represented on the following committees:

- Admissions and Retention Progression
- Curriculum
- Student/Faculty Affairs
- Program Assessment and Evaluation

Students may have both voice and vote on committee actions according to committee policy and procedure. Students may be elected and/or volunteer to serve as student committee representative. Students may not hold representation on more than one committee at a time during the academic year.

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

School of Nursing Faculty Organization

Admissions and Progression Committee

The Admissions and Progression 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 Progression 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 initial 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 Nursing Division.

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 Nursing Division.
- C. Review and revise faculty and student handbook changes specific to the Nursing Division.
- 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 Nursing Division faculty and student development activities.
- G. Make recommendations for policies and procedures for evaluation of Nursing Program faculty.

Program Assessment and Evaluation Committee

The Program Assessment and Evaluation Committee shall 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: PRE-LICENSURE BSN TRACK

Degree Requirements

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

- Earn a minimum of 120 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.
- 30 semester credits of course work must be completed at Notre Dame College, including a minimum of 15 semester credits of nursing courses.
- Complete at least 36 credits of upper-biennium courses (300 or 400 level).

Students should refer to the *NDC Undergraduate Catalog* for additional information regarding degree requirements.

POLICIES AND PROCEDURES FOR THE PRE-LICENSURE BSN

Pre-Licensure Track BSN Admission Policy & Procedures

Students wishing to apply to the Notre Dame College Nursing Program must first be admitted to the College. This is a separate application process conducted through the Notre Dame College Admissions Office.

Admission to the NDC Nursing Program is open to students who demonstrate intellectual ability, emotional stability and personal qualifications needed to be a professional nurse. The nursing application process is a competitive one. Not all qualified students may be accepted into the program.

Pre-Requisite Courses Needed for Admission to the BSN Program

- FYS 100 First Year Seminar
- BI 204/205 Human Anatomy & Physiology I/Lab
- BI 206/207 Human Anatomy & Physiology II/Lab
- CH 106/107 Principles of Inorganic Chemistry/Lab
- CH 116/117 Principles of Organic & Biological Chemistry/Lab
- EN100/101 College Composition I & II

OR

- EN 110 Advanced Composition: Expository Writing
- MA 105/110. OR Placement
- PY 201 General Psychology

Students currently enrolled in nursing program pre-requisites at Notre Dame College may apply to the pre-licensure track of the BSN program in the Spring semester of Freshman year for entry beginning Fall semester of the following academic year. Students applying to the nursing program must:

- Have a cumulative grade point average (GPA) of 2.75 or higher (grades earned over 10 years ago will not be used to calculate the GPA).
- Complete all course prerequisites for the nursing program with a grade of C or higher or be in the process of completing pre-requisite courses. Students who are in the process of completing prerequisite courses may apply to the Nursing program and admitted on a conditional basis for entry pending successful completion of the remaining pre-requisites prior to the start of the Fall semester. (Statement does not appear in Course Catalog 2019-20).
- ACT or SAT score for students aged 23 years of age or younger **recommended**. Not required for students age 23 or over (As stated in Course Catalog 2019-20).

- Provide documentation of physical and emotional ability to meet the requirements of the program from their health care provider.
- **Submit a separate electronic application** through the Nursing Centralized Application System (NCAS), accessible via the Notre Dame College website or at <https://nursingcas.liaisoncas.com/applicant-ux/#/login>. NCAS application includes a 500 word essay (prompt provided within context of application). See application for further details.

Review of pre-licensure applications submitted electronically through NCAS and program admission decisions are made by the NDC Nursing Admissions & Progression Committee. Consultation with the Nursing Chair and/or Vice President of Student and Academic Affairs shall be initiated by the Committee when there is a question regarding a student's qualifications. Written notification of program admission status will be sent to the student.

NDC Freshman students currently enrolled in pre-licensure nursing program prerequisites at the time of application may be granted conditional acceptance into the nursing program. All nursing course prerequisites must be completed with a grade of C or better and all other requirements must be met before full admission into the nursing program can be considered or granted. Once grades are received for Spring semester and cumulative GPA determined, students in the pre-licensure track will be notified of final acceptance into the program.

Direct Admission Policy

The direct entry option provides high school seniors who meet Criteria for direct admission to the pre-licensure BSN Program at Notre Dame College include:

- Completion of a high school College Preparatory Program of study which includes:
 - 4 units of English, 3 units of math (4)*, 3 sciences with lab experience (4)*
2 units of a foreign language of the same language (3)*, 1 unit in the visual arts
and 1 unit of any of the above asterisked (*) courses (#) preferred number of units.
 - At least 1 science unit with a lab experience must be in chemistry
- Composite and science reasoning ACT score of 22 or higher (or combined science and math SAT score of 1040 or greater).
- Minimum cumulative high school GPA of 3.5 on a 4.0 scale (un-weighted).
- Completion of high school math and science courses with a grade of C or higher.

Students granted direct admission status to the nursing program are required to follow the same progression policy as other applicants to retain their direct admission status in the nursing program. This policy includes:

- Maintaining a GPA of 2.75 or higher during freshman year at NDC
- AND**
- Earning grades of C or higher on all prerequisite and support courses required for pre-nursing students at NDC

Transfer Students

Students transferring to Notre Dame College must abide by the college policy regarding transfer students/credits (see the Notre Dame College Catalog for the College policy on *Transfer Students/ Transfer Credits*. Not all qualified transfer students will be accepted into the nursing program. Qualified applicants will be selected each year based on the number of seats available and status of program pre-requisites.

Students wishing to transfer into the pre-licensure baccalaureate nursing track must:

- Have a GPA of 2.75 or greater in all college coursework.
- Submit official transcripts from all institutions previously attended. For students with fewer than 30 semester hours of college coursework, an official high school transcript or GED documentation must be provided.
- Submit a letter of recommendation from a college faculty member.

- Submit a letter indicating “Good Standing” from the Director/Dean of the most recent nursing program attended.
- Provide signed documentation of physical and emotional ability to meet requirements of the program from a healthcare provider.
- Submit 500- word essay as per application requirements for all NDC nursing applicants*.
(* Prompts provided through Nursing Office).

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 Notre Dame Bachelor of Science in Nursing Program will evaluate content of nursing courses to determine if the course is comparable to one offered in the Notre Dame Bachelor of Science in Nursing Program. Students may be asked to submit course syllabi or other evidence for evaluation of transfer credit. Students will be notified in writing of transfer credit received. Students who are admitted for the duration of the NDC nursing program must follow and complete the nursing curriculum plan. Nursing courses completed more than five years before admission may not transfer and may need to be repeated.

Any student admitted to the Nursing 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 awarded to an advanced standing applicant will be determined by the Office of Academic Affairs, in collaboration with the Admission and Retention Committee of the Nursing Division.

Notre Dame College Nursing Division Bachelor of Science in Nursing
Full time Curriculum Plan
2020-2021
YEAR 1 (Pre-Nursing)

SEMESTER	COURSE	TITLE	Credit Hrs.
Fall	*CH106	Principles of Inorganic Chemistry (NDC Core: Scientific Inquiry) (Placement criteria required)	3
Fall	*CH107	Principles of Inorganic Chemistry Lab (NDC Core: Scientific Inquiry)	1
Fall & Spring OR Fall	*EN 100 (1 semester) *EN 101 (1 semester) OR *EN 110	Basic Principles of Expository Writing OR Advanced Composition: Expository Writing (NDC Core: Written Fluency)	3 + 3 3
Fall	*MA 110	Intermediate Algebra (According to placement criteria)	3
Fall	FYS 100	First Year Seminar (For traditional-aged first time freshman students) OR Personal Responsibility & Growth Elective (For non-traditional/transfer Students) (NDC Core: Engaged Responsibility)	1
Fall	*BI 204	Human Anatomy & Physiology I	3
Fall	*BI 205	Human Anatomy & Physiology I Lab	1
YEAR 1 FALL TOTAL (See NOTE)			12-18
SEMESTER	COURSE	TITLE	Credit Hrs.
Spring	*CH 116	Principles of Organic & Biological Chemistry	3
Spring	*CH 117	Principles of Organic & Biological Chemistry Lab	1
Spring	EN 110 or Selected AR, MU	Advanced Composition: Expository Writing (NDC Core: Written Fluency OR NDC Core: Creative Inquiry)	3
Spring	*PY 201	General Psychology	3
Spring	*BI 206	Human Anatomy & Physiology II	3
Spring	*BI 207	Human Anatomy & Physiology II Lab	1
YEAR 1 SPRING TOTAL (See NOTE)			14-17

