

# BACCALAUREATE NURSING PROGRAM

# STUDENT HANDBOOK

**2020 - 2021**



BRIAR CLIFF UNIVERSITY  
DEPARTMENT OF NURSING  
SIOUX CITY, IOWA

BRIAR CLIFF UNIVERSITY  
DEPARTMENT OF NURSING

**I hereby acknowledge receipt of a copy of the following items:**

- *2020-2021 Baccalaureate Nursing Student Handbook of the Briar Cliff University Department of Nursing*
- *Department of Nursing Statement of Professional Conduct found in the 2020-2021 Baccalaureate Nursing Student Handbook and declare my intent to adhere to the Conduct Standards detailed in the document.*
- *Confidentiality Agreement for the Simulation Lab and Clinical Education found in the 2020-2021 Baccalaureate Nursing Student Handbook.*
- *Nursing Student Clinical Guidelines and Expectations Contract found in the 2020-2012 Baccalaureate Nursing Student Handbook.*

**Photo, Video, and Audio Consent and Release Form**

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I give permission to use photographs and/or video recordings of me on University and other websites and in publications, promotional flyers, educational materials, derivative works, or for any other similar purpose without compensation to me. I agree that all portraits, pictures, photographs, video and audio recordings, and any reproductions thereof, and all plates, negatives, recording tapes and digital files are and shall remain property of Briar Cliff University.

My signature indicates that I have reviewed the above documents.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

*\*Please complete page, tear out, and submit to the appropriate faculty member\**

**BRIAR CLIFF UNIVERSITY  
DEPARTMENT OF NURSING**

**BACCALAUREATE NURSING PROGRAM STUDENT HANDBOOK  
2020-2021**

**TABLE OF CONTENTS**

DEPARTMENT OF NURSING PAGE	
Introduction and Welcome by Dr. Chihak . . . . .	1
SECTION ONE – GENERAL INFORMATION	
Department of Nursing Mission Statement . . . . .	2
Philosophy and Purposes . . . . .	3
Student Learning Outcomes of the BSN Program . . . . .	5
Nursing Concepts Included in Curriculum . . . . .	6
Ethical Principles . . . . .	9
Statement of Professional Conduct . . . . .	10
ANA Code of Ethics for Nurses . . . . .	11
Academic Integrity Policy . . . . .	15
Students Rights and Responsibilities . . . . .	17
Photo, Video, and Audio Consent and Release Form . . . . .	18
Academic Grievance Procedure . . . . .	19
SECTION TWO – ADMISSION CRITERIA	
Admission to the Major . . . . .	20
Iowa Code 147.3 Qualifications . . . . .	21
Criminal Background Check Policy . . . . .	22
Essential Functions of the Department . . . . .	22
Records. . . . .	23
Second Major or Minor . . . . .	23
Conversion of Knowledge to Credit . . . . .	24
Four-year plan of study . . . . .	25
Department of Nursing Organizational Chart . . . . .	27
SECTION THREE –PROGRESSION & RETENTION CRITERIA	
Retention and Progression. . . . .	28
Guidelines for Academic Advising of Nursing Majors . . . . .	29
Faculty-Student Communications . . . . .	29
Grading System . . . . .	30
Attendance . . . . .	30
Late Paper Policy . . . . .	31
General Evaluation Policies . . . . .	31
HESI Testing Program Policy. . . . .	32
Test Taking Procedure. . . . .	33
Photos of Examinations . . . . .	37
Graduation Requirement . . . . .	37

Graduation . . . . .	37
Post-Graduation Evaluation . . . . .	38
<b>SECTION FOUR – CLINICAL LEARNING CRITERIA</b>	
Clinical Learning Experience. . . . .	39
Grounds for Dismissal from Clinical Setting . . . . .	40
Criminal Background Check Policy . . . . .	41
Health Status & Other Requirements Prior to Beginning Clinical Experience. . . . .	41
Dress Code for Clinical Experiences . . . . .	42
Specific Professional & Ethical Expectations in Clinical Setting. . . . .	43
Nursing Student Confidentiality Agreement . . . . .	44
Nursing Student Clinical Guidelines and Expectations Contract . . . . .	45
<b>SECTION FIVE –CAMPUS INVOLVEMENT</b>	
University Activities . . . . .	46
Departmental Organizations/Activities . . . . .	46
Student Representation to Nursing Faculty Organization . . . . .	46
<b>SECTION SIX- NURS 00 IS INDEPENDENT STUDY</b>	
Course Description for Individually Planned NURS 00 IS Proposal . . . . .	47
Procedure for NURS 00 IS. . . . .	48
NURS 00 IS Individually Planned IS Form . . . . .	49
<b>APPENDIX A</b>	
Variance Report Process and Form . . . . .	50
Requirements for Clinical Experiences . . . . .	53
Professional Conduct Concerns Document . . . . .	55

## WELCOME

Dear Student,

I, along with the Nursing faculty, welcome you to the Briar Cliff University Nursing program. We look forward to your educational process resulting in your ability to join former graduates as expert nurses, educators, advanced practice nurses, specialists, scholars, and leaders.

This handbook has been prepared to assist you to become acquainted with the Department of Nursing and the educational program leading to a Bachelor of Science in Nursing. The information contained in this manual is specific to the nursing major. As a student enrolled at Briar Cliff University, you also have access to the university-wide student handbook on the Briar Cliff website. All information in the University handbook also applies to nursing students who have the same privileges and responsibilities as other Briar Cliff students.

A major responsibility of nursing students is to become knowledgeable about the program requirements and the policies used in decisions regarding admission, progression, and graduation. It is in your best interest to read all material in this nursing handbook. The handbook provides information about the organizing framework for the nursing curriculum and outlines your rights and responsibilities as a degree-seeking candidate with a major in nursing. Please pay particular attention to the section of this handbook that contains information regarding how the nursing program of study articulates with Briar Cliff University degree requirements.

We are pleased to have you in our nursing program and wish you the best as you engage in your academic efforts,

Candace Chihak, EdD, MSN, RN  
Chair & Associate Professor  
Department of Nursing

## SECTION ONE- GENERAL INFORMATION

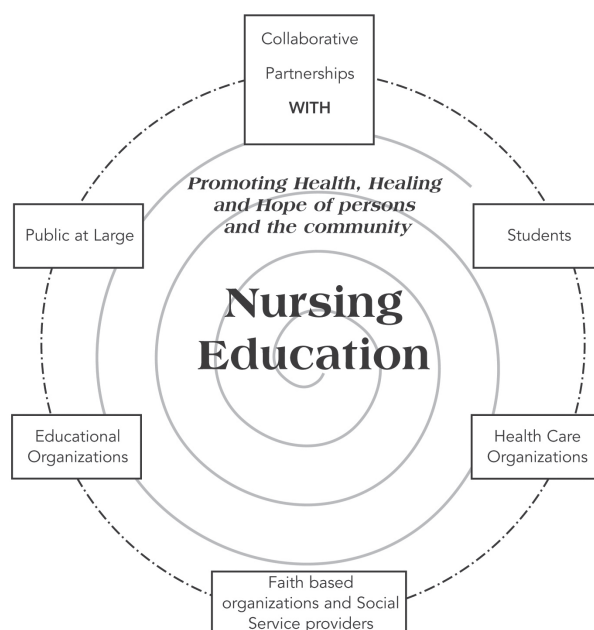
### Department of Nursing Mission Statement

The Mission of the Department of Nursing at Briar Cliff University is to promote health, healing, and hope of individuals and the community and to advocate for social justice and healthy environments.

This mission is lived primarily, but not exclusively, in educating bachelors-and masters- prepared nurses within an environment that:

- Fosters holistic personal and professional development.
- Prepares nurses who engage in reflective practice related to health and quality of life in a variety of health care settings.
- Develops nurses who participate in ethical decision making related to health and quality of life.
- Provides a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice.
- Provides a foundation for continued learning, and for graduate and post-graduate education in Nursing.

In living this mission, the Department of Nursing at Briar Cliff University will be the life-long nursing education provider of choice regionally for degree and non-degree programs. Foundational to this mission is an organic integration of faith, learning, and service and is lived in relationship as the Department of Nursing, the faculty, and students develop and continue collaborative partnerships with other health care, educational faith based, and social service providers and the public at large.



**FAITH** ↔ **LEARNING** ↔ **SERVICE**

## PHILOSOPHY AND PURPOSES OF DEPARTMENT OF NURSING

### Philosophy of the Department of Nursing

The philosophy of the Department of Nursing arises from the philosophy and purposes of Briar Cliff University, the characteristics of baccalaureate education, and the characteristics of baccalaureate nursing education.

The Department of Nursing, as an integral part of the University community, participates in providing an environment in which personal development can occur. Personal development is inherent in the development of the professional who participates through service in meeting society's needs.

Participation in the University Christian Community within the Catholic Franciscan tradition offers an opportunity for faculty and students to grow both personally and professionally. The total educational experience within the University provides an opportunity to enhance one's own spiritual life and to assess one's own convictions and involvement in social, political, and ethical issues as a person develops the professional role in nursing. The educational experience is enriched by frequent and meaningful interdisciplinary collaboration.

Baccalaureate education offers students an opportunity to obtain a liberal arts education, to elect areas of study which will benefit them as persons and professionals, and to develop competencies in a chosen discipline. Baccalaureate level nursing competencies require the development of a scholarly approach to the study of nursing as an intellectual discipline.

The Briar Cliff University Department of Nursing utilizes a conceptual approach as a framework for the curriculum. It is also eclectic in drawing concepts from several nursing theorists. The professional nurse approaches the investigation of health systematically, while integrating conceptual categories of health, patient-profile, and professional nursing and health care. In addition, the professional nurse incorporates nursing theory, new knowledge gained from formal research and through evaluation of one's own practice experience, and knowledge from other disciplines.

#### **Nursing:**

- is defined as a discipline with a unique body of knowledge that helps inform nurses and others of health and quality of life.
- exists as an art and as a science. The art of nursing involves the nurse being present with others. The science of nursing involves the acquisition of discipline specific skills and knowledge including the theoretical knowledge of nursing. Living the art and science of nursing involves presence and honoring the perspective of others.
- is a discipline that is holistic in its concern for humanity.
- is being, knowing, and acting with caring compassion.
- recognizes cultural, racial, and ethnic diversity.

#### **Health:**

- is a state of being and becoming.
- is an inherent right.
- is an individually chosen value.

**Individual:**

- is an individual, family, group, or community and is viewed holistically.
- is a dynamic composite of physiological, psychological, developmental, sociocultural, spiritual, and ethical dimensions.
- is a unique being who is self-directed, interactive, and free to choose within situations.
- is indivisible from the environment.
- is illimitable.

**Environment:**

- is all factors interacting with the individual.
- is indivisible from the individual.
- is ever-changing.
- is illimitable.

**Learning:**

- is an acquisition of values, knowledge, and/or skills
- is enhanced by life experience.
- is a cumulative life process, occurs in a variety of ways and settings.
- provides a means for personal and professional growth to advance career goals, and to make moral decisions in a culturally diverse and changing world.
- is a mutual process, requiring shared responsibility, fostering a sense of inquiry.

**Healthcare:**

- is the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions.

**Teaching:**

- is a collaborative endeavor between the educator and the learner.
- involves assessing learners' needs and assisting the learner in attaining goals.
- involves participating in establishing goals and assuming responsibility for goal attainment.
- promotes critical thinking and provides a base for further informal education and formal education at the graduate level.
- involves mentoring moments.

**Purposes of the Baccalaureate Nursing Program**

The baccalaureate nursing major is designed to prepare the nurse for ethical decision making in a complex health care system which exists in a rapidly changing society. The baccalaureate-prepared nurse acts as a leader in nursing care and contributes to change designed to improve nursing and health care delivery. The graduate is prepared to change as the discipline and health care delivery changes. Preparation for this occurs in a faith-based, educational environment which fosters innovation grounded in a scholarly approach and scientific inquiry. The nursing major provides a foundation for continued learning to maintain currency in practice whether through informal study or graduate education in nursing.



