Receipt of Statement of Professional Conduct

I hereby acknowledge receipt of a copy of the Department of Nursing Statement of Professional Conduct (pp. 18-19 in the 2015-16 Nursing Student Handbook) and declare my intent to adhere to the Conduct Standards detailed in this document.

Print Name ____________________________________________

Signature ______________________________________________

Date ____________________________________________________

Receipt of Nursing Student Handbook

This is to verify that I received the 2015-2016 Nursing Student Handbook of the Briar Cliff University Department of Nursing.

Print Name ____________________________________________

Signature ______________________________________________

Date ____________________________________________________

Handbooks & Policy Manuals
Revised: 10/2015
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INTRODUCTION

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

It is intended that all nursing majors will read all of the material in this nursing handbook. It offers materials which will explain the framework for the nursing curriculum so that you will better understand your program. It also outlines your rights and responsibilities as a degree-seeking candidate with a major in nursing. General information regarding Briar Cliff degree requirements is also found in the university catalog.

A major responsibility of nursing students is to become knowledgeable about the program requirements and the policies used in decision making regarding admission, progression and graduation. The faculty calls your particular attention to the sections of this handbook that contain the information that will assist you in assessing how your nursing program of study relates to Briar Cliff University’s degree requirements. In addition to general information for all nursing students, separate sections are devoted to the admission, progression and graduation policies pertinent to your specific option. This information will assist you in meeting the requirements for graduation.

Best wishes on your academic efforts,

Traci Holmquist EdD, MSN, ARNP
Chairperson and Assistant Professor
SECTION ONE

GENERAL INFORMATION

FOR ALL

NURSING STUDENTS
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 wholistic 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.
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 wholistic 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 wholistically.
• 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.

Student Learning Outcomes of the Baccalaureate Program:

- solidify caring, wholistic relationships with multiple individuals through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
- 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.
- utilize the art and science of nursing to determine interventions to promote the health of all individuals.
- integrate nursing theory into the art and science of nursing.
- collaborate, using a variety of communication skills, with individuals and inter/intraprofessionals to promote optimal health outcomes for all individuals.
- utilize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.
- incorporate responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice.
- evaluate the teaching/learning needs of self and all individuals in the provision of nursing interventions.
- critique and integrate evidence from nursing research into the art and science of nursing.
- establish the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.
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.

The mission of the Department of Nursing at Briar Cliff University is to promote health, healing, and hope in persons and the community, and to advocate for social justice and healthy environments. The mission is lived primarily but not exclusively in educating bachelor’s- and master’s-prepared nurses within an environment that:

- fosters wholistic 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
HORIZONTAL AND VERTICAL STRANDS

HORIZONTAL STRANDS

The faculty members have chosen to incorporate identified concepts as horizontal strands in the curriculum. These strands are integrated in each course and permeate the curriculum.

Critical Thinking

Critical thinking is the deliberative and spiral process of collecting, analyzing, interpreting, drawing conclusions about, presenting, and evaluating information that is both factually and belief based. The process of critical thinking is knowledge and context driven and thus is reflective, dynamic, and imbedded in relationships/practice and is developed over time. In nursing, critical thinking is demonstrated by clinical judgment, which includes ethical, diagnostic and therapeutic dimensions, research, and leadership. Critical thinking can also be considered as an outcome, and as such is reflected generally in all program outcomes and specifically in the level and program objectives on the nursing process, research, ethics, leadership, and teaching/learning.

Nursing Process

The nursing process is the decision making tool utilized by nursing to assist individuals to health. The faculty members have elected to use a five step nursing process when presenting the nursing process in the curriculum. These steps are:

1) Assessment - a data gathering step. All aspects of the environment that may impinge upon the various dimensions of the individual as well as the individual’s responses are assessed. These data along with positive responses are validated with the individual.
2) Nursing Diagnosis - identification of individual response to current health status.
3) Planning - identification of specific nursing interventions that will facilitate individuals to either the previous level of health or to an enhanced level. The anticipated individual goals are mutually arrived at and validated by the individual and the nurse.
4) Implementation - actual performance of measures by the nurse in order to reach the level of health mutually agreed upon by the individual and the nurse.
5) Evaluation – individual and nurse assessment of the individual’s health status that has been attained. During this step, the individual and the nurse may assess continued presence of the health concerns. When this occurs, the nurse and the individual renegotiate goals and methods of intervention.

Communication

Communication is a dynamic, ongoing, interpersonal process within which verbal and nonverbal messages are sent, received, and interpreted influencing the behavior of oneself or others. Communication is an essential strategy used by nurses to assist individuals to achieve optimal client system stability. Communication permeates every interaction between the individual and nurse. Communication theories, modes, techniques, and styles are introduced early in the curriculum and are continually implemented. Modes emphasized include verbal and nonverbal.

Ethics

Ethics are the principles of conduct, strongly influenced by values. Principles considered in ethical analysis include what acts are right, why those acts are right, who decides, what values are involved and how are they considered, and how are principles applied in specific situations. The faculty members believe professional nursing cannot be practiced without integration of a comprehensive and coherent ethical framework. Therefore, concepts related to ethics are incorporated throughout the program of study.
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.

Professionalism
A broad concept referring to the application of ideal qualities of an individual within a specific professional field.

Patient Education
A patient-centered approach to the process of assisting people to learn health related behaviors to enhance wellness and reduce the risk for illness.

Safety
Freedom from accidents, involving errors of commission, omission, or execution.

Culture
A 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.

Adherence
A self-initiated action taken to promote wellness, recovery, and rehabilitation to the extent to which patients follow the instructions they are given for prescribed treatments.

VERTICAL STRANDS
Leadership, research, and teaching/learning have been developed as vertical strands. These strands are introduced in the first nursing courses and new content related to these strands is introduced throughout the rest of the curriculum.

Leadership
Leadership is a process in which persons and members of a group are influenced to set common goals or to work toward the accomplishment of a common goal. Basic leadership characteristics are introduced early in the curriculum. Group theory emphasizes the relationship of a group member with the leadership of the group. Various leadership and management theories are expanded upon in the final courses of the curriculum. At this time various leadership roles within the nursing profession are explored.

Research
Research is a process of systematic scientific inquiry through which the present body of nursing knowledge has been gained and new knowledge and techniques are continually being documented. Use of the research process is focused on answering questions and/or solving problems. Baccalaureate-prepared nurses need to be informed consumers of research as well as to be able to participate in research utilization projects and implement research findings in their practice. Experiences to prepare the learner for this role include demonstrating abilities to critically analyze research articles, to identify researchable client system problems, to develop a research utilization proposal for a problem, and to implement research findings in the care of individuals.
Research findings are also used throughout the curriculum to validate nursing interventions used in the delivery of nursing care. In the junior year students study the components of the research process in depth and engage in research utilization.