YEAR 2

SEMESTER	COURSE	TITLE	Credit Hrs.
Fall	**BI 240	General Microbiology	3
Fall	**BI 241	General Microbiology Lab	1
Fall	**PY 251	Lifespan Development	3
Fall	NR 200	Health Assessment Across the Life Span	3
Fall	NR 215	Foundations of Nursing I	4
Fall or Spring	EN ____	NDC Core: Literary Inquiry (See Course schedule)	3
YEAR 2 FALL TOTAL (See NOTE)			17
Spring	**SO 201	Introduction to Sociology	3
Spring	**HP 216	Nutrition in Health & Disease	3
Fall or Spring	EN ____	NDC Core: Literary Inquiry (See Course Schedule)	3
Spring	NR 225	Pharmacology & Pathophysiology	3
Spring	NR 216	Foundations of Nursing II	5
YEAR 2 SPRING TOTAL (See NOTE)			14-17

Full time Curriculum Plan (CONTINUED)

2020-2021

YEAR 3

SEMESTER	COURSE	TITLE	Credit Hrs.
Fall	NR 310	Evidence-Based Practice	3
Fall	**MA 221	Statistics I (NDC Core: Quantitative Fluency)	3
Fall	NR 320	Adult Nursing Practice	6
Fall or Spring	PH 180 or 200	NDC Core: Philosophical Inquiry	3
		TOTAL	15
Fall or Spring	PH 480	Current Ethical Problems (NDC Core: Engaged Responsibility)	3
Spring	NR 340	Family Nursing	6
Spring	NR 330	Mental Health Nursing	5
Spring	TH _____	Theology Inquiry Requirement (NDC Core: Theology Inquiry)	3
		TOTAL	17

YEAR 4

SEMESTER	COURSE	TITLE	Credit Hrs.
Fall	NR 410	Health Care Policy in Complex Adaptive Systems Service Learning Course (NDC Core: Oral Fluency)	3
Fall	NR 420	Community/Populations Nursing Practice	5
	NR 430	Nursing Care of Adults/Families w/Complex Multisystem Health Alterations	7
Fall or Spring	TH 450	Social Justice: Issues and Actions (NDC Core: Engaged Responsibility)	3
		TOTAL	18
Spring	NR 450	Gerontology	3
Spring	NR 460	Health Care Leadership/Management in Complex Adaptive Systems	3
Spring	NR 461	Professional Practicum	5
Spring	NR 391 NR 470/471 NR 472/473 NR 474/475	Nursing Elective (Select One): 1. Nursing Informatics 2. Holistic Nursing 3. Selected Topics in Nursing 4. International Nursing: A Global Perspective (NDC Core: Engaged Responsibility)	2-3
		TOTAL	13-14

NDC Core Curriculum: 31-38 credits
***Prerequisites to Nursing Major: 22 –25credits**
****Support Courses to Nursing Major: 16 credits**
Nursing Major: 63 – 64 credits

Total Credits for Pre-Licensure Track: 120 – 133 credits
 (See college catalog for degree requirements)

Part-Time Curriculum Plan

A part time curriculum plan will be individualized for each student based upon the amount of credits taken per semester. A part-time student is one who registers for 12 credits or less per semester.

Minor in Other Majors

As a nursing student you may also minor in other subject areas, but this may extend the length of your program. Refer to the *Notre Dame College Catalog* for details on obtaining a minor.

Nursing Course Descriptions

Level I (Sophomore)

NR 200 Health Assessment Across the Life Span

3 cr.

Didactic: 2.5 hrs. per week Lab: 1.5 hrs. per week

DESCRIPTION: A systems approach is used to provide students with a comprehensive approach for basic health assessment of the individual. Cross cultural approaches for interviewing and communication principles are presented. Collection of data and identification of patterns and relationships provide a foundation for personal health assessment and the nursing care planning process. Developmental theories across the lifespan serve as a framework for assessment of normal growth and development. Fulfills Health & Wellness General Education requirement.

PREREQUISITES: Admission to the Bachelor of Science in Nursing Program (BSN), BI 240/ 241 and PY 251 (or concurrent).

NR 215 Foundations of Nursing I

4 cr.

Didactic: 2.0 hrs. per week Lab: 3.0 hrs. per week Clinical: 45 hrs. per semester

DESCRIPTION: Introduction to the theoretical foundations of nursing and conceptual framework of the curriculum. Concepts include critical thinking and the nursing process, basic health care needs of the individual, diversity, systems theory, communication, and evidence-based practice. The process of values clarification is discussed. Legal, professional and ethical standards of the profession are introduced. Service-learning required in this course.

PREREQUISITES: Admission into the BSN Program, BI 240/241 (or concurrent).

NR 216 Foundations of Nursing II

5 cr.

Didactic: 2.0 hrs. per week Lab: 3.0 hrs. per week Clinical: 90 hrs. per semester

DESCRIPTION: Builds on concepts, knowledge and skills introduced in Foundations of Nursing I. Establishes a foundation for safe nursing practice in meeting basic care needs for individuals with common disruptions of body systems. Presents scientific principles and evidence base for skill development, including medication administration. Opportunities for self-mastery and application of skills are provided in a variety of settings. Use of critical thinking in application of skills is stressed.

Prerequisite: NR 200; NR 215; NR 225 (or concurrent).

NR 225 Pharmacology & Pathophysiology

3 cr.

Didactic: 3.0 hrs. per week

DESCRIPTION: Pharmacokinetics and clinical applications of a variety of classes of drugs based on pathophysiological alterations and clinical concepts are presented. Drug interactions with living systems are examined. Role of the nurse is discussed, including legal and ethical issues related to medication administration. Opportunities to develop skill in drug calculations are provided.

Prerequisite: NR 200, NR 215, BI 240/241, NR 216 (or concurrent).

Level II (Junior)

NR 310 Evidence-Based Practice

3 cr.

Didactic: 3.0 hrs. per week.

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 is required in this course.

Prerequisite: NR 200, NR 215, NR 216, NR 225; MA 221(or concurrent) for students enrolled in the BSN pre-licensure track.

NR 320 Adult Nursing Practice

6 cr.

Didactic: 3.5 hrs. per week Lab: 1.5 hrs. per week Clinical: 90 hrs. per semester.

DESCRIPTION: Study of health alterations of the adult through the lifespan. Application of critical thinking and the nursing process in the care of adults with short-term acute and/or chronic health alterations. Interrelationships of body systems are emphasized as well as interrelationships with other complex adaptive systems. Application of strategies for health promotion, maintenance and restoration of the adult.

NOTE: Students admitted to the college prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.

Prerequisite: HP 216, NR 200, NR 215, NR 216, NR 225, NR 310 (or concurrent).

NR 330 Mental Health Nursing

5 cr.

Didactic: 4.0 hrs. per week Clinical: 45 hrs. per semester.

DESCRIPTION: Focus is on promotion and maintenance of mental health and care of individuals, and groups experiencing mental health alterations. Emphasis is placed on vulnerable populations and the context in which mental health alterations occur. Health care policy implications of mental health issues are discussed. Service learning opportunities are provided with vulnerable populations experiencing or at high risk for mental health alterations.

Prerequisites: NR 310, NR 320.

NR 340 Family Nursing

6 cr.

Didactic: 3.5 hrs. per week Lab: 1.5 hrs. per week Clinical: 90 hrs. per semester

DESCRIPTION: Family assessment and diversity of family styles. Issues related to providing health care services for vulnerable family populations are compared with issues related to healthy families. Strategies to minimize health risk and to promote health and well-being of the family are discussed. Care of parents, including pregnancy, and children from newborn through adolescence are presented in the context of a childrearing family as a complex adaptive system. Service learning opportunities are provided with vulnerable family populations.

Prerequisites: NR 310 and NR 320.

LEVEL III (Senior)

NR 410 Health Care Policy in Complex Adaptive Systems

3 cr.

Didactic: 3.0 hrs. per week

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 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 required in this course.

Prerequisites: NR 330, 340 for students enrolled in the BSN pre-licensure track.

NR 420 Community/Populations Nursing Practice

5 cr.

Didactic: 3.0 hrs. per week Clinical: 90 hrs. per semester

DESCRIPTION: Introduces concepts and strategies to promote culturally sensitive care for communities and populations. 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.

Prerequisites: NR 330, NR 340 and NR 410 (or concurrent).

NR 430 Nursing Care of Adults/Families w/Complex Multisystem Health Alterations

7 cr.

Didactic: 4.5 hrs. per week Lab: 1.5 hrs. per week Clinical: 90 hrs. per semester

DESCRIPTION: Application of critical thinking and use of the nursing process with adults/families experiencing complex, multisystem health alterations. Role of technology in the assessment and management of acutely ill adults is discussed. NOTE: Students admitted to the college prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.

Prerequisites: NR 330, NR 340.

NR 450 Gerontology

3 cr.

Didactic: 2.0 hrs. per week Clinical: 45 hrs. per semester

DESCRIPTION: Study of theories of aging and systems impacting older adults. 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: NR 330 and NR 340.

NR 460 Health Care Leadership/ Management in Complex Adaptive System

3 cr.

Didactic: 3.0 hrs. per week

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: NR 430; Co-requisite: NR 461.

