DICKINSON STATE UNIVERSITY

Department of Nursing

POLICY HANDBOOK
2022-2024

The <u>Department of Nursing Policy Handbook</u> is published every-other year. **Policies contained within are subject to change *at any time*.**

When students enter the nursing program they are directed to the location of the electronic version of the Department of Nursing Policy Handbook on the DSU website.

Students are notified in writing of new and/or revised policies that are adopted in the interim between <u>Handbook</u> updates. Students are required to provide their signature/initials verifying receipt of new or revised interim policies.

Verification of receipt of a new <u>Handbook</u> edition is documented on the "Informational Data" form and documentation of receipt of addendums is either noted on the "Informational Data" form or in each student's file.

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INTRODUCTION

This Policy Handbook is for students enrolled in the nursing programs at Dickinson State University. The student is referred to the DSU Student Handbook for all other University policies and procedures.

EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION

Dickinson State University is fully committed to equal opportunity in employment decisions, educational programs, and activities in accordance with all applicable state and federal laws, including affirmative action efforts. In that regard, Dickinson State University does not discriminate on the basis of age, religion or creed, national origin, marital status, race or ethnicity, gender, disability, sexual orientation, or veteran's status in its admissions, employment practices, education programs, housing, food service, or other related activities.

Inquiries regarding the educational opportunities or equal employment policies of this institution should be directed to the Affirmative Action Officer, Dickinson State University, 291 Campus Drive, Dickinson, ND 58601-4896 or to the Office for Civil Rights, U.S. Department of Education, 10220 North Executive Hills Blvd., 8th Floor, Kansas City, MO 64153 Phone: (312) 730-1560. Email: OCR.Chicago@ed.gov

NORTH DAKOTA BOARD OF NURSING

The AASPN and BSN programs are approved by the North Dakota Board of Nursing. The Board's address is: 919 South 7th St., Suite 504, Bismarck, ND 58504-5881. The Board's phone number is: 701-328-9777. Their website can be found at www.ndbon.org

NURSE PRACTICES ACT

According to the North Dakota Nurse Practices Act (NPA) 43-12.1-08 (1) Powers and Duties of the Board, the Board of Nursing (Board) shall regulate the practice of nursing to assure qualified competent licensees and high-quality standards. The Board mission is to protect the public and assure ND citizens quality nursing care through regulation of standards for nursing education, licensure, and practice.

The ND Nurse Practices Act is the state law that governs the practice of nursing. It can be found at:
https://www.ndbon.org/Law-Rules/NursePracticesAct.asp

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN)

The AASPN and BSN programs are accredited by ACEN. Their address is: 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. Their phone number is: 1-404-975-5000. Their website can be found at www.acenursing.org

Mission, Vision, Philosophy

Mission

In harmony with the university mission, "...to provide service relevant to the ...health, and quality of life for the citizens of the State of North Dakota" our primary role is to foster and facilitate the development of competent healthcare practitioners who are prepared to serve in a continually evolving health care environment.

Vision

In light of the continually changing health care environment, the Department of Nursing envisions programs featuring a unique gateway to nursing education and differentiation of nursing practice. Values are the foundational principles that build character, serve as a guide for ethical conduct in the nursing profession and are interwoven throughout the curriculum.

The faculty envision AASPN program graduates whose practice reflects the values of:
- **Caring** is the transpersonal experience which protects, promotes and optimizes health through human nurturing, warmth and connectedness. Caring encompasses the essence of nursing.
- **Accountability** is taking personal responsibility for one's actions and providing care within the scope and standards of nursing practice.
- **Professionalism** is demonstrating professional behaviors according to the legal and ethical standards for a competent licensed practical nurse.

The faculty envision BSN program graduates whose practice reflects the values of:
- **Caring** is the transpersonal experience which protects, promotes and optimizes health through human nurturing, warmth and connectedness. Caring encompasses the essence of nursing.
- **Integrity** is the steadfast adherence to moral and ethical codes within the nursing profession.
- **Respect** is consideration, appreciation, thoughtfulness, and kindness toward others as demonstrated through all aspects of communication.
- **Advocacy** is the provision of holistic care encompassing awareness and protection of human rights with appreciation of unique personal values and preferences.
- **Accountability** is taking personal responsibility for one's actions and providing care within the scope and standards of nursing practice.

Philosophy

Health

Health is a dynamic state of physiological, psychological, socio-cultural, developmental and spiritual well-being leading to achievement of optimal personal potential. In health deficits, one observes levels of stability and complexity.

Every individual has the right to seek optimal health and the right to choose actions that may be detrimental to health. The freedom to make informed choices is accompanied by individual accountability to self, family and society.

The concept of health is extended from individuals to families, groups, communities and populations.

Person

A person is a unique being, with inherent dignity and worth who is in constant interaction with an ever-changing internal, external and interpersonal environment.

Persons acquire social experiences in families and communities to function as caring, learning,

and relating beings, thus forming society. The health needs of a society shape its health care system. As a component of the system, nursing provides a service valued by society, a society becoming increasingly aware of the health of its members and their right to seek health care.

Environment
Environment is all conditions, circumstances and influences within, surrounding and affecting the development and behavior of the person. The environment influences persons and persons influence the environment.

Nursing participates in, coordinates and leads the health care team in multiple structured and unstructured environments.

Nursing
"Nursing integrates the art and science of caring and focuses on the protection, promotion and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, groups, communities, and in recognition of the connection of all humanity" (ANA, 2021).

As a science, nursing provides care based on evidence-based knowledge appropriate to specific levels of education. As an art, nursing studies and understands health-related experiences from a perspective of caring.

AASPN and BSN levels of nursing education prepare different nurses who practice under supervision or independently to provide, coordinate and evaluate care.

Teaching
Teaching is the inspired formation and sustaining of an environment that co-constructs effective and engaged learning through bridge building between student and faculty. It is an extended creative process that evolves over time.

Learning
Learning is a cognitive process of acquiring knowledge and skill while discovering personal meaning.

Nursing Education
Nursing Education is an organized and dynamic process that facilitates learning to prepare future practitioners to assist individuals, families, groups, communities and populations in achieving optimal health. Faculty employ creative visioning to incorporate knowledge from the humanities and sciences in the teaching of nursing theory, skills and behaviors that assist graduates to assume responsibility and accountability for their nursing practice in a global society.

Nursing education is a key to the articulation of differentiation between levels of nursing practice. The faculty believe the AASPN and BSN programs should exist to provide options for students to continue their lifelong educational journey. Therefore, within the Department of Nursing, each nursing program has predetermined end of program student learning outcomes (EPSLOs) *and* program outcomes. The EPSLOs of the AASPN Program include Professionalism, Communication, Assessment, Planning, Caring Interventions and Managing. The outcomes for the BSN Completion Program include the competencies of Nursing Process, Patient Centered Care, Teamwork and Collaboration, Evidence Based Practice, Quality Improvement, Safety, and Informatics.

Program outcomes are the competencies achieved by the graduate at the end of the respective AASPN and BSN programs. These outcomes drive educational opportunities in an atmosphere of mutual respect and a commitment to excellence within each program and include achievement of the program's identified EPSLOs, respective National Council Licensure Examination (NCLEX) pass rates for nurse licensure, and Program Completion and Job Placement Rates.

Degree Completion Plan Guidelines

Students enrolled in the AASPN and BSN programs are required to take the DSU courses according to the respective Degree Completion Plan. Exceptions to the rule are transfer students who have completed courses prior to admission and have received official approval for course substitution and credit from the DSU Registrar.

Transfer nursing courses that are approved substitutions on the respective Degree Completion Plan accrue toward the calculation of the nursing GPA for program admission, progression and graduation.

All transfer courses that are approved by the DSU Registrar, (including 'free electives' which are courses that are not assigned to substitute within a major, but are posted to the transcript [i.e., 1XX]) are included in the cumulative GPA calculation.

BULLETIN BOARDS

It is the student's responsibility to periodically check the appropriate student information bulletin board for related nursing course/program, summer internships, NCLEX resources and other various events/activities. The job/career bulletin boards include summer internships, job postings, military career and graduate school information.

E-MAIL ADDRESS

Students are required to use university email accounts for official university related correspondence. It is the students' responsibility to ensure their email address is registered in Campus Connection to receive campus wide announcements and course information/updates (Blackboard) from faculty.

ACADEMIC ADVISEMENT

Academic advising is important to student success. It is the student's responsibility to make appointments and meet with the assigned advisor prior to registration each semester and as necessary for advising conferences. Advising conferences are documented on the program 'Advising Worksheet' and placed in the student's file.

DICKINSON STATE UNIVERSITY-DEPARTMENT OF NURSING
DEGREE COMPLETION PLAN

ASSOCIATE IN APPLIED SCIENCE IN PRACTICAL NURSING (AASPN) PROGRAM

	Course Number	Course Name	Credits	Clock Hours/Week
First Year Fall Semester	BIOL 111A	Concepts of Biology Lecture	3	3
	CHEM 115	Introductory Chemistry (III-E)	3	3
	CHEM 115L	Introductory Chemistry Lab (III-E)	1	2
	PSYC 111	Introduction to Psych (II-C)	3	3
	NURS 121	Basic Nursing Concepts I	5	5
	NURS 198A*	Basic Nursing Concepts Clinical I	1	3
	UNIV 100●	Freshman Seminar	1 / 17	2 / 21
First Year Spring Semester	BIOL 220	Anatomy & Physiology I	4	5
	NURS 240	Fundamentals of Nutrition (II-D)	2	2
	PSYC 250	Developmental Psych	3	3
	NURS 131	Basic Nursing Concepts II	5	5
	NURS 198B*	Basic Nursing Concepts Clinical II	1 / 15	3 / 18
Second Year *Summer Semester*	NURS 231	Psych/Mental Health Nursing	2	2
Second Year Fall Semester	BIOL 221	Anatomy & Physiology II	4	5
	ENGL 110	College Composition I (I-A)	3	3
	NURS 215	Introduction to Pharmacology	2	2
	NURS 241	Intermediate Nursing Concepts I	4	4
	NURS 298B*	Intermediate Nursing Concepts Clinical I	3 / 16	9 / 23
Second Year Spring Semester	BIOL 302	Survey of Microbiology	3	3
	BIOL 302L	Survey of Microbiology Lab	1	2
	ENGL 120	College Composition II (I-B)	3	3
	SOC 110 *or* SOC 115	Introduction to Sociology *or* Social Problems (II-C)**	3	3
	NURS 251	Intermediate Nursing Concepts II	4	4
	NURS 298C*	Intermediate Nursing Concepts Clinical II	3 / 17	9 / 24

AASPN TOTAL **66 credits** (67 credits with UNIV 100 Freshman Seminar)
●This course is required for all incoming freshman (including transfer students) with 23 credit hours or less.
Graduate with AASPN (includes 360 Clinical Hours & IV Certification); **Eligible for Practical Nurse licensure Examination**