## **Student Learning Outcomes of the BSN Program**

1. Solidify caring, holistic relationships with multiple individuals through being, knowing, acting with compassion, and respecting cultural, racial, and ethnic diversity in the global society.
2. Synthesize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of nursing to multiple individuals.
3. Utilize the art and science of nursing to determine interventions to promote the health of all individuals.
4. Integrate nursing concepts into the art and science of nursing theory.
5. Collaborate, using a variety of communication skills, with individuals and inter/intra-professionals to promote optimal health outcomes for all individuals.
6. Utilize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.
7. Incorporate responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice.
8. Evaluate the teaching/learning needs of self and of all individuals in the provision of nursing interventions.
9. Critique and integrate evidence from nursing research into the art and science of nursing.
10. Establish the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

### Nursing Concepts Included in Curriculum

CONCEPT	DEFINITION
Development	The sequence of physical, psychosocial, and cognitive development changes that take place over the human lifespan.
Functional Ability	The individual's ability to perform the normal daily activities required to meet basic needs, fulfill usual roles in the family, workplace, and community/ and maintain health and well-being.
Family Dynamics	Interrelationships between and among individual family members or the forces at work within a family that produce particular behaviors or symptoms.
Culture	Pattern of shared attitudes, beliefs, self-definitions, norms, roles, and values that can occur among those who speak a particular language or live in a defined geographical region.
Spirituality	An individual's attitudes and belief related to transcendence (God) or to the nonmaterial forces of life and of nature.
Adherence	A self-initiated action taken to promote wellness, recover, and rehabilitation to the extent to which patients follow the instructions they are given for prescribed treatments.
Self-Management	The day-to-day tasks an individual must undertake to control or reduce the impact of disease on physical health status.
Fluid and Electrolyte Balance	The process of regulating the extracellular fluid volume, body fluid osmolality, and plasma concentrations of electrolytes.
Acid-Base Balance	The process of regulating the pH, bicarbonate concentration, and partial pressure of carbon dioxide of body fluids.
Thermoregulation	The process of maintaining core body temperature at a near constant value.
Sleep	The natural periodic suspension of consciousness during which the powers of the body are restored.
Cellular Regulation	All functions carried out within the cells to maintain homeostasis, including their responses to extracellular signals and the way each cell produces an intracellular response.
Intracranial Regulation	The compliance and maintenance of balance of those components that lie within the skull, which include the brain, circulatory system, and dura matter.
Hormonal Regulation	Physiological mechanisms that regulate the secretion and action of hormones associated with the endocrine system.
Glucose Regulation	The process of maintaining optimal blood glucose levels.
Nutrition	The science of optimal cellular metabolism and its impact on health and disease.
Elimination	The excretion of waste products through the skin, kidneys, lungs, and intestines.
Perfusion	The flow of blood through arteries and capillaries delivering nutrients and oxygen to cells and removing cellular waste products.
Gas Exchange	The process by which oxygen is transported to cells and carbon dioxide is transported from cells.
Reproduction	The total process by which organisms produce offspring.
Sexuality	A state of physical, emotional, mental, and social well-being related to sexuality.
Immunity	A physiologic process that provides an individual with protection or defense from disease; and includes abnormal function leading to health problems.
Inflammation	The body's physiologic response to injury; an immunologic defense

CONCEPT	DEFINITION
	against tissue injury, infection, or allergy.
Infection	The invasion and multiplication of microorganisms in body tissues, which may be clinically unapparent or result in local cellular injury due to competitive metabolism, toxins, intracellular replication, or antigen-antibody response.
Mobility	Purposeful physical movement, including gross simple movements, fine complex movements, and coordination; or a state or quality of being mobile or movable.
Tissue Integrity	The state of structurally intact and physiologically functioning epithelial tissues such as the integument and mucous membranes.
Sensory Perception	The ability to receive internal or external sensory input and through various physiologic processes in the body, translate the stimulus or data into meaningful information.
Pain	A complex phenomenon, unpleasant sensory and emotional experience, with multiple components that impact a person's psychosocial and physical functioning.
Fatigue	Subjective lack of physical and/or mental energy that is perceived by the individual or caregiver to interfere with usual and desired activities.
Stress & Coping	A continual process that starts with an event that is experienced by the individual, perceived through intact information processing channels, appraised for scope and meaning, assessed as neutral, manageable, or threatening within current capacity of coping skills, resources, and abilities, ending ideally in a positive outcome of homeostasis and feeling of well-being
Mood and Affect	<i>Mood</i> is defined as the way a person feels, and <i>affect</i> is defined as the observable response a person has to his or her own feelings; a psychosocial concept with significant impact on health outcomes.
Anxiety	A response to stress with wide-ranging degrees of discomfort and uneasiness that is accompanied with fears, doubt, obsessions, and guilt.
Cognition	The process of thought related to the reception of sensory input, its processing, storage, retrieval, and use.
Psychosis	A change in the brain that disrupts a person's interpretation and/or experience of the world.
Addiction	A compulsive and maladaptive dependence typically producing adverse psychologic, physical, economic, social, or legal ramifications.
Interpersonal Violence	The intentional use of physical force or power, threatened or actual, categorized as self-directed violence, collective violence, and/or interpersonal violence.
Professional Identity	A sense of oneself that is influenced by characteristics, norms, and values of the nursing discipline, resulting in an individual thinking, acting, and feeling like a nurse.
Clinical Judgment	The process of forming an opinion, evaluation or conclusion about a patient's needs, concerns, or health problems; or the capacity for judging, discernment, or the exercise of this capacity.
Leadership	An interactive process that provides needed guidance and directions.
Ethics	The beliefs, values, and methods used as a basis for relating to the concepts of right and wrong.
Patient Education	A patient-centered approach to the process of assisting people to learn health related behaviors to enhance wellness and reduce the

CONCEPT	DEFINITION
	risk for illness.
Health Promotion	The process of enabling people to adopt control over health living practices, often requiring a change in behavior, in order to improve their health.
Communication	A process of interaction between people, using verbal and nonverbal methods to create, exchange, and interpret messages about ideas, emotions, and mind states.
Collaboration	The development of partnerships to achieve the best possible outcomes that reflect the particular needs of the patient, family, or community, requiring an understanding of what others have to offer.
Safety	Freedom from accidents, involving errors of commission, omission, or execution.
Technology and Informatics	The knowledge and use of tools, machines, materials, and processes to help solve human illnesses and problems.
Evidence	Information in the form of personal testimony, documents, or material objects; exemplified by research studies.
Health Care Quality	The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge.
Care Coordination	A set of activities purposefully organized by a team of personnel that includes the patient, to facilitate the appropriate delivery of the necessary services and information to support optimal health and care across settings and over time.
Caregiving	The act of a non-professional in the provision of direct care or maintenance for another individual with a health-related condition.
Palliative Care	An approach that improves the quality of life of patients and their families facing the problem associated with life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems, physical, psychosocial, and spiritual.
Health Disparities	Differences in the quality of care received by minorities and non-minorities who have equal access to care- that is, when these groups have similar health insurance and the same access to a doctor- and when there are no differences between these groups in their preferences and needs for treatment.
Population Health	Health outcomes of a defined group of people along with the distribution of health outcomes within the group
Health Care Organizations	A purposefully designed, structured social system developed for the delivery of health care services to defined individuals, groups, or communities.
Health Care Economics	The availability of health care resources and financing including the utilization of resources and distribution of health care.
Health Policy	Goal-directed actions, non-actions, directions and/or guidance related to decision making by governments or other authorized entities.
Health Care Law	The collection of laws having a direct impact on the delivery of health care, on the relationships among those in the business of health care, and the providers and recipients of health care.

Giddens, J.F. (2020). *Concepts for nursing practice (3<sup>rd</sup> ed.)*. St. Louis, MO: Elsevier.

## ETHICAL PRINCIPLES

Briar Cliff University is committed to maintaining an environment free of objectionable and disrespectful conduct and communication, especially when such conduct is imposed by one person or group upon another person or group. Statements on harassment (sexual and verbal) and non-discrimination are included in the current *Briar Cliff University Student Handbook* which can be found on the Briar Cliff web page under [BCU Students](#).

In establishing the following ethical policies, the faculty of the Department of Nursing are committed to belief in the dignity, worth and potential of each student and recognize his/her rights and responsibilities:

1. Non-nurses, LPNs, and RNs seeking information regarding nursing education are given information on all avenues of nursing education open to them.
2. Accurate and objective information on program requirements and accreditation status is disseminated in print as well as verbally to interested individuals, groups, and the public at large.
3. No qualified person is denied admission to the nursing major because of race, color, religion, sex, national origin, age, sexual orientation, gender identity, marital status, or disability (unless such disability would prevent the provision of safe care).
4. Students who meet the admission criteria as published and who complete the admission process as published may be admitted to the major. The maximum number admitted is evaluated annually based on the resources of the Department and available clinical experiences.
5. Students have input into curriculum content, policies, and evaluation as well as course scheduling within reasonable limitations imposed by their knowledge of the curriculum process and the resources of the program.
6. Students who are in danger of receiving less than a C in any nursing course are so advised following papers, tests, or other evaluative methods. In Independent Research courses, students will be notified if they are not showing progress toward the completion of the work required.
7. An opportunity for interview with the chairperson of the department is provided to any student who is unable to progress or is dismissed from the major because of unsatisfactory academic performance.
8. Student records are confidential. Students have access to their own records.
9. All courses in the program of studies are planned to insure comparable experiences for all students.
10. The policies regarding admission, progression, and graduation are available to students.
11. Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or of the previous two catalogs, provided that the student was enrolled under the chosen catalog. 'Was enrolled' will include enrollment in an institution with which Briar Cliff has a joint admission articulation agreement. Briar Cliff University reserves the right to make changes in the curricula. However, any time a change is made, either in courses or program offerings, appendices to the previous two catalogs will be available reflecting alternatives to programs or courses that have undergone significant changes. Students are ultimately responsible for meeting the catalog requirements for which they are eligible.
12. A grievance procedure is established for conflicts that cannot be resolved within the department.

## STATEMENT OF PROFESSIONAL CONDUCT

### I. Introduction

Once admitted to the Nursing Major at Briar Cliff University, the student is expected to demonstrate conduct and behavior which conforms to the Nurse Practice Act of the State of Iowa, the BCU Sexual Abuse Policy, Alcohol and Drug Policy, and all other applicable rules and policies of the University. The Department of Nursing reserves the right to refuse or discontinue the enrollment of any student whose conduct or behavior violates the standards set forth in this Statement or compromises the work of fellow students, the effectiveness of the faculty, and/or the ability to work positively in a collaborative environment consistent with these policies and guidelines.

The Statement of Professional Conduct is based on an understanding that the practice of nursing as a student or a licensed professional is based on a sacred covenant with society. It identifies expected professional and ethical conduct, a process for situations in which a student's behavior does not conform to these standards as well as the grievance process for students, and grounds for dismissal from the program. This statement provides guidance for the nursing student in the personal and professional development of an ethical foundation and need not be limited strictly to the academic or clinical environment but is designed to assist in the holistic development of the person. Upon entering NURS 302, students will be provided with a copy of this statement and they will be asked to sign an acknowledgement declaring their intent to adhere to it. The acknowledgement form will be retained in the student's advising file.

### II. Professional and Ethical Conduct

#### A. Standards for Professional Conduct

Nursing students at Briar Cliff University are active participants in the educational process which prepares them for entry into the profession of nursing. It is the faculty's expectation that students will develop cognitive, affective/emotional/ effective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. *The Essential Functions of the Department of Nursing* describes the physical abilities nursing students need to possess in order to successfully achieve the program outcomes. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical area which represent knowledge of personal and professional responsibilities, and behaviors consistent with the American Nurses' Association (ANA) Code of Ethics (2015).

## **American Nurses Association Code of Ethics for Nurses**

*The nurse practices compassion and respect for the inherent dignity, worth, and unique attributes of every person.*

*The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.*

*The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.*

*The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.*

*The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.*

*The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*

*The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.*

*The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.*

*The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.*

Reprinted with permission of American Nurses' Association. (2015)

## **B. Specific Professional and Ethical Expectations for Nursing Students**

In order to provide holistic, safe, and effective nursing care, nursing students have a societal responsibility to achieve theory and clinical-related learning outcomes at the conclusion of each course and at the program level and to demonstrate integrity in all aspects of the student experience. This expectation includes classroom and clinical experiences, as well as professional communication with faculty, preceptors, clients, peers, the health care team, and others. The Department of Nursing expects students to be honest, respectful, accountable for their actions and protective of confidentiality and to adhere to the established standards of professional conduct.

Specifically, professional, and ethical conduct means that students will demonstrate:

- Honesty
- Accountability
- Confidentiality
- Respect for others regardless of race, religion, age, sex, nationality, or disability
- Adherence to all applicable policies and procedures
- Active participation in the learning process
- Safe practice when caring for individuals
- Appropriate requests for supervision/guidance

Examples of inappropriate behavior include, but are not limited to:

- Breach of Academic Integrity (e.g., cheating, plagiarism)
- Use of inappropriate or threatening language
- Possession of weapons
- Unethical use of computers or software
- Harassment
- Use or sale of illegal drugs

Other inappropriate behavior identified by the Iowa Board of Nursing as violating professional standards of conduct include but are not limited to:

- Conviction or admission of any crime relating to the practice of nursing
- Any act or omission which may adversely affect the physical or emotional welfare of a patient or individual
- Sexual misconduct relating to patients or individuals
- Practicing nursing while under the influence of alcohol, illicit drugs, or while impaired by the use of legitimately prescribed medications
- Unsafe clinical practice
- Practice outside the scope of nursing practice
- Falsifying reports/ misrepresentation
- Breach of confidentiality

## **C. Specific Professional and Ethical Expectations in Clinical Settings**

(See the Nursing Student Clinical Guidelines and Expectations Contract on page 40 of this document).



#### **D. Guiding Principles for Nursing Students in the Use of Social Media**

1. Internet Social Networks: sites such as Facebook, Twitter, Snapchat, and others extensively connect many people. Postings, including photographs, can be in the public domain and easily accessible by anyone including faculty, students, parents, reporters, law enforcement, predators, potential employers, and graduate school admissions officers. It is important to keep in mind that deleted items can possibly be retrieved.
2. Briar Cliff University Department of Nursing Policy: as attendants of Briar Cliff University Nursing Program, nursing students are expected to conduct themselves with honesty, dignity, and professionalism. Participation in the care of others is a privilege that imposes certain obligations on students including professional and ethical behaviors that represent the university, the nursing students themselves, and the profession of nursing in a positive image. The nursing faculty believe in the freedom of speech, expression, and association, including the right to use internet social networks. Protection of the rights of patients, faculty, students, and the public at large is also a belief of the nursing faculty and students are expected to monitor their own use of the internet and social media for appropriate behavior.
3. Recommended action: students should review and monitor their social media to prevent inappropriate material from appearing to prevent damage to themselves, other students, the university, and the profession of nursing. Students should refrain from posting any personally identifiable information such as telephone numbers, addresses, class schedules, and places frequented for safety and security purposes. Students should also consult the Briar Cliff University Student Handbook for more information.

### **III. Concerns Related to Professional Conduct**

There may be situations which arise when a student's conduct in the classroom, clinical, or laboratory setting is unsatisfactory and causes faculty members to express concern. This concern is revealed to the student in a variety of ways. Comments by a faculty member will communicate the faculty member's concern to a student; however, there may be times when a more formal concern is expressed in writing. When this occurs the faculty member(s) will meet with the student and document their concern in writing on the "Professional Conduct Concerns Document." A conference will be held with the student and it is expected that the student will respond with suggestions for the "Plan of Action" column on the form.

It is expected that the written concern will lead to improved performance by the student. On occasion a student's performance has established a pattern of concern or is so poor that the faculty member gives the student an Unsatisfactory (U) rating. The "U" will also be explained on the "Professional Conduct Concerns Document" and discussed in the conference to be held with the student. It is the student's responsibility to satisfactorily comply with any identified "Plan of Action."