**Teaching/Learning**

Teaching/learning is a dynamic interactive process which results in a change in behavior. Teaching/learning is dependent upon communication techniques. Various theories of learning, personal learning style assessments, learning readiness and motivation, and adult learning principles are incorporated into the curriculum to develop the teacher/learner nursing role. Principles of teaching are first introduced with a single individual, followed by teaching strategies used with families and finally with groups in various settings at progressive levels throughout the curriculum.
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<td>Ethics</td>
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<table>
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<tr>
<th>Leadership</th>
<th>Research</th>
<th>Teaching/Learning</th>
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**Fig. 1 Schematic Representation of Horizontal and Vertical Strands**

2015 – 2016 Nursing Student Handbook
## All Nursing Concepts Included in Curriculum

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<thead>
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<th>CONCEPT</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>The sequence of physical, psychosocial, and cognitive development changes that take place over the human lifespan.</td>
</tr>
<tr>
<td>Functional Ability</td>
<td>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.</td>
</tr>
<tr>
<td>Family Dynamics</td>
<td>Interrelationships between and among individual family members or the forces at work within a family that produce particular behaviors or symptoms.</td>
</tr>
<tr>
<td>Culture</td>
<td>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.</td>
</tr>
<tr>
<td>Motivation</td>
<td>The energy and direction of action encompassing self-regulatory processes involving the selection, activation, and sustained direction of behavior toward certain goals.</td>
</tr>
<tr>
<td>Adherence</td>
<td>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.</td>
</tr>
<tr>
<td>Fluid and Electrolyte Balance</td>
<td>The process of regulating the extracellular fluid volume, body fluid osmolality, and plasma concentrations of electrolytes.</td>
</tr>
<tr>
<td>Acid-Base Balance</td>
<td>The process of regulating the pH, bicarbonate concentration, and partial pressure of carbon dioxide of body fluids.</td>
</tr>
<tr>
<td>Thermoregulation</td>
<td>The process of maintaining core body temperature at a near constant value.</td>
</tr>
<tr>
<td>Cellular Regulation</td>
<td>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.</td>
</tr>
<tr>
<td>Intracranial Regulation</td>
<td>The compliance and maintenance of balance of those components that lie within the skull, which include the brain, circulatory system, and dura matter.</td>
</tr>
<tr>
<td>Glucose Regulation</td>
<td>The process of maintaining optimal blood glucose levels.</td>
</tr>
<tr>
<td>Nutrition</td>
<td>The science of optimal cellular metabolism and its impact on health and disease.</td>
</tr>
<tr>
<td>Elimination</td>
<td>The excretion of waste products through the skin, kidneys, lungs, and intestines.</td>
</tr>
<tr>
<td>CONCEPT</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Perfusion</td>
<td>The flow of blood through arteries and capillaries delivering nutrients and oxygen to cells and removing cellular waste products.</td>
</tr>
<tr>
<td>Gas Exchange</td>
<td>The process by which oxygen is transported to cells and carbon dioxide is transported from cells.</td>
</tr>
<tr>
<td>Clotting</td>
<td>A physiologic process in which blood is converted from a liquid to a semisolid gel.</td>
</tr>
<tr>
<td>Reproduction</td>
<td>The total process by which organisms produce offspring.</td>
</tr>
<tr>
<td>Sexuality</td>
<td>A state of physical, emotional, mental and social well-being related to sexuality.</td>
</tr>
<tr>
<td>Immunity</td>
<td>A physiologic process that provides an individual with protection or defense from disease; and includes abnormal function leading to health problems.</td>
</tr>
<tr>
<td>Inflammation</td>
<td>The body's physiologic response to injury; an immunologic defense against tissue injury, infection, or allergy.</td>
</tr>
<tr>
<td>Infection</td>
<td>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.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Purposeful physical movement, including gross simple movements, fine complex movements, and coordination; or a state or quality of being mobile or movable.</td>
</tr>
<tr>
<td>Tissue Integrity</td>
<td>The state of structurally intact and physiologically functioning epithelial tissues such as the integument and mucous membranes.</td>
</tr>
<tr>
<td>Sensory Perception</td>
<td>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.</td>
</tr>
<tr>
<td>Pain</td>
<td>A complex phenomenon, unpleasant sensory and emotional experience, with multiple components that impact a person's psychosocial and physical functioning.</td>
</tr>
<tr>
<td>Stress</td>
<td>A pattern of physiologic and psychologic responses to perceptions of demand or threat determined by cognitive appraisal, adaptation, and coping.</td>
</tr>
<tr>
<td>Coping</td>
<td>An ever changing process involving both cognitive means and behavioral actions, in order to manage internal or external situations that are perceived as difficult and/or beyond the individual's current resources.</td>
</tr>
<tr>
<td>CONCEPT</td>
<td>DEFINITION</td>
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<td>----------------------</td>
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</tr>
<tr>
<td>Mood and Affect</td>
<td><em>Mood</em> is defined as the way a person feels, and <em>affect</em> is defined as the observable response a person has to his or her own feelings; a psychosocial concept with significant impact on health outcomes.</td>
</tr>
<tr>
<td>Anxiety</td>
<td>A response to stress with wide-ranging degrees of discomfort and uneasiness that is accompanied with fears, doubt, obsessions, and guilt.</td>
</tr>
<tr>
<td>Cognition</td>
<td>The process of thought related to the reception of sensory input, its processing, storage, retrieval and use.</td>
</tr>
<tr>
<td>Psychosis</td>
<td>A change in the brain that disrupts a person’s interpretation and/or experience of the world.</td>
</tr>
<tr>
<td>Addiction</td>
<td>A compulsive and maladaptive dependence typically producing adverse psychologic, physical, economic, social, or legal ramifications.</td>
</tr>
<tr>
<td>Interpersonal Violence</td>
<td>The intentional use of physical force or power, threatened or actual, categorized as self-directed violence, collective violence, and/or interpersonal violence.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>A broad concept referring to the application of ideal qualities of an individual within a specific professional field.</td>
</tr>
<tr>
<td>Clinical Judgment</td>
<td>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.</td>
</tr>
<tr>
<td>Leadership</td>
<td>An interactive process that provides needed guidance and directions.</td>
</tr>
<tr>
<td>Ethics</td>
<td>The beliefs, values, and methods used as a basis for relating to the concepts of right and wrong.</td>
</tr>
<tr>
<td>Patient Education</td>
<td>A patient-centered approach to the process of assisting people to learn health related behaviors to enhance wellness and reduce the risk for illness.</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>The process of enabling people to adopt control over health living practices, often requiring a change in behavior, in order to improve their health.</td>
</tr>
<tr>
<td>Communication</td>
<td>A process of interaction between people, using verbal and nonverbal methods to create, exchange, and interpret messages about ideas, emotions, and mind states.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>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.</td>
</tr>
<tr>
<td>CONCEPT</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Safety</td>
<td>Freedom from accidents, involving errors of commission, omission, or execution.</td>
</tr>
<tr>
<td>Technology and Informatics</td>
<td>The knowledge and use of tools, machines, materials, and processes to help solve human illnesses and problems.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Information in the form of personal testimony, documents, or material objects; exemplified by research studies.</td>
</tr>
<tr>
<td>Health Care Quality</td>
<td>The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge.</td>
</tr>
<tr>
<td>Care Coordination</td>
<td>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.</td>
</tr>
<tr>
<td>Caregiving</td>
<td>The act of a non-professional in the provision of direct care or maintenance for another individual with a health-related condition.</td>
</tr>
<tr>
<td>Palliation</td>
<td>Specialized, active care that is used to reduce the severity of a disease or slow its progression, thereby achieving the best quality of life for the patients and their families.</td>
</tr>
<tr>
<td>Health Care Organizations</td>
<td>A purposefully designed, structured social system developed for the delivery of health care services to defined individuals, groups, or communities.</td>
</tr>
<tr>
<td>Health Care Economics</td>
<td>The availability of health care resources and financing including the utilization of resources and distribution of health care.</td>
</tr>
<tr>
<td>Health Policy</td>
<td>Goal-directed actions, non-actions, directions and/or guidance related to decision making by governments or other authorized entities.</td>
</tr>
<tr>
<td>Health Care Law</td>
<td>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.</td>
</tr>
</tbody>
</table>