BACHELOR OF SCIENCE IN NURSING (BSN) COMPLETION PROGRAM

	Course Number	Course Name	Credits	Clock Hours/Week
Third Year Fall Semester	BIOL 357	Pathophysiology	3	3
		Elective (III-A)	3	3
	MATH 103•	College Algebra (III-C)	4	4
	COMM 110	Fundamentals of Public Speaking (I-C)	3	3
	NURS 321	Health Assessment	2	2
	NURS 398A*	Health Assessment Clinical	1	3
	NURS 328	Nursing Role Transition	2 / 18	2 / 20
Third Year Spring Semester		Elective (III-B)	3	3
	NURS 316	Advanced Concepts I Adult Health	4	4
	NURS 330	Nursing Research	2	2
	NURS 331	Community Health I	2	2
	NURS 398B*	Clinical Concepts I	3 / 14	9 / 20
Fourth Year Fall Semester	CSCI 101	Introduction to Computers (II-A)	3	3
	NURS 415	Advanced Concepts II Child Health	2	2
	NURS 425	Nursing Leadership & Management	3	3
	NURS 431	Community Health II	3	3
	NURS 498A*	Clinical Concepts II	3 / 14	9 / 20
Fourth Year Spring Semester		Elective (II-B)	3	3
		Elective (III-D)	3	3
	NURS 416	Advanced Concepts III Special Populations	2	2
	NURS 435	Synthesis	2	2
	NURS 498B*	Clinical Concepts III	4 / 14	12 / 22

BSN TOTAL 126 credits (127 with UNIV 100 Freshman Seminar) **60 credits**
Graduate with BSN (includes 495 Clinical Hours)**; Eligible for Registered Nurse licensure exam**

• May substitute MATH 107-Pre-Calculus; MATH 165-Calculus I; or MATH 305-Probability & Statistics

* Nursing clinical hours are **3 clock hours per 1 credit hour.**

** Parentheses around number/letter combination (such as II-C) indicates the general education requirement met when taking the specified course/elective. Completion of SOC 110 or 115 meets the additional General Education Elective (3 credit) Requirement.   Revised 4/21

Nursing students who wish to participate in the Theodore Roosevelt Honors Leadership Program are subject to a specialized curriculum and should consult with the TR Program Director and the Department of Nursing Chair.

	Course Number	FALL SEMESTER - Course Name	Semester Credits	Clock Hours/Week
ASSOCIATE OF APPLIED SCIENCE IN PRACTICAL NURSING (AASPN) PROGRAM				
Pre-Nursing TR Courses First Year Fall Semester	BIOL 111A CHEM 115 CHEM 115L UNIV 100● PSYC 111 **LEAD 495H-1** COMM 111H	Concepts of Biology Lecture Introductory Chemistry (III-E) Introductory Chemistry Lab (III-E) Freshman Seminar Introduction to Psychology (II-C) **Intro to TRHLP** Honors Public Speaking (I-C)	3 3 1 1 3 1 3 15	3 3 2 2 3 1 3 17
Pre-Nursing TR Courses First Year Spring Semester	BIOL 220 PSYC 250 **LEAD 100H** **LEAD 296H**	Anatomy & Physiology I Developmental Psychology Elective (III-A) **21st Century Leadership** **Study Tour**	4 3 3 3 1 14	5 3 3 3 1 15
AASPN PROGRAM Second Year Fall Semester	BIOL 221 NURS 121 NURS 198A* MATH 103• ENGL 111H	Anatomy & Physiology II Basic Nursing Concepts I Basic Nursing Concepts Clinical I College Algebra (Elective III-C) Honors Composition I (I-A)	4 5 1 4 3 17	5 5 3 4 3 20
AASPN PROGRAM Second Year Spring Semester	NURS 240 NURS 131 NURS 198B* ENGL 121H	Fundamentals of Nutrition (II-D) Basic Nursing Concepts II Basic Nursing Concepts Clinical II Program Elective (III-D) Honors Composition II (I-B)	2 5 1 3 3 14	2 5 3 3 3 16
AASPN PROGRAM SUMMER	NURS 231	Psych/Mental Health Nursing	2	2
AASPN PROGRAM Third Year Fall Semester	NURS 215 NURS 241 NURS 298B* **LEAD 495H-2**	Introduction to Pharmacology Intermediate Nursing Concepts I Intermediate Nursing Concepts Clinical I Elective (III-B) **Service Learning Project (Directed Study)**	2 4 3 3 2 14	2 4 9 3 2 20
AASPN PROGRAM Third Year Spring Semester	BIOL 302 BIOL 302L NURS 251 NURS 298C* SOC 110 or 115	Survey of Microbiology Survey of Microbiology Lab Intermediate Nursing Concepts II Intermediate Nursing Concepts Clinical II Introduction to Sociology or Social Problems (II-C)	3 1 4 3 3 14	3 2 4 9 3 21

AASPN TOTAL 66 CH (67 with UNIV 100 Freshman Sem.) ●This course is required for all incoming freshman (including transfer students) with 23 credit hours or less. **66 semester hours**

Graduate with AASPN (includes 360 Clinical Hours & IV certification); **Eligible for Practical Nurse licensure examination**

BACHELOR OF SCIENCE IN NURSING (BSN) COMPLETION PROGRAM				
BSN PROGRAM Fourth Year Fall Semester	BIOL 357 NURS 321 NURS 398A* NURS 328 CSCI 101 **LEAD 491H**	Pathophysiology Health Assessment Health Assessment Clinical Nursing Role Transition Intro to Computers (II-A) **Honors Seminar (Portfolio)**	3 2 1 2 3 3 14	3 2 3 2 3 3 16
BSN PROGRAM Fourth Year Spring Semester	NURS 316 NURS 330 **LEAD 494H** NURS 331 NURS 398B*	Adv. Concepts I Adult Health Nursing Research **Independent Study (Research - Directed Study): Conference Proposal** Community Health I Clinical Concepts I	4 2 1 2 3 12	4 2 1 2 9 18
BSN PROGRAM Fifth Year Fall Semester	NURS 415 NURS 425 **LEAD 200H** NURS 431 NURS 498A*	Adv. Concepts II Child Health Nsg Ldrship & Man. (Substitute for BADM369 Business Ethics & Critical Thinking 3 CHs) **Leadership & Change** Community Health II Clinical Concepts II	2 3 1 3 3 12	2 3 1 3 9 18
BSN PROGRAM Fifth Year Spring Semester	COMM 216 NURS 416 NURS 435 NURS 498B* **LEAD 300H**	**Honors Intercultural Communication (Elective (II-B)** Adv. Concepts III Sp. Populations Synthesis Clinical Concepts III (**Substitute for LEAD 497H Internship 2 CHs**) **Global Leadership**	3 2 2 4 1 12	3 2 2 12 1 20

BSN TOTAL126 semester hours   **60 semester hours**
Graduate with BSN (includes **495** Clinical Hours); **Eligible for Registered Nurse licensure exam**

• May substitute MATH 107-Pre-Calculus; MATH 165-Calculus I; or MATH 305-Probability & Statistics

* Nursing clinical hours are **3 clock hours per 1 credit hour.**

** Parentheses around number/letter combination (such as II-C) indicates the general education requirement met when taking the specified course/elective. Completion of SOC 110 or 115 meets the additional General Education Elective (3 credit) Requirement.   Revised 10/2020

Use of *Selection Criteria* for Admission to the AASPN and BSN Programs
and Waiting List Procedures

1. The application of each applicant *who meets all Admission Requirements* as of February 1st, will be considered on an individual basis. Applications will be considered using the following *Selection Criteria:* cumulative GPA starting at 4.0 for the AASPN program, or Nursing GPA* (calculated by nursing faculty serving on the Admission, Progression and Graduation Committee) starting at 4.0 for the BSN program.

2. Once enrollment capacity is reached in the respective program, those applicants meeting all Admission Requirements will be placed on the Waiting List. When program space becomes available up until the first day of the fall semester, students on the Waiting List will be notified. Students have the right to accept or decline admission. If a student declines admission, the student relinquishes her/his position on the Waiting List and must RESTART the nursing program application process (excluding the NDUS application).

    Students on the Waiting List who do NOT get the opportunity to enter the nursing program due to lack of space availability will have an opportunity to enter the following academic year *only if* they meet Admission Requirements. See Waiting List procedure.

3. Cumulative and Nursing GPAs* will not be recalculated for admission purposes at the end of *any* semester. However, the respective GPAs will be recalculated to ensure that students who are admitted to either program have continued to meet the minimum GPA required for admission to their respective nursing education program.

4. Applications received after the February 1st deadline date will be screened on an 'on-going, as needed' basis, when space becomes available; applicants will be considered as described above and added to the Waiting List.

5. GED scores will be converted to a GPA (based on the 4.0 scale), according to the Department of Nursing GED to GPA Conversion Table.

6. College cumulative GPA, after a minimum of one semester and with a minimum of 12 credit hours attempted or completed, supersedes the High School GPA or GED Scores for Admission Requirement per GED to GPA Conversion Table and *Selection Criteria* consideration.

7. High school students who completed dual credit courses will be admitted and selected based on their high school cumulative GPA (inclusive of dual credit courses). College GPAs earned solely through dual credit (while in high school) will not be used to consider an applicant for Admission *or Selection Criteria* purposes.

    *Nursing GPA for students who completed the DSU AASPN degree is calculated according to completed coursework with the NURS prefix (designating nursing courses) when a letter grade other than 'S/U' is obtained. Nursing GPA for transfer students is determined according to previously completed nursing courses with a letter grade and others taken as deemed equivalent to DSU nursing courses with the NURS prefix (i.e., Fundamentals of Nutrition & Introduction to Pharmacology).

WAITING LIST PROCEDURE

Due to limited enrollment in the DSU nursing programs, a waiting list is utilized. When enrollment caps are reached in each of the nursing programs (AASPN and BSN), students who meet admission requirements are placed on a waiting list. The selection process will be maintained for the waiting list in each respective nursing program.

When program space becomes available, students on the waiting list will be notified. Students have the right to accept or decline admission. If a student declines admission, the student relinquishes her/his position on the waiting list and must RESTART the nursing program application process (excluding the NDUS application).

Students on the waiting list **not** given the opportunity to enter the nursing program due to lack of space will need to reapply and again meet admission requirements/selection criteria.

Students on the waiting list are encouraged to meet with their pre-nursing advisor regarding taking general education and support courses within the nursing major.

PROCEDURE FOR WITHDRAWAL FROM NURSING PROGRAMS

When a student finds it necessary to withdraw from the program, he/she must complete ALL of the following steps:

a. Meet with their Department of Nursing advisor when considering withdrawal; (a student withdrawing from the University must complete the online Cancellation/Withdrawal form and submit it electronically.

b. Ensure she/he has dropped any appropriate co-requisite courses (i.e., clinical), to avoid receiving a failing grade.

c. If considering readmission, refer to the readmission requirements below.