#### **A. Guidelines for Use of the "Professional Conduct Concerns Document."**

1. Concerns Document forms are available in the Department of Nursing office.
2. The Concerns Document is to be completed in the event that a student has demonstrated unprofessional behavior in contravention of this Statement, or unsatisfactory conduct in the classroom, clinical, or instructional unit's experiences.
3. The Concerns Document is to be completed by the appropriate faculty member(s) in preparation for a conference with the student. The conference may be held with the student as designated by the faculty member(s) and is required whenever a "U" is given.
4. The concern is shared with the student during a conference and it is expected that the student will formulate a "Plan of Action" for improvement and record this on the Concerns Document.

5. A copy of the completed Concerns Document will be provided for the student and course coordinator and the original copy kept with the Department Chair. The course coordinator's copy will be filed in the student's clinical file and at graduation it will be placed in his/her graduate file.
6. The appropriate faculty member will follow up with the student to ensure compliance with any Plan of Action and will complete the "Outcome" column of the Concerns Document at the appropriate time.

**B. Student Evaluation by the Faculty**

Faculty continually assesses each student's professional performance. All nursing students are evaluated at the end of each course, and at the end of the program. Any student who fails to maintain appropriate standards, as described in this statement, will be placed on probation, or dismissed from the program after receiving written notification. A student may appeal any action of the nursing faculty following the process stated in the Nursing Student Academic Grievance Procedure found in the Baccalaureate Nursing Student Handbook.

## Academic Integrity Policy

- I. **Academic integrity** is expected of all students at Briar Cliff University. The university policy on “Integrity” is located in the BCU Catalog. According to this policy, “any attempt to misrepresent someone else’s work as one’s own, receive credit for assignments one did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above is considered a breach of academic integrity” (BCU Catalog 2017-2018, p. 46). A breach of integrity among nursing students is particularly concerning because of the potential transference of this behavior into the practice setting (Lynch, et al., 2017).
  
- II. **Plagiarism** is one breach of academic integrity that carries serious consequences. Plagiarism involves borrowing another speaker’s or writer’s words, ideas, or arrangement of ideas without giving credit to the source of those words, ideas, or arrangements (Duff, Rogers, & Harris, 2006; Mundava & Chaudhuri, 2007). Plagiarism can be intentional or unintentional. Intentional plagiarism is considered cheating; when one deliberately copies another person’s words or ideas without acknowledgment in an attempt to deceive the assessor and gain advantage by doing so (Wilkinson 2009; Park, Park, & Jang, 2013). Unintentional plagiarism might occur due to naivety or lack of knowledge.
  
- III. **Unintentional plagiarism** occurs most frequently, usually due to improper citation of reference sources. The best way to avoid this is to learn how to cite sources correctly. The best way to learn how to cite sources correctly is to purchase and utilize the most recent edition of the Publication Manual of the American Psychological Association (APA), now in its 7<sup>th</sup> edition. The APA manual provides the guidelines for writing and formatting all required formal papers in nursing and is a required text for all nursing courses. Students are expected to follow the APA manual for all formal papers in order to prevent unintentional plagiarism. A properly cited reference allows the reader to retrieve your reference in order to learn more about the content of the reference. Being naïve or unfamiliar with proper APA formatting does not excuse unintentional plagiarism.
  
- IV. **Self-plagiarism** (also referred to as *recycling fraud*) “refers to the practice of presenting one’s own previously published work as though it were new” (APA, 2020, p. 256). It is important to know how to cite one’s previous work in order to prevent this breach of academic integrity.
  
- V. **Examples** of plagiarism, self-plagiarism, and cheating include, but may not be limited to the following:
  - Using a direct quote from a source without giving credit to the source
  - Paraphrasing a source without giving credit to the source
  - Presenting any ideas of others (obtained via the internet, through publications, speeches, etc.) as your own.
  - Downloading and submitting work from electronic databases without proper citation
  - Copying from another’s exam, homework, or lab work
  - Submitting the same paper or coursework in two or more courses at BCU without the knowledge and approval of the instructor
  - Submitting a paper or coursework you had previously submitted for a class at a different institution without the knowledge and approval of the instructor
  - Participating in group activity where plagiarized materials are discovered
  - Giving permission to another student to use one of your papers as their own
  - Willfully fabricating quotations, resources, or documents.
  - Obtaining images of exams or quizzes by use of any means of technology
  
- VI. **Steps to address breaches of academic integrity**  
 At any time that academic dishonesty is detected in the nursing program, the following **steps** will be taken:
  1. When an instructor suspects a student has plagiarized or cheated, he/she will contact the student in writing of their suspicions as soon as the discovery is made.

2. The instructor will complete the “Academic Dishonesty Form” and send the form to the student to be signed and dated.
3. The student will complete the form and return the signed and dated form to the instructor, who will in turn forward the form to the student’s advisor to be placed in the student’s folder.
4. All acts of plagiarism or cheating are discussed with the Nursing Department Chair (hereafter referred to as “chair”) who will assist the instructor in identifying the appropriate penalty.
5. **Penalties for breaches of academic integrity. The penalties for “academic dishonesty” are serious. Penalties may include an “F” for the assignment, an “F” for the course, dismissal from the nursing program, or dismissal from the university.**

#### **VII. Unintentional offenses:**

- For a first offense, the instructor and chair will reduce the student’s assignment grade by 1 letter grade or require the student to resubmit the assignment with an accompanied grade penalty. The student’s advisor will be informed of this occurrence and documentation will be placed in the student’s permanent file.
- For a second offense, the instructor and chair will reduce the student’s assignment grade by 2 letter grades or require the student to resubmit the assignment with an accompanied grade penalty. The student’s advisor will be informed of this occurrence and documentation will be placed in the student’s permanent file. The student may be placed on academic probation for a period of up to one year.
- For a third offense, the student will receive an “F” in the course, with possible dismissal from the nursing program.

#### **VIII. Intentional offenses:**

- For a first offense, the instructor and chair will determine the appropriate penalty, with the possibility of receiving an “F” for the assignment or exam, and an “F” for the course. The student’s advisor will be informed of this occurrence and documentation will be placed in the student’s permanent file.
- For a second offense, the student will be dismissed from the nursing program and the instructor and/or chair will discuss the situation with the VP of Academic Affairs regarding dismissal from the university.

#### **IX. Appeal process:**

- If a student wishes to deny the allegations or appeal the penalty, he/she must, within 10 working days, file with the chair a written intent to appeal. If the chair is also the instructor of record, the denial or appeal must be sent to the VP for Academic Affairs. The person to whom the appeal is made will weigh the evidence by both the student and the instructor and make a judgement. If the matter is not resolved to the satisfaction of the student or instructor, the appeal process will continue to the VP for Academic Affairs, whose decision is final. Additional information regarding the appeals process is located in the BCU Catalog. **This appeal process is specific to academic dishonesty.**

#### **References**

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> Ed.) Washington D.C: Author. ISBN: 978-1-4338-3216-1
- Duff, A.H., Rogers, D.P., & Harris, M.B. (2006). International engineering students-avoiding plagiarism through understanding the Western academic context of scholarship. *European Journal of Engineering Education*, 31, 673-681.
- Lynch, J., Everett, B., Ramjan, L.M., Callins, R., Glew, P., & Salamonson, Y. (2017). Plagiarism in nursing education: An integrative review. *Journal of Clinical Nursing*, 26 (19-20), p. 2845- 2864.

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Mundava, M., & Chaudhuri, J. (2007). Understanding plagiarism. *College & Research Libraries News*, 68, 170-173.

Park, E. J., Park, S., Jang, I.S. (2013). Academic cheating among nursing students. *Nurse Education Today*, 33(4), 346-352.

Wilkinson J. (2009). Staff and student perceptions of plagiarism and cheating. *International Journal of Teaching and Learning in Higher Education*, 20(2), 98- 105.

## STUDENT RIGHTS AND RESPONSIBILITIES

- I. The faculty of the Department of Nursing act in accord with the 1974 Family Educational Rights and Privacy Act. In fulfillment of this Act, the department maintains the confidentiality of student records and allows students to inspect and review information in their educational records.
- II. The Department of Nursing adheres to the following statement of Student Rights and Responsibilities:

<b>Students have a right to:</b>	<b>And a responsibility to:</b>
Expect faculty to demonstrate the stated ethical principles established for the program which are based upon belief in the dignity, worth, and potentialities of each student.	Demonstrate ethical principles in meeting course or program requirements, in professional, peer, and faculty relationships.
Access to the course and program requirements and policies governing student admission, progression, and graduation.	Be knowledgeable about program requirements and policies, assume responsibility for meeting the requirements, and abide by the policies.
Channels for administrative decision making in the Department of Nursing and the university and to participate in decision making which affects students.	Utilize appropriate channels for participation in decision making and in the resolution of issues or problems.
Democratically elect representatives to the Nursing Faculty Organization for the purpose of representation of the student constituency in the decision making process.	Participate in the elective process and to assist in bringing concerns of the student constituency to the attention of the faculty and to report discussion/action taken.
Participate in curriculum development.	Constructively share ideas and reactions to the curriculum in formal meetings or less formal deliberation.
Curriculum and teaching strategies which facilitate learning.	Maximize learning opportunities provided, transfer previous learning, and consider new ideas or relationships.
Accurate information about course and program requirements at the onset of enrollment.	Actively participate in class discussion and other learning experiences, follow through with assignments, and share experiences with peers.
Opportunity to explore topics of special interest within program and course objectives.	Conduct independent study in a way which maximizes the learning opportunity.
Faculty facilitation of opportunity for involvement in professional organizations and activities.	Participate, to the extent life circumstance permits, in professional organizations and activities.
Fair and impartial evaluation by faculty based on the stated objectives of the	Evaluate self in relation to course, level, and program objectives, and the American Nurses'

course, level, and the total program.	Association Standards of Practice.
Participate in program evaluation.	Be fair and impartial in evaluating peers in relation to learning experience or course objectives and in evaluating faculty and courses.
A grievance procedure for adjudication of individual student grievances.	Follow the grievance procedure as published.
Scheduling of courses, within the resources of the program, which facilitates progression through the program of study for the majority of students.	Undertake a realistic class load in view of work and family responsibilities and to reasonably adjust individual schedules to meet the needs of the majority.
Participate in university-wide activities – student government, cultural, social, religious, scholarly, recreational, and professional.	Read student publications and posted notices in order to be aware of opportunities for involvement in university activities and to participate to the extent life circumstance permits.
Access to student support services offered by the university.	Be knowledgeable, through the catalog and student handbook, of the resources available within the university.

### PHOTO, VIDEO, AND AUDIO CONSENT AND RELEASE FORM

- I. Students in Briar Cliff University nursing programs will be asked to consent to the following agreement regarding use of photo, video, and audio. Students will be asked to sign a consent and release form at the beginning of their program.

I hereby give permission to Briar Cliff University, acting through its employees or representatives, to take photographs, video recordings, and/or audio recordings of me. These may include my name, my image, my performance, and/or my voice.

I give permission to use photographs and/or video recordings of me on University and other websites and in publications, promotional flyers, educational materials, derivative works, or for any other similar purpose without compensation to me. I agree that all portraits, pictures, photographs, video and audio recordings, and any reproductions thereof, and all plates, negatives, recording tapes and digital files are and shall remain property of Briar Cliff University.

Signature of consent was provided on the first page of the Baccalaureate Nursing Student Handbook

## **ACADEMIC GRIEVANCE PROCEDURE**

- I. A student has the right of appeal for any decision in his/her academic study which she/he believes has been arbitrary, capricious, or prejudiced. The appeal will be in accord with the following guidelines.
- II. If a student has a grievance in his/her academic study\* the procedure is as follows:
  - A. Discuss the grievance with the faculty member involved and the Pre-licensure Nursing Program Director.

### **IF THERE IS NO RESOLUTION:**

#### **B. Appeal to the Department Chairperson**

1. If there is no resolution the student may appeal to the Department Chairperson in writing within three working days of discussing the grievance with the faculty member involved. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Chairperson.
2. The student will be notified in writing of the Chairperson's decision.

### **IF THERE IS NO RESOLUTION:**

#### **C. Appeal to the Vice President of Academic Affairs (VPAA)**

1. If there is no resolution the student may appeal to the Vice President of Academic Affairs (VPAA) in writing within three working days of notification by the Chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the VPAA.
2. The student will be notified in writing of the VPAA's decision.

### **FINAL DECISION:**

- D. In all cases, the decision of the Vice President of Academic Affairs is final.

\*Any grievance outside the area of academic study should be handled according to the University Complaint Procedure as found in the Briar Cliff University Student Handbook.

## SECTION TWO- ADMISSION CRITERIA

### I. Admission to the nursing major for pre-licensure students:

- A.** Students admitted to the university may apply for admission to the nursing major. Application is made at the beginning of spring semester of the second year or upon transferring to the university. Application forms may be obtained from the Pre-licensure Nursing Program Director or the Program Assistant of the Department of Nursing (DON). Decisions regarding acceptance to the nursing major will be made by the faculty of the Department of Nursing.
1. The Department of Nursing will admit students on a space available basis, who have a CGPA of 2.75 and who have successfully completed required related course prerequisites, on the condition that all prerequisites are successfully completed. Students who are not admitted but meet the requirements will be placed on a waiting list. All qualified students will be admitted to the nursing major, up to the maximum of 32 students.
- B.** Requirements for admission to the nursing major are:
1. A cumulative grade point average (CGPA) of 2.75 on a 4.0 scale must be maintained for admission into the nursing program.
  2. BSN students must earn a 'C' or better in all of the support courses for the nursing major. This includes BIOL 221 Human Anatomy, BIOL 222 Human Physiology, BIOL 239 Microbiology, BIOL 240 Nutrition, BIOL 340 Pathophysiology, CHEM 109 Chemistry for the Health Sciences, PSYC 110 Introduction to Psychology, PSYC 280 Developmental Psychology, PSCY 360 Abnormal Psychology, MATH 200 Elementary Statistics, and SOCY 124 Principles of Sociology. Students who do not achieve these requirements will not be admitted into the nursing courses until these requirements are met.
  3. Completion of the Department of Nursing Formal Application for Admission to the Nursing Major form and acceptance by the faculty of the Department of Nursing.
  4. Statement of the student's ability to provide safe nursing care.
  5. Statement of the student's intent to adhere to the Statement of Professional Conduct.
  6. Completed Declaration of Major form.
- C.** Students will receive official written notification of admission status via mail or BCU e-mail.
- D.** After acceptance, students will receive the *Baccalaureate Nursing Student Handbook* while taking the first nursing course, NURS 302.
- E.** It is required that all students have access to a computer with the Respondus Lockdown software for testing purposes.
- F.** Nursing courses can be accepted for transfer only with permission of the Nursing Faculty Organization.
- G.** Dishonesty, cheating, or plagiarism could result in an automatic failure of the course and possible dismissal from the program



## **II. Effective July 1, 2009: Initial Examination and Endorsement Applicants (for Registered Nurses)**

Iowa Code 147.3 Qualifications:

All applicants who have a criminal conviction(s), other than a minor traffic violation, must submit copy(s) of the sentencing order(s) when submitting application materials.