NR 461 Professional Practicum

5 cr.

Seminar: 1.0 hrs. per week Clinical: 180 hrs. per week

DESCRIPTION: Seminar. Role development of the professional nurse. Prepares students for transition to practice as a professional nurse. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. Includes discussion of strategies for organization and time management. See Open to students enrolled in the BSN Pre-Licensure Track only. Prerequisites: NR 410, NR 420, NR 430; NR 450, NR 460. NR 450 AND NR 460 may be taken concurrently.

NURSING ELECTIVES

NR 470/471 Holistic Nursing

2cr./3cr.

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 by permission of the Chair of Nursing.

NR 472/473 Selected Topics in Nursing

2cr./3cr.

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 Nursing: 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 country versus United States. Introduction to global diseases including malaria, tuberculosis, and HIV. Cultural beliefs impacting health care are explored. May include a travel abroad component.

Pre-requisites: Level II (junior) or Level III (senior) status in the nursing program or special permission of the Chair of the Division of Nursing.

NR 476 International Nursing: A Global Perspective

1 cr.

Travel abroad component only. Must be a Junior or Senior level nursing program student or obtain special permission of the Chair of the Division of Nursing. Prerequisites or concurrent: NR 474.

NR 491 Independent Study

1-3 cr.

Physical capacities required for admission into the Nursing Program include (but are not limited to):

- Visual acuity with or without corrective lenses to read small print on medication labels and/or physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in danger or at safety risk.
- Hearing ability with or without auditory aids to understand the normal speaking voice without seeing the person's face, hear emergency alarms, calls for help, call bells, and stethoscope sounds originating from body systems.
- Physical ability to perform cardiopulmonary resuscitation, lifting, pulling, pushing, stooping and kneeling.
- Ability to communicate effectively in verbal and written form.
- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions.

Notre Dame College will make reasonable accommodations to assist a student with a disability to advance through the program (See Student Disability Services and Policy in the *Notre Dame College Student Handbook*).

Review of Military Experience and Skills Training Policy

When an applicant to the pre-licensure 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 Nursing Division 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 Nursing Division.
3. The Nursing Division Admissions & Retention Committee will forward the information to the Nursing Division 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 Nursing Division Curriculum Committee will be returned to the Nursing Division Admissions & Retention Committee for final recommendation.

Reference: Ohio Administrative Code 4723-5-12(A)(3)(a-c). (2017)

Re-Enrollment Policy

A student in the pre-licensure baccalaureate nursing track who fails a nursing course or withdraws from the nursing sequence for a semester for any reason, including verified illness, personal crisis, or military service, will be required to make a formal written request to the Admission and Progression Committee for re-enrollment. The written request must be made on a Nursing Re-enrollment Form (available online or in the Nursing School office) and an Action Plan developed in collaboration with the student's advisor.

The re-enrolled student must meet current college and nursing program curriculum and graduation requirements at the time of re-enrollment to the program, regardless of the number of credits earned under a previous catalog. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. Students who fail or withdraw from a nursing course may not take nursing electives without first applying and being accepted for re-enrollment.

Readmission Policy

If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the college and the nursing program. The student must meet current college and nursing program curriculum and graduation requirements at the time of readmission to the program, regardless of the number of credits earned under a previous catalog. Students seeking readmission are expected to follow the process as those prospective for readmission as set forth:

1. Students must apply for readmission to Notre Dame College.
2. Upon acceptance to the college, the student must submit the Nursing Division Petition for Readmission form to the Admissions and Progression Committee (APC).
3. The APC will review the following:
 - a. Student Petition requesting readmission
 - b. Clinical Evaluations
 - c. Transcripts
4. To determine appropriate program placement, APC will notify the student of required standardized NLN test(s). Student must complete the test(s) within 90 days of notification from APC. Scheduling and costs of NLN test are the responsibility of the student.
5. Upon notification of NLN results, APC will submit final committee recommendation to the Nursing Chair.
6. Readmission to the nursing program is based on space availability.

Grading Policy for Progression in the Nursing Program

1. Nursing students must attain a final semester grade of C or better in all nursing prerequisites, support courses and required nursing courses, must maintain a 2.5 cumulative GPA; and must achieve a satisfactory clinical rating for the clinical experience to progress in the nursing program.
2. Students must achieve a minimum exam average of 75% in each nursing course and complete all course requirements, as specified in the course and clinical syllabi, to satisfactorily pass the nursing course with a grade of C or greater. If a student achieves less than a 75% exam average in a nursing course, the student must repeat the theory, lab and clinical component (if included) of the nursing course.
3. 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 (courses identified by NR), including Nursing Elective courses, will be grounds for dismissal from the nursing program.
4. Students will be placed on academic probation when the cumulative GPA is less than 2.5 at the end of any semester in the nursing 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.
5. When a nursing course has both a clinical and lab component, students must achieve a Satisfactory rating in both components, as well as meet all other course requirements, to successfully pass the course with a grade of C or higher.
6. All grades will be calculated in whole numbers. No rounding of grades will occur.
7. Extra credit points earned will not be applied toward exam grades.
8. Grading scale for courses in the Nursing Program is the same as that of the college grading scale listed in the Notre Dame College Catalog **with modifications specific to nursing as listed above.**

Numerical Equivalent

A = 93-100%

A- = 90-92%

Quality Points

4.0 per credit hour

.7 per credit hour

B+= 87-89%	.3 per credit hour
B = 83-86%	3.0 per credit hour
B- = 80-82%	2.7 per credit hour
<u>Numerical Equivalent</u>	<u>Quality Points</u>
C+= 77-79%	2.3 per credit hour
C = 73-76%	2.0 per credit hour
C- = 70-72%	1.7 per credit hour
D = 65-69%	1.0 per credit hour
F = 0-64%	0.0 per credit hour

Midterm Progression

Students will be given a report of progress at mid-semester. For students with a grade of C- or lower and/or are experiencing lab, or clinical difficulties in a nursing course, an Action Plan will be completed by the nursing course faculty. The Action Plan will be forwarded to the nursing student's academic advisor and the academic advisor will then make arrangements with the student to discuss the grade and any additional action which must be taken. The Action Plan may be submitted to the Vice President of Academic and Student Affairs and the Chair of the Nursing Division as needed. See Policy on Students Experiencing Clinical Difficulty.

Evaluation of Student Progress in the Lab and Clinical Setting

- When a nursing course has a lab and/or clinical experience component, students must achieve a satisfactory rating in both clinical and lab components as well as meet all other course requirements in order to successfully pass the course and progress in the nursing program. See the Appendices for the *Clinical Evaluation Scoring Rubric*.
- Evaluation of clinical performance will be completed by clinical faculty at midterm and semester end. Students are required to complete a self-evaluation of clinical performance at mid-term and semester end. Final grades may be withheld until the student completes the clinical experience self-evaluation requirement.
- At any time during the semester, a student whose clinical performance is determined to be unsafe will be removed from the clinical experience. The student will subsequently receive an Unsatisfactory clinical rating for the course.
- Students who receive an unsatisfactory lab and/or clinical rating at the end of the term, despite maintaining a course exam average of 75%, will not be permitted to progress to the next nursing level.

CONTENT PROFICIENCY

Math Proficiency (See Course Descriptors NR 216, NR 320, NR 340, NR 430)

Mathematic skills are required in the delivery of safe patient care. To ensure students develop and maintain skills in dosage calculation and other care-related mathematical operations, a Math Competency Exam will be required in the following clinical courses: NR 216, NR 320, NR 340, NR 430, and NR 461. Students must pass the math competency exam at 90% proficiency before they will be permitted to administer medications in the clinical area. Course Faculty will inform clinical adjunct faculty when proficiency is achieved and individual students are able to administer medications in the clinical area. Inability to administer medications in the clinical area may impact the student's ability to successfully meet clinical and thus course objectives.

Senior Practicum Placement Policy

The following guidelines for placement in the senior practicum are initiated to support student success in completion of the nursing program with an emphasis on integration of concepts and theories for nursing practice:

1. All students may request placement at a specific agency. Student agency specific requests are subject to clinical agency affiliation agreements, agency approval and preceptor availability.
2. Student practicum placement will be in medical-surgical areas with exception of those students who meet eligibility criteria and wish to request practicum placement in a specialty practice area.
3. Students shall be notified of practicum assignments via email. Assignments may not be available until the first or second week of Spring semester.
 - a. Students requesting placement within a specialty practice area including ICU, ER, L&D, Post-Partum, acute care Pediatrics, Psych/Mental Health, shall be considered by demonstration of academic success in nursing course work subject to the following criteria: Students who have repeated a clinical nursing course or received a course grade of less than a 'B-' in two or more nursing courses are not eligible for practicum placement in a specialty area.
 - b. Students must earn a minimum grade of 'B' in the course aligned with the practice specialty and receive faculty recommendation related to that specific course. For those students who meet criterion as stated in Item a and wish to be considered for ICU, ER, OR, placement, a minimum grade of 'B' must be achieved in NR 430 at midterm and receive recommendation from NR 430 course faculty.
 - c. Students must receive dual recommendations from faculty if the specialty is applicable to more than one course.