Student Learning Outcomes of the BSN Program

1. Solidify caring, wholistic 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.
Junior Level Student Learning Outcomes of the BSN Program

1. Construct caring, wholistic relationships with individuals through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.

2. Fuse 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 individuals.

3. Apply the art and science of nursing to determine interventions to promote the health of multiple individuals.

4. Assimilate nursing concepts into the art and science of nursing theory.

5. Participate, using a variety of communication skills, with individuals and inter/intra-professionals to promote optimal health outcomes for multiple individuals.

6. Incorporate decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.

7. Assume responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice.

8. Discuss the teaching/learning needs of self and of multiple individuals in the provision of nursing interventions.

9. Articulate evidence from nursing research into the art and science of nursing.

10. Determine the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.
**Sophomore Level Student Learning Outcomes of the BSN Program**

1. Begin to build caring, wholistic relationships with individuals through being, knowing, acting with compassion, and respecting cultural, racial, and ethnic diversity.

2. Link the knowledge from the humanities and natural and social sciences in the application of the art and science of nursing to individuals.

3. Employ the art and science of nursing to determine interventions to promote the health of individuals.

4. Become familiar with nursing concepts as it pertains to the art and science of nursing theory.

5. Cooperate, using a variety of communication skills, with clients and intraprofessionals to promote optimal health outcomes for individuals.

6. Understand the decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.

7. Accept responsibility and accountability for the ongoing evaluation of the effectiveness of one’s own nursing practice.

8. Begin to recognize the teaching/learning needs of self and of individuals in the provision of nursing interventions.

9. Identify evidence from nursing research as it pertains to the art and science of nursing.

10. Bring to light the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.
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 either 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 which 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 wholistic development of the person. Upon entering NURS 205, Basic Option 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 Technical Standards 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.

B. Specific Professional and Ethical Expectations for Nursing Students

In order to provide wholistic, 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

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 formally 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 (Nursing Student Handbook, pg. 25).
STUDENT RIGHTS AND RESPONSIBILITIES

I. Rights & Responsibilities

A. 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.

B. The Department of Nursing adheres to the following statement of Student Rights and Responsibilities:

Students have a right to:

- 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.
- Access to the course and program requirements and policies governing student admission, progression, and graduation.
- Channels for administrative decision making in the Department of Nursing and the university and to participate in decision making which affects students.
- Democratically elect representatives to the Nursing Faculty Organization for the purpose of representation of the student constituency in the decision making process.
- Participate in curriculum development.
- Curriculum and teaching strategies which facilitate learning.
- Accurate information about course and program requirements at the onset of enrollment.
- Opportunity to explore topics of special interest within program and course objectives.

And a responsibility to:

- Demonstrate ethical principles in meeting course or program requirements, in professional, peer, and faculty relationships.
- Be knowledgeable about program requirements and policies, assume responsibility for meeting the requirements, and abide by the policies.
- Utilize appropriate channels for participation in decision making and in the resolution of issues or problems.
- 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.
- Constructively share ideas and reactions to the curriculum in formal meetings or less formal deliberation.
- Maximize learning opportunities provided, transfer previous learning, and consider new ideas or relationships.
- Actively participate in class discussion and other learning experiences, follow through with assignments, and share experiences with peers.
- 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 course, level, and the total program.

Evaluate self in relation to course, level, and program objectives, and the American Nurses' 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.
ACADEMIC GRIEVANCE PROCEDURE

A. 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.

B. If a student has a grievance in his/her academic study* the procedure is as follows:

1. Discuss the grievance with the faculty member involved within 3 weeks of the issuance of the final grade to initiate an appeal.

IF THERE IS NO RESOLUTION:

2. Appeal to the Department Chairperson
   a. 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.
   b. The student will be notified in writing of the Chairperson's decision.

IF THERE IS NO RESOLUTION:

3. Appeal to the Vice President of Academic Affairs (VPAA)
   a. 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.
   b. The student will be notified in writing of the VPAA's decision.

FINAL DECISION:

4. 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 (see the Briar Cliff University Student Handbook, pg. 64).
SECTION TWO

ADMISSION, PROGRESSION

AND

GRADUATION POLICIES

FOR ALL

UNDERGRADUATE NURSING STUDENTS
INTRODUCTION

The faculty of the Department of Nursing welcomes the student to the nursing major. It is each student's responsibility to study and understand the requirements of the University and the Department of Nursing. For specific information concerning the nursing major, the student should refer to the program option in which she/he is enrolled (Basic or RN-BSN).

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.

A. Technical Standards of the Department of Nursing

1. 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).

2. Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum technical standards to function successfully as students.

3. The following general abilities are identified as necessary to meet the technical standards for admission:

   a. Students must possess the functional use of the sense of sight, touch, hearing, and smell. They must also possess a sense of equilibrium along with sufficient motor function to carry out activities required in nursing. Additionally, the student must possess the ability to perform the assessment and intervention activities required in providing safe nursing care.

   b. These general abilities will be required to meet the objectives of undergraduate courses and will be evaluated throughout the program.

   c. Appropriate auxiliary aids and services for persons with impaired sensory, manual, or speaking skills will be provided unless providing same would fundamentally alter the course or would result in an undue burden.
B. Guidelines for Academic Advising of Nursing Majors.

1. 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.

2. If there are concerns with the student’s program of study during the semester, their advisor should be contacted.

3. Specific concerns related to a certain course should be referred to the appropriate faculty member in that course.

C. Faculty-Student Communications

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>OFFICE</th>
<th>PHONE</th>
<th>BCU E-MAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Beidler</td>
<td>HH-273</td>
<td>279-1793</td>
<td><a href="mailto:susan.beidler@briarcliff.edu">susan.beidler@briarcliff.edu</a></td>
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<tr>
<td>Barbara Condon</td>
<td>Theater</td>
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<tr>
<td>Cathy Grimsley</td>
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</tr>
<tr>
<td>Tavane Harrison</td>
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<td><a href="mailto:tavane.harrison@briarcliff.edu">tavane.harrison@briarcliff.edu</a></td>
</tr>
<tr>
<td>Traci Holmquist,</td>
<td>HH-258</td>
<td>279-5490</td>
<td><a href="mailto:traci.holmquist@briarcliff.edu">traci.holmquist@briarcliff.edu</a></td>
</tr>
<tr>
<td>Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronda Keenan</td>
<td>HH-281</td>
<td>712-540-2825</td>
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</tr>
<tr>
<td>Gretchen Wheelock</td>
<td>HH-275</td>
<td>279-1759</td>
<td><a href="mailto:gretchen.wheelock@briarcliff.edu">gretchen.wheelock@briarcliff.edu</a></td>
</tr>
</tbody>
</table>

Since faculty must be out of the office for classes, meetings, etc., students may at times have trouble reaching 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, which is frequently updated.