In order for an individual to become a licensed nurse in Iowa, the person must first graduate from a state board approved nursing program.

Information pertaining to individual criminal records prior to completion of an education program cannot be obtained from the Iowa Board of Nursing. Questions concerning acceptance into a nursing program, due to history of a criminal conviction(s), will need to be addressed by the nursing program.

At the time of application, the Iowa Board of Nursing will review each individual application and criminal record. The Board of Nursing will make the final decision regarding licensure.

## **III. Admission to the nursing major for RN-BSN students:**

- A.** Registered nurses seeking a baccalaureate degree are admitted to the university and to the nursing major prior to the fall, spring, and summer terms. The online application may be made at any time.
1. RN-BSN students are admitted on a space available basis, must have an active RN license in the student's state of residence, have successfully completed required related program prerequisites, and live in a state where there is an NC-SARA agreement that establishes agreement for interstate offering of postsecondary distance education courses and programs.
  2. The prospective student must request their high school and post-high school transcripts be sent to the Office of Admissions.
  3. Upon receipt of the prospective student's transcripts, the Registrar will evaluate all transcripts and develop a Transcript Evaluation form.
- B.** Requirements for admission to the RN-BSN program:
1. A minimum of 60 credit hours, general education requirements, and Iowa Articulation Plan for Nursing Education guidelines must be met for admittance into the RN-BSN program.
  2. RN-BSN students may transfer in a maximum of 90 credits and must have earned a 'C' or better in all of the support courses for the nursing major. This includes BIOL 221 Human Anatomy, BIOL 222 Human Physiology, BIOL 239 Microbiology, BIOL 240 Nutrition, PSYC 110 Introduction to Psychology, PSYC 280 Developmental Psychology, WRTG 109 Introduction to College Writing, and SOCY 124 Principles of Sociology. Students who have not achieved these requirements will need to fulfill the prerequisites prior to graduation.
  3. Completed Declaration of Major form.
- C.** Students will receive official written notification of admission status via mail or e-mail.
- D.** After acceptance, students will receive the Baccalaureate Nursing Student Handbook and their personal Plan of Study.

- E. Dishonesty, cheating, or plagiarism could result in an automatic failure of the course and possible dismissal from the program

#### IV. Criminal Background Check Policy

In order to maintain the highest standards possible, the Department of Nursing has instituted a Background Check Policy to help protect the public safety.

All nursing students are required to submit data for a certified background check at their expense. Background checks need to be completed online at <https://portal.castlebranch.com> prior to beginning NURS 302. Current cost for the Background check is \$135.75 and is subject to change

Students each have confidential access to the results of their own background check status. All background check results will be reviewed by the Nursing Faculty Organization (NFO) of the Department of Nursing. Should there be a negative background check finding, the NFO will determine if a student is eligible to participate in clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and the Iowa Board of Nursing administrative rules. Students may submit an appeal to the NFO if additional data might be of benefit. Appeal decisions will be judged on documented factual issues. If a student is unable to complete the program clinical requirements due to background check results, students may be dismissed from the program in which they are enrolled.

#### V. Essential Functions of the Department of Nursing

- A. Briar Cliff University prohibits denial of University privileges to students or applicants for admission to the nursing major on the basis of race, color, religion, sex, national origin, age, sexual orientation, gender identity, marital status, or disability (unless such disability would prevent the provision of safe care).
- B. Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum essential functions standards to be eligible for admission and progression in the programs.
  1. Appropriate auxiliary aids and services for persons with impaired sensory, manual, or speaking skills will be allowed unless providing same would fundamentally alter the course or would result in an undue burden.

Issue	Description	Standard
Communication	Speech, reading, writing	Effective use of English language. Communication abilities sufficient for effective interaction in verbal, nonverbal, and written form. Comprehension & accurate recall of verbal & written communication.
Interpersonal	Ability to relate to others	Interpersonal abilities sufficient to effectively interact with individuals, families, & groups from a variety of social, emotional, cultural & intellectual backgrounds.
Behavioral	Emotional & mental stability	Handles multiple priorities, independent discretion/decision making, makes decisions under pressure, manages anger/fear/hostility, manages stress appropriately, works alone effectively, works in close proximity to others and/or in a distracting environment, works with others effectively.
Critical Thinking	Ability to problem solve	Critical thinking ability sufficient for clinical judgment
Information	Ability to use	Electronic information seeking, interpretation and application for

Technology	electronic resources and clinical	clinical practice for clinical care.
Reliable punctuality	Ability to attend to timeliness	Self-management to consistently do work within the defined time expectation
Hearing	Use of auditory sense	Auditory ability sufficient to monitor & assess health needs. Talk/hear (communicate, detect, converse with, discern, convey, express oneself, exchange information)
Visual	Use of sight	Visual ability sufficient for observation & assessment necessary in nursing care. See (detect, determine, perceive, identify, recognize, judge, observe inspect, estimate, assess)
Tactile	Use of touch	Tactile ability sufficient for physical assessment. Be able to use hands/fingers to handle or feel (operate, activate, use, prepare, inspect, place, detect, position)
Mobility	Physical ability, strength, stamina	Physical abilities & stamina sufficient to move from room to room quickly & maneuver in small places, complete 8-12 hour shift. Be able to stand, walk, climb, balance, bend/stoop/kneel, squat/crouch/crawl, reach/twist, and push/pull. Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
Motor Skills	Physical ability, coordination, dexterity	Gross & fine motor abilities sufficient to provide safe & effective nursing care.

## VI. Records

Students can do much to assure that their University records are accurate and up to date.

- A. Students must complete the admissions process through the Department of Admissions in Noonan Hall. By the time a student uses this handbook, she/he has been accepted into the Nursing Program.
- B. All transcripts on file in the Registrar's Office must be official (i.e., with signature and seal). Transcripts showing all University credit students wish to apply to the degree should be obtained along with their basic nursing transcript. Unofficial transcripts are sometimes used to discuss with the student the program requirements prior to their enrollment in the program. These cannot be used to verify the credits for receipt of the degree.
- C. A declaration of major form must be completed at the time of acceptance or during the first semester that the student is taking a nursing course.
- D. Students are responsible for the completion of all requirements related to graduation.

## VII. Second Major or Minor

Students who wish to plan a program leading to a second major or a minor in another discipline are free to do so. Nursing faculty will assist them during pre-registration advising to schedule courses for a minor or a major. The student must, however, establish communications with an advisor in the other department in order to be certain that the requirements for the second major or minor are being met. Nursing faculty cannot assure the student of advisement for majors or minors outside the Department of Nursing.

### **VIII. Conversion of Knowledge to Credit**

Nursing Continuing Education (CE) students entering the University, particularly those who have considerable life and career background, may want to seek information about non-traditional methods for earning University credit. Western Iowa Tech Community College in Sioux City is the testing center for CLEP exams.

The Continuing Education Office administers a Project Assess program through which credit may be earned through documentation of life/career experiences. Courses for which there are no ACT or CLEP tests can be considered for Project Assess. Courses which can be documented through Project Assess are usually electives; nursing courses cannot be challenged in this manner.

When planning to challenge courses, the student should note the policies which delineate content which is prerequisite to later courses. If the student wishes to challenge a course which is a prerequisite to a later course, this must be successfully accomplished prior to enrolling in the course for which it is a prerequisite.

## Briar Cliff University Pre-Licensure BSN Curriculum

YEAR	FALL SEMESTER				SPRING SEMESTER			
	Course		Sem Hrs	Clin Hrs	Course		Sem Hrs	Clin Hrs
1	BIOL 221 C	Human Anatomy	4		BIOL 222 C	Human Physiology	4	
	PSYC 110 C	Introductory Psychology	3		CHEM 109 C	Chemistry for the Health Sciences I	4	
	SOCY 124 C	Principles of Sociology	3		PYSC 280 C	Developmental Psychology	3	
	*CORE 100	Franciscan Life	1		Foundation Course		3	
	*CORE 120M	Freshman Seminar	1		CSCI 100	Intro to Computers	2	
	*CORE 131	Writing & Speaking in the Digital Age	<u>3</u>		CORE 101	Franciscan Experience	<u>1</u>	
			15				17	
2	BIOL 340 C	Pathophysiology	4		MATH 200 C	Elementary Statistics	4	
	BIOL 240 C	Nutrition	3		BIOL 339 C	Microbiology	4	
	**2 <sup>nd</sup> year MC		3		PSYC 360 C	Abnormal Psychology	3	
	**2 <sup>nd</sup> year Ethics		3		Foundation		3	
	Foundation		<u>3</u>		Foundation		<u>3</u>	
			16				17	
3	NURS 302 C	Foundational Nursing Concepts (1 <sup>st</sup> half)	5	80	NURS 300 C	Evidence Based Nursing Practice	3	
	NURS 322 C	Health Assessment(1 <sup>st</sup> half)	3	40	NURS 360 C	Concepts for Intermediate Nursing Practice – I (1 <sup>st</sup> half)	5	100
	NURS 312 C	Concepts for Beginning Nursing Practice (2 <sup>nd</sup> half)	5	100	NURS 370 C	Concepts for Intermediate Nursing Practice – II (2 <sup>nd</sup> half)	5	100
	NURS 365 C	Pediatric Growth & Development (2 <sup>nd</sup> half)	<u>2</u>	<u>40</u>	NURS 332 C	Concepts for Reproduction & Sexuality	<u>3</u>	<u>40</u>
			15				16	240
4	NURS 480 C	Concepts for Complex Nursing Practice	6	120	NURS 402 C	Nursing Practice in the Community	4	40
	NURS 400 C	Psychosocial Concepts of Nursing Practice	4	40	NURS 460 C	Nursing Leadership & Management	4	40
	Foundation		3		NURS 465 C	Nursing Preceptor Experience	4	120
	LIBA 410	Global Society	<u>3</u>		NURS 475 C	Transition into Professional Nursing (Foundation Course)	2	
			16				(3)	
							14/(17)	200

Four elective courses must fulfill the General Education Requirements. These include two courses from the Aesthetic Foundation, one from the Historical Foundation, and one from the Religious Foundation. \* represents the first-year experience learning community and \*\* represents the second-year experience learning community. C represents a grade of C or better is required. A cumulative grade point average of 2.75 on a 4.0 scale must be maintained for admission, progression, and graduation with a BSN degree.

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**Briar Cliff**  
**UNIVERSITY**  
 Department of Nursing

## RN-BSN Curriculum

### Required Courses to Complete Major:

• BIOL 221	Human Anatomy	4 credit hours
• BIOL 222	Human Physiology	4 credit hours
• BIOL 239	Introduction to Microbiology	5 credit hours
• BIOL 240	Nutrition	4 credit hours
• PSYC 110	Introductory Psychology	3 credit hours
• PSYC 280	Developmental Psychology	3 credit hours
• SOCY 124	Principles of Sociology	3 credit hours
• WRTG 109	Intro to College Writing	3 credit hours
• NURS 201	Fundamentals of Nursing	Earned in ADN program
• NURS 202	Maternal/Child Nursing	Earned in ADN program
• NURS 203	Psychiatric/Mental Health Nursing	Earned in ADN program
• NURS 204	Adult Nursing	Earned in ADN program
• NURS 305	Evidence-Based Practice & Research in Nursing *	3 credit hours
• NURS 310	Theoretical Bases for Nursing Practice *	3 credit hours
• NURS 320	Health Assessment for RNs *	3 credit hours
• NURS 339	Pathophysiology *	4 credit hours
• NURS 405	Community & Public Health Nursing I * & **	3 credit hours
• NURS 435	Leadership in the Health Care Delivery System * & **	4 credit hours
• NURS 455	Community & Public Health Nursing II * & **	3 credit hours
• NURS XXX	Nursing elective	3 credit hours
• PHIL XXX	Ethics	3 credit hours
• MATH 150/200	Statistics	3 credit hours
• PSYC XXX	Psychology elective (300 level or higher)	3 credit hours
• LIBS 301	Digital Research for Academic Endeavors	1 credit hour