READMISSION FOLLOWING PROGRAM WITHDRAWAL OR NON-PROGRESSION

Readmission to a nursing education program is allowed only once. Should a student withdraw or not progress from the nursing program a second time, the student will be considered terminated and not eligible to reapply.

Students who want to re-enter are required to:

1.   Complete a nursing application for readmission prior to the semester in which they seek admission.

2.   Correct any deficiencies;

3.   Meet the Admission and Progression program requirements that are in effect at the time classes start following official readmission into the nursing program;

Readmission to the nursing program cannot be guaranteed.

NURSING COURSE REPETITION

A student who is readmitted in an effort to raise their nursing GPA or pass a clinical course may repeat up to two nursing courses within the same semester.

Example:

COURSE	GRADE	RESULT
Nursing 241	C	
Nursing 298B	U	Does not progress; may reapply to repeat Nursing 298B and may choose to repeat Nursing 241 in an effort to raise GPA.

Refer to current Dickinson State University Catalog for the institutional Course Repeat Policy. The highest grade achieved in the course will be utilized in calculating the student's grade point average and degree requirements.

Students are not allowed to retake a course they have already completed and obtained a grade for while simultaneously progressing in the respective nursing education program.

Once a student graduates from a nursing program, he/she <u>cannot</u> retake any nursing course in that program in order to increase their GPA.

Specific to N1 students, if either NURS 121 or corequisite NURS 198A needs to be repeated, students must repeat both courses simultaneously.

CLINICAL TRAVEL
Students are responsible for all expenses related to clinical experiences in and outside of the Dickinson community, to include but not limited to transportation, use of a motor vehicle, meals, lodging, and any additional costs.

DRESS CODE
The following dress code for the Department of Nursing and the guidelines of each clinical agency must be followed to ensure infection control and the safety of faculty, staff, students, others, and patients/clients, and applies to all genders:

Name Tag
Students must wear a name tag. One clinical name tag will be furnished for each student. The cost to replace the nametag will be the student's responsibility (see Administrative Assistant for replacement).

Pre-clinical and Community Attire
- Business-casual dress
- Soft-soled shoes, with a closed heel and toe
- White lab coat (minimum hip-length) with nursing patch exposed on the left sleeve
- Name tag

<u>Unacceptable</u> Pre-clinical and Community Attire (refer to clinical guidelines for specific details)
Students who wear these items will be asked to leave clinical.
- Jeans (of any color)
- Leggings and jeggings (unless a long shirt/tunic covers to mid-thigh)
- Shorts
- Skirts shorter than 2" above the knee
- Low cut, off-the shoulder shirts
- Pants or shirts that expose the midriff front or back
- Baseball caps, bandanas and other non-approved head covers

Required Clinical Attire
- Department of Nursing approved scrubs
  - Scrub jackets are optional and may be worn over the scrubs
  - Scrubs must be neat, clean, unwrinkled and fit properly
  - Scrub pants must be hemmed to an appropriate length and not touch the floor
  - Shirts worn under scrubs can be solid white, royal blue or black
  - Shirts with a thumbhole must be rolled to wrist (infection control)
  - Shirts and pants must be of appropriate length and size to maintain coverage of the midriff while performing clinical duties; underwear must not be visible
- Specific agency requirements for uniforms will be delineated in respective clinical guidelines
- Soft-soled shoes, with a closed heel and toe
- Nursing patch is to be worn on the exposed left sleeve of the clinical attire

Required Equipment for clinical
- Black pen
- Penlight
- Wristwatch with second hand/digital capability
- Stethoscope

Personal Hygiene and Appearance
- Maintain adequate standards of personal hygiene regarding cleanliness and body odor
- Hair must be neat and clean. Long hair (below collar-length) must be worn pulled back from the face. Predominant hair color should not be pink, purple, blue, orange, etc.
- Strong odors from perfume, lotions and oils, aftershave, and hairsprays are not permitted
- Cigarette smoke odor will not be tolerated
- Male students with beards and/or mustaches must keep them short and well-groomed
- Visible jewelry cannot have profanity or nudity and must not be offensive to others
- Necklaces should NOT be worn
- One to two sets of small earrings may be worn
- Facial piercings of no more than two small studs without dangling bars or chains are allowed
- One to two rings are permitted, and CANNOT HAVE HIGH PRONGS
- Visible tattoos cannot have profanity or nudity and must not be offensive to others
- Makeup should be worn in moderation
- Fingernails are to be clean, trimmed no longer than ¼ inch from the tip of the finger. Chipped nail polish, artificial nails, gel applications and nail jewelry are NOT allowed
- Gum is not permitted

CRIMINAL BACKGROUND CHECK

All nursing students admitted or readmitted to the Associate in Applied Science in Practical Nursing *(AASPN) and* Bachelor of Science in Nursing *(BSN)* Completion Programs are required to complete *annual* criminal background checks (CBC). The faculty and staff will assist by providing the necessary application forms and submitting the CBC request. **Participation in the CBC process is MANDATORY for students' continuation in the nursing education programs.** CBCs are provided via Asset Control, Incorporated, a Private Investigations Agency registered in the State of Texas. Searches include:
- Social Security Trace
- County Criminal Searches (maiden and married names)
- Diligence Plus National Criminal Database Research Tool
- Sex Offender Search
- Government Exclusionary Lists (GSA/OIG)

Participation in the CBC is necessary to obtain clearance for students' participation in clinical learning opportunities at various healthcare facilities prior to students' clinical learning. Dickinson State University has a permissible purpose in completing the CBC for each student admitted to the nursing programs; in no way is discrimination a permissible purpose.

The process for completing the CBC follows the Federal Fair Credit Reporting Act and Federal Trade Commission Guidelines. A copy of the agreement between Dickinson State University and Asset Control, Incorporated is available in the Department of Nursing for any interested party and is available on request. Steps of the CBC includes:
1. Students are provided the 'Authorization and Consent for Release of Information' and the "Authorization for the Release of Student Criminal History Record Information" on or before the first day of class. The forms are to be completed and submitted to the faculty and retained in student files.

2. The signed 'Authorization and Consent for Release of Information' is obtained from each student and allows secure online applications to be submitted to Asset Control, Incorporated.

3. Results of each student CBC is forwarded to the Dickinson State University Department of Nursing by Asset Control, Incorporated. A copy of the student's CBC will be provided to her/him and the original will be filed in the Department of Nursing secured student file.

4. The Department of Nursing's Admission, Progression and Graduation (APG) Committee members will screen the background check results for student verification purposes. The action taken by the APG Committee may include:
   a. Clearing students for continued participation in their respective nursing clinical courses and nursing education program, when the students' criminal background check is clear of any criminal activity (other than a minor traffic offenses).
   b. Terminating students with criminal backgrounds from participation in any nursing education course and program when criminal background information indicates a student has not been sufficiently rehabilitated or the nature of the offense or offenses has a direct bearing on a student's fitness or ability to serve the public in the profession.

5. When criminal offense(s) are evident in a student's CBC, they will be screened on a case-by-case basis. Consideration will be given to:
   a. The nature of each offense, including whether it was a violent or nonviolent offense and whether it has a direct bearing on a student's fitness or ability to serve the public in the profession.
   b. The number of offenses, including repeated offenses, and age of the student at the time.
   c. Information concerning the degree to which the student has been rehabilitated; and
   d. Time elapsed since the conviction. In general, completion of a period of five years release after final discharge or release from any term of probation, parole or sentence without subsequent conviction of another criminal offense shall be deemed prima facie evidence of sufficient rehabilitation; however, in such cases the nature of the offense or offenses and bearing on fitness or ability to serve the public in the profession may nevertheless warrant termination.

6. Students who refuse to complete and submit the "Authorization and Consent for Release of Information" will also be terminated from their respective nursing education program.

7. Students who are terminated from nursing education courses and their respective nursing education program are notified in writing. A student may request review/reconsideration of the decision by making a request for reconsideration in writing to the APG Committee within three days of receipt of the notice of termination from the nursing program. The request shall include a statement of reasons why the student believes the decision should be reconsidered and may include supporting documentation. The APG Committee shall within five days of filing of the request, consider the request and notify the student in writing of its decision, which shall be final.

8. Students who are terminated from the nursing education program as a result of their CBC are eligible to reapply for admission in the next academic year, or later. The student's application must include evidence of a current criminal background check obtained via the Department of Nursing at the time of application (cost incurred by the student at the time of the search). The results of the current CBC will be used in the readmission decision.

9. Students who question the decision made are referred to the 'Code of Student Conduct' policy in the Dickinson State University Student Handbook.

Results of the criminal background checks are kept confidential by the Department of Nursing staff and faculty and are ONLY released to those healthcare facilities which require the

information and/or a copy of the background check to screen students with a record of criminal offense(s) in order to determine whether or not to allow students to participate in clinical learning at their facility. A signed release from the student ('Authorization for the Release of Student Criminal History Record Information') is required prior to the Department of Nursing faculty or staff releasing student information to any healthcare facility.

Clinical rotations will not be customized to accommodate a student who has been denied the right to participate in an assigned health care facility and the student will be terminated from the nursing education program.

DRUG SCREENING POLICY

Each nursing student admitted or readmitted to the Associate in Applied Science in Practical Nursing (AASPN) and the Bachelor of Science in Nursing (BSN) Completion Programs is required to complete a drug screening. The faculty will assist the students in completing the drug screening at the beginning of the respective fall and spring semesters.

Participation in drug screening is necessary to obtain clearance for students' participation in clinical learning opportunities at various healthcare facilities prior to students' clinical learning. Dickinson State University (DSU) has a permissible purpose in completing the drug screening for each student admitted to the nursing programs; in no way is discrimination a permissible purpose. Costs for the initial drug screening will be paid by Dickinson State University via respective nursing class or program fees.

Participation in the drug screening process is MANDATORY for student's continuation in the respective nursing education program. The drug screening is provided via the DSU designated collection site and includes providing a urine sample. The collection site staff will monitor students during their collection of the specimens.

The process for completing the Drug Screening includes:
1. Students must bring a government issued picture identification (such as a driver's license or passport) to complete the drug screening.

2. The Panel Screening of urine includes testing for the following drugs:

Alternate Amphetamines	Alternate Opiates	Amphetamines	Barbiturates
Benzodiazepines	Cocaine	Methadone	Methaqualone
Morphine Opiates	Phencyclidine	Propoxyphene	THC Cannabinoids

3. DSU Student Health staff will complete the specimen collection at the designated site (Department of Nursing or Student Health) and coordinate completion of each student's "Custody and Control" form. A copy of this form is retained for the student's file in the Department of Nursing.