Students may also receive e-mails from Nursing faculty members or the Nursing Administrative 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.
D. Records

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

1. 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.

2. 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.

3. A declaration of major form must be completed during the first semester that the student is taking a nursing course. This is NURS 205 for Basic Option students and at the time of acceptance into the RN-BSN Program for those students.

4. Students are responsible for the completion of all requirements related to graduation.

E. 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.

F. 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.
G. Grading System

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

- **A** = 93-100
- **A-** = 90-92
- **B+** = 88-89
- **B** = 83-87
- **B-** = 80-82
- **C+** = 78-79
- **C** = 75-77
- **C-** = 70-74
- **D+** = 68-69
- **D** = 63-67
- **D-** = 60-62
- **F** = 0-62

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

H. 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.

I. Student Representation to the Nursing Faculty Organization (NFO)

For the Basic BSN students, the representative will be the BCUNSA president or an alternate officer if the president is not available.

J. 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).

K. 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.

L. General Evaluation Policies

1. 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.

2. Students may request an evaluation of progress whenever they feel the need for additional guidance.

3. 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 athlete grades are reviewed at week 4, 8, & 12) and will meet with their advisor to develop an academic success plan.

4. All 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.

5. All evaluation records become part of the student's file.
6. All 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.

7. At the conclusion of each nursing course the student will have the opportunity to complete the following evaluation tools.
   a. Student Course Evaluation utilized by all BCU academic departments, or
   b. Department of Nursing Student Evaluation of Course/Instructor, and/or
   c. Department of Nursing Student Evaluation of Clinical Instructor (where applicable).

8. At the conclusion of clinical experiences of the sophomore, junior, and senior levels students will complete a self-evaluation.

9. An official summary evaluation is compiled by the faculty for each graduating student and is maintained in the student’s permanent file. Final evaluations are reviewed and signed by the graduating students.

M. Admission, Progression, and Retention

1. 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.

2. 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.

3. BSN students must earn a 'C' or better in all of the support courses for the nursing major. This includes BIOL 221, BIOL 222, BIOL 239, BIOL 240, BIOL 340, CHEM 109, MATH 200, PSYC 110, PSYC 280, PSYC 360, SOCY 124, THEO 204/PHIL 220/PHIL 212, and in all nursing courses. Students who do not achieve these requirements may not be allowed to continue with the admission/progression sequence of nursing courses until these requirements are met.

4. A student may only repeat CHEM 109, BIOL 221, and BIOL 222 one time. If a grade of C or better is not attained on the second attempt, the student becomes ineligible to apply to the Department of Nursing.

5. Students must achieve a C (75%) in the theory portion and 78% quiz/test average and ‘pass’ in the clinical portion of a nursing course in order to receive a C (75%) or better in the course.

6. 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 has as a prerequisite the course in which a C (75%) was not received.

7. Since most nursing courses are taught sequentially, a period of one year may lapse before re-enrollment is possible.

8. 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.
9. **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.

10. MATH 200 Elementary Statistics must be completed either prior to registering for NURS 300 Evidence-Based Nursing Practice in Nursing or it may be taken concurrently.

11. Upper division nursing courses can be accepted for transfer only with permission of the Nursing Faculty Organization.

12. Two independent study courses (ISs) may be taken and are based on student-developed objectives that are approved by a faculty advisor. The Basic or RN-BSN student may register for independent study, NURS 00IS, as approved by the advisor. See Section Five for course description and sample form.

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

14. Any student being placed on departmental probation or being dismissed from the nursing program major shall receive written notification.

15. 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.

N. Clinical Learning Experience

1. Laboratory experiences are included in each of the nursing courses (with the exception of NURS 300 and NURS 475) 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.

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, including Basic Option and RN-BSN, 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. The following are the specific types of laboratory experiences included in the nursing major.

   **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 spend two clock hours per week of practice laboratory experience for each laboratory credit hour assigned to the course. (1 credit = 30 clock hours)

   **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 four clock hours per week for each laboratory 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)

**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 members are involved with the development of the experience and provide direct or indirect supervision of students. Students involved in observational/non-clinical laboratory experiences spend a maximum of four clock hours per week for each laboratory credit hour assigned to the course. Fewer than four hours per week may be needed to complete the objectives of assigned experiences.

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. 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.

8. Absences for reasons other than illness must be arranged in advance in consultation with the clinical instructor.

9. The student is expected to assume the responsibility for all work missed during absences from clinical experience. Consultation with the instructor is required.

10. All students in the RN-BSN option must provide proof of current nursing licensure in the State of Iowa. “Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa, pursuant to the nurse licensure compact contained in Iowa Code section 152E.1”.

11. 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.

O. **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 entering either the Basic BSN or RN-BSN programs are required to submit data for a certified background check at their expense. Background checks need to be completed online at [http://www.certifiedbackground.com](http://www.certifiedbackground.com) at the following times:

- Basic BSN students: prior to beginning NURS 205
- RN-BSN students: prior to being enrolled in NURS 310

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.

P. Health Status and Other Requirements Prior to Beginning Clinical Experience.

1. The following medical information and certification must be uploaded into CertifiedBackground.com prior to beginning the first clinical nursing course. This information includes:
   a. Briar Cliff University Medical History form completed, signed and dated by a licensed health care provider.
   b. A Two Step TB Process shall be documented (two TB tests within 12 months) as well as a current TB test from within the prior 12 months. If the individual has had a previous positive TST then a chest x-ray completed within the last twelve months is needed along with a Tuberculin Assessment Form that has been completed no earlier than three weeks before starting.
   c. Satisfactory proof of age appropriate immunity for Measles, Mumps, Rubella (MMR) and Varicella (chickenpox).
      • If born after 1/01/57 documentation of two MMR vaccinations. If born before this date must show documentation of MMR titer; if non-immune, two MMR vaccinations are required.
      • If born after 12/31/65 will show proof of immunity to Varicella through documentation of treatment by physician, documentation of Varicella vaccinations or Varicella titer.
   d. Proof of Hepatitis B vaccination status or a copy of a Hepatitis B declination waiver. Written refusal of Hepatitis B vaccination signed by the student must hold the Agency and University harmless for any Hepatitis B exposure of infection. The student shall be considered to be vaccinated against Hepatitis B if he or she has received at least one injection of the vaccine and is in the process of completing the required series of there injections.
   e. Proof of receiving an annual seasonal influenza vaccination.
   f. Tdap (tetanus) inoculation is required. There must be documentation of a Tdap booster within the past 10 years.