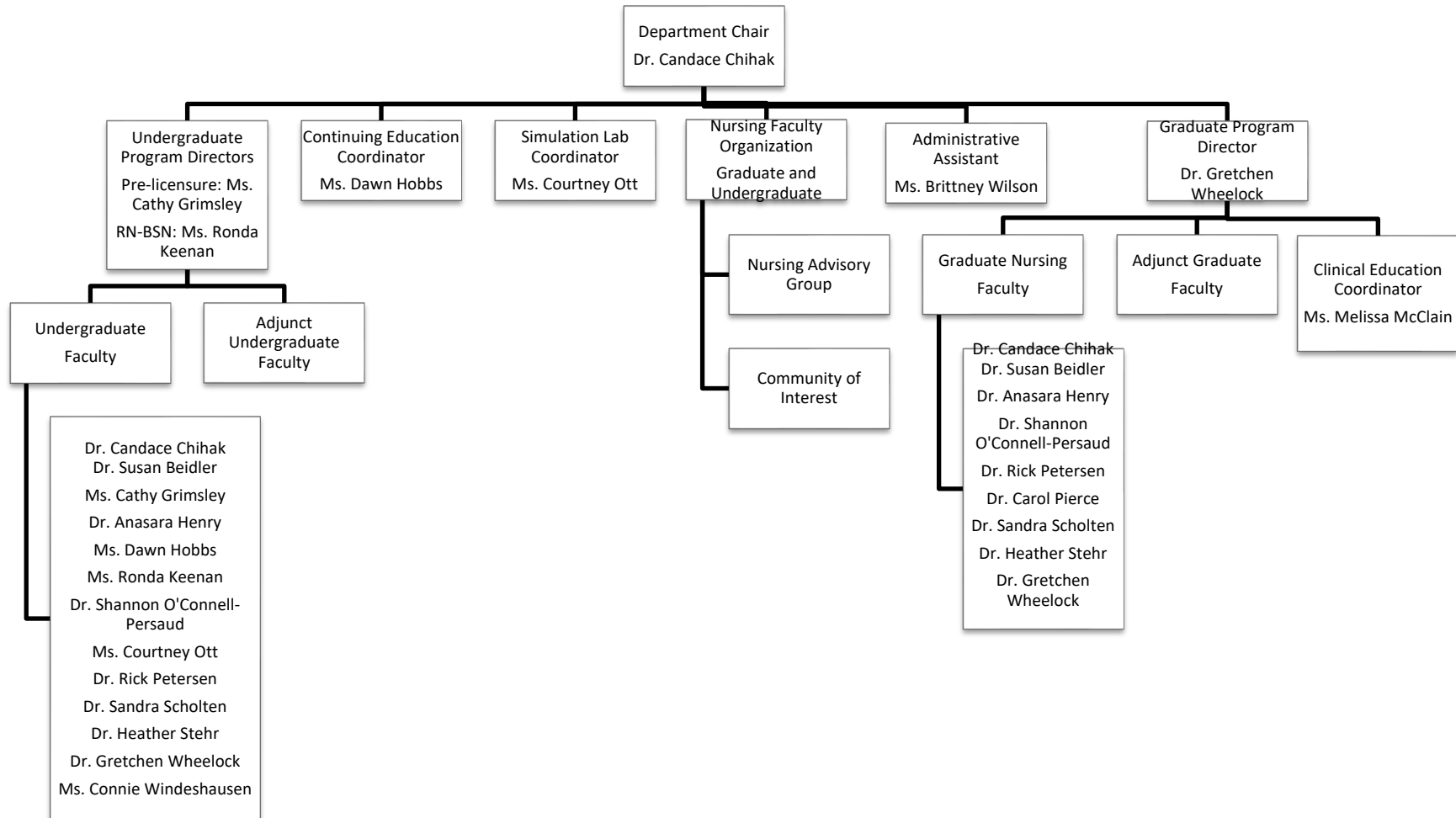
### Required Foundation Courses:

• Aesthetic – 1 course	3 credit hours
• Physical & Life Sciences – 1 course – Biology from ADN program	4 credit hours
• Behavioral Sciences – 1 course – Psychology from ADN program	3 credit hours
• Global or Multicultural – 1 course – NURS 455 from major	3 credit hours
• Historical Consciousness – 1 course	3 credit hours
• Religious & Ethical – 2 courses – PHIL XXX from major plus 1 other	3 credit hours each

\* A grade of C or better is required for all required nursing major courses. A cumulative grade point average of 2.75 on a 4.0 scale must be maintained for program progression and graduation.

\*\* Theory and clinical components to course.

## Nursing Organization Chart



### SECTION THREE- RETENTION & PROGRESSION CRITERIA

- I. **Progression and retention through the nursing major consists of the following:**
  - A. Dishonesty, cheating, or plagiarism could result in an automatic failure of the course and possible dismissal from the program.
  - B. A cumulative grade point average (CGPA) of 2.75 on a 4.0 scale must be maintained for retention, progression, and graduation. A grade of C (75%) or above must be attained in all nursing courses.
  - C. Students who fail to maintain a 2.75 CGPA will be placed on probation in the Department of Nursing; departmental and University academic probation policies are found in the University catalog. Students' CGPA will be reviewed at the end of each academic semester and students who do not meet the 2.75 CGPA will be notified that they are being placed on probation by the Department of Nursing. A status of probation may delay progression in the nursing sequence. If a nursing student is placed on departmental probation for a CGPA less than 2.75, within one month after receiving the probation letter the student will need to meet with the pre-licensure program director or designee and academic advisor to develop a written academic success plan.
  - D. Pre-licensure students must achieve a C (75%) in the theory portion and 78% exam/quiz average and 'pass' in the clinical portion of a nursing course in order to receive a C (75%) or better in the course. Clinical evaluation is on a pass/fail basis. Those that fail clinical will receive no higher than a grade of D for the course.
  - E. Pre-licensure students must achieve an average of 78% on exams and quizzes to successfully pass all nursing courses; with the exception of NURS 300, 402, 460, & 475. Those that fail to achieve the 78% average on exams will receive no higher than a grade of D for the course.
  - F. Students who fail to obtain at least a C (75%) in a nursing course shall not be allowed to progress to a higher-level nursing course which the failed course is a prerequisite.
  - G. Since most pre-licensure courses are taught sequentially, a period of one year may lapse before re-enrollment is possible.
  - H. Students who fail to attain at least a C in a nursing course are permitted to repeat that course only one time. Failure to attain a C or better in a nursing course when taken a second time shall constitute dismissal from the nursing major.
  - I. Students are allowed to repeat only two nursing courses. Failure to attain a C or better in a third nursing course shall constitute dismissal from the nursing major.
  - J. Benchmark assignments are identified in courses to measure achievement of program outcomes. Benchmark assignments are required for successful course completion. If a student fails to submit a benchmark assignment, the highest course grade attainable is C-.
  - K. Pre-licensure nursing courses can be accepted for transfer only with permission of the Nursing Faculty Organization.
  - L. Two independent study courses (ISs) may be taken and are based on student-developed objectives that are approved by a faculty advisor. The student may register for independent study, NURS 00IS, as approved by the advisor. See Section Six for course description and sample form.
  - M. Any student being placed on departmental probation or being dismissed from the nursing program major shall receive written notification.



- N. The student has the right to appeal decisions on any of the above matters by following the Department of Nursing and Briar Cliff University grievance procedures.
- O. Pre-licensure students are prepared to take the Certified Nursing Assistant (CNA) examination after completing their junior year.

## II. Guidelines for Academic Advising of Nursing Majors.

- A. Students who intend to take classes the following semester must make an appointment for a personal conference with their academic advisor to plan their program of study.
- B. If there are concerns with the student's program of study during the semester, their advisor should be contacted.
- C. Specific concerns related to a certain course should be referred to the appropriate faculty member in that course.

## III. Faculty-Student Communications

Faculty members, their offices, telephone numbers, and email addresses are:

NAME	OFFICE	PHONE	BCU E-MAIL ADDRESS
Candace Chihak, Chair	HH-258	712-279-1793	candace.chihak@briarcliff.edu
Susan Beidler	HH-283	712-279-1756	susan.beidler@briarcliff.edu
Cathy Grimsley	HH-270	712-279-5507	catherine.grimsley@briarcliff.edu
Anasara Henry	HH-280	712-279-1772	anasara.henry@briarcliff.edu
Dawn Hobbs	HH-276	712-279-5471	dawn.hobbs@briarcliff.edu
Ronda Keenan	HH-381	712-540-2825	ronda.keenan@briarcliff.edu
Richard Petersen	Online	712-574-1456	rick.petersen@briarcliff.edu
Courtney Ott	HH-273	712-279-1662	courtney.ott@briarcliff.edu
Heather Stehr	HH-282	712-279-5236	heather.stehr@briarcliff.edu
Gretchen Wheelock	HH-275	712-279-1759	gretchen.wheelock@briarcliff.edu
Shannon O'Connell-Persaud	HH-282	941-773-7713	Shannon.o'connell-persaud@briarcliff.edu
Connie Windeshausen	HH-278	712-279-5394	connie.windeshausen@briarcliff.edu
Sandra Scholten	Online	515-981-5879	sandra.scholten@briarcliff.edu
Carol Pierce	Online	712-341-0698	carol.pierce@briarcliff.edu
Libby Dolfie	Online	931-787-8248	elizabeth.dolfie@briarcliff.edu

Since faculty must be out of the office for classes, meetings, etc., students may at times, be unable to see their advisor. In that event, please leave a message on the voice mail or e-mail.

The Department of Nursing has one bulletin board. It is on the second floor of Heelan Hall near the nursing faculty offices. Please check this bulletin board as any general notice will be posted here. In addition, check the Department of Nursing web, page [www.briarcliff.edu/departments/nursing](http://www.briarcliff.edu/departments/nursing), which is frequently updated.

Students may also receive e-mails from Nursing faculty members or the Nursing Executive Assistant concerning advising, classes, testing, social events, etc. in the nursing department. It is important that you check your e-mails from the nursing department regularly.

#### IV. Grading System

The Department of Nursing uses the following scale to convert percentage points into a letter grade:

A	= 93-100	B-	= 80-82	D+	= 68-69
A-	= 90-92	C+	= 78-79	D	= 63-67
B+	= 88-89	C	= 75-77	F	= 0-62
B	= 83-87	C-	= 70-74		

Further information on the Briar Cliff and Department of Nursing grading systems can be found in the University catalog.

#### V. Attendance

- A.** Attendance in all pre-licensure classes and clinical is mandatory, with arrival **on time** for all classes. The student is responsible for all content, assignments, and testing missed due to absence or tardiness and must make arrangements for completion of assignments/tests immediately following the absence. Failure of the student to follow these guidelines will be reflected in the course grade. Not contacting faculty regarding an absence (within 24 hours) may jeopardize successfully passing course. Exams must be made up within one week of the scheduled date. Failure to make up the exam within one week will result in a grade of zero for the exam. An allowance for these guidelines may be made at the discretion of the professor, based on the circumstances of the situation. Pass/fail clinical grades are determined according to attendance and demonstration of mastery of skills. **A failure in clinical will result in a grade of no higher than a D in the didactic portion of the course.**

Students who do not attend or participate in class for two consecutive calendar weeks are subject to administrative withdrawal.

- B.** For RN-BSN students, Participation is monitored through the Brightspace Learning Management System (LMS). Students are expected to logon and participate in Brightspace a minimum of three times a week. Participation means posting notes that everyone has access to. Posting elsewhere does not count toward overall participation in the course. Your initial **comprehensive** responses to the discussion questions are due by midnight on Tuesday of each week. In order to achieve full participation credit in class, you also need to post at least one **substantive** note in response to peers (not just two sentences, a simple question without explaining your rationale for the question, or "I agree" notes) on two different days (thereby participating in class **at least three out of seven days and having a minimum of three posts each week**). Peer responses are due no later than Saturday midnight each week, unless otherwise noted in the Course Outline. Quantity is important, but the quality of the notes is most important.

**In the event your personal computer is down or unavailable, you must have a back-up plan for accessing the course and submitting assignments. Computer problems are not acceptable excuses for late assignments.**

**The following items do NOT count toward participation:**

- Notes sent to general discussion forum or to instructor's personal e-mail.
- Submitting written assignments, individual or team
- Messages in small team meetings

**Students who do not participate online in class for two consecutive calendar weeks are subject to administrative withdrawal.**

## **VI. Late Paper Policy**

Students should note the late paper policy found in course syllabi. It is the faculty member's prerogative to lower the grade for assignments which are not received by the due date. If extenuating circumstances make it impossible to complete assignments on time, students should submit a written request to the faculty member for an extension. A specific time by which the paper will be completed will be determined by the faculty member.

## **VII. General Evaluation Policies**

- I.** The student will be given the evaluation criteria at the beginning of each course. Late paper policies described in course syllabi are to be followed as part of the evaluation criteria.
- II.** Students may request an evaluation of progress whenever they feel the need for additional guidance.
- III.** Pre-licensure students who are functioning below the 75% level in theory or failing in clinical will receive a warning e-mail at week 8 of the semester (student grades are reviewed at week 4, 8, & 11) and will meet with their advisor to develop an academic success plan.
- IV.** All pre-licensure clinical evaluation records are signed and dated by the faculty and student. The signature indicates the student has read the record. It does not indicate that the student agrees with the evaluation.
- V.** All evaluation records become part of the student's file.
- VI.** All pre-licensure nursing students will be assessed using standardized national tests. Students will be responsible for the costs associated with test administration. At the discretion of the nursing faculty, the student's score will be reflected in the final course grade and/or a specific minimum score may be required to pass the course and progress to the next level of nursing courses.
- VII.** At the conclusion of each nursing course the student will have the opportunity to complete the following evaluation tools.
  1. Student Course Evaluation utilized by all BCU academic departments, or
  2. Department of Nursing Student Evaluation of Course/Instructor, and/or
  3. Department of Nursing Student Evaluation of Clinical Instructor (where applicable).
- VIII.** At the conclusion of all pre-licensure clinical experiences, students will complete a self-evaluation.
- IX.** An official summary evaluation is compiled by the faculty for each pre-licensure graduating student and is maintained in the student's permanent file. Final evaluations are reviewed and signed by the graduating students.

## VIII. HESI Testing Program Policy (Pre-licensure students only)

### HESI Integrated Course Student Policy

#### A. Introduction

HESI Integrated Course items are designed to enhance critical thinking, identify content strengths and weaknesses, and optimize exam taking abilities of students. HESI Integrated Course items are to be utilized as a supplemental source for enhanced student performance and are not meant to replace content given in individual courses.

#### B. HESI Specialty and Exit Proctored Exam Remediation Policy

In courses that incorporate a HESI Proctored Exam, there are two versions of the practice and proctored exams. All students will be required to complete both versions of both types of exams. Student-specific remediation will need to be completed following completion of the first version of the HESI proctored exam and before taking the second version of the HESI proctored exam.