Standardized Testing Policy for Students Admitted in Fall 2017 or Later

The Notre Dame College Nursing Division utilizes standardized testing across the curriculum to assist students in preparing for the NCLEX-RN. Cost of the standardized testing program is included in the student's tuition and fees. Students will be oriented to the testing package during their first semester sophomore year. How the testing package is used in specific courses will be outlined in the respective course syllabus. Students are expected to meet all course requirements to successfully complete a course. Standardized testing includes an NCLEX-RN Predictor Exam administered in NR 461. Students who do not achieve the established benchmark as outlined in the course syllabus will be required to participate in a structured remediation plan prior to taking a second predictor exam. Performance on the predictor exam constitutes 20% of the student's overall grade in NR 461.

Exam Rescheduling for Excused Absence

A student who finds it necessary to reschedule an examination for college sanctioned events e.g. athletic travel, must reschedule the examination to be completed with faculty prior to the departure for the event. It is the student's responsibility to notify the faculty member as soon as possible for the need to reschedule and for scheduling the time for the examination with the Dwyer Learning Center. Dwyer Learning Center requires students to schedule their appointment at least 24 hours in advance of taking the exam.

Testing requests/authorizations will be forwarded to the Dwyer Learning Center by the faculty of record. The completed faculty authorization form and exam must be received by the Learning Center prior to the student arriving to take the exam.

Nursing Course Withdrawal Policy and Student Withdrawal Rights of the College

Nursing students may withdraw only one time from the same nursing course due to a nursing course grade (NR course) of less than 75% and/or unsatisfactory lab and/or clinical performance.

The Administration of Notre Dame College and the Nursing Division reserve the right to require the withdrawal of any student whose program progress or performance does not meet the standards established by the college, the Nursing Division, or the Ohio Board of Nursing [as written in the Ohio Administrative Code 4723-5]. **Cheating and falsification of documents are grounds for immediate dismissal from the nursing program.**

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:

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. **Course Coordinator, 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 Nursing Division, 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 Nursing Division. Copies of the written complaint will also be sent to the Vice President for Academic Affairs. The Chair of the Nursing Division will then arrange a meeting between the student, the faculty member involved, the faculty advisor and the Chair of the Nursing Division 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 Nursing Division, the concern should be directed to the Vice-President for 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.
5. **State Level:** If the grievance involves a failure to meet the requirements of Chapter 4723-5 of the Ohio Administrative Code, students also have the option to complete a *Nursing Education Program Dissatisfaction Form*. This form is available on the Ohio Board of Nursing web site <http://www.nursing.ohio.gov/Forms.htm>.

SECTION 6: PROGRAM REQUIREMENTS: PRE-LICENSURE BSN

**Notre Dame College Nursing Division
Bachelor of Science in Nursing
Pre-licensure Nursing Program Fees**

2020-2021

Fees for the pre-licensure BSN program apply to all nursing students throughout their enrollment in the pre-licensure program and will be assessed each semester until program completion.

Fees cover the following items:

- Two background checks which occur upon entry into the BSN program and at the end of the nursing program in preparation for the national exam (NCLEX)
- Fees associated with clinical assignments
- Fees associated with standardized testing
- National exam preparation (NCLEX)
- Educational technology fee
- Nursing pin
- Membership in the National Student Nurse Association
- Nursing kit (first year on program)

The following represent out-of-pocket expenses beyond basic college fees, specific to pre-licensure nursing students:

DESCRIPTION	COST
ACEMAPP Passport	\$50 annually
Certified Application Services fee (CAS)	\$50.00 (one time)
Castle Branch (fee includes drug screen & immunization tracker)	\$67.00 (one time)
CPR certification- American Heart Assoc. (BLS Provider)	Varies
Immunizations, physical exam, and screenings required to participate in the clinical experience	Varies
Individual Health Insurance	Varies
Nursing uniforms & supplies	Varies
Parking at clinical sites	Varies

CLINICAL PLACEMENT PREREQUITES

CastleBranch

Castle Branch is the online application used by NDC Nursing Division to electronically track student prerequisite clinical information regarding physical exam, immunizations, TB screening, CPR certification, drug screen, and other documentation required by the NDC Nursing Program. It is the responsibility of each student to upload documents regarding physical exam, immunizations, TB screen, CPR certification, and other documents as required by the NDC pre-licensure BSN Program to Castle Branch according to due dates as instructed.

Physical Exam/Health Status Requirement

Students require signed verification by a healthcare provider of a physical exam indicating the student meets emotional and physical capacities for participation in the nursing program. The physical exam must be completed within twelve months prior to the start of the first clinical nursing course. Students are to electronically submit the physical exam by uploading documentation to CastleBranch.

Students must notify nursing program faculty of any mental or physical health alteration which may impact clinical performance or patient safety. Students must also inform nursing faculty of any exposure to infectious or communicable disease. Students may be prohibited from participation in the clinical experience until such time exposure status no longer poses a risk to the health and/or safety of patients and personnel within the clinical setting.

Immunization Requirements

The NDC Nursing Division utilizes recommendations from the Center for Disease Control (CDC), the Immunization Action Coalition, and requirements from its clinical affiliates in regard to student immunization and screening requirements.

All NDC nursing students are required to have documented evidence of immunity acquired as result of having received immunization/vaccination or experiencing an illness/disease associated with specific vaccination as a matter of personal and patient safety. When there is reason to believe immunity as result of vaccination is in question, all NDC nursing students shall provide documentation of having blood tests, referred to as titers, and/or screens as recommended, to determine the current status of immunity to specific disease as a result of having received vaccination or experiencing an illness/disease associated with a specific vaccination. Should an immunization titer result be negative for immunity; that is a low or absence of immunity/protection against a specific illness/disease associated with required immunization, a booster and/or repeat of the immunization series, is required, according to vaccination guidelines to ensure the student's immune status.

Nursing students, at all levels, are required to remain current in all immunization status requirements while enrolled in the nursing program and participating in the clinical experience.

The following immunizations and titers are required prior to participation in the clinical experience:

- **Hepatitis B:** Initial Hepatitis B series of three immunizations with Hepatitis B titer indicating immunity.
- **Varicella:** Evidence of Varicella (chicken pox) vaccination or documented history of the Varicella disease is required with Varicella titer indicating immunity.
- **Diphtheria/Tetanus/Pertussis:** A Diphtheria/Tetanus/Pertussis (Td or Tdap) booster is required within the last ten years.

- **Measles Mumps Rubella:** Evidence of Measles/Mumps/Rubella (MMR) initial vaccinations or documented history of disease with MMR titer(s) indicating immunity.
- **Flu Vaccination:** All NDC nursing students are required to receive the flu vaccine annually. The flu vaccine is typically available late summer and into the Fall. Students must receive the flu vaccine each year by October 1st to avoid risk to their clinical placement.

Nursing students may be subject to additional immunizations and/or screenings according to those required by individual clinical affiliates.

NOTE: Though not a requirement for participation in the clinical experience at this time, the Meningococcal Meningitis vaccination is recommended for adults, ages 19 – 26 (CDC, 2018; Immunization Action Coalition, 2018).

Reference:

Center for Disease Control (2018). Retrieved from <https://www.cdc.gov/vaccines/adults/rec-vac/index.html>
 Immunization Action Coalition (2018, January). Meningococcal ACWY Prevention Mandates for Colleges and Universities. Retrieved from <http://www.immunize.org/laws/menin.asp>

TB Screening Requirements

All student nurses are required to have annual TB screening via PPD, QuantiFeron, or other diagnostic means to rule out disease. It is the responsibility of each student to be aware of when their TB screen will expire and provide documentation of repeat TB screening prior to the start of the academic year and/or according to date of required renewal. Student placement and participation in the clinical experience may be jeopardized pending failure to comply with immunization and TB screening requirements. Students with expired, outdated, and/or missing TB screen documentation will not be permitted to begin or continue with participation in the clinical experience.

- **Sophomore Year:** Prior to beginning the sophomore year of the nursing program, **sophomore level students require a Two Step (2-Step PPD) Mantoux Tuberculin skin test.**
- **Junior and Senior Year:** Junior and senior level nursing students require a One Step (1-Step PPD) Mantoux skin test or QuantiFERON TB Gold blood test annually, prior to the start of the academic year and/or according to the date of required renewal. Senior level students are required to maintain all TB screening requirements while participating in the clinical experience.

When any type of TB screen is indicative of a positive result, the student must provide evidence of appropriate follow-up; i.e. chest x-ray, etc., according to healthcare provider recommendation.