4. The form and urine specimens will be shipped to Alere Toxicology Service, Inc. by the Student Health Services staff.

5. All drug screens will be reviewed by a Medical Review Officer. As needed, the Medical Review Officer will contact the subject of testing to discuss test results prior to releasing results to the Department of Nursing Administrative Assistant.

6. Upon receipt of the drug screen results, the Department of Nursing Administrative Assistant will make two copies of each student report. One copy will be placed in the student's file and

the second copy will be routed to the Admission, Progression and Graduation (APG) Committee members for review and verification. Once the APG Committee has completed the process, the copies of the results will be forwarded to each respective student.

7. The Department of Nursing APG Committee members will review the drug screen results for student verification purposes. The action taken by the APG Committee may include:
   a. Clearing students for continued participation in their respective nursing education program and clinical courses, when a student's drug screen is negative.
   b. Requiring a re-test: When a negative dilute drug screen comes back, the candidate will be required to re-test within a 24-hour period. Students who re-test are responsible for all costs, paid for at the time of the screening. Students must pay the current Global Safety Network fee at the Business Office and bring the receipt to the Department of Nursing prior to completing the repeat drug screen. Note: a second negative dilute drug screen result is considered a positive result.
   c. Terminating students:
      i. With a positive confirmatory drug screen test result(s).
      ii. With a second negative dilute drug screen, which is considered a positive result.
      iii. Who refuse to complete the drug screen or fails to complete the screen on the specified date(s).

8. Students who refuse to complete and submit the "Custody and Control" and the "Authorization for the Release of Drug Screening Record Information" forms will be terminated from their respective nursing education program.

9. Students who are terminated from the nursing education program and their respective nursing education courses are notified in writing. A student may request review/reconsideration of the decision by making a request for reconsideration in writing to the APG Committee within three business days of receipt of the notice of termination from the nursing program. The request shall include a statement of reasons why the student believes the decision should be reconsidered and may include supporting documentation. Within five business days of receiving the student's written notice, the APG Committee shall consider the request and notify the student in writing of its decision, which shall be final.

10. Students who are terminated from the nursing education program as a result of their positive drug screening are eligible to reapply for admission in the next academic year, or later. The student's application must include evidence of a current negative drug screen result (collected and sent for processing by DSU Student Health Services staff) at the time of application. The cost(s) for this drug screen will be incurred by the student and paid for prior to the drug screen being completed. The results of this current drug screen will be used in the APG Committee's readmission decision.

11. Students who desire to appeal the APG Committee decision are referred to the 'Student Code of Conduct' policy and procedure in the Dickinson State University Student Handbook.

12. Students are required to sign the Department of Nursing's "Authorization for the Release of Drug Screening Record Information" prior to the Department of Nursing faculty releasing student information to any healthcare facility (retained in the student's file).
    Results of the drug screening are kept confidential by the Department of Nursing staff and faculty and are ONLY released to those healthcare facilities which require the information and/or a copy of the drug screening result, in order to determine whether to allow students to participate in clinical learning at their facility.

REQUIRED FUNCTIONAL ABILITIES FOR NURSING STUDENTS

Completing the functional abilities screening is required of students for admission and progression in the Associate in Applied Science in Practical Nursing (AASPN) and Bachelor of Science in Nursing (BSN) Completion Programs. To ensure safe nursing practice, it is essential that students can perform the required functional abilities. It is the responsibility of the student to disclose any information that may require the need for an accommodation.

The APG Committee, in consultation with the student and the Vice President of Student Affairs or designee makes the final decision regarding reasonable accommodations and how they will be provided. The APG committee will meet with the student to discuss possible accommodations prior to making a final determination. The final decision depends on whether or not accommodations can be made to support a student's abilities to perform within a zone of safe practice. The zone of safe practice minimizes the risk to the student, faculty, student's peers and the clients the student is assigned to care for in clinical rotations. The University is not required to make modifications that substantially alter the requirements of a nursing education program.

When it is determined that reasonable accommodations can be made, a collaborative approach will be used in supporting the student. The Vice President of Student Affairs or designee, the Chair of the Department of Nursing, the student's nursing faculty advisor, respective team/level faculty and the student will jointly develop, implement and evaluate the established plan on an ongoing basis.

The implementation of an accommodation in the clinical setting is subject to prior approval from the respective clinical healthcare facilities. It is the responsibility of the Chair of the APG Committee / Department of Nursing to ascertain permission from the healthcare facilities for the implementation of an accommodation prior to the start of the clinical rotations. Students who are denied from participating in *any* clinical facility will be terminated from the nursing education program.

The student is required to obtain and manage any established accommodations prior to beginning clinical courses. It is the student's responsibility to disclose the established accommodation to respective clinical faculty as they progress through the program(s). In addition, the student is responsible for and must maintain regular communication regarding the effectiveness or ineffectiveness of the reasonable accommodations with their respective team/level nursing faculty. Failure on the part of the student to obtain &/or manage established accommodations, or failure to maintain regular communication with respective faculty as the student progresses through the program will result in termination from the nursing program.

Even with reasonable accommodations, if it is determined that risks to the student, faculty, peers and/or clients the student is assigned to care for remain, the student cannot be admitted or continue in the nursing program. The Department of Nursing reserves the right to remove students from a nursing education program when the student is unable to demonstrate functional ability and cannot perform within a zone of safe practice. Students have the right to appeal any decisions made by the Department of Nursing to deny admission and/or remove a student from the nursing program (See 'Appeals Process' in the Department of Nursing Policy Handbook). When it is determined reasonable accommodations cannot be made, the student will be referred to the Vice President of Student Affairs personnel for advising relative to considering other major/career areas.

Required Functional Abilities for Admission and Progression

Dickinson State University nursing students must be able to fully perform the essential functional abilities, with or without reasonable accommodations in the following areas. The curriculum for the Associate in Applied Science in Practical Nursing (AASPN) and the Bachelor of Science in Nursing (BSN) Completion Program requires students to actively engage in diverse, complex and specific didactic and clinical experiences essential to the practice and acquisition of essential nursing skills and functions. Unique combinations of physical and motor, sensory, cognitive, behavioral and emotional, and communication abilities are required of students to satisfactorily perform these skills and functions. In addition to being essential for the successful completion of the curricular requirements, these functional abilities are also necessary to ensure the health, safety and welfare of the student, the faculty, fellow students, and the clients for whom the nursing student is assigned.

The functional abilities and specific activities/attributes include, but are not limited to:

Physical & Motor Functions

Gross Motor Skills & Mobility	Students must be able to: Walk, move within confined spaces, sit and maintain balance, stand and maintain balance, reach above shoulders (IVs) and reach below waist (plug ins), sit, stand, twist, move quickly, push/pull, bend/stoop, climb (ladders, stools &/or stairs), squat/crouch and/or kneel while maintaining balance as required during clinical activities to provide care to clients of all ages in all health care settings and to function in emergency situations
Fine Motor Skills	Students must be able to: Pick up objects with hands, grasp small objects with hands, write with a pen or pencil, key/type (use a computer), pinch/pick or otherwise work with fingers (syringe), twist (turn knobs with hands), squeeze with finger (eye dropper), manipulate supplies and equipment skillfully, demonstrate bilateral manual dexterity of all fingers to grasp, control and perform precise procedures to provide safe care
Physical Endurance	Students must be able to: Stand (at client side during procedure), sustain repetitive movements, maintain physical tolerance (work an **entire** shift), for extended periods of time relative to each particular course &/or clinical rotations of 6, 8, 10 and/or 12 continuous hours
Physical Strength	Students must be able to: Push and pull 25 pounds (position clients), support 25 pounds of weight (ambulate client), lift 25 pounds (transfer client), move light objects up to 10 pounds, move heavy objects weighing from 10 to 50 pounds, lift a minimum of 50 pounds from the floor to the waist, defend self against combative client, carry equipment/supplies, use upper body strength (restrain a client), squeeze with hands (fire extinguisher)

Sensory Functions

Hearing	Students must be able to: Hear and correctly understand normal conversational speaking level sounds, hear faint voices, hear faint body sounds (BP, bowel & lung sounds), hear in situations when unable to visualize speaker's lips (due to wearing surgical mask), hear and distinguish auditory alarms, pager/intercom, and differentiate wide normal range of tones

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Visual	Students must be able to: See objects up to 20 inches away, see objects up to 20 feet away, see objects more than 20 feet away, use peripheral vision, correctly distinguish colors and distinguish range of intensity of colors, correctly read fine print, medical records, digital and computer screens, to differentiate fine markings (i.e. syringes)
Depth Perception	Students must be able to: Use appropriate depth perception to perform basic and advanced skills correctly (e.g. insert IVs, administer injections, insert catheters/nasogastric tubes)
Tactile	Students must be able to: Feel with sensitivity to distinguish vibrations/pulsations (pulses), detect temperature, feel differences in surface characteristics (skin turgor), texture, feel differences in sizes, shapes (palpate vein), and also detect environmental temperature
Smell	Students must be able to: Safely detect and differentiate odors emanating from clients or the environment, detect smoke, fire, gases or noxious smells, indicating unsafe conditions or changing client status

Cognitive Functions

Reading	Students must be able to: Read and understand the English language in written and/or electronic documents
Arithmetic Competence	Students must be able to: Complete, read and understand columns of writing (flow sheets), read digital displays, read graphs/graphic printouts (I&O), calibrate equipment, convert numbers to/from metric, read graphs (vital sign sheets), tell time (English & military), measure time (duration), count rates (pulse rate), use measuring devices (thermometer), read measurement scales, count, add, subtract, multiply, divide, convert to/from metric, compute fractions (medication dosages), use a calculator, write numbers in records

Behavioral & Emotional Functions

Emotional Stability	Students must be able to: Establish mature, sensitive, therapeutic relationships with appropriate personal & therapeutic boundaries, provide clients with emotional/psycho-social support, adapt to changing environment/stress, deal with unexpected crises, focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, empathize with the situations & circumstances of others and be aware how their values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others, handle strong emotions appropriately (e.g. grief, anger)
Interpersonal Skills	Students must be able to: Negotiate interpersonal conflict, respect differences in clients/others, establish therapeutic rapport with clients, and establish rapport with faculty, peers and others
Analytical Thinking	Students must be able to: Use short and long term memory, transfer knowledge from one situation to another, process information, assess, reason, analyze, integrate information, evaluate outcomes, problem

solve, prioritize task to respond to client changing conditions, organize tasks to completion

Critical Thinking Skills Students must be able to: Identify cause-effect relationships, plan/control activities for others, synthesize knowledge and skills, sequence and prioritize information, skills and abilities, plan activities for others, complete tasks in a timely manner, identify missing elements when gathering data