#### C. Student Responsibilities

1. HESI Proctored Exams are scheduled in advance and making up an exam may hinder the remediation process.
2. An absence from a HESI Proctored Exam can result in a loss of points as determined by course faculty.
3. Practice Exam/Quiz (which are always available to students) and Practice Assignments (which need to be assigned to students) are available in two versions for each Proctored Exam. Practice Assignments must be assigned before a Proctored Exam is administered, may only be taken one time, and students must achieve an 80% on the Practice Assignments to receive full points. Practice Exam/Quiz may be taken more than one time and does not need to be a graded item for the course but should be provided as a way for students to prepare for the Proctored Exam.

#### D. Student Remediation Plan

1. Students acknowledge that they will complete the HESI Next Gen packet as provided in the Exam Report prior to taking the second version of the proctored exam
2. Following the first version of the HESI Proctored Exams, students are required to remediate. The remediation requirements are dependent on each individual student's HESI Proctored Exam score. HESI Proctored Exam Scores can be indicative of the student success in the program and on the NCLEX licensure exam.
3. **Specialty Exams:** After completion of the first version of all HESI Specialty Proctored Exams, students must complete the Remediation packet provided by HESI, which includes "Essential" and "Recommended" items.
  - i. After completion of the second version, those that have not achieved a benchmark score will be required to complete remediation. For those that have achieved benchmark scores, remediation is strongly encouraged, but is not required.
4. **Exit Exam:** After completion of the first version of the HESI Exit Proctored Exam, students must complete the "Essential" items provided in the Remediation packet. "Recommended" items are strongly encouraged to be completed as well.
  - i. After completion of the second version, those that have not achieved a benchmark score will be required to complete all "Essential" and "Recommended" remediation packets and schedule additional testing. For those that have achieved benchmark scores, remediation is strongly encouraged, but is not required.

5. Students will earn points if remediation for the second version has been completed by the assigned date (see chart below).

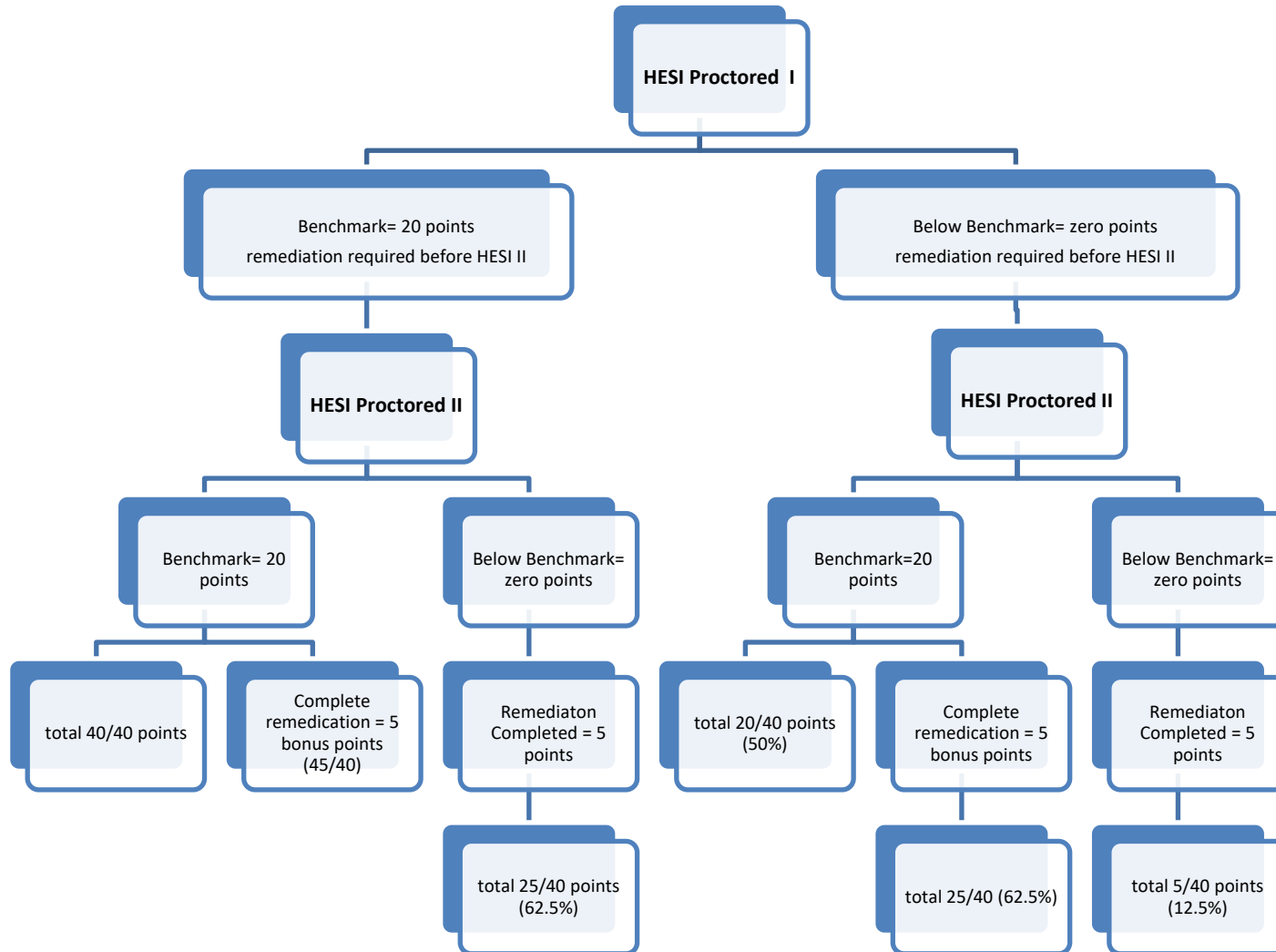
**E. Student Access to Recommended Remediation Content**

1. Go to: HESI Assessment Next Generation from your Elsevier Account.
2. Click on “Exam Results”

**F. Exam Benchmarks**

HESI Exam	Benchmark Score	Semester Offered
Fundamentals	800	Spring Junior (NURS 312)
Mental Health	850	Fall Senior (NURS 400)
Pharmacology	850	Fall Senior (NURS 480)
Med/Surg	850	Spring Senior (NURS 475)
Management	850	Spring Senior (NURS 460)
Exit	900	Spring Senior (NURS 475)

**HESI Scoring Chart (both versions independently worth 20 points)**



## IX. Proctored Exam/Quizzes Procedure (Pre-licensure students only)

### A. Background:

Replicating the circumstances under which the NCLEX-RN is taken is another element designed to increase student success. Accordingly, the BCU nursing department is adopting the following procedures which are based on the National Council of State Boards of Nursing (NCSBN) rules for NCLEX which can be found at <https://www.ncsbn.org/1268.htm>.

### B. Procedures:

1. Personal Items
  - a. All personal items must be stored in the designated area assigned by the instructor
  - b. All electronic devices (cell phones, computers, tablets, smart watches, MP3 players, fitness bands, etc.) must be placed in your personal bag or with the instructor.
  - c. All electronic devices must be powered off to prevent noise disruption (ring tones/vibration)
  - d. Instructors are not responsible for lost, stolen, or misplaced items
2. Not Accessible – The following may not be accessed at all during the exam unless otherwise stated by the instructor:
  - a. Any educational items or study materials
  - b. Cell/smart phones, computers, tablets, or any other electronic devices
3. Not Allowed Near You – The following are not allowed near you during the examination:
  - a. Bags/purses/wallets
  - b. Coats/hats/scarves/gloves
  - c. Food or drink/candy/gum
  - d. Lip balm
4. Breaks
  - a. Breaks may be allowed to the discretion of the instructor for appropriate reasons

### C. Confidentiality:

The following items are expected of every nursing student at Briar Cliff University:

1. You may not disclose or discuss with anyone about the information within the exam except with your instructor or while participating in-classroom discussions.
2. You may not disclose items or answers within the exam on internet or social media websites.
3. You may not seek help from anyone in answering items (in person, by phone, or text) during the examination.
4. You may not copy or reconstruct exam items during or following your exam for any reason.
5. If you witness any of the above behavior, or any irregular behavior that is violating the procedure, please contact your instructor.

### D. Examination Administration:

1. You may not take the exam for somebody else.
2. You may not tamper with the computer or use it for any function other than taking the exam during the selected examination hours.
3. You may not engage in disruptive behavior at any time while taking the exam.
4. Your instructor will provide you with an erasable note board, marker, and calculator before you begin your exam.
5. You may not ask any questions that pertain to the content of the exam during the exam.
6. Writing on any materials other than the erasable note board is strictly prohibited.

7. If you experience hardware or software problems during the exam, please raise your hand to notify the instructor.

**E. Grounds for Dismissal:**

Behaviors that are considered misconduct include but are not limited to:

1. A student that violates the procedure or does not follow the instructor's warning to discontinue inappropriate behavior may be dismissed from the exam and possible terminated from the nursing program.
2. Uses or attempts to access any prohibited aids.
3. Brings review items or textbooks near the computers during the exam.
4. Failing to follow examination regulations or instructions made by the instructor.
5. Cheating, copying, or using other students' answers to help decide your own answers.
6. There will be no makeup exam allowed for students that are dismissed from the exam.

**X. Non-Proctored Quizzes/Exam with Respondus Online Procedure**

**A. Background:**

In attempt to protect quizzes and exam that are not taken in a controlled environment, Briar Cliff University utilizes Respondus LockDown Brower to prevent cheating during online exams and quizzes by securing the examination environment. The following link provides further information regarding Respondus: <http://respondus.com/products/lockdown-browser/features.shtml>.

**B. Procedures:**

1. You are not allowed to copy, print, access other applications, or visit websites during an online exam through Respondus
2. You must take the exam or quiz during the assigned time given to you by your instructor, failure to take the exam or quiz at the appropriate time will lead to failing without the option of retaking the assignment at a later date.
3. You may not take the exam for somebody else.
4. Writing on any materials that is shared with other students is strictly prohibited.
5. You are not allowed to use electronic devices (cellphones, tablets, etc.) or study material (notes or textbooks) during quizzes or exams.

**C. Confidentiality:**

The following items are expected of every nursing student at Briar Cliff University:

1. You may not disclose or discuss with anyone about the information within the exam except with your instructor or while participating in-classroom discussions.
2. You may not disclose items or answers within the exam on internet or social media websites.
3. You may not seek help from anyone in answering items (in person, by phone, or text) during the examination.
4. You may not copy or reconstruct exam items during or following your exam for any reason.
5. If you witness any of the above behavior, or any irregular behavior that is violating the procedure, please contact your instructor.

**D. Grounds for Failure:**

Behaviors that are considered misconduct include but are not limited to:

1. A student that violates the procedure or does not follow the instructor's warning to discontinue inappropriate behavior may fail the assignment.
2. Uses or attempts to access any prohibited aids.



3. Failing to follow examination regulations or instructions made by the instructor.
4. Cheating, copying, or using other students' answers to help decide your own answers.
5. If a student violates the procedure, the student will earn a zero for the assigned exam or quiz without an opportunity for retaking.

**E. IT Support:**

1. Briar Cliff University IT:
  - a. (712) 279-5401
  - b. [ithelpdesk@braircliff.edu](mailto:ithelpdesk@braircliff.edu)

**F. Respondus LockDown Browser:**

1. <http://www.respondus.com/about/inquiry-student.shtml>
2. LockDown Browser System Requirements:
  - a. Operating Systems  
Windows: 10, 8, 7 \*  
Mac: OS X 10.10 or higher \*
  - b. Mac Users: The Safari browser must be configured to the minimum requirements for the Learning Management System being used (it does NOT have to be the default browser for the computer).
  - c. \*LockDown Browser and Respondus Monitor may continue to run in older operating systems that have reached "end-of-life" but students may encounter unexpected results.

**XI. Photos of Examinations (Tests or Quizzes)**

The security of tests and quizzes is of utmost importance to maintaining the integrity of the academic program. Students are prohibited from obtaining an image of any test or quiz by use of any means, such as obtaining a screen shot or taking a photograph or image using phones, cameras, spy gear or gadgets.

Any student who is found to have obtained an image of a secure test or quiz is subject to immediate dismissal from the nursing program.

**XII. Graduation Requirement**

Undergraduate students must complete the last 30 credit hours at BCU. Exceptions will be made in cases of credits earned from CLEP tests, Regents College Exams, and department proficiency examinations (It is the student's responsibility to review graduation requirements in the University catalog).

**XIII. Graduation**

- A.** The nursing major courses must be completed within a four-year period for pre-licensure and six-year period for RN-BSN students.
- B.** A Briar Cliff nursing pin is available to graduates. Graduates purchase their own pins directly through the BCU bookstore. The pins will be presented at the spring pinning ceremony.
- C.** Competencies are a set of practical abilities, at a specified level of performance, which enable individuals to function and adapt in a diverse and changing world. Copies of all competencies will be found in the Appendix.
  1. All graduates must complete validation of writing competency. This should reflect baccalaureate level scholarly writing. The exit competency will occur in the senior nursing leadership courses for all students.

2. All graduates must complete validation of an oral competency. The exit competency will occur in the senior leadership course for pre-licensure and Community II for RN-BSN students.
3. All pre-licensure students must complete required service hours.
4. The moral/ethical competency is met with an approved ethics course and receives a grade of C or better.
5. The research competency is validated by successful completion of Evidence Based Nursing Practice for pre-licensure students and Evidenced-Based Practice and Research in Nursing (RN-BSN) with a grade of C or better.
6. The information technology competency is met by successful completion of Intro to Computers in the pre-licensure and the following items in the RN-BSN program.
  - a. Use of a word processing program to create different types of text documents,
  - b. Use of the internet; and,
  - c. Use of a graphics and/or artwork package to create illustrations, slides, or other images.
7. The math competency is met by completion of Elementary Statistics with a grade of C or better.

#### **XIV. Post-Graduation Evaluations**

The graduate will have the opportunity to evaluate the extent to which she/he believes she/he reached the program outcomes for graduates of the baccalaureate program in nursing by completing an evaluation one year and three years after graduation. Employer assessments of graduates' attainment of program outcomes are also determined. The collected data is aggregated and used to improve the BSN program. All individual information is kept confidential.