References:

Center for Disease Control and Prevention. (2011). Immunization of health-care personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP). *Morbidity and Mortality Weekly Report*, 60(7). Retrieved from <http://www.cdc.gov/mmwr/pdf/rr/rr6007.pdf>
 Center for Disease Control and Prevention. (2016). Testing healthcare workers. Retrieved from <https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm>

Health Insurance Requirement

In compliance with Affiliation Agreements between Notre Dame College Nursing Division and clinical agency affiliates, all nursing students shall carry health insurance for the entire length of the nursing program. Students are financially responsible for any testing or treatment related to injuries/illnesses sustained while participating in a nursing course.

ACEMAPP Passport

ACEMAPP (www.ohio.acemapp.org) is the program by which colleges and universities electronically request clinical placement for students from clinical affiliate such as hospitals, clinics, etc. It is the role of the NDC Nursing Division to ensure clinical placement of students via the ACEMAPP program by entering the names of all students who will be participating in the clinical experience and to ensure that all prerequisite student data regarding background checks, physical exam, immunizations, TB testing, CPR certification, and drug screen is made available to all clinical agencies who participate in the ACEMAPP process.

ACEMAPP Passport is the student accessible portion of the ACEMAPP program. ACEMAPP Passport permits students to enter personal information and access the online assessment courses required by clinical affiliates for completion prior to the clinical experience. ACEMAPP Passport tracks the progress and scores for these courses so that clinical affiliates may see assessment results. **It is the responsibility of each student to create an ACEMAPP Passport profile and complete the online assessment courses according to dates specified in order to be eligible for participation in the clinical experience.**

CPR Certification

Prior to participation in any clinical experience, all nursing students shall provide evidence of current CPR certification from an American Heart Association training affiliate at the level of BLS Provider. **Only American Heart Certification at the BLS Provider level is acceptable to meet this requirement.** CPR certification must remain current throughout the academic year, from the beginning to the end of the clinical experience. Nursing students, at all levels, are required to remain current in CPR certification while enrolled in the nursing program and participating in the clinical experience.

It is the responsibility of each student to be aware of CPR certification expiration and provide documentation of re-certification prior to the start of the academic year and/or according to date of required renewal. Students with expired CPR cards and/or missing certification documentation will not be permitted to begin or continue participation in the clinical experience regardless of student level.

Criminal Background Check

All students shall complete a criminal record and background check prior to beginning any clinical experience and prior to submitting application for the National Council Licensing Examination (NCLEX-RN). The criminal record check includes submission of fingerprints to the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI). NDC utilizes the services of FastFingerprints, a National Background Check, Inc. company to provide background check services to nursing students. Students shall assume all costs associated with additional background checks/fingerprinting requirements other than those listed here.

The results of the background check are used, along with other components of the student's academic and personal record, to determine the student's eligibility to fulfill requirements of the nursing program. Results of the criminal background check may impact the student's eligibility to complete the clinical component of the program. Clinical affiliating agencies may refuse access to clinical sites for students with a criminal record. Notre Dame College Nursing Division reserves the right to refuse acceptance into the nursing program and/or progression in the program for prospective, former or current students who have criminal records.

Criminal Background Check as Part of the NCLEX-RN Application Process

During the senior year (Level III) of the nursing program, as part of the application process for the National Council Licensing Examination (NCLEX-RN), the Ohio Board of Nursing (OBN) requires all applicants to submit fingerprints to the Federal Bureau of Investigation (FBI) **AND** the Ohio Bureau of Criminal Identification (BCI). OBN by law, cannot complete the processing of the student's NCLEX application until receipt of **both**

background checks reports (OBN, 2018)

ATTENDANCE POLICY

The NDC BSN curriculum is designed to provide each student an environment of maximum learning potential with opportunities for diverse professional experiences in preparation for becoming a registered nurse. Classroom, lab, and clinical experiences are in compliment, presenting students with the opportunity for integration, practice, application and demonstration of knowledge, ability, and skill with each encounter. Punctuality and full attendance in classroom, lab, and clinical experiences are considered the personal responsibility of each nursing student, essential to learning and a demonstration of professional conduct and commitment.

Students are expected to arrive on time, attend all scheduled classroom, lab, and clinical experiences, and to satisfy course objectives as required by the course syllabi and the Nursing Division. Arrival after the scheduled start time in classroom, lab, and/or clinical constitutes being tardy. Episodes and/or patterns of tardiness in all aforementioned learning environments will be addressed by the course faculty in collaboration with the Director of lab activities and clinical instructor. Absence and/or tardiness may affect the student's ability to meet course objectives, consequently impacting the student's grade.

Student Absence

The Nursing Division is aware that absences may occur as a result of illness, family emergency, military obligation, and court appointed legal obligations. Reasons for absence beyond the aforementioned will be addressed on an individual specific basis. The Nursing Division reserves the right to address individual cases of non-attendance as needed.

Students who experience a change to health status will be required to obtain written clearance from their healthcare provider for continued participation in class, lab, and clinical experiences. Health status changes may include, but are not limited to:

- Injury
- Pregnancy and post delivery
- Physical or mental illness
- Communicable conditions

Any restriction to activity must be specified in writing by the healthcare provider and submitted to the Nursing Division. It is the personal responsibility of the student to report any restrictions to activity which may affect participation in classroom, lab, or clinical experience as specified by the student's healthcare provider.

- In all cases of absence, the student is personally responsible to notify their Course and Lab Coordinators, and/or Clinical Instructors and to arrange for receipt of information, submission of assignments, and/or make-up of any course, lab, or clinical time missed.
- In cases where students have pre-knowledge of situations which will result in absence from the classroom, lab, or clinical experience, the student is responsible to communicate this situation in person to the Course Coordinator, Lab Coordinator, and/or Clinical Instructor at least one week prior to the anticipated absence.
- In cases of unanticipated classroom and lab absences, the student is responsible to contact the Course and/or Lab Coordinator by means of telecommunication as determined by the Course and/or Lab Coordinator at least one hour prior to the scheduled start time.

- Should a student become ill or sustain an injury during class or lab experience, the student must personally notify the faculty. Based on the nature of the illness or injury, the student may be excused from class or lab and advised to seek medical attention.

Exam Rescheduling for Excused Absence

A student, who finds it necessary to reschedule an examination for college sanctioned events e.g. athletic travel, must reschedule the examination to be completed with faculty prior to the departure for the event. It is the student's responsibility to notify the faculty member as soon as possible for the need to reschedule and for scheduling the time for the examination with the Dwyer Learning Center. Dwyer Learning Center requires students to schedule their appointment at least 24 hours in advance of taking the exam.

Testing requests/authorizations will be forwarded to the Dwyer Learning Center by the faculty of record. The completed faculty authorization form and exam must be received by the Learning Center prior to the student arriving to take the exam (K. McMahon, email communication, April 25, 2017).

Absence from the Clinical Experience

In event of absence from the clinical experience, the student is to contact the clinical instructor by phone at least one hour prior to the scheduled start time. Text messages or voice mails may be used to facilitate preliminary communication between student and clinical instructor; however, the student must speak directly with the clinical instructor within at least one hour prior to the scheduled start time. Failure to notify the instructor of the inability to attend clinical is grounds for Unsatisfactory clinical performance and may jeopardize the student's ability to satisfactorily achieve course clinical objectives.

In cases of clinical absence, within one week of the reported clinical absence, the student is responsible for ensuring completion of the NDC Clinical Absence Form (See Appendices), submission of assignments due, and arranging with the course faculty, clinical instructor, and clinical coordinator opportunities and/or activities to make-up clinical time. NR 340 clinical make-ups must be completed by the end of each session.

Due to complexities in scheduling clinical days/experiences beyond those pre-approved by clinical agencies at the start of each semester, additional clinical days cannot be guaranteed during the course of the semester. Students who are absent from the clinical experience may, therefore, jeopardize their ability to achieve clinical/course objectives. Students who miss clinical time will be subject to an activity, project, and/or additional lab time as determined by the course faculty in conjunction with the clinical instructor and/or lab Director according to current circumstances and in support of course objectives, pertinent to course subject matter and relevant in time and criteria of the clinical experience.

A student who misses clinical time due to personal illness may be required to provide documentation from her/his healthcare provider stating she/he has received treatment and is able to return to the clinical setting. Any restriction to activity must be specified in writing by the healthcare provider and documentation submitted to the Nursing Division clinical coordinator. It is the personal responsibility of the student to report to the clinical instructor any restrictions to activity which may affect participation in the clinical experience as specified by the student's healthcare provider.

Should a student become ill during the clinical experience, the student must personally notify the clinical instructor. If it is determined the student is unable to safely deliver nursing care, the clinical instructor will remove the student from the clinical area and notify unit personnel of the change in student assignment. The student is responsible for seeking medical attention and obtaining safe transport to her/his place of residence. If the student is acutely ill, requiring immediate medical attention, the clinical instructor will notify clinical agency personnel accordingly and comply with agency policy and procedure regarding the provision of emergency care.