Professional Conduct Students must be able to: Morally reason and practice in an ethical manner, learn & abide by professional standards of practice, engage in patient care of all patient populations including but not limited to newborns, children, adolescents, adults, geriatric, developmentally disabled, medically compromised and/or vulnerable persons in designated clinical settings, possess personal attributes of honesty, integrity, compassion, empathy, responsibility & tolerance, demonstrate personal accountability for own actions, and give and receive constructive criticism

Communication Skills

Convey Information Students must be able to: Convey information in the English language via spoken/written/computer communication (progress notes) and document patient care in legal records

Speech Students must be able to: Speak the English language to effectively communicate with others, interact clearly with others, speak clearly on the telephone, explain procedures, influence others, direct activities of others, teach client/family/groups, give clear oral reports, advocate for others

Written Students must be able to: Use the English language to write legibly, spell correctly, use proper grammar, provide written reports, communicate clearly via written and/or electronic media, use a computer

Environmental Requirements

Function in Varied Environments Students must be able to function in a variety of environments which may include: infectious diseases, biohazardous materials, electrical hazards, fumes/noxious odors, working with hands in water, and working with or near deceased persons

Use of Machines, Supplies & Equipment Students must have the ability to properly and safely use various machines, supplies, equipment, and tools in performing client care

RECEIPT AND ACKNOWLEDGEMENT
REQUIRED FUNCTIONAL ABILITIES FOR NURSING STUDENTS

Students are responsible to review the Required Functional Abilities for Nursing Students policy and accurately assess personal attributes and the ability to perform each of the functional abilities/activities with or without reasonable accommodations:

Category of Functional Ability Are you able to meet these requirements?	Yes	No	Category of Functional Ability Are you able to meet these requirements?	Yes	No
1. Physical and Motor Function			**4. Behavioral & Emotional Functions**		
a. Gross Motor Skills & Mobility			a. Emotional Stability		
b. Fine Motor Skills			b. Interpersonal Skills		
c. Physical Endurance			c. Analytical Thinking		
d. Physical Strength			d. Critical Thinking Skills		
2. Sensory Functions			e. Professional Conduct		
a. Hearing			**5. Communication Skills**		
b. Visual/Depth Perception			a. Convey Information		
c. Tactile			b. Speech		
d. Smell			c. Written		
3. Cognitive Functions			**6. Environmental Requirements**		
a. Reading			a. Function in Varied Environments		
b. Arithmetic Competence			b. Use of Machines, Supplies & Equipment		

If any of the above are checked NO, please explain:

If you require an accommodation to perform any of the required functional abilities in your role as a nursing student, please contact Accessibility Services Coordinator.

This is to acknowledge that I have read and understand the Required Functional Abilities for Nursing Students policy. In addition, I acknowledge that I have assessed my personal attributes and answered the questions to the best of my knowledge.

_____   _____   _____
Name (Please print)   Signature   Date

This form must be completed and returned to the Dickinson State University, Department of Nursing. Failure to sign and return this document, or failure to honestly fully disclose information related to all functional abilities, will result in termination of the admission process (or denial of admission), or probation and/or termination from the respective nursing education program if already admitted to the program.   8/2022

STUDENT HEALTH STATUS REPORTS

Upon admission or readmission to a nursing program, students must provide proof of required health information on official agency letterhead, inclusive of identification of the agency, dates, and official signatures by the faculty-specified deadline.

Official documentation of the following requirements include:

A. Measles, Mumps, Rubella (MMR) vaccines (2) and/or respective titers
B. Diphtheria-Pertussis-Tetanus (DPT)
C. Tetanus-Diphtheria-Pertussis (TdaP)
D. Varicella Zoster (chicken pox) vaccine (2) and/or a positive varicella titer
E. Hepatitis B Vaccination series (3) and/or respective titers
F. Other vaccines as required (i.e., influenza, COVID, etc.)
G. Tuberculosis Testing:

> *Initial Testing for Admission to the Nursing Program:*
> Complete one of the following for the initial TB test:
> - 2 step TB skin test
> - QuantiFeron
>
> Additionally, students must complete the DSU Department of Nursing TB Individual Risk Assessment & Symptom Screening Form. If any responses are marked positive on the form, the student must be evaluated by a medical provider and obtain the providers consent to participate in clinical.
>
> *Annually:*
> The DSU Department of Nursing TB Individual Risk Assessment & Symptom Screening Form should be completed annually. Students should be considered at increased risk for TB if they answer "yes" to any of the questions on the form. Students at increased risk must be evaluated by a medical provider and obtain the health care provider's permission to participate in clinical. In addition, clearance for participation will be obtained from the clinical facility. If all answers are "no" on the form, no additional action is needed.
>
> Annual TB testing is not routinely recommended (Sosa et al., 2019) unless the student has dropped out of the program (4 or more continuous years) and is seeking readmission.
>
> *Previous Positive TB Test:*
> Students who currently, or in the past have tested positive for TB, must submit official documentation of ongoing medical supervision of the condition (i.e., follow-up x-ray) and the health care provider's permission to participate in clinical.

H. Annual health insurance coverage (must be maintained throughout the program)

References:
Sosa LE, Njie Gj. Lobato MN et al. Tuberculosis Screening, Testing, and Treatment of U.S. Health Care Personnel: Recommendations from the National Tuberculosis Controllers Association and CDC, 2019. MMWR Morb Mortal Wkly Rep 2019;68:439-43.
https://www.cdc.gov/mmwr/volumes/68/wr/mm6819a3.htm?s_cid=mm6819a3_w

Students who do not submit evidence of official documentation by the faculty-designated date(s) are not allowed to participate in clinical and will receive an Unsatisfactory (U) grade for each clinical experience/day they are out of compliance and risk being placed on probation and/or failing the clinical course.

Students should keep a personal file of all health-related information for future reference. Record copies may be released, upon written request, to current and graduated students up to the record retention limit. Request by current students and within one year of graduation will be assessed a $5.00 administrative charge. Record requests beyond one year of graduation will be assessed a $15.00 administrative charge.

A comprehensive database of the student's health status information will be maintained in the Department of Nursing throughout the AASPN and/or BSN program. Health status information will be released to clinical agencies when required. Per agency requirements, students may be requested to submit official health information.

Students who seek a medical exemption from required vaccinations must provide official evidence for the reason from a health care provider and will be excluded from clinical until proof of immunization(s) or allowable substitutions from the health care agencies are put in place. **If a health care agency will not allow substitutions for the required immunizations, the student cannot participate in clinicals and will be terminated from the program.**

STUDENT FILE
Individual **confidential** student files are maintained and secured electronically or in a locked cabinet in the Department of Nursing. Student financial aid records are maintained and secured by the Office of Financial Aid. Students have access to their file ONLY, via assistance from their nursing faculty and/or the Administrative Assistant. Upon graduation, the nursing files continue to be secured in the Department of Nursing. The contents of the files may include, but are not limited to: APG Committee correspondence, Functional Abilities self-reports, nursing license, high school and/or college transcripts, letters of recommendation, GPA calculation worksheet, limited financial aid-related documents, Clinical Performance Evaluations, criminal background checks, drug screening results, advising worksheets, student-faculty advising and/or conference notes.

DEPARTMENT OF NURSING LABORATORIES
The Nursing Learning Laboratory (NLL) is located in Klinefelter Hall, 4th floor. Available lab hours for student practice are posted outside the NLL; the Laboratory is locked after hours for security purposes. At faculty discretion, the NLL may be opened at times other than scheduled hours. The Simulation Laboratory is located in Klinefelter Hall, 4th floor and is open as needed.

DEPARTMENT OF NURSING GRADING SYSTEM
1) DIDACTIC COURSE GRADE
   The grade must be at least a "C" to pass the course and progress. Anyone receiving a grade below a 'C' must repeat the course in order to progress in the nursing program. (Refer to admission and progression criteria).

Percentage	Letter	Grade Point
93-100	A	4.0
84-92	B	3.0
75-83	C	2.0
66-74	D	1.0
≤ 65	F	0.0

   Cumulative course grades are available to students on Blackboard and/or via respective faculty. Students may obtain their summative course grades on-line via Campus Connection.

2) CLINICAL COURSE GRADE
   The Dickinson State University Department of Nursing utilizes a satisfactory/unsatisfactory (S/U) clinical grading system. The Clinical Performance Evaluation (CPE) delineates standards of respective clinical competencies (as outlined in this Policy Handbook).

CLINICAL GRADE: PROBATION AND COURSE FAILURE
Student performance is evaluated during each clinical experience utilizing the Clinical Performance Evaluation, nursing care plan rubric and/or other clinical rubrics.

Any student who receives a "U" for one of the skill return demonstrations or a "U" as a SUMMATIVE clinical rotation grade in <u>any</u> competency will be placed on clinical probation. Clinical probation is a warning to the student that minimum clinical performance has not been attained.

Any student receiving a second "U" during a skill return demonstration or a second "U" as a summative rotation grade in <u>any</u> competency will receive a "U" for their summative clinical course grade and will be unable to progress in the nursing program.

Progression in the nursing program is dependent upon the receipt of a summative clinical course grade of "S". The following examples depict this policy:

Example #1	SKILL RETURN DEMONTRATIONS	GRADE	RESULTS
Student earns:	#1	U	Placed on clinical probation
	#2	U	Receives "U" as summative clinical course grade. Is unable to progress in the nursing program.

Example #2	SUMMATIVE COMPETENCY	ROTATION	GRADE	RESULT
Student earns:	Professionalism	1	U	Placed on clinical probation
	Professionalism	2	S	Continues in nursing program
	Assessment	2	U	Receives "U" as summative clinical course grade. Is unable to progress in the nursing program.

Should a student receive a grade of "U" in multiple competencies within <u>one</u> summative clinical rotation <u>and</u> said unsatisfactory summative clinical rotation grade is the <u>first</u> unsatisfactory summative clinical grade the student has ever received within the respective nursing course, the student will receive a "U" for that clinical rotation and be placed on clinical probation. The student must demonstrate competency by receiving a summative clinical rotation grade of "S" in all remaining clinical competencies within that course. Failure to demonstrate satisfactory performance in all competencies will result in a "U" for a final clinical course grade and non-progression in the respective nursing program. Progression in the nursing program is dependent upon the receipt of a summative clinical course grade of "S". The following examples depict this policy:

Example #3	COMPETENCY	ROTATION	GRADE	RESULT
Student earns:	Professionalism	2	U	Placed on clinical probation
	Communication	2	U	Placed on clinical probation
	Assessment	2	U	Placed on clinical probation
	Professionalism	3	S	Continues in nursing program
	Communication	3	S	Continues in nursing program
	Caring Interventions	3	S	Continues in nursing program

Example #4	COMPETENCY	ROTATION	GRADE	RESULT
Student earns:	Professionalism	2	U	Placed on clinical probation
	Nursing Process	2	U	Placed on clinical probation
	Safety	2	U	Placed on clinical probation
	Professionalism	4	S	
	Nursing Process	4	S	
	Safety	4	S	
	Quality Improvement	4	U	Receives a "U" as summative clinical course grade. Is unable to progress in the nursing program.