## SECTION FOUR- CLINICAL LEARNING CRITERIA

### I. Pre-licensure Clinical Learning Experience

- A.** Laboratory experiences are included in each of the nursing courses (with the exception of Evidence Based Nursing Practice and Transitions into Professional Nursing [Pre-licensure] and Evidence Based Practice & Research in Nursing and Theoretical Bases of Nursing Practice [RN-BSN]) and in selected independent study courses. These experiences provide the student with opportunities to develop cognitive, affective, and psychomotor skills. The type of skills included in each course varies and so the type of laboratory experience is tailored to fit the objectives and content of the respective course outcomes.
- B.** The University will carry medical professional liability insurance and general liability insurance of at least \$1,000,000 per occurrence and \$3,000,000 aggregate on nursing faculty members and all nursing students while they are in the clinical setting as part of their teaching/learning experience.
- C.** A clinical/lab fee is charged to all students enrolled in courses with a practice laboratory or clinical laboratory component. See BCU Catalog for fees.
- D.** The following are the specific types of laboratory experiences included in the nursing major.
1. **Practice laboratory:** Experiences are conducted in a skill lab setting and allow students opportunity to practice and develop skill competencies in a controlled setting. Students are instructed and supervised by faculty at scheduled times. Students are required to spend the number of clock hours apportioned to the number of credit hours per credit in practice laboratory for the program they are in. (1 credit = 30 clock hours)
  2. **Clinical laboratory:** Experiences involve direct delivery of nursing care by students to individuals, families and groups in acute, long term, outpatient and/or community settings. Supervision by faculty may be direct or indirect depending upon the setting, the level, and previous experience of the student. Clinical laboratory experiences include scheduled clinical conference time for discussion and sharing of student experiences and application of clinical content. Students are required to spend 40 clock hours per credit for each clinical credit hour assigned to the course. The faculty to student ratio will not exceed 1:8 in the clinical setting. (1 credit = 40 clock hours)
  3. **Observational/Non-Clinical Laboratory:** Students have assigned experiences in clinical agencies that do not involve direct delivery of nursing care. These experiences may include but are not limited to: case study theory/practice application; interviews of nursing staff or clients; observation of procedures or client care; review of agency policy or procedures; and/or shadowing of nurses or health care providers with specific expertise or skills. Faculty are involved with the development of the experience and provide direct or indirect supervision of students.
  4. **Simulation Laboratory:** Simulation in nursing is a teaching strategy designed to mimic real life situations and complement clinical education. High fidelity simulators, standardized patients, realistic equipment, and environments are utilized to recreate the clinical environment to provide nursing students a safe, controlled, risk-free environment to demonstrate psychomotor skills, teamwork, communication, clinical reasoning, and critical thinking. This allows for students to learn by performing and then reflecting on their experience. (1 credit = 40 clock hours)
- E.** Any information relating to a client must be held in strict compliance with HIPAA regulations. On written assignments, no personal identifying information is to be included.

F. The student must adhere to the Statement of Professional Conduct/American Nurses Association Code of Ethics. Violations may be cause for dismissal from the nursing major.

G. Students are required to complete all assigned clinical days in order to meet course objectives and earn a passing grade.

H. If the University cancels classes, all clinical experiences are cancelled as well.

**I. Absences:**

1. If the student is absent from clinical due to illness, it is the student's responsibility to inform the clinical instructor prior to the experience. Specific expectations will be outlined in each course syllabus.
2. **Unexcused absences or tardiness are unacceptable.** Tardiness is defined as arriving later than scheduled start time and may be counted as absence at the discretion of the instructor. The student may be dismissed from clinical and will be required to make up the clinical hours.
3. Absences for reasons other than illness must be arranged in advance in consultation with the clinical instructor.
4. Excused absences are defined as those in which the student made prior arrangements with the clinical instructor regarding the need to make a schedule change for an assigned clinical or lab experience.
5. The student is expected to assume the responsibility for all work missed during absences from clinical experience. Consultation with the instructor is required.
6. **Students who have more than two clinical absences, whether excused or unexcused, are in jeopardy of failing the course.** A clinical failure will result in course failure and a need to repeat both the theory and clinical portions of the class.
7. Pass/fail clinical grades are determined according to attendance and demonstration of mastery of skills. **A failure in clinical will result in a grade of no higher than a D in the didactic portion of the course.**

**J. Grounds for Dismissal from Clinical Setting:**

1. If the student is dismissed from the clinical setting, such clinical experience time must be made up and arrangements for the same are the student's responsibility at the discretion of the instructor.
2. Grounds for dismissing students from the clinical setting include:
  - a. Inappropriate dress/grooming and/or failure to follow the Briar Cliff University or clinical agency dress code policy.
  - b. Student not prepared to provide safe nursing care.
  - c. Tardiness
  - d. Professional demeanor in violation of the ANA Code of Ethics and Professional Standards and/or the Department of Nursing Statement of Professional Conduct.

K. During a clinical experience, in the event that a student or faculty member is involved in a situation that warrants the completion of an institutional variance report, a Department of Nursing Variance Report will also be completed. See Appendix A for a copy of the form.

**L. Clinical Learning Experience for RN-BSN Students:**

1. Clinical experiences for the RN-BSN student are included in NURS 405, NURS 435, and NURS 455 and in selected independent study courses. These experiences provide the student with opportunities to develop cognitive and affective skills. The type of skills included in each course varies and so the type of clinical experience is tailored to fit the objectives and content of the respective course.
2. The University will carry medical professional liability insurance and general liability insurance of at least \$1,000,000 per occurrence and \$3,000,000 aggregate on nursing faculty members and all nursing students while they are in the clinical setting as part of their teaching/learning experience.
3. A clinical/lab fee is charged to all students enrolled in courses with a practice laboratory or clinical laboratory component. See BCU Catalog for fees.
4. Observational/Non-clinical experiences are included in the RN-BSN curriculum. Students have experiences in clinical agencies that do not involve direct delivery of nursing care. These experiences may include but are not limited to: case study theory/practice application; interviews of nursing staff or clients; observation of procedures or client care; review of agency policy or procedures; and/or shadowing of nurses or health care providers with specific expertise or skills. Faculty members are involved with the development of the experience and provide indirect supervision of students.
5. Any information relating to a client must be held in strict compliance with HIPAA regulations. On written assignments, no personal identifying information is to be included.
6. The student must adhere to the Statement of Professional Conduct/American Nurses Association Code of Ethics. Violations may be cause for dismissal from the nursing major.
7. During a clinical experience, in the event that a student or faculty member is involved in a situation that warrants the completion of an institutional variance report, a Department of Nursing Variance Report will also be completed. See Appendix A for a copy of the form.

## **II. Criminal Background Check Policy**

In order to maintain the highest standards possible, the Department of Nursing has instituted a Background Check Policy to help protect the public safety.

All nursing students are required to submit data for a certified background check at their expense through the Castle Branch website prior to beginning a course with a clinical component.

Students each have confidential access to the results of their own background check status. All background check results will be reviewed by the Nursing Faculty Organization (NFO) of the Department of Nursing. Should there be a negative background check finding, the NFO will determine if a student is eligible to participate in clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and the Iowa Board of Nursing administrative rules. Students may submit an appeal to the NFO if additional data might be of benefit. Appeal decisions will be judged on documented factual issues. If a student is unable to complete the program clinical requirements due to background check results, students may be dismissed from the program in which they are enrolled.

## **III. Health Status and Other Requirements Prior to Beginning Clinical Experience:**

- A.** The following medical information and certification must be uploaded into the Castle Branch website prior to beginning the first clinical nursing course. This information includes:
  1. Briar Cliff University Medical History and Physical Health form completed, signed, and dated

- by a licensed health care provider.
  - 2. Official documentation of two doses of the MMR vaccine.
  - 3. Documentation of a Two Step TB process (One TB test within 12 months prior to clinical start and another within 3 weeks of start date (before or after).  
A Quantiferon Gold test that is taken within 3 weeks of the start date may replace the two-step process.  
If the individual has had a previous positive TST, then a chest x-ray completed within the last twelve months prior to clinical start is needed along with a Tuberculin Assessment Form that has been completed no earlier than three weeks before starting.
  - 4. Documentation of immunity to Chickenpox, including lab testing results for Varicella IgG which documents immunity; or official copy of two doses of Varicella vaccine (Varivax) received since 1995, when vaccine first became available.
  - 5. Validation of Hepatitis B vaccine or a signed waiver releasing the agency and Briar Cliff University of responsibility prior to beginning clinical experience.
  - 6. Proof of receiving an annual seasonal influenza vaccination.
  - 7. Tdap (tetanus) inoculation is required. There must be documentation of a Tdap booster within the past 10 years.
- B.** Child and Dependent Adult Abuse Mandatory Reporting completed and current.
  - C.** All students are required to have on file a current Basic Life Support Cardiopulmonary Resuscitation (CPR) certification prior to beginning clinical experiences. CPR certification must be maintained for all clinical experiences.
  - D.** The Department of Nursing encourages that all pre-licensure students to hold a CNA certificate prior to NURS 302.
  - E.** For RN-BSN students, The Nursing Faculty believes that registered nurses are responsible for requirements for clinical experiences just as they are professionally.

#### **IV. Dress Code for Pre-licensure Clinical Experiences:**

Students' dress/grooming must be appropriate to the professional setting and in compliance with the clinical facility's published dress code policies. Decisions regarding dress and grooming will be at the discretion of the clinical instructor. The following guidelines will be applied:

- A. Full Uniform**
  - 1. Department regulation of a royal blue top with black slacks or skirt with BCU emblem on the left sleeve
  - 2. A white lab coat with BCU emblem on left sleeve may be worn
  - 3. Solid white or black shirts may be worn under scrub top.
- B.** Shoes must be solid white or black, quiet, and clean. Tennis shoes must meet the clinical agency dress code. Moccasins and sandals are not acceptable.
- C.** Students' socks and/or hose must be solid white or black. In other clinical settings the dress code will be communicated to the students by the instructor.
- D.** Hair must be neat, clean, and pulled back from the face so as not to interfere with the vision or nursing activities. Hair color must reflect a natural coloring (no blue, green, bright red, etc.).
- E.** Either a BCU ID badge or ID badge provided by the clinical agency must be worn by students at all times while in the clinical area.

- F. Students will need to purchase their own stethoscope with a bell and diaphragm as well as a watch with a second-hand, scissors, and pen light.
- G. Jewelry and other grooming should reflect a professional appearance. If the ears are pierced, only one pair of small post earrings which do not cover the ear lobe is permitted. Facial jewelry such as nose rings/studs, tongue rings/studs, and lip or eyebrow piercings are not permitted and must be removed or covered. One ring per student is permitted.
- H. When going to the hospitals, clinics, or other clinical assignments, etc. lab coat with photo/name badge on it for identification may be worn over street clothes that are professionally acceptable. Blue jeans and shorts are **NOT** acceptable. Faculty will provide a copy of current institutional dress codes in relevant clinical nursing courses.
- I. Fingernails may be no longer than  $\frac{1}{4}$  inch above the fingertip. If nail polish is worn, it should only approximate skin color and not chipped. Artificial nails may **NOT** be worn at any time.
- J. Tattoos must be covered at all times.

#### V. Dress Code for Clinical Experiences for RN-BSN Student:

Students' dress/grooming must be appropriate to the professional setting and in compliance with the clinical facility's published dress code policies. Decisions regarding dress and grooming will be at the discretion of the clinical instructor. The following guidelines will be applied:

- A. Uniform- Dress according to clinical agency requirements or lab coat with photo/name badge on it for identification is worn over street clothes that are professionally acceptable.
- B. Either a BCU ID badge or ID badge provided by the clinical agency must be worn by students at all times while in the clinical area.
- C. Students will need to purchase their own stethoscope with a bell and diaphragm as well as a watch with a second-hand.
- D. Jewelry and other grooming should reflect a professional appearance. If the ears are pierced, only one pair of small post earrings which do not cover the ear lobe is permitted. Facial jewelry such as nose rings/studs, tongue rings/studs, and lip or eyebrow piercings are not permitted and must be removed or covered. One ring per student is permitted.
- E. When going to the hospitals, clinics, or other clinical assignments, etc. Faculty will provide a copy of current institutional dress codes in relevant clinical nursing courses.
- F. Fingernails may be no longer than  $\frac{1}{4}$  inch above the fingertip. If nail polish is worn, it should only approximate skin color. Artificial nails may NOT be worn at any time.
- G. Tattoos must be covered at all times.

#### VI. Specific Professional and Ethical Expectations in Clinical Settings

The forms on the following two pages must be read, reviewed, and signed by each student in class before participating in a clinical experience (the forms are also located in the front of the handbook). The Nursing Student Clinical Guidelines and Expectations Contract was adopted from QSEN Competencies by QSEN.

## Confidentiality Agreement for the Simulation Lab and Clinical Education

As a student of the Briar Cliff University Nursing program, I understand the significance of confidentiality with respect to information concerning simulated and live patients as well as fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and other federal or state laws regarding confidentiality (<https://www.hhs.gov/hipaa/index.html>). I agree to report any violations of confidentiality that I become aware of to my instructor.

I agree to adhere to the following guidelines:

- All patient and peer information is confidential and may not be shared, discussed, or disclosed. Information is confidential regardless of format: electronic, written, overheard, or observed.
- I may view, use, disclose, or copy information only as it relates to my education. Any inappropriate viewing, discussion, or disclosure of this information is a violation of the BCU confidentiality agreement and may be a violation of HIPAA and other state and federal laws.
- The BCU simulation lab is considered a learning environment. All simulations should be treated in a professional manner. Simulations are to be used as a learning tool and not to humiliate fellow classmates.
- BCU simulation manikins are to be treated with dignity and respect, as if they were live patients.