2. Child and Dependent Adult Abuse Mandatory Reporting completed and current.

3. 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.

4. The Department of Nursing encourages that all Basic Option students to hold a CNA certificate prior to NURS 205.

5. Exception to: The Nursing Faculty believes that registered nurses are responsible for requirements for clinical experiences just as they are professionally. The documents listed in the above items 1-3 need to be accessible to and submitted to the requesting nursing instructor or Department of Nursing administrator within 24 hours of request, but do not need to be uploaded into Certified Background.

Q. Departmental Organizations/Activities

1. The Department of Nursing sponsors two nursing organizations and students are invited to participate in sponsored activities.
   a. 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.

b. 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.

2. The Department holds a Commitment to Professional Nursing and Pinning Ceremony in May of each year to honor the accomplishments of Basic Option sophomores and all graduating students.

R. Graduation

1. The nursing major courses must be completed within a six-year period.

2. A Briar Cliff nursing pin is available to graduates. The Department Chairperson will forward a list of candidates eligible to receive the pin to the University bookstore. Graduates purchase their own pins, which will be presented at the spring pinning ceremony.

3. 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.
   a. All graduates must complete validation of writing competency. This should reflect baccalaureate level scholarly writing. The exit competency will occur in NURS 435 for all students.
   b. All graduates must complete validation of an oral competency. The exit competency will occur in NURS 455 for RN-BSN students and NURS 429 for Basic students.
   c. All students must complete validation of a service competency. Students who successfully complete the teaching project with a score of 2 out of 4 on the clinical evaluation in NURS 455 Community & Public Health Nursing Science II for RN-BSN, and NURS 429 for Basic students have met the service requirement.
   d. The moral/ethical competency has an entrance competency of 2.0 or above in the ethics course. The exit competency is a mean score of 3.0 or above on item 6 of the (1) summary self-evaluation by the senior student, and (2) summary evaluation of graduate by faculty.
   e. The research competency is validated by successful completion of NURS 300 Evidence-Based Practice & Research in Nursing with a grade of C or better.
   f. The information technology competency is met by the following:
      1) Use of a word processor to create different types of text documents;
      2) Use of a spreadsheet to perform repetitive calculations or to create financial tables;
      3) Use of a spreadsheet or statistical software to summarize and manipulate large sets of data;
      4) Use of the internet; and,
      5) Use of a graphics and/or artwork package to create illustrations, slides, or other images.
   g. The math competency is met by completion of MATH 200 Elementary Statistics with a grade of C or better.

S. 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. With the graduate’s permission the employer/supervisor of the graduate is also asked to complete an evaluation indicating the extent to which she/he believes the graduate demonstrates the program outcomes of the Briar Cliff baccalaureate program in nursing. This is also completed at one year and three years after graduation. The collected data is aggregated and used to improve the BSN program. All individual information is kept confidential.
SECTION THREE

ADMISSION, PROGRESSION

AND

GRADUATION POLICIES

FOR THE

BASIC OPTION NURSING STUDENTS
A. Admission to the Major

1. Students admitted to the university may apply for admission to the nursing major. Application is made at mid-semester of spring semester of the first year. Application forms may be obtained from the first year advisor or the Administrative 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.

2. Requirements for admission to the nursing major are:
   a. Completion of prerequisite courses; a grade of C or better must be obtained in CHEM 109 Chemistry for the Health Sciences I, BIOL 221 Human Anatomy, and BIOL 222 Human Physiology. These courses may only be repeated one time. If a student does not achieve a grade of C or better on the second attempt, they are not eligible to apply to the Department of Nursing.
   b. A CGPA of 2.75.
   c. Completion of the Department of Nursing Admission to Major form and acceptance by the faculty of the Department of Nursing
   d. Statement of the student’s ability to provide safe nursing care
   e. Statement of the student’s intent to adhere to the Statement of Professional Conduct.

3. The Department of Nursing will admit students on a space available basis, who have a CGPA of 2.75 and who are successfully completing 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 First Year students will be admitted to the nursing major.

4. Students will receive official written notification of admission status via BCU e-mail.

5. After acceptance, students will submit a Declaration of Major form and receive the Nursing Student Handbook while taking the first nursing course, NURS 205.

B. 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 student entering either the Basic BSN or RN-BSN programs are required to submit data for a certified background check at their expense. Background checks need to be completed online at http://www.certifiedbackground.com at the following times:

   Basic BSN students: prior to beginning NURS 205
   RN-BSN students: prior to being enrolled in NURS 310

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. Student 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, the student may be dismissed from the program, in which they are enrolled.

C. Health Status and Other Requirements Prior to Beginning Clinical Experience.

A completed Briar Cliff University Health History form must be on file prior to beginning the first clinical nursing course. The following medical information and certification must be uploaded into CertifiedBackground.com prior to beginning the first clinical nursing course. This information includes:

1. Briar Cliff University Medical History form completed, signed and dated by a licensed health care provider.
2. A Two Step TB Process shall be documented (two TB tests within 12 months) as well as a current TB test from within the prior 12 months. If the individual has had a previous positive TST then a chest x-ray completed within the last twelve months is needed along with a Tuberculin Assessment Form that has been completed no earlier than three weeks before starting.
3. Satisfactory proof of age appropriate immunity for Measles, Mumps, Rubella (MMR) and Varicella (chickenpox).
   - If born after 1/01/57 documentation of two MMR vaccinations. If born before this date must show documentation of MMR titer; if non-immune, two MMR vaccinations are required.
   - If born after 12/31/65 will show proof of immunity to Varicella through documentation of treatment by physician, documentation of Varicella vaccinations or Varicella titer.
4. Proof of Hepatitis B vaccination status or a copy of a Hepatitis B declination waiver. Written refusal of Hepatitis B vaccination signed by the student must hold the Agency and University harmless for any Hepatitis B exposure of infection. The student shall be considered to be vaccinated against Hepatitis B if he or she has received at least one injection of the vaccine and is in the process of completing the required series of there injections.
5. Proof of receiving an annual seasonal influenza vaccination.
6. Tdap (tetanus) inoculation is required. There must be documentation of a Tdap booster within the past 10 years.
7. Child and Dependent Adult Abuse Mandatory Reporting completed and current.
8. All students are required to have on file a current American Heart Association sponsored Cardiopulmonary Resuscitation (CPR) certification prior to beginning clinical experiences. CPR certification must be maintained for all clinical experiences.
9. The Department of Nursing recommends that all Basic Option students hold a CNA certificate prior to NURS 205.

D. Progression

1. A grade of C is required in all support courses for the major. This includes BIOL 221, BIOL 222, BIOL 239, BIOL 240, BIOL 340, CHEM 109, MATH 200, PSYC 110, PSYC 280, PSYC 360, SOCY 124, and THEO 204/PHIL 220/PHIL 212.