If a student receives a "U" in the LAST rotation/skill return of ANY clinical course, the student is in jeopardy of failing the clinical course. The nursing faculty teaching the clinical course shall determine the summative clinical course grade which may be an 'S' or 'U'. The following example depicts this policy:

Example #5	COMPETENCY	ROTATION	GRADE	RESULT
Student earns:	Professionalism	1-3	S	Continues to last clinical rotation
	Communication	1-3	S	
	Caring Interventions	1-3	S	
	Professionalism	4	S	Faculty determine the summative course grade which may be an "S" or "U"; a "U" as a summative course grade results in student being unable to progress in the nursing program
	Communication	4	S	
	Caring Interventions	4	U	

STUDENT RESPONSIBILITIES IN MEETING COURSE REQUIREMENTS

The student enrolled in the nursing program will:

a. uphold the values of the Department of Nursing: Caring, Integrity, Respect, Advocacy and Accountability.

b. assume responsibility for all classroom and clinical preparation.

c. complete all course work independently unless directed otherwise by faculty (i.e. group work)

d. attend all scheduled class and clinical sessions, seminars, demonstrations, field trips, and workshops as designated. Clinicals may be scheduled on days, evenings, nights, weekdays, and/or weekends (refer to Class Attendance Policy, DSU Catalog).

e. arrive on time for class or clinical sessions; attendance will be taken.

f. hand in assignments at the day and time designated by the faculty. Failure to do so **may** result in points being deducted in a didactic course, or an "Unsatisfactory" clinical rotation and/or course grade.

g. practice honesty at all times. Academic misconduct or other misconduct designated by the university will NOT be tolerated. Refer to the Student Code of Conduct in the DSU Student Handbook.

TESTING POLICY

All exams will be administered in person via Blackboard. There are basic standards to each exam and some progression in rigor as students advance in the nursing program.

- N1: Exams will be timed (1.5 minutes per question), questions randomized, all questions available, and must be completed in one sitting (forced completion).
- N2/N3/N4: Exams will be timed, questions randomized, 1 question per page without ability to backtrack, and must be completed in one sitting (forced completion).
- In addition, exams will require the use Respondus Lockdown Browser for exam security.

Students should follow the following guidelines to maintain academic honesty during test taking:

- All belongings must be placed at the side of the room (pencil, beverage, and your computer is all that will be allowed at your desk).
- Calculators and scrap paper will be provided to students if necessary.
- Absolutely no textbooks, notes, or other resources are allowed at each workspace.
- No websites/resources located on a student's computer can be utilized during the exam (Respondus Lockdown Browser required).

- At least one desk should be between each student (if possible).
- Students must stagger, so they are not sitting by someone they normally sit next to in class.
- Once the exam has begun, students are not allowed to leave the classroom unless in case of an emergency.
- Students are not allowed to ask content-based questions during the exam.
- Cell phones and smart watches must be turned off and placed with the student's belongings.
- If a student is going to be late to the exam, they should contact the faculty immediately. Based on circumstances of student tardiness to the exam, faculty have the discretion to give zero points or offer partial credit for that exam.
- Students receiving testing accommodations through the SOAR Center are expected to schedule the exam via email with the SOAR Proctoring Center and include the appropriate professor within that communication for each exam not taken in the classroom.

DSUlive
If a student registers for a nursing course in DSUlive, they must complete the course in that modality, and are expected to participate synchronously unless excused per the Dickinson State University Class Attendance Policy.

Students who attend and participate in the Nursing course(s) via DSUlive are expected to:
- Meet the PC and/or Laptop computer requirements of DSU (Chromebooks and cell phones are not compatible).
- Have cameras and microphones on.
- Actively participate and answer and ask questions and will be assigned group projects at the faculty's discretion.

As outlined in the syllabus, there are particular days all students (FTF and DSUlive) will be required to attend class in person. Including but not limited to:
- Orientation to Didactic and Clinical Courses
- Unit/course examinations
- ATI Proctored Assessments (Exams)
- All clinical courses. There is no DSUlive option for clinical courses.

Students who must complete exams remotely will be proctored and will be responsible to pay the associated proctoring fees. Students should coordinate with faculty regarding the appropriate proctoring platform.

STUDENT ABSENCE
If the student is unable to attend <u>any</u> nursing class or clinical experience, it is his/her responsibility to:
1. Notify the faculty involved BEFORE the classroom, exam/quiz, lab or agency based clinical begins. The student absence will be evaluated on an individual basis by respective faculty to determine whether the absence is excused or unexcused. For related information refer to the Class Attendance Policy in the DSU Catalog and the Student Responsibilities in Meeting Course Requirements (i.e. academically related and institutionally sponsored activities).
   a. Classroom Absence
      The student must notify the faculty member involved prior to missing any class. In the event the student's absence is determined to be excused and coincides with an exam/quiz, the examination will be scheduled at a date and time established by the faculty. The examination format and content used will be at the faculty's discretion. If the decision is made that the student's absence is unexcused, the student will not be allowed to make up the examination/quiz and he/she will receive 0 points.

b. Clinical Absence – Agency, Nursing Learning or Simulation Laboratory
The student must call and speak directly to the clinical faculty, preferably the evening prior to clinical. If the student cannot reach the faculty involved, he/she should leave a message for the faculty at the clinical site prior to the start of the clinical shift. If the student's absence is determined to be excused, the student and faculty will collaborate to arrange an alternative clinical. If the absence is determined to be unexcused, the student will receive an unsatisfactory grade in the respective experience/rotation; repeated absence is sufficient cause for clinical course failure.

ACADEMIC MISCONDUCT

The Department of Nursing faculty does not tolerate academic misconduct by students in nursing courses. When faculty has substantial evidence that academic misconduct has occurred, the faculty can determine the degree of penalty within the faculty's own jurisdiction (i.e. providing a failing course grade). Students may appeal this decision through the Academic Misconduct and Grade Appeals Process found in the DSU Student Handbook. If the evidence presented in the Appeals Process supports the accusation that academic misconduct has occurred, the student may be terminated from the nursing program.

CLASSROOM and/or CLINICAL REMOVAL/DISMISSAL

The Department of Nursing faculty reserves the right to immediately remove any student from a class or clinical, whose behavior and/or practice (during or outside of the class or clinical) makes it inadvisable for the student to remain in the setting. Furthermore, based on the severity of the situation, the decision will be made to either place the student on probation or dismiss him/her from the nursing program. This policy will be enforced regardless of the student's progression in the nursing program.

Classroom and/or clinical removal/dismissal is justified, but not limited to the following:
A student who/is:
- Does not demonstrate the Departmental values of Caring, Integrity, Respect, Advocacy and/or Accountability
- Endangers faculty, staff, self, others, and patients/clients
- Is unprofessional or unsafe and negatively affects the mental, emotional, or physical welfare of faculty, staff, self, others, and patients/clients
- Inadequately prepared for class, or inadequate preparation and/or knowledge for assigned patient/client care, as determined by the faculty
- Unsafe nursing practice may or may not result in injury to the faculty, staff, self, others, and patient/client
- Does not adhere to Department/University and/or clinical facility policies or standards
- Breaches confidentiality including but not limited to verbal statements, written communications and/or social media postings
- Insubordinate, uncooperative, and/or unprofessional
- Physically, emotionally or verbally abusive to faculty, staff, self, others, and patients/clients
- Harasses faculty, staff, others, or patient/client
- Fails to report significant data to appropriate sources
- Sleep deprived or ill
- Suspected or found to be under the influence of alcohol or drugs (illegal, over the counter and/or prescription)
- Convicted of a felony during the academic year; students are required to self-report any felony to their faculty advisor and/or Chair
- Requested to be removed from the clinical agency by staff because performance is deemed unprofessional or unsafe to the mental, emotional, or physical welfare of staff, self, others, and patient/client

The following procedure is to be adhered to when an incident occurs during the clinical course:
A. The faculty member will direct the student to leave the clinical setting following the incident occurrence after all appropriate follow-up and paperwork is completed.

B. The faculty member will assign a grade of 'U' (unsatisfactory), in the competency respective of the incident on the student's 'Clinical Performance Evaluation' or on the 'Skill Return Rubric'.
C. The incident will be documented by the faculty and signed by both the faculty member and the student and placed in the student's file. A copy will be given to the student. The student's signature indicates they have read the documentation. If the student refuses to sign the form, it is noted in writing by the faculty member.
D. The decision to remove the student from clinical will be reviewed by the respective clinical faculty member within one class day for subsequent action, which will be communicated to the student.
E. Faculty consultation with the student AND faculty approval to return to clinical is required prior to the student returning to the clinical setting.
F. Subsequent actions will include either the student being:
   i. Placed on Clinical Probation, or,
   ii. Dismissed from the nursing program.

   If the student is placed on Clinical Probation:
   • He/she may be required to participate in activities designed to correct the situation and/or enhance the student's learning. These activities will be determined and assigned by the respective clinical faculty member to continue in the clinical course.
   • A subsequent 'U' grade obtained during the same clinical *course* will result in a 'U' for the summative course grade. Students who receive a 'U' as a summative course grade are unable to progress to the next semester and must apply for readmission to the nursing program when eligible to do so. (See the <u>Department of Nursing Policy Handbook</u> '*Clinical Grade: Probation and Course Failure'* and non-progression policies).

   If the student is dismissed from the program:
   • The student has the right to apply for readmission to the nursing program in accordance with the admission requirements outlined in the <u>Department of Nursing Policy Handbook</u>. The circumstances leading to the dismissal will be considered in the re-admission process/decision.

G. The clinical faculty member will consult with the Department of Nursing, Admission, Progression and Graduation (APG) Committee when he/she considers this consultation is needed. *<u>The student's immediate dismissal from the nursing program may be deemed necessary by the APG Committee, as determined by the severity of the infraction</u>*. When deemed appropriate, the student will NOT be allowed to continue in the clinical course, will receive a *course* grade of 'U', and will be dismissed from the program.

The student may initiate the formal appeals process regarding any action taken, as described in the <u>DSU Student Handbook</u>.

CLIENT CONFIDENTIALITY
Given the sensitive, highly personal nature of health services and federal HIPAA regulations, students have an obligation to ensure that the legal, ethical, and moral standards of confidentiality are upheld. All client information is considered confidential and is not to be released except when required by law. Any breach of confidentiality is to be treated as a disciplinary matter; refer to 'Classroom and/or Clinical Removal/Dismissal' policy. Students are required to sign confidentiality statements at the request of respective clinical healthcare facilities.