## Nursing Student Clinical Guidelines and Expectations Contract

- I understand that while I am a student nurse, the expectation is that I perform at a professional level of nursing through utilization of standards of care.
- I understand that if any of the items on this contract are breached, a conference with the course faculty will be scheduled before my return to clinical.
- I understand that the concepts of Patient-Centered Care, Evidenced-Based Practice, Teamwork & Collaboration, Safety, Quality Improvement, and Informatics are essential to my clinical experiences through demonstration of the following:
  - I will be on time and fully prepared (assignments, uniform, equipment, etc.) for my clinical experiences.
  - I am committed to be present for all scheduled clinical hours and experiences. In the event I need to be absent from clinical, I will notify my instructor before the start of clinical.
  - I will only use my phone with permission from my clinical instructor.
  - I understand that safety of patients, students, peers, faculty, and other members of the health care team is a priority. If I demonstrate unsafe clinical practice (an act that is harmful or potentially harmful to the patient, student, or other health care personnel) I may require remediation. Certain behaviors may result in immediate removal from the clinical facility and could result in failure from the course. Unsafe behaviors can include but are not limited to knowledge and skills, interprofessional communication, and professional image.
  - Assessment of the patient is a priority and will be completed as soon as possible after receiving report.
  - It is my responsibility to know all medications that will be administered during the clinical shift.
  - When I am using the computer in the clinical setting, I will refrain from internet exploring (e.g. social media site, news articles, and anything not clinical related).
  - I will be respectful of patients, visitors, facility staff, peers, clinical instructors, and anyone else that I may come into contact with while at a clinical site.
  - I agree to be open to new experiences while demonstrating a positive attitude.
  - I agree to give supportive feedback and make corrections without invalidating anyone.
  - I agree to be accountable through honesty and being responsible for my actions.
  - I agree to be acquainted with my peers so we can all identify ways to support one another, to work together as a team and develop professional relationships.
  - I understand that the electronic health record is a legal document and that I am ethically obligated to maintain accurate and timely documentation.
  - I agree that all protected information will remain confidential.
  - I agree to understand and follow the clinical site's policies and procedures.
  - I understand that I am legally and ethically responsible to report sentinel events to my instructor and primary nurse (e.g. patient falls, medication administration errors).
  - For any concerns, that cannot be directly resolved with your clinical instructor, please follow the Nursing Faculty Organization chart in the Student Handbook.

## **SECTION FIVE- CAMPUS INVOLVEMENT CRITERIA**

### **I. University Activities**

Students may participate in University-wide activities such as student government, liturgy planning, plays, concerts, sports, etc. Notices are posted throughout Heelan Hall and on the BCYOU Student Portal announcing all such activities.

### **II. Departmental Organizations/Activities**

- A. The Department of Nursing sponsors two nursing organizations and students are invited to participate in sponsored activities.
  - 1. Briar Cliff University Nursing Students Association (BCUNSA) is open to all nursing students and is affiliated with Iowa Association of Nursing Students. By action of BCUNSA members, joint Iowa Association of Nursing Students (IANS) and National Student Nurses' Association (NSNA) membership will be automatic for sophomore, junior, and senior nursing students. Any nursing student not wishing to be an IANS/NSNA member may petition the Nursing Faculty Organization.
  - 2. The Department of Nursing co-sponsors the Theta Gamma Chapter at-large of Sigma Theta Tau, International Honor Society of Nursing. Students are invited to membership based on scholarship.
- B. The Department holds a Commitment to Professional Nursing and Pinning Ceremony in May of each year to honor the accomplishments of pre-licensure sophomores and all graduating students.

### **III. Student Representation to the Nursing Faculty Organization (NFO)**

The representative will be the BCUNSA president or an alternate officer if the president is not available.

## NURS 00 Independent Study Criteria

### COURSE DESCRIPTION FOR NURS 00 IS PROPOSAL Independent Study

*A NURS 00 IS may occur in any semester or term.*

SEMESTER/TERM \_\_\_\_\_, \_\_\_\_\_

SUBMITTED BY Type text here

TITLE: Individually Planned – NURS 00 IS

DEPARTMENT: Nursing

NUMBER OF STUDENTS TO BE ACCOMMODATED: Any student may elect to take NURS 00 IS on an individual basis.

#### OBJECTIVES OF THE COURSE:

Developed by the student with the approval of the faculty mentor chosen by the student together with his/her advisor with the consent of the mentor.

#### DESCRIPTION OF THE LEARNING EXPERIENCE:

This IS (NURS 00 IS) may be chosen by the students when they wish to pursue a subject area in nursing which is beyond the content in nursing semester/term courses and which is not otherwise offered as a structured IS by faculty.

SEE GUIDELINES AND PROCEDURES ATTACHED.

PROJECTED LOCATION AND FREQUENCY OF MEETING: A minimum of three (3) meetings with the mentor are required.

GRADING TO BE EMPLOYED: Letter Grade (See Department guidelines)

#### CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE:

Evaluation will be based on the objectives developed as indicated under objectives of the course above. Grading is at the discretion of the mentor.

NOTE: Students may have a maximum of two (2) NURS 00 IS courses.

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Signature of Faculty Member

## **THE PROCEDURE FOR NURS 00 IS:**

1. The student develops objectives for the learning experience which must include a method of documenting the learning which occurred.
2. The student must present these objectives to his/her faculty member by the end of week 2. The faculty member must approve the objectives as worthy of one-credit hour (or two credit hours if taking the two-credit course) of learning and consent to serve.
3. After conferring with the faculty member, the student must complete an IS proposal form and submit a copy to the faculty member.
4. The student will meet with the faculty member at mid-semester to assess progress in meeting the objectives and at the end of the semester. Meetings can take place via phone, email, in person, or using another form of technology. Other conferences will be held as needed. The student will arrange appointments for these conferences.

The course is a one (01 section) or two (91 section) credit class that can be a project of your choice. You may choose among the following options or suggest a new one:

### **One Credit:**

- Write a paper (15-20 pages) on a topic of your choice that would include 10 references using APA format
- Complete a work-related project that would take approximately 15 hours to complete. This could be in the form of a new policy, in-service, procedure, etc. For example, if you write a new policy on something, it will have to be evidenced based. Which would include a literature review, writing the policy, presenting the policy to staff, etc. A reflection paper will be submitted summarizing your project.
- Complete 40 hours of clinical in an area that you would like to explore. You would then create a log of your activities and write a reflection paper at the end of the experience. The reflection paper should be no less than 2 pages and should include your objectives, if the objectives were met, and descriptions of your experience. You do not need to include references, but it should be in APA format.

### **Two Credit** (similar to one credit, but more extensive of experience):

- Write a paper (25-30 pages) on a topic of your choice
- Complete a work-related project that would take approximately 30 hours to complete.
- Complete 80 hours of clinical in an area that you would like to explore. The paper should be no less than 4 pages and should include your objectives, if the objectives were met, and descriptions of your experience.

BRIAR CLIFF UNIVERSITY  
DEPARTMENT OF NURSING

**NURS 00 IS – INDEPENDENT STUDY**

SEMESTER AND YEAR \_\_\_\_\_

SUBMITTED BY \_\_\_\_\_

FACULTY MEMBER \_\_\_\_\_

OBJECTIVES FOR THE NURS 00 IS:

DESCRIPTION OF PLAN FOR THE PROJECT:

PROJECTED FREQUENCY OF MEETINGS:

Two meetings or contacts with the mentor are required; at least one by the mid-semester point.

GRADING TO BE EMPLOYED: Letter Grade (See Department guidelines)

CRITERIAL FOR EVALUATION OF STUDENT PERFORMANCE:

Based on the objectives developed as indicated under objectives listed above. Grading is at the discretion of the mentor.

**NOTE:** Students may have a maximum of two NURS 00 ISs.

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Signature of Nursing Faculty Member

## **APPENDIX A**

- I. Variance Report Process and Form
- II. Requirements for Clinical Experiences
- III. Professional Conduct Concerns Document

**Briar Cliff University  
Department of Nursing**

**VARIANCE REPORT PROCESS**

During a clinical experience, in the event that a student or faculty member is involved in a situation that warrants the completion of an institutional variance report, the following process will be followed.

1. The institutional variance report will be completed in accordance with the clinical facility's policies.
2. The Briar Cliff University Department of Nursing Variance Report form will be completed and submitted to the Chairperson within 48 hours of the variance.
3. The Chairperson will review the variance report, provide a copy to the University Risk Management Officers (Vice President for Finance and Chief Security Officer) and coordinate the resolution process.

See copy of Variance Report Form on next page.

Forms: Misc. Office Forms  
Reviewed: 10/10; 9/14; 10/15, 11/16  
Revised: 9/12

**Briar Cliff University  
Department of Nursing**

# VARIANCE REPORT FORM

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Clinical Facility \_\_\_\_\_ Unit \_\_\_\_\_  
 NURS Course \_\_\_\_\_ Faculty \_\_\_\_\_  
 Involved Person            \_\_\_ Student            \_\_\_ Client            \_\_\_ Faculty  
 Date of Variance \_\_\_\_\_ Time of Variance \_\_\_\_\_

I. Description of variance

II. Describe any evidence of injury

III. Follow-up activities

a. At clinical site

b. At Briar Cliff University

IV. Resolution

V. Faculty Summary of Variance

I authorize release of this form to the Chairperson of the Department of Nursing and the Vice President of Finance in the process of resolving this variance.

\_\_\_\_\_  
 Student Signature

Forms: Misc. Office Forms  
 Reviewed: 10/10; 9/14, 5/19  
 Revised: 9/12; 8/15



## BSN Nursing Requirements for Clinical Experiences

This form is provided for your use in compiling information required by [www.castlebranch.com](http://www.castlebranch.com)

<b>Immunization Records and Requirements</b>
<p><b>Hepatitis B Immunization or Waiver</b> Series of three shots required or sign a waiver.            _____ Three shots                      _____ Signed waiver</p>
<p><b>Physical Examination using BCU Medical History form</b>, signed, and dated, including health care professional's signature and date. If you have not had one, campus ARNP is available at no cost. Contact Campus Health Office</p>
<p><b>MMR or Mumps inoculation</b></p> <ul style="list-style-type: none"> <li>• Official documentation of two doses of the MMR vaccine.</li> </ul>
<p><b>Varicella vaccine and/or titer</b> documentation by <b>health care provider</b> as having had chicken pox or vaccine; or copy of report of varicella titer as showing immunity.</p>
<p><b>TB Test:</b> There must be documentation of one of the following:</p> <ul style="list-style-type: none"> <li>• Documentation of a Two Step TB process (One TB test within 12 months prior to clinical start and another within 3 weeks of start date (before or after).</li> <li>• A Quantiferon Gold test that is taken within 3 weeks of the start date may replace the two-step process.</li> <li>• If the individual has had a previous positive TST, then a chest x-ray completed within the last twelve months prior to clinical start is needed along with a Tuberculin Assessment Form that has been completed no earlier than three weeks before starting.</li> </ul>
<p><b>Tetanus (Tdap) Inoculation</b> There must be documentation of a <b>Tdap</b> booster within the past 10 years.</p>
<p><b>CPR</b> Must be a <b>Provider course</b> or <b>BLS course</b>.</p>
<p><b>Influenza</b> Submit documentation of a flu shot administered during the current flu season (October-February).</p>
<p><b>Child &amp; Dependent Adult Abuse Mandatory Reporting</b> completed.</p>

**It is your responsibility to keep all health history information for future reference as it may be requested by prospective employers, educators, or other health care professionals.**

The Briar Cliff University Health Office and the Department of Nursing do not assume responsibility for this information.

## IMPORTANT

**Requirements must be met before nursing students receive their NURS 302 grades. You will be dismissed from a clinical session if you do not meet these requirements.**

Remember, it takes time to get titer/test results. Waiting until the last minute could delay your acceptance into a course or clinical.

CPR and Mandatory Reporting courses are available through Western Iowa Technical College (WIT).

You MUST check *Certified Background* weekly until all items are completed. *Certified Background* will communicate needs and issues with you. Please complete all requests in a timely manner.

### IMMUNIZATIONS, TESTS and TITERS

#### Hepatitis B Immunization

- The BCU Health Office can administer the series of shots and charge them to your student account.

#### MMR & Varicella Immunization

- If you do not have documentation showing you have had the MMR or Varicella (Chickenpox) diseases and/or vaccines, your health care provider or clinic can provide you with immunizations, or direct you to appropriate agencies. If you believe you have had these diseases but cannot provide proper documentation, you must obtain documentation of a titer showing immunity.

#### TB Test

- The BCU Health Office nurse can administer and read an annual TB test for you.
- 2 step TB Skin test
- If you cannot take a TB test, you must provide a letter or other documentation from your health care provider or clinic

#### Tetanus/T dap

- The Department of Nursing requires that you ask for a Tdap booster (tetanus, diphtheria & polio) in place of your next tetanus booster **Tdap** booster within the past 10 years.

#### Flu Shot

- The BCU Health Office nurse can administer your annual flu shot. The charge for this test can be put on your student account.
- You may get a shot at another location.

*We're sorry, but the hospitals will not accept a picture taken when you had mumps and/or chicken pox!*

### KEEP YOUR ORIGINAL MEDICAL RECORDS

It is important that you maintain a file of your original medical records for future reference.

Forms, Prerequisites: 4/07; 8/08; 7/09; 7/10; 1/11; 5/11; 4/13; 4/14; 8/15, 11/16. 8/18, 5/19

BRIAR CLIFF UNIVERSITY  
DEPARTMENT OF NURSING

**Professional Conduct Concerns Document**

STUDENT NAME \_\_\_\_\_ Course \_\_\_\_\_

ACTION     \_\_\_\_\_ Conference held with student  
              \_\_\_\_\_ Grade of "U" received for unprofessional behavior

Date of Conference \_\_\_\_\_

Signature of Student \_\_\_\_\_

Signature of Faculty \_\_\_\_\_

Explanation of Faculty Concern Related to Student Performance	Student's Plan of Action	Time Frame	Outcome

Forms: Misc. Office Forms  
Approved by NFO 3/05; 4/05  
Reviewed: 9/12; 9/14; 10/15; 11/16, 5/19