2. A grade of 78%, cumulative average, or better for the exams, 75% for the theory portion and a grade of “pass” for the lab/clinical portion of each nursing course are required. If either of these requirements is not met, the entire course must be repeated.
E. ATI Testing Program Policy

1. All review material pertinent to the course (or equivalent to the TMS* or AMS** content) should be encouraged.
2. Overall ATI blueprint
3. Initial Proctored Assessment will be given
   a. Week 14 of the term
   b. Week 15 Remediation
4. Practice and Proctored Assessment Information
   a. In order to be eligible to take the Proctored Assessment, students must complete the companion Practice Assessments prior to the Proctored Assessment Test date.
      1) Must attain 90% or greater on Practice Assessment;
      2) Multiple attempts allowed, but must keep 24 hours between Practice Assessment.
   b. Any student who fails to complete the Practice Assessment assignment will not be allowed to take the Proctored Assessment. No make-up tests will be allowed. The faculty member responsible for administering the test will determine the test date.
5. Remediation for Proctored Exam
   Students who fail to achieve a minimum of a Level 2 score:
   a. From the students' Focus Review, each faculty member will devise appropriate choice(s) at their discretion.
      1) Attend a review session with instructor and/or,
      2) Alternative assignments and/or,
      3) Individual plan of study.
   b. Alternate version of the Practice Assessment will be completed
      1) Must attain 90% or greater on alternate Practice Assessment,
      2) Multiple attempts allowed, but must keep 24 hours between retakes.
   c. At the completion of this assignment students must then take the Alternate Version of the Proctored Assessment.
   d. Remediation requirements must be done within one week.
6. Grading
   No more than 10% of the overall grade of any course will be attributed to ATI assessments. Points will be allocated in the following manner.
   a. For Proctored Exams: The following is for a single proctored exam within a single course. If there are multiple proctored exams the allocation will need to be adjusted to reflect no more than 6 percentage points of the overall grade.
      1) Below Level 1 – 0 percent, 2 additional percentage points following complete remediation. A retake required with an additional 1 point possible.
      2) Level 1 – 1 percent awarded, 2 additional percentage points following complete remediation. A retake is required with an additional 1 point possible.
      3) Level 2 – 3 percent awarded, 2 additional percentage points following complete remediation. No retake required.
      4) Level 3 – 4 percent awarded, 2 additional percentage points following completed remediation. No retake required.
   b. Retake Proctored Exams: will be scheduled by the course instructor approximately one week following the first Proctored exam.
      1) Below Level 1 – 0 percent,
      2) Level 1 – 0 percent awarded,
      3) Level 2 – 1 percent awarded,
      4) Level 3 – 1 percent awarded.
   c. For Practice Exams:
      1) No more than 4 percent of the overall grade will be awarded for Practice tests. Each course will allocate this individually. This individual allocation can be found in the grading components found in the course syllabus.
d. All other ATI content:

1) It is the expectation of the nursing department that completion of these activities will contribute to the success in the Practice and Proctored Exams as well as overall course and program success. Therefore, points for completion of other content are not required of the instructor in any course. However, faculty may choose to incorporate this content as part of the course assignment. This can be done at the direction of the faculty member.

F. Course Sequencing:

1. BIOL 239 Intro to Microbiology is a co-requisite to NURS 205 Foundational Nursing Concepts.

2. NURS 435 Nursing Leadership & Management may be taken when NURS 300 Evidence Based Nursing Practice has been completed.

3. A CGPA of 2.75 is required for retention, progression, and graduation.

4. Basic BSN Students are prepared to take the Certified Nursing Assistant (CNA) examination after completing their sophomore year.

G. Dress Code for Clinical Experiences

1. 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 and a white lab coat with BCU emblem on left sleeve.

b. Shoes must be white, quiet, and clean. An all white professional style is acceptable. Tennis shoes must meet the clinical agency dress code. Moccasins and sandals are not acceptable.

c. Students’ socks and/or hose must be white for acute care. 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.

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. Other jewelry permitted are wedding rings, watches, or class rings.
h. When going to the hospitals, clinics, or other clinical assignments, etc. lab coat with photo/name badge on it for identification is 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 ¼ inch above the finger tip. If nail polish is worn, it should only approximate skin color. Artificial nails may **NOT** be worn at any time.

j. Tattoos on the arms and neck need to be covered. All other tattoos that are visible to the public must be covered.

H. 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. 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. Professional demeanor in violation with the ANA Code of Ethics and Professional Standards and/or the Department of Nursing Statement of Professional Conduct.
## 2015-2016 BSN Curriculum
### Effective August 2015

| YEAR | Course                                      | **FALL SEMESTER** |          | | Course                                      | **SPRING SEMESTER** |          |
|------|---------------------------------------------|-------------------|----------|| | | Sem Hrs | Clin Hrs | | | Sem Hrs | Clin Hrs |
| 1    | CHEM 109 Chemistry for the Health Sciences I | 4                  |          | | BIOL 222 Human Physiology                  | 4                  |          |
|      | BIOL 221 Human Anatomy                      | 4                  |          | | PYSC 280 Developmental Psychology          | 3                  |          |
|      | PSYC 110 Introductory Psychology            | 3                  |          | | CORE 131 Writing & Speaking in the Digital Age | 4                |          |
|      | CORE 100 Franciscan Life                    | 1                  |          | | CSCI-091M Excel Spreadsheet                | 1                  | 3        |
|      | CORE 120M Freshman Seminar                 | 1                  | (3)      | | Foundation Course                          | 3                  |          |
|      | (CORE 130 Critical Reading & Writing)       | 13/16              |          | |                                               | 15                 |          |
|      | J-Term for Freshmen                         |                   |          | | SOCY 124 Principles of Sociology           | 3 Sem Hrs          |          |
|      |                                              |                   |          | | CORE 101 Franciscan Experience             | 1 Sem Hr           |          |
| 2    | NURS 205 Foundational Nursing Concepts      | 5                  | 120      | | NURS 210 Concepts for Beginning Nursing Practice | 5                | 120      |
|      | NURS 220 Health Assessment                  | 3                  | 40       | | NURS 240 Concepts for Reproduction & Sexuality | 3                | 40       |
|      | BIOL 239 Microbiology                       | 4                  |          | | BIOL 340 Pathophysiology                   | 4                  |          |
|      | BIOL 240 Nutrition                          | 3                  |          | | PHIL 210/212 Ethics or THEO 204 Christian Morality | 3                |          |
|      |                                               | 15                 | 160      | |                                               | 15                 | 160      |
| 3    | NURS 360 Concepts for Intermediate Nursing Practice – I | 5                  | 120      | | NURS 300 Evidence Based Nursing Practice     | 3                  |          |
|      | NURS 380 Nursing Practice in the Community  | 4                  | 40       | | NURS 365 Pediatric Growth & Development      | 2                  | 40       |
|      | MATH 200 Elementary Statistics              | 4                  |          | | NURS 370 Concepts for Intermediate Nursing Practice – II | 5                | 80       |
|      | PSYC 360 Abnormal Psychology                | 3                  |          | | Foundation Course                          | 3                  |          |
|      |                                               | 16                 | 160      | | Foundation Course/Elective                  | 3                  |          |
|      |                                               | 16                 | 120      | |                                               | 16                 | 120      |
| 4    | NURS 340 Nursing Care of Acute Mental Health | 3                  | 60       | | NURS 435 Nursing Leadership & Management     | 4                  | 40       |
|      | NURS 440 Nursing Care Chronic Mental Health | 3                  | 60       | | NURS 465 Nursing Preceptor Experience        | 3                  | 100      |
|      | NURS 445 Nursing Process Adult Complex Problems | 3                  | 40       | | NURS 475 Transition into Professional Nursing | 2                  |          |
|      | NURS 429 Community & Public Health Nursing  | 6                  | 80       | | Foundation Course                          | 3                  |          |
|      |                                               | 15                 | 240      | | Foundation Course/Elective                  | 3                  |          |
|      |                                               | 15                 | 140      | |                                               | 15                 | 140      |