The student is responsible for payment of any costs incurred and/or associated with emergency care provided.

Severe Weather Policy for Clinical Days

When a student is unable to commute to a clinical site due to hazardous weather circumstances, the student must notify the clinical faculty, the clinical agency and/or the Course Coordinator by phone. If the clinical instructor cannot be reached by phone, the student must leave a message with the unit desk at the clinical agency assigned and provide a phone number where the student can be reached.

On the rare occasion when a clinical experience must be cancelled due to extreme weather and/or hazardous driving conditions, the clinical faculty will notify the clinical agency and will attempt to reach the students to notify them of the cancellation.

Students are encouraged to listen to local radio stations for travel/weather advisories and refer to the College Policy for Snow Days/Emergency Closings.

Students should not come to clinical if a snow emergency has been declared at the location of their clinical site.

Reference:

OBN. (2012). Criminal history and effect on nursing education program enrollment, license eligibility and employment. *Momentum*, 10(2), 8-11.

OBN. (2018, March). Criminal records checks required for licensure or certification. Retrieved from http://www.nursing.ohio.gov/PDFS/CRC_Process.pdf

Drug Screen Policy

To ensure compliance with drug screening requirements issued by NDC affiliating agencies and to ensure NDC nursing students 'opportunity for diverse clinical experience, all students enrolled in the NDC nursing program will undergo drug screening prior to participating in assigned clinical experiences.

Students will receive written information regarding the screening procedure and authorized locations for obtaining a drug screen upon enrollment with CastleBranch. Students are responsible for the cost of the initial drug screen via fee paid directly to CastleBranch and any subsequent drug screening should it be required.

A negative drug screen, that is negative for dilution and for the presence of an illegal drug or controlled substance without a legal prescription, is required for participation in an assigned healthcare agency and/or community clinical experience. Nursing students who test positive for dilution and/or the presence of an illegal drug or controlled substance without a legal prescription issued by a healthcare provider with prescriptive authority will require repeat testing within 72 hours of positive test results received from the NDC authorized provider of drug screening services; i.e. CastleBranch. Should the second drug screen indicate dilution and/or the presence of a controlled substance without legal prescription, the nursing student shall be denied access to the clinical environment and will be subject to any and/or all components of the NDC Drug and Alcohol Policy and Nursing School requirements, including possible immediate dismissal from the nursing program.

Drug and Alcohol Policy

Students enrolled in the Bachelor of Science in Nursing Program must abide by the Notre Dame Drug & Alcohol Policy, and Standards of Conduct related to alcohol and use of controlled substances as listed in the Notre Dame College Student Code of Conduct. Violations of this policy are subject to all state and federal laws and the College's judicial system. Possible disciplinary actions include:

Warning	Residence hall suspension
Disciplinary probation	Residence hall dismissal
Loss of privileges	Suspension
Fines	Dismissal
Restitution	Revocation of admission and/or degree
Notification of others	Withholding degree
Discretionary sanctions	More than one of the above type of sanctions may be imposed for any single violation.
Academic hold	

Use of substances that interfere with judgment or motor coordination compromise the safety of the patient and the student. The use of alcohol, illegal drugs, or the misuse of prescribed drugs by nursing students during the course of their educational experience is strictly prohibited and represents a violation of the ANA Code of Ethics, the NDC Drug and Alcohol Policy and the Code of Professional Conduct for the Notre Dame College Bachelor of Science in Nursing Program. Immediate dismissal from the program may result.

When a faculty member, staff, or clinical agency personnel suspects that a student is potentially or actually impaired, the student will be immediately removed from the clinical or educational experience. The Chair of the Nursing Division shall be notified immediately and a preliminary confidential inquiry will be held. Based on the outcome of the initial inquiry, no action may be taken, a comprehensive investigation may be conducted, or the student may be referred for violations of the Notre Dame Standards of Conduct. If the student is determined to have a chemical dependency, the student must withdraw from the Nursing Program.

Dress Code for Clinical Experience

1. All students entering the nursing program are to wear the required royal blue scrub top and white pants. White scrub jacket is optional. The Notre Dame College Nursing Program patch must be stitched on the upper left sleeve of the royal blue scrub top and white scrub jacket, accordingly. All uniform garment essentials shall be opaque (non-see-through).
2. Laboratory coats with three-quarter or full-length sleeves are required to be worn during the lab experience and may be worn over professional civilian attire when instructed to do so within specific practice environments. The Notre Dame College Nursing Program patch should be stitched on the left upper breast of the lab coat. Students are never permitted to wear jeans during the clinical experience.
3. In some clinical agencies, street clothes, scrubs, colored tops or other variations of the dress code may be worn. Students will be advised which clinical agencies request and/or approve these uniform variations.
4. All students must wear clean, white clinical shoes, white **hosiery** or white socks, and white or nude-colored undergarments. Clinical shoes must be solid white; closed-toed and have a closed back. Clogs with holes or open backs are not permitted. Sandals and open-toed shoes are not permitted in any clinical setting.

5. It is the expectation that proper body hygiene shall be maintained, including use of deodorant products to minimize body odor.
6. Hair shall be clean, styled neatly, out of the face and off the collar. Beards shall be neat and well-trimmed. Makeup, if used, should be conservative. Use of cologne/ perfume is not permitted. Nails are to be clean and short with smooth edges. If nail polish is worn, it should be clear or pale in color (pale pink or nude-colored), unchipped with no decoration. No acrylic or artificial nails may be worn.
7. The only jewelry permitted in the clinical area is a wedding band, a watch, and persons with pierced ears may wear only one pair of small, plain, post earrings. No necklaces, ornamental pins, or bracelets are to be worn with the uniform or lab coat.
8. Any tattoos must be covered while in the clinical area. Any noticeable body piercings must be removed or covered with an adhesive dressing.
9. A watch with a second hand and clearly numbered watch face or a watch with electronic capacity to count seconds is required for all students in the clinical area.
10. Students are responsible for purchasing uniforms, lab coat, shoes, socks, hose, watch with second hand, bandage scissors, and stethoscope.
11. Student ID should be readily visible and can be obtained through the Notre Dame College Admissions office. An additional clinical ID badge may also be required by specific clinical agencies. Refer to the specific agency policy.

Confidentiality

Information specific to patients, clients, research subjects or employees from any source and in any form, including, but not limited to paper records, oral communication, audio, digital or video recording; electronic display, and research data files is strictly confidential. Access to confidential patient/client/research subject or agency employee information is permitted only on a need-to know-basis and is limited to the minimum amount of confidential information needed to accomplish the intended purpose of the use, disclosure or request. Patient/client information may only be discussed in relation to clinical situations and only in locations where appropriate. Students should not include any potential patient identifying data on written work submitted to the faculty. Violation of the policy on confidentiality is viewed as a breach of professional ethics and disciplinary action will result.

Reference:

OAC 4723-5-12(C) (24). Retrieved from <http://codes.ohio.gov/oac/4723-5-12v1>.

Cell Phone Policy

Nursing students shall ensure cell phones are turned off or set to vibrate while in the classroom and while participating in the clinical experience.

While in the classroom:

- Cell phone conversations and/or texting are not permitted via phone or smart watch.
- If the student is awaiting a call of importance, the student shall notify the classroom faculty and position her/himself near an exit, quietly leaving the classroom to accept the call.

- Use of cell phones for instructional purposes shall be at the discretion of the faculty member.

While participating in the clinical experience:

- Cell phone conversations and/or texting via phone or smart watch are not permitted in patient care areas.
- Students are not permitted to make personal phone calls or send personal text messages while in patient care areas. If the student is awaiting a call of importance, must make a personal call during the clinical day outside of the scheduled break or lunch periods or receives a call which requires immediate attention, the student shall:
 - Notify the clinical instructor or preceptor.
 - Leave the patient care area to accept the call.
 - Check in with the clinical instructor or preceptor upon returning to the patient care area.

Failure to follow the NDC Nursing School Cell Phone Policy while participating in the clinical experience shall result in a grade of Unsatisfactory for the clinical day.

Recording Policy

While in the classroom, recording of lectures by any means is subject to individual faculty discretion and should be confirmed for approval by the individual faculty member at the beginning of the semester.

Recordings or photography of any nature are strictly prohibited while participating in the clinical experience.

Reference: Nursing Faculty approval December 8, 2015.

Social Media Policy

Nursing students shall, at all times, maintain the confidentiality of patient/client information, by treating as strictly confidential, both personal and clinical agency specific information acquired during the course of the clinical experience. The student's responsibility to maintain patient/client confidentiality is not restricted to times when participating in the clinical experience, but **extends to any and all times beyond classroom activities and/or participation in the clinical experience.**

Students shall only communicate patient/client information with members of the healthcare team for health purposes and/or access patient information for purposes of patient care or assigned clinical responsibility. Communication of patient/client information includes not only verbal or written communications, but also transmission and dissemination of information through methods of social media, texting, fax, and/or emailing. Ohio Administrative Code (OAC) mandates that "students shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities" (OAC 4723-5-12(C)(24)(26), 2017).