PATIENT CARE POLICY
Should the need arise, students are to utilize the agency protocol for summoning the agency's emergency response team. The students' role during cardiopulmonary resuscitation (CPR) is strictly to observe. Students are not to participate in the resuscitation.

Students may be assigned to care of patients who are diagnosed with, or are being investigated, for having an infectious disease (i.e., COVID) that requires the nursing staff to wear an N95 respirator mask and proper Personal Protective Equipment (PPE). In order to maintain safety for students, faculty, healthcare staff and patients, all students must:
   a. Be properly fit tested for the clinical agency-specified N95 respirator mask, as arranged by the faculty

b.   Return demonstrate how to properly don and doff (remove and/or store) the N95 mask as required by the clinical agency, and don and doff the required PPE

c.   Ensure they have the proper agency-specified mask and PPE, and wear these at all times when caring for the assigned patient(s)

d.   Expect some acute care clinical agencies (e.g., hospital and area clinics) may continue to require staff and students to wear KN95 masks in these setting when caring for other patients.

Students will not be assigned to care for, nor should they participate in the care of:

a.   Patients who are alleged victims and/or alleged perpetrators of criminal acts

b.   Patients who refuse student care

EXPECTATIONS OF STUDENTS FOR CLINICAL

Clinical courses are included in each semester of the AASPN and BSN programs. These courses are conducted on-and off-campus and include a variety of learning experiences that are aligned with the specific course within the nursing education program. The on-campus clinical rotations/experiences are generally conducted within the Department of Nursing; the off-campus rotations/experiences are conducted in a variety of settings with opportunities to meet the course learning outcomes. Clinical rotations are generally held Monday through Friday, however other time frames such as evenings, nights, Saturdays and Sundays are included. This allows the student to experience various shift routines that are common within the nursing profession.

Faculty collaborate with clinical personnel and department managers are given a clinical rotation schedule and guidelines/objectives. Faculty maintain an open line of communication with the clinical agency personnel to address any concerns relative to student experiences and collaborate to evaluate clinical at the end of each semester.

During clinical experiences, the student is part of the nursing team as a learner, not as a service person or 'employee' of the clinical agency.

Students need to be aware that each off-campus clinical agency has its own policies and procedures that govern nursing practice in *their* facility. These policies and procedures will vary based on the clinical agency and/or setting (acute care, long term care, community/public health, etc.) where care is provided. Students are not required to read all of an agency's policies and procedures; however, students may need to read and understand designated policies and procedures for particular agencies and/or departments prior to beginning specified clinical course rotations. When this is deemed necessary, the faculty will provide the required information, the students will be required to read the information and sign a statement indicating they have reviewed the information **prior to** starting clinical. Students who have not verified that they have read the required information will not be allowed to attend clinical and will receive an Unsatisfactory (U) clinical grade for each clinical out of compliance.

In addition, students may be required to review pertinent policies and/or procedures of the agency and/or setting prior to implementing specified nursing skills.

CLINICAL ATTENDANCE

Students must arrive on time for clinical and attend pre and post conferences as scheduled.
Students are to remain in the **assigned** clinical areas.
Students **MUST** stay in the clinical agency for all meals and/or breaks.
Smoking breaks are not permitted.
When a student needs to leave their assigned clinical care area they must first report to the clinical faculty and the appropriate agency personnel.

FACULTY ABSENCE AND CANCELLING CLINICAL

The faculty will:
1. notify the clinical agency and Department of Nursing.
2. attempt to notify students of absence prior to the clinical experience if possible.
3. notify students at the clinical agency (if not previously notified).
4. plan clinical make-up at her/his discretion.

SUPERVISION OF CARE

Students **MUST** notify nursing faculty of all non-/invasive skills and procedures to be performed **PRIOR** to implementation. All **INVASIVE** procedures **MUST** be supervised directly by nursing faculty or by the faculty's designee. When faculty deem student performance satisfactory and the student is told so by the faculty, patient care and invasive procedures may not require direct supervision.

STUDENT HEALTH STATUS IN CLINICAL SETTINGS

All students are expected to assume responsibility for self-protection and health maintenance in any clinical setting. The following policies are made in the interest of student safety:

- Should a student have change(s) in their health status (i.e., physical and/or mental illness, major surgery or childbirth) which may limit their ability in the clinical area, she/he must submit a written statement from their physician documenting these limitations prior to the first clinical experience or returning to clinical. In addition, it is the student's responsibility to keep the Department of Nursing faculty informed about any subsequent changes to her/his condition.

- **Students MUST notify faculty of pregnancy status.** Students must assume their own responsibility to avoid direct contact with x-rays and/or diseases that could have adverse effects on the mother and/or fetus. These may include: chicken pox, cytomegalovirus, enterovirus, Hepatitis B, HIV/AIDS, Herpes Simplex, Influenza, Measles, Mumps, Polio, Rubella, Syphilis, Toxoplasmosis, TB, etc.

- All student injuries incurred during clinical must be reported immediately by the student to the clinical nursing faculty.

NEEDLESTICK INJURY / BLOOD BORNE PATHOGEN EXPOSURE

Students incurring a needle stick injury or exposure to blood borne pathogens must receive immediate follow-up health care as appropriate.
Student responsibilities:
1. cleanse the injury site with soap and water.
2. **immediately** notify clinical nursing faculty and/or appropriate agency personnel of the incident.
3. complete agency protocol and incident reports as required.
4. obtain medical attention from a healthcare provider of choice within 24 hours, regarding the need for post-exposure follow-up and treatment for possible exposure to blood borne pathogens, specifically for the Hepatitis B and C Virus, Tetanus and Human Immunodeficiency Virus.
5. accept all responsibility for any healthcare problems related to the injury.
6. incur all costs of obtaining medical treatment.

Faculty responsibilities:
1. assist students to complete agency's reporting requirements.
2. complete the University's incident report form.
3. encourage and assist the student to obtain medical attention.
4. document follow-up information in the student's file.

INCIDENT REPORTS

Any incidents concerning students will be recorded on the appropriate form within the clinical setting. Faculty are to also complete a Dickinson State University Incident Report Form. The Incident Report is

forwarded to the Chair and the Emergency Management Coordinator for State Risk Management notification.

INCLEMENT WEATHER PROCEDURE

1. If conditions are such that it is anticipated clinical MAY be cancelled the following day, students are notified this MAY HAPPEN. Students should ensure faculty always have a current telephone number by which to reach them, should clinical be cancelled.
2. If the NDUS Campus Alert system announces the DSU campus will be closed due to inclement weather, clinical will also be cancelled.
3. After the latest available road conditions and weather reports are reviewed, involved faculty and the Department Chair will make the determination as to whether to cancel clinical by approximately 5:30 a.m. the morning of clinical.
4. Involved students and clinical agencies will be notified when clinical has been cancelled.
5. Students are cautioned to "USE THEIR JUDGEMENT" and **not** take chances with driving during inclement weather conditions and consult with faculty as needed.
6. If inclement weather preempts class, **STUDENTS ARE RESPONSIBLE FOR COURSE CONTENT AS DELINEATED ON THE SYLLABUS/COURSE CALENDAR.**
7. Clinical will be rescheduled at the faculty's discretion.

CELL PHONES

Cell phones are not to be used in classrooms or in clinical settings. If smartwatches are used in the clinical setting, notifications must be turned off.

CHAIN OF COMMAND

Issues of student concern in clinical and theory courses are to be discussed with the faculty member involved **first**. If there is a need for further discussion, the student is to UTILIZE THE CHAIN OF COMMAND: Faculty member, Coordinator, Chair, Dean (CEBAS) & Provost/Vice President for Academic Affairs.

APPEALS PROCESSES

Academic Appeals

Students may appeal decisions of non-progression in the nursing program through the University's Grievance Procedure adapted from the Student Code of Conduct (Policy and Grade Appeal Form available on the DSU website).

Non-Academic Appeals

The Department of Nursing provides a mechanism of due process to appeal non-academic matters where there are questions regarding Department of Nursing policy-related decisions.

Should the student believe his/her rights as defined in the DSU Student Handbook (Student Rights and Responsibilities) have been violated in these decisions, or disagrees with the policy-related decisions, the following procedures can be implemented to resolve the situation:

Informal Resolution Phase:

Step 1. The student/appellant claiming a violation of student rights (as defined) or in disagreement with a policy-related decision shall file such a claim in writing with the involved nursing faculty within 10 school days after the incident. This written claim shall include a detailed, factual account of the situation in question. This is the first level of the informal resolution phase.

Step 2. The involved nursing faculty must respond to the student/appellant within 10 school days of the initial receipt of the written allegation.

Step 3. An informal meeting is arranged between the appellant and the involved nursing faculty. At this meeting, the involved nursing faculty explains the rationale for the course of action taken. After this

meeting, the involved nursing faculty may choose to continue or change the initial course of action. The decision of the involved nursing faculty is communicated in writing to the student/appellant within 10 school days of the informal meeting.

Step 4. If the student/appellant is not satisfied with the clarification or action resulting from the informal meeting with the involved nursing faculty, the student/appellant has the option to carry the appeal to the Team or Level Coordinator. The student/appellant must notify the Team or Level Coordinator in writing that she/he requests a further review of the appeal within 10 school days after the receipt of the written response from the involved nursing faculty. This is the second level of appeal.

Step 5. At the Coordinator level, various perspectives of the situation are examined:
   a. The Coordinator shall first examine any pertinent documents (e.g. policies, written correspondence) in order to become familiar with the situation.
   b. The Coordinator interviews both the student and the involved nursing faculty. This interview may be accomplished in a joint session but most often is done in separate sessions. At the interviews, both the student appellant and the involved nursing faculty present her/his case and submit any pertinent evidence related to the issue. The Coordinator may ask either party for clarification.
   c. The Coordinator then makes a written recommendation for resolving the appeal within 10 school days after the receipt of the request for review of the appeal. This recommendation is sent to the student appellant and the involved nursing faculty. **The Coordinator recommendation is not binding on any party**.

Step 6. If the student is not satisfied with the Coordinator recommendation, the student may carry the appeal to the **formal resolution phase** through a written appeal to the Department of Nursing Chair requesting a formal review by the Department of Nursing ad hoc Appeals Committee within 10 days of receipt of the Coordinator recommendation.

Formal Resolution Phase:
Step 1. A written request from the student appellant to the Department of Nursing Chair requesting a formal review of the appeal by the Department of Nursing Appeals Committee triggers the third level of appeal which is binding on all parties. This action is evoked only after the informal actions have not resolved the issue. Within 10 school days of the receipt of the written request from the student/appellant requesting formal review of the appeal, the Department of Nursing Chair shall convene a Department of Nursing ad hoc Appeals Committee. The charge of the ad hoc Appeals Committee shall be to examine all pertinent evidence and render a written opinion to the Department of Nursing Chair.