Six elective courses must fulfill the General Education Requirements. These include two courses from the Aesthetic Foundation, one from the Multicultural Foundation, one from the Historical Foundation, and one from the Religious Foundation, and a computer course.
SECTION FOUR

ADMISSION, PROGRESSION AND GRADUATION POLICIES FOR THE RN-BSN OPTION NURSING STUDENTS
A. Admission to the Major

1. When applying, students need to provide proof of licensure as a Registered Nurse in Iowa. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa, pursuant to the nurse licensure compact contained in Iowa code section 152E.1.

2. Students’ official transcripts of all previous post-high school education must be submitted. These must indicate graduation from a state-approved associate degree or diploma nursing program.

3. As a Registered Nurse entering the university, the student is considered a junior-level transfer student for the purpose of interpreting university transfer policies.
   a. When applying, students need to consult with the BSN Program Director or the RN-BSN Advisor at the Algona site to evaluate their past educational record.
   b. Nursing courses from basic nursing programs taken at other institutions will be transferred to Briar Cliff in the same manner as courses in other disciplines are transferred. That is, nursing courses taken in institutions of higher education which are accredited by the Commission on Collegiate Nursing Education and the appropriate regional accrediting body (i.e., Higher Learning Commission of the North Central Association of Colleges and Schools) will meet the requirement for the prerequisite eight term courses in nursing if these appear on the transcript. The transcript must indicate the equivalent of eight term courses covering content in Fundamentals of Nursing, Adult or Medical-Surgical Nursing, Maternal-Child or Obstetric/ Pediatric Nursing, and Psychiatric/Mental Health Nursing.
   c. NURS 320 Health Assessment for Registered Nurses, or equivalent, is the only nursing course which may be taken prior to admission to the major.
   d. NURS 310 Theoretical Basis for Nursing Practice may be taken prior to licensure, but students in the RN-BSN Option may not register for NURS 305, 405, 435, or 455 until they hold a RN license.

B. 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 student entering either the Basic or the RN-BSN programs are required to submit data for a certified background check at their expense. Background checks need to be completed online at http://www.certifiedbackground.com at the following times:

- Basic BSN students: prior to beginning NURS 210.
- RN-BSN students: prior to being enrolled in NURS 310

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. Student 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, the student may be dismissed from the program, in which they are enrolled.
C. Health Status and Other Requirements Prior to Beginning Clinical Experience.

The faculty believes that registered nurses are responsible for requirements for clinical experiences just as they are professionally. The following documents need to be accessible to you and submitted to the requesting nursing instructor or Department of Nursing administrator within 24 hours of request:

This information includes:

a. Briar Cliff University Medical History form completed, signed and dated by a licensed health care provider.

b. A Two Step TB Process shall be documented (two TB tests within 12 months) as well as a current TB test from within the prior 12 months. If the individual has had a previous positive TST then a chest x-ray completed within the last twelve months is needed along with a Tuberculin Assessment Form that has been completed no earlier than three weeks before starting.

c. Satisfactory proof of age appropriate immunity for Measles, Mumps, Rubella (MMR) and Varicella (chickenpox).
   - If born after 1/01/57 documentation of two MMR vaccinations. If born before this date must show documentation of MMR titer; if non-immune, two MMR vaccinations are required.
   - If born after 12/31/65 will show proof of immunity to Varicella through documentation of treatment by physician, documentation of Varicella vaccinations or Varicella titer.

d. Proof of Hepatitis B vaccination status or a copy of a Hepatitis B declination waiver. Written refusal of Hepatitis B vaccination signed by the student must hold the Agency and University harmless for any Hepatitis B exposure of infection. The student shall be considered to be vaccinated against Hepatitis B if he or she has received at least one injection of the vaccine and is in the process of completing the required series of there injections.

e. Proof of receiving an annual seasonal influenza vaccination.

f. Tdap (tetanus) inoculation is required. There must be documentation of a Tdap booster within the past 10 years.

g. Child and Dependent Adult Abuse Mandatory Reporting completed and current.

h. All students are required to have on file a current American Heart Association sponsored Cardiopulmonary Resuscitation (CPR) certification prior to beginning clinical experiences. CPR certification must be maintained for all clinical experiences.

D. Progression:

1. Students may enroll in NURS 310 once they have completed their ADN degree.

2. The nursing student handbook will be distributed when enrolled in the first nursing course. It is also available online.

2. The nursing major courses must be completed within a six-year period.

E. Dress Code:

1. Students in the RN-BSN option must wear a name badge in the clinical areas identifying them as an RN and a Briar Cliff Nursing Student. A Briar Cliff University identification name badge will be purchased before clinical participation begins. This badge or a badge designated by the clinical agency, shall be worn by students at all times while in the clinical area.

2. Students’ dress/grooming must be appropriate to the professional setting and in compliance with the clinical facility’s published dress code policies. Students will be notified of appropriate attire for the clinical courses.
I. COURSES COMPLETED IN BASIC NURSING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 222</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 239</td>
<td>Introduction to Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 280</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 124</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>WRTG 109</td>
<td>Introduction to Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal = 51 Credits

II. UPPER DIVISION NURSING MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 305</td>
<td>Evidenced-Based Practice &amp; Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 310</td>
<td>Theoretical Bases for Nursing Practice (Bridge Course)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Professional Writing for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 320</td>
<td>Health Assessment for Registered Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 405</td>
<td>Community &amp; Public Health Nursing Science I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 435</td>
<td>Nursing Leadership in the Health Care Delivery System</td>
<td>3</td>
</tr>
<tr>
<td>NURS 455</td>
<td>Community &amp; Public Health Nursing Science II</td>
<td>3</td>
</tr>
<tr>
<td>NURS ____</td>
<td>Elective in Nursing (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal = 23 Credits

III. Required Support Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 210</td>
<td>Ethics or PHIL 212 Ethics in Business &amp; Society or THEO 204 Christian Morality</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Upper Division Psychology Course</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Elementary Statistics or MATH 200</td>
</tr>
<tr>
<td>BIOL 240</td>
<td>Nutrition</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>Pathophysiology</td>
</tr>
</tbody>
</table>

Subtotal = 16 Credits

IV. Foundation Courses and Competencies

1 Aesthetic Foundation
1 Integrative Foundation (LIBA 410) or 1 Multicultural Foundation
1 Historical Consciousness Foundation
1 Religious Foundation and 1 Franciscan Life or 1 combination course

Subtotal = 12 Credits

V. Electives

Elective courses to increase total credit hours to 124

TOTAL CREDITS = 124 credits required for graduation.
Complete the last 30 credit hours at Briar Cliff University.