[Students] shall not transmit or place online individually identifiable patient information (ANA, 2011). As per federal law [HIPAA], protected *individually identifiable information* "includes any information that relates to the past, present or future physical or mental health of an individual, or provides enough information that leads someone to believe the information could be used to identify an individual (NCSBN, 2011).

Students may NOT interact with former or current patients on social media websites.

References:

- ANA. (2011). Principles for social networking and the nurse: guidance for registered nurses. Retrieved from <http://www.nursesbooks.org/Main-Menu/eBooks/Principles/Social-Networking.aspx>
- National Council of State Boards of Nursing. (2011). White paper: a nurse's guide to the use of social media. Retrieved from https://www.ncsbn.org/Social_Media.pdf
- National Council of State Board of Nursing. (2014). *Professional boundaries* [Brochure].

Ohio Administrative Code 4723-5-12 (2014).

Blood Borne Pathogen Exposure

During the course of clinical and/or lab experience, students may experience exposure to blood borne pathogens. Although these instances are rare, the following exposures are associated with the highest risk:

- A needle stick or cut caused by a needle or sharp object that was actually or potentially contaminated with blood or body fluid
- A mucous membrane exposure; i.e. blood or body fluid splash to the eye or mouth
- A cutaneous exposure involving blood or body fluid to non-intact skin or prolonged exposure to skin

If the student is exposed to the blood or other body fluid during the lab or clinical experience, **immediately follow these steps** (CDC, 2016):

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Report the incident to your supervisor
- Immediately seek medical treatment

Reference:

CDC. (2016, October). Retrieved from <https://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

In addition to CDC first aid guidelines, NDC students shall:

1. Immediately notify the clinical agency and the clinical instructor.
2. Follow the clinical agency's blood/body fluid protocol.
3. Complete an incident report for the clinical agency as required.
4. Complete an NDCNursing Division Incident report (See Appendices). Include date and time, who the student reported to and instructions received, body site of exposure, body fluid source of exposure, first aid administered/received, use of personal protective equipment, and details of post exposure recommendation and follow up.

The clinical instructor in collaboration with medical personnel at the clinical site shall provide direction regarding post-exposure testing information. Depending on the nature and type of exposure, the student may be advised to contact a health care provider to discuss post-exposure treatment. The student is responsible for all costs related to post-exposure testing and post-exposure prophylaxis treatment.

Students Experiencing Difficulty with Clinical Performance

When during the course of the clinical experience, a student experiences difficulty in meeting course goals, objectives, and/or demonstration of skill, ability, and knowledge according to student level competency and professional expectation, the clinical instructor/preceptor shall notify the student and course faculty of concerns and make a reasonable effort to assist the student in meeting course expectations and level competence. A Clinical Performance Action Plan will be developed for the student who is in jeopardy of receiving an Unsatisfactory rating in the clinical component.

When a student is identified as having difficulty while participating in the clinical experience, the following procedure shall be initiated:

1. The clinical instructor/preceptor shall notify the course faculty and the clinical coordinator of the student's difficulty in meeting clinical objectives for the course. The course faculty will then notify the student's advisor.
2. The clinical instructor/preceptor will meet with the student in private and as quickly as possible to identify concerns and discuss the situation.
3. The clinical instructor/preceptor, in collaboration with the course faculty, will develop an Action Plan. This plan will include:
 - A description of the clinical behaviors which demonstrate performance has been unsatisfactory;
 - A remediation plan; i.e. Action Plan to assist the student in improvement of clinical performance; and
 - A time frame for completion
4. The student will be given the opportunity to review the Action Plan and to submit a written response to the plan. Modifications to the plan may be made if they are mutually agreed upon by the student, clinical instructor/preceptor, and course faculty. These modifications should be documented on the Plan.
5. The student and clinical instructor/preceptor will sign and date the Action Plan, thereby agreeing to the conditions outlined. If the student refuses to sign the Action Plan, the student must provide written documentation of rationale for failure to sign. If the student perceives they have been evaluated unfairly, then the grievance policy/procedure should be initiated.
6. Original hard copy of the Action Plan will be placed in the student's file. Copies of the Action Plan will be distributed to the:
 - Student
 - Course faculty
 - Clinical instructor/preceptor
 - Student advisor (upon recommendation)
 - Clinical coordinator (as needed)
 - Chair of the Nursing Division (as needed)
 - Vice-President for Academic and Student Affairs (as needed)
 - Nursing Lab Director when skill review is included as part of the Action plan
7. An evaluation of student performance will take place with the clinical instructor/preceptor at the end of the time frame specified in the plan. A follow up evaluation will also be placed in the student file with copies to the student, course faculty, clinical coordinator, and the student's advisor, accordingly.

Based on on-going assessment and evaluation of clinical performance, three possible outcomes may occur:

- If student performance is considered to be Satisfactory, the plan is completed.
- If the student's clinical performance shows some improvement, but has not yet met course expectations, a supplemental plan may be developed.

- If student performance does not improve and evidence of unsafe clinical practice is apparent, or if the student has not met the clinical objectives by the end of the semester, the student will receive an Unsatisfactory clinical rating.

Student Conduct

All students must abide by the Code of Professional Conduct for Notre Dame College Bachelor of Science in Nursing Students. Any breach in 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.

In addition to the NDC Student Nurse Code of Conduct, students must adhere to the policies of affiliating clinical agencies. Students must report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to care provided.

Student Conduct While Providing Nursing Care

Student conduct while providing nursing care follows the Code of Conduct as specified in the Notre Dame Student Handbook and the Code of Professional Conduct for Bachelor of Science in Nursing Program Students (see Appendices). Failure to abide by the College Code of Conduct or Code of Professional Conduct for Bachelor of Science in Nursing Program will result in disciplinary procedures. Possible disciplinary actions are listed in the Notre Dame Student Handbook.

In addition to the Notre Dame College Code of Conduct, students in the Bachelor of Science in Nursing Program will abide by the following policy as specified in the Ohio Administrative Code (OAC) Rule 4723-5-12 of the Revised Code. Student conduct while providing care includes, but is not limited to the following requirements:

1. A student shall, in a complete, accurate and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student 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, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and;
 - b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in School (B) of section 4723.01 and School (B)(20) of section 4723.28 of the Revised Code for a registered nurse.
8. A student shall use universal blood and standard precautions established by Chapter 4723-20 of the Administrative Code;
9. A student shall not:
 - a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;

- b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- 10. A student shall not misappropriate a patient's property or:
 - a. Engage in behavior to seek or obtain personal gain at the patient's expense;
 - b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - c. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.
- 11. For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
- 12. A student shall not:
 - a. Engage in sexual conduct with a patient;
 - b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
 - c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
 - d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.
- 13. For the purpose of this paragraph, the patient is always presumed incapable of giving free, full or informed consent to sexual activity with the student.
- 14. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
 - a. Sexual contact, as defined in section 2907.01 of the Revised Code;
 - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
- 15. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
- 16. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
- 17. A student shall not 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.
- 18. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability;
- 19. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;
- 20. A student shall misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
- 21. A student shall not have been adjudicated by a probate court of being mentally ill or mentally

incompetent, unless restored to competency by the court.

22. A student shall not 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.
23. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;
24. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
25. A student shall not 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 board.

Failure to comply with OAC Rule 4723-5-12 (C), in any one or combination of stated mandates, shall result in disciplinary action as determined by the Chair of the Nursing School in consult with the School Admissions & Retention Committee and may include further action as indicated in the NDC Student Code of Conduct.

Transportation & Parking

Clinical experiences for the nursing program occur in a wide variety of clinical agencies and facilities in Northeast Ohio. Students are responsible for providing their own transportation to and from clinical facilities used for clinical experience. There may be a fee for parking at some clinical agencies. Students assume all costs associated with parking at the clinical agency or facility. Students are expected to abide by the rules and regulations of the clinical agency and are responsible for making their own parking arrangements (if parking is not provided by the clinical agency).

SECTION 7: STUDENT RESOURCES

Nursing Offices

Location: Regina 3rd Floor
Phone: (216) 373-5183
Hours: 8:30 AM – 4:30 PM unless otherwise posted

Academic Advising

All nursing students are assigned a nursing faculty advisor who will assist in providing academic counseling. Notification of assignment to the advisor will be provided through email and/or written notice placed in the student's campus mailbox. It is the student's responsibility to contact their advisor. Students are encouraged to see their advisors regularly. The student is ultimately responsible for assuring that program requirements have been met. Administration Building, Room 202, 216-373-5583.

Disability Services: See Dwyer Learning Center site information

Students are encouraged to meet with their faculty advisors 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. Located on the 2nd floor Regina. 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 216-373-5212. Emergency room services are also available nearby hospitals.