Step 2. The Department of Nursing ad hoc Appeals Committee shall consist of the following members:
   a. Nursing faculty (one of which shall act as the chair)
       1 AASPN faculty member
       1 BSN faculty member

   b. Student advocate representatives consisting of the following:
       1 AASPN or BSN student representative
          The AASPN student shall represent AASPN student appeals and the BSN student shall represent BSN student appeals.
       1 Office for Student Affairs representative

Step 3. The Department of Nursing ad hoc Appeals Committee:
   a. shall first review the recommendation from the Coordinator and all pertinent documents reviewed by the Coordinator;

b. shall next interview the Coordinator, involved nursing faculty, and student appellant;
c. may gather information from other sources to formulate an opinion (i.e. records from another office);
d. after reaching a consensus, the Committee Chair renders a written opinion reflecting the ad hoc Appeal Committee's decision of what the recommended action should be in the appeal to the Department of Nursing Chair.

Step 4. Within 10 school days of the receipt of the ad hoc Appeals Committee recommendation, the Department of Nursing Chair in consultation with the Associate Provost and Dean of Instruction and/or the Provost/Vice President for Academic Affairs shall make a written decision regarding the appeal. The written decision shall be:
a. inclusive of the rationale for the decision;
b. distributed to the student/appellant, the involved nursing faculty, and the Department of Nursing ad hoc Appeals Committee Chair; and
c. binding on all parties and **final**.

Step 5. Within 10 school days of the decision, the Department of Nursing Chair shall notify all appropriate University offices of the decision and approve any document changes or actions.

Only participants listed in the procedures are to attend the appeal meetings. The non-academic appeals process pertains ONLY to POLICY matters within the Department of Nursing and does not prevent or preclude a student from utilizing the University Academic Misconduct and Grade Appeals Process, filing a grievance regarding affirmative action or sexual harassment through the University Affirmative Action Officer.

PROGRAM COMPLAINTS

Program complaints are defined as 'an expression of dissatisfaction about something or someone that is the cause or subject of protest.' Program complaints must be received in writing, be signed and dated by the complainant and forwarded to the Department Chair.

Complaints may be received from applicants, students enrolled or any persons who have concerns related to the AASPN or BSN programs.

Records reflect that program complaints and grievances receive due process and include evidence of resolution. All complaints about the program are addressed and investigated in a timely, fair and equitable manner following the Department of Nursing Policy Handbook, Non-Academic Appeals Processes, Informal and Formal Resolution Phases.

Records of program complaints are maintained in a separate 'Program Complaints' file in the Chair's office. The record will include the written complaint, all documents filed in connection with the complaint, and the concluding disposition of the complaint.

ASSOCIATE

OF

APPLIED SCIENCE

IN

PRACTICAL NURSING

SECTION

AASPN End of Program Student Learning Outcomes

Upon completion of the program, the graduate will achieve the End of Program Student Learning Outcomes (EPSLOs):

Professionalism: Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical nurse.
• Accountability   • Motivation   • Personal Appearance

Communication: Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.
• Confidentiality   • Verbal   • Nonverbal   • Written   • Information Technology

Assessment: Collect holistic objective and subjective assessment data from multiple sources.

Planning: Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.
• Nursing Diagnosis   • Goals and Outcomes • Interventions • Rationales   • Evaluation

Caring Interventions: Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.
• Safety   • Infection Control   • Basic Care and Comfort   • Skills
• Organization   • Medication Administration • Assessing Learning Needs
• Collaborates with Health Care Team   • Cultural Sensitivity   • Dignity

Managing: Manages care through the processes of planning, organizing and directing.
• Delegation   • Accountability

Fall, 2017

AASPN Program Research Basis

Current nursing science is used as a basis for guiding application of nursing knowledge and implementation of nursing interventions with an emphasis on evidence based practice. National, state and local standards of practice are interwoven throughout the curriculum. The Standards of Practice for Licensed Practical Nurses, as delineated by the North Dakota Board of Nursing, the National Association for Practical Nurse Education and Services (NAPNES) competencies guide the provision of nursing education in the AASPN Program.

ASSOCIATE IN APPLIED SCIENCE IN PRACTICAL NURSING PROGRAM ADMISSION REQUIREMENTS

Students not holding nurse licensure seeking admission to the first year of the AASPN Program must submit:

1. <u>Official</u> transcripts of high school course work (partial or complete), GED (if appropriate), and all college/universities attended (if appropriate). These official records must show evidence of the following:
   a. Minimum 2.25 cumulative high school or college/university GPA or minimum average standard GED score of 145 or 450.
      i. College cumulative GPA, after a minimum of one semester and with a minimum of 12 credit hours attempted or completed, supersedes the High School GPA or GED Scores for Admission.
      ii. High school students who completed early entry courses will be admitted and selected based on their high school cumulative GPA (inclusive of dual credit courses). College GPAs earned solely through early entry (while in high school) will not be used to consider an applicant for Admission.

   b. Minimum grade of 'C' (2.00) in high school or college/university algebra (submit evidence of course in process) or GED math standard score of 145 or 410.

2. A completed North Dakota University System application to Dickinson State University (available online).

3. A completed AASPN Program application to the Department of Nursing (available online or can be printed and sent to the Department of Nursing). **Application deadline is February 1ˢᵗ.** Applications received after February 1ˢᵗ will continue to be reviewed and considered. Letters of acceptance/denial are sent by the Department of Nursing in the spring.

- It is the student's responsibility to keep current contact information on file in the Department of Nursing; incorrect information may result in delay or exclusion of admission to the program.
- Provisional acceptance to the AASPN Program may be granted to students who are in the process of meeting admission requirements.
- To begin the nursing education program, all admission requirements must continue to be met up to the time the student begins the program.
- All students who have previously attended any other college/university must request a transcript audit from the Registrar, contact the Department of Nursing Chair and secure appropriate course substitution forms.
- Students who have previously taken nursing courses at any other college/university must submit copies of nursing course syllabi to the Department of Nursing for consideration of course substitution.
- Enrollment is limited to 50.
- Applications received after the deadline will be considered on a space available basis.

Admission Requirements for English as a Second Language (ESL) Applicants
(International Students are non-U.S. citizens, nor permanent residents of the United States)

An applicant whose native language is not English* (as identified in the Central Intelligence Agency (CIA) Fact Book at www.cia.gov) is required to demonstrate proficiency in the English Language. The TOEFL (Test of English as a Foreign Language), International English Language Testing System (IELTS), or the Duolingo English Test exams are considered the official DSU English Language Proficiency exams. The applicant's results of the specified test determine a student's eligibility for AASPN or BSN Program admission consideration.

Students who have completed ENGL 110, or who transfer to DSU from a regionally accredited college/university and have previously completed ENGL 110 (or equivalent course) and obtained a grade > 'C' will be considered for admission. These transfer students will not be required to take the TOEFL, IELTS, or Duolingo exams. International students applying for admission to the nursing program must complete the TOEFL, IELTS, or Duolingo exam if they have not already done so.

Minimum TOEFL scores of 22 are required for all students in the respective content areas of Listening, Reading, Speaking and Writing. Minimum IELTS scores of 6 in the respective content areas of Listening, Reading, Speaking and Writing, with an overall score of 6.5 are required for eligibility. Minimum Duolingo scores of 90 in respective content areas of Literacy (Reading), Comprehension (Listening), Conversation (Speaking), and Production (Writing), with an overall score of 115 are required for eligibility. These scores are required due to the higher degree of rigor within the nursing education majors, as well as the need for English language proficiency required of students to function effectively as a member of the healthcare team within multiple clinical settings.

Students who are unable to achieve the minimum required TOEFL, IELTS, or Duolingo scores MUST meet the following for admission consideration:
1. Attain a WritePlacer minimum score of 5; or
2. Complete ASC 088 (if WritePlacer score is below 5) with ENGL110 Composition I; and receive course grades of > 'C'.

Once the TOEFL, IELTS, and Duolingo exam scores are submitted, students **will not** be allowed to re-take the exam for Nursing Program admission consideration.
All international students must:
1. Be admitted to Dickinson State University; and
2. Complete an AASPN or BSN Program application.

International students who are admitted to the AASPN program are not required to repeat the any of the exams for admission to the BSN program.

Students who meet the required TOEFL, IELTS, or Duolingo scores or attain a minimum grade of a "C" in ASC 088 and ENGL110, or have previously completed ENGL110 (or an equivalent course) with a "C" or better will continue to be screened by the APG Committee with all other applicants, and must also meet the other established admission criteria.

Social Security Number Needed
Prior to graduation, all permanent residents and international students must obtain a U. S. Social Security number to be eligible to take the respective nurse licensure exam.

VOCATIONAL/CERTIFICATE LPNs ENTERING THE ASSOCIATE IN APPLIED SCIENCE IN PRACTICAL NURSING PROGRAM ADMISSION REQUIREMENTS

Vocational/certificate LPNs seeking admission to the second year of the AASPN Program must meet the admission and selection criteria for the AASPN Program as noted. They must also have:

1. Graduated from a state-approved PN program.

2. A minimum grade of 'C' (2.00) in required first year courses of BIOL 111A – Concepts of Biology, CHEM 115/115L - Introductory Chemistry/Lab, BIOL 220 – Anatomy & Physiology I, PSYC 111 - Introduction to Psychology, PSYC 250 - Developmental Psychology, or equivalent courses.
   Vocational LPN graduates may be admitted to the AASPN Program without meeting all pre-requisites as stated above provided the individual graduated from an approved nursing education program. However, they must provide evidence of satisfactory attainment of all required courses in the major prior to graduation from the AASPN Program.

3. Received academic credit for nursing courses from a regionally accredited institution. (Nursing credits transferred or awarded will be recorded on the DSU transcript but will not apply toward degree completion until students have successfully completed nursing courses [NURS prefix] equivalent to approximately one semester of full-time nursing course work).

   -OR-
   Successfully complete NLN's PN FUNDAMENTALS Exam to receive academic credit for NURS 121/198A – Basic Nursing Concepts I/Clinical I, NURS 131/198B – Basic Nursing Concepts II/Clinical II, and NURS 240 – Fundamentals of Nutrition, if necessary.
   A. The exams must be completed by August 1st.
   B. Costs associated with the exams are incurred by the prospective student and must be paid prior to the exams being ordered and proctored. A proctoring fee is required for students not enrolled at DSU.
   C. The exam(s) may be repeated only **once.**

4. Submitted verifiable evidence of unencumbered nurse licensure (or evidence of pending licensure). This includes state where licensed and licensure type for verification on NURSYS.

   - Provisional acceptance to the second year of the AASPN program may be granted to students who are in the process of meeting admission criterion #4. For full acceptance, the student must provide verifiable evidence of unencumbered nurse licensure. To begin the second year, all admission requirements must continue to be met.
   - Graduates of vocational PN programs who fail the NCLEX