For further information contact:
Traci Holmquist, EdD, MS, RN
BSN Program Director
Department of Nursing
Phone: 712-279-5490 or 1-800-662-3303 extension 5490
E-mail: traci.holmquist@briarcliff.edu

Developed: 10/94
Rev.: 6/10; 7/12; 11/13; 9/14; 8/15
SECTION FIVE

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NURS 00 IS - INDEPENDENT STUDY

COURSE DESCRIPTION

AND

SAMPLE FORM
COURSE DESCRIPTION FOR
NURS 00 IS PROPOSAL
Independent Study

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

SEMESTER/TERM ___________________   ___________________

SUBMITTED BY ____________________________

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.

______________________________
Signature of Department Chairperson

2015-2016 Nursing Student Handbook
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 advisor at the time of registration for the IS. Based on the type of content inherent in the subject matter and the expertise of the various faculty members, the advisor will assist the student to determine which faculty member should be the mentor. The mentor must approve the objectives as worthy of one-credit hour of learning and consent to serve. The adviser may choose to be the mentor.

3. After conferring with the mentor, the student must complete an IS proposal form and submit a copy to the Department Chairperson and the mentor.

4. The student will meet with the mentor at mid-semester to assess progress in meeting the objectives and at the end of the semester. Other conferences will be held as needed. The student will arrange appointments for these conferences.
NURS 00 IS – INDEPENDENT STUDY

SEMESTER/TERM AND YEAR ____________________________________________

SUBMITTED BY ______________________________________________________

TITLE ______________________________________________________________

MENTOR _____________________________________________________________

OBJECTIVES FOR THE NURS 00 IS:

DESCRIPTION OF PLAN FOR THE PROJECT:

PROJECTED FREQUENCY OF MEETINGS:
Three meetings or contacts with the mentor are required; one in person at mid-semester.

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.

________________________________________
Signature of Department Chairperson
APPENDIX A

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- Variance Report Process and Form
- Requirements for Clinical Experiences
- 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.
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
Revised; 9/12; 8/15
Traditional BSN Nursing Requirements for Clinical Experiences

This form is provided for your use in compiling information required by CertifiedBackground.com

### Immunization Records and Requirements

**Hepatitis B Immunization or Waiver** can be administered through Campus Health Office. Series of three shots required or sign a waiver.

<table>
<thead>
<tr>
<th>Three shots</th>
<th>Signed waiver</th>
</tr>
</thead>
</table>

**Physical Examination using BCU Medical History form,** 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

**MMR or Mumps inoculation**
- If born before January 1, 1957, documentation of measles, mumps, and rubella titers showing immunity; if not immune, two MMR vaccinations are required
- If born after January 1, 1957, documentation of two MMR vaccinations.

**Varicella vaccine and/or titer** documentation by health care provider as having had chicken pox or vaccine; or copy of report of varicella titer as showing immunity.

**Annual TB Test** There must be documentation of one of the following:

2 step TB Skin test (two options)
- If you currently have had a TB within 11 months of this program (due to work), you may seek a second TB through Campus Health Office; **OR**
- If you have NEVER had a TB or its been greater than 12 months since your previous TB you must go through the 2 step process (2 TB test within 3 months)

- If the results are positive, a clear Chest X-Ray (with lab report) is required.

**Tetanus (Tdap) Inoculation** There must be documentation of a Tdap booster within the past 10 years.

**CPR** Must be a Provider course. Copy must be front and back of the card, it has to be signed. This training is offered through Western Iowa Tech (WIT). Call for availability.

**Influenza** Submit documentation of a flu shot administered during the current flu season (October-February).

**Child & Dependent Adult Abuse Mandatory Reporting** completed. This training is offered through Western Iowa Tech (WIT). Call for availability.

**RN License** This requirement is only for RN-BSN or LPN-BSN students. If you are an RN-BSN or LPN-BSN student, submit a copy of your current RN or LPN License or verification of licensure through the state website.

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 210 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, it could be to your advantage to request a titer.

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/Tdap
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
### Immunization Records and Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hepatitis B Immunization or Waiver</strong></td>
<td></td>
</tr>
<tr>
<td>Series of three shots required or sign a waiver.</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Examination using BCU Medical History form,</strong> 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. Must be completed within past 3 years.</td>
<td></td>
</tr>
<tr>
<td><strong>MMR or Mumps inoculation</strong></td>
<td></td>
</tr>
<tr>
<td>- If born before January 1, 1957, documentation of measles, mumps, and rubella titers showing immunity; if not immune, two MMR vaccinations are required</td>
<td></td>
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<tr>
<td><strong>Annual TB Test</strong> There must be documentation of one of the following:</td>
<td></td>
</tr>
<tr>
<td>o If you currently have had a TB within 11 months of this program (due to work), you may keep a second TB through Campus Health Office; OR</td>
<td></td>
</tr>
<tr>
<td>o If you have NEVER had a TB or its been greater than 12 months since your previous TB you must go through the 2 step process (2 TB test within 3 months)</td>
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</tr>
<tr>
<td>- If the results are positive, a clear Chest X-Ray (with lab report) is required.</td>
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</tr>
<tr>
<td><strong>Tetanus (Tdap) Inoculation</strong> There must be documentation of a Tdap booster within the past 10 years.</td>
<td></td>
</tr>
<tr>
<td><strong>CPR</strong> Must be the American Heart Association Healthcare Provider or American Red Cross Provider course.</td>
<td></td>
</tr>
<tr>
<td><strong>Influenza</strong> Submit documentation of a flu shot administered during the current flu season (October-February).</td>
<td></td>
</tr>
<tr>
<td><strong>Child &amp; Dependent Adult Abuse Mandatory Reporting</strong> completed and current.</td>
<td></td>
</tr>
<tr>
<td><strong>RN License</strong> Submit a copy of your current RN License or verification of licensure through the state website</td>
<td></td>
</tr>
<tr>
<td><strong>Mandatory Background check</strong> <a href="http://www.certifiedbackground.com">www.certifiedbackground.com</a> Make a login and enter package Background Check ONLY code is RR00 This MUST be completed prior to starting first class. Please check certified background frequently, as there are releases that need to be signed and submitted with your background check.</td>
<td></td>
</tr>
</tbody>
</table>

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.

Employer/HR ________________________________ Date ____________________________

Student ________________________________ Date ____________________________

BCU ________________________________ Date ____________________________
### Professional Conduct Concerns Document

#### ACTION
- [ ] Conference held with student
- [ ] Grade of “U” received for unprofessional behavior

<table>
<thead>
<tr>
<th>Explanation of Faculty Concern Related to Student Performance</th>
<th>Student’s Plan of Action</th>
<th>Time Frame</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Date of Conference

#### Signature of Student

#### Signature of Faculty

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Forms: Misc Office Forms
Approved by NFO 3/05; 4/05
Reviewed: 9/12; 9/14; 10/15