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

- Dr. Senders and Associates, located at 2054 South Green Rd., phone 216-291-9210
http://www.senderspediatrics.com/Welcome_College_Students.aspx
- University Suburban Health Care is also conveniently located two blocks from campus at 1611 S. Green Rd., phone 216-844-2273. www.universitysuburban.com.

Students may also choose to see their own private health care provider.

Counseling Center

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

Identity Issues	Depression/sadness
Family Problems	Emotional/physical/sexual abuse
Overload – juggling school, sports, work, and family	Eating Disorders
Loneliness/homesickness	Sexuality
Relationships	Bereavement
Anxiety/stress	Concern about the well-being of Another person
Anger Management	24/7 Crisis Services
And others concerns/issues	

To make an appointment with the Counseling Center, call 216-373-5211 or go to <https://www.notredamecollege.edu/resources-and-services/counseling-center> for more information.

Campus Ministry

The Campus promotes the personal and spiritual growth of all students, faculty and staff of the College. The **Campus Ministry** office is located on the 3rd floor of Regina, next to the Chapel. A variety of opportunities for community service, retreats, and small group activities are available through the Campus Ministry. Pastoral counseling is also available. Weekend Mass is celebrated in Christ the King Chapel Saturday 4:30 pm, 3rd floor, Administration Building, and on Sunday evening 8 pm in the Regina Chapel on the 3rd floor of Regina (end of north wing), followed by food and social. For daily Mass see the NDC weekly schedule of events.

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

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 Services Center

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 <https://www.notredamecollege.edu/resources-and-services/career-services-center>.

Financial Aid

Located in Student Services, Administration Building, 1st floor. finaid@ndc.edu

FirstGen Center

First-generation college students are students who will be among the first in their family to graduate with a 4 year degree. They are trailblazers and change-makers. The FirstGen Center is a supportive community of first-generation students, faculty, alumni, and local professionals. Our mission is to empower first generation students to successfully navigate their college experience and persist to graduation through resiliency coaching, supportive services and leadership opportunities. Located in the Clara Fritzsche Library, 1st floor.

For other Notre Dame College services/support: see <https://www.notredamecollege.edu/resources-and-services>

Professional Development

National Student Nurses' Association (NSNA) & NDC SNA Chapter

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 Nursing Division at Notre Dame College holds membership in NSNA and all pre-licensure students are members of the Notre Dame College chapter of the Student Nurse Association. Nursing students in both the pre-Licensure and RN-BSN tracks are eligible for membership in the NDC chapter of SNA. A Nursing School faculty member serves as an advisor to the organization. Students work together to develop their professional experiences and to become active in the Notre Dame College and Greater Cleveland communities. For more information visit <http://www.nsna.org/>

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://ohnurses.org/education/student-nurses/>

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 (STTI): 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 Nursing Division, in Indianapolis, Ind., USA. The founders chose the name from the Greek words *storgé*, *thárros*, 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. For more information: <https://www.sigmanursing.org/>

The American Association for Men in Nursing

Cleveland Council of Black Nurses

The Cleveland Council of Black Nurses 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 22106, Cleveland, Ohio 44122, ccbn216@gmail.com or visit <https://clevelandcouncilofblacknurses.org/>

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:

ANA (2015). *Code of ethics for nurses with interpretive statements*. Silver Springs, MD: Nursebooks.org.

NSNA, (2015). *Code of professional conduct part 1: code of professional conduct and part 2: code of academic and clinical conduct*. Retrieved from <http://www.nsna.org/Resources.aspx>

Ohio Administrative Code. (2015). 4723-5-12 Nursing Education Program: Program Policies. Retrieved from http://www.nursing.ohio.gov/Law_and_Rule.htm

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>.

Notre Dame College
Bachelor of Science in Nursing Program
Health History & Physical Examination Form

Name (Please Print) _____
Last First Middle

_____ Address City State Zip

() _____
 Phone (Including area code) Date of Birth (Month/ Day/ Year)

PART I: STUDENT PERSONAL HEALTH HISTORY
To be completed by student prior to physical exam. Check all that apply.

Abnormal bleeding/bruising	Hernia	<p style="text-align: center;">Allergy</p> <input type="checkbox"/> No Known Allergy <input type="checkbox"/> I am allergic to: <input type="checkbox"/> Food _____ <input type="checkbox"/> Medication _____ <input type="checkbox"/> Environmental _____ <input type="checkbox"/> Other _____ Are you prescribed medication for immediate treatment of this allergy? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, list medication: _____
Asthma	Heart Murmur	
Anxiety/Stress-Related Condition	Hepatitis/Jaundice	
Back Problems	High Blood Pressure	
Cancer	Intestinal or Stomach Problem	
Chest Pain	Neuromuscular Disorder	
Depression	Pneumonia	
Dizziness/Fainting	Rheumatic Fever	
Diabetes	Sexually Transmitted Disease	
History of Drug and/or Alcohol Abuse	Scoliosis	
Eating Disorder	Seizure Disorder	
Headaches	Urinary Tract Infection	
Hearing Impairment	Vision Impairment	

Are you currently being treated by a clinic, physician, or other healthcare provider YES NO

Are you currently taking medication? YES NO
 If YES, list medications, prescribed and over-the-counter:

Emergency Contact
 Name: _____ Relationship to Student: _____
 Address: _____ Phone: () _____

With my signature, I certify that the information I have provided in my health history is current, correct, and complete.

Student Signature: _____ **Date:** _____



**Bachelor of Science in Nursing Program
Student Immunization Information Form**

Student Name (Print): _____
Last
First
Middle

NDC Student ID No.: _____ **Date of Birth:** _____

Phone: _____ **Email:** _____

As a prerequisite to the clinical all NDC nursing students are required to have documented evidence of immunization and immunity acquired as result of having received immunization/vaccination or experiencing an illness/disease associated with specific vaccination as a matter of personal and patient safety and to provide yearly documentation for TB screen and flu vaccination (NDC Student Nurse Handbook 2018-19 pg. 45 & 46).

This form is to be completed in its entirety, including signatures as requested, **and uploaded to CastleBranch**. Incomplete forms will not be accepted. Delay of information may jeopardize participation in the clinical experience. Questions regarding immunization requirements should be directed the NDC Division of Nursing.

Immunization and TB Screen				
Hepatitis B	1 st Date: _____ 2 nd Date: _____ 3 rd Date: _____ Titer Date: _____ Immunity: <input type="checkbox"/> YES <input type="checkbox"/> NO Booster Date: _____			
MMR	Immunization Date: _____ History of disease <input type="checkbox"/> YES Date _____ <input type="checkbox"/> NO Titer Date: _____ Immunity: <input type="checkbox"/> YES <input type="checkbox"/> NO Booster Date: _____			
Varicella	Immunization Date: _____ History of disease <input type="checkbox"/> YES Date _____ <input type="checkbox"/> NO Titer Date: _____ Immunity: <input type="checkbox"/> YES <input type="checkbox"/> NO Booster Date: _____			
T-Dap/DT	Booster within last 10 yrs. Date: _____			
Polio	Date Primary series completed: _____			
Flu Vaccine	Proof of immunization by start of Flu season and no later than October 1st. Date: _____			
TB 2-step PPD is required.	1 ST Test Administered Date: _____	1 ST Test Checked Date: _____ Result: _____ If result is >5mm, x-ray is required.	2 ND Test Administered Date: _____	2 ND Test Checked Date: _____ Result: _____

Healthcare Provider Name and Credential (PLEASE PRINT) _____

Healthcare Provider SIGNATURE _____ **Date:** _____

Street Address
City
State
Zip Code

**Notre Dame College Bachelor of Science in Nursing
Scoring Rubric for Clinical Evaluation**

Clinical Performance Rating	CLINICAL BEHAVIORS DEMONSTRATED
Outstanding (O)	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.
Satisfactory (S)	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.
Minimal (M)	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.
Unsatisfactory (U)	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.
Not applicable or not observed (NA)	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.

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.

**Notre Dame College
Bachelor of Science in Nursing Program
Incident Report
PART 1 Instructor/Preceptor Statement**

Date & Time of Incident:	Location of Incident: <input type="checkbox"/> Hospital <input type="checkbox"/> Other
NDC Course No.:	Location:
Instructor/Preceptor Name & Credential:	Instructor/Preceptor Signature:
Description of Incident:	
Action Taken:	
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

**Notre Dame College
Bachelor of Science in Nursing Program
Incident Report**

PART II Student Statement

Date & Time of Incident:	Student Name (Print):	
Student NDC ID No.:	Student Mailing Address:	Student Phone No.:
NDC Course No.:	Instructor/Preceptor Name (Print):	
Description of Incident:		
Action Taken:		
Who was notified about this incident? PRINT Name/Title/Date/Time		
1. _____		
2. _____		
Student Signature		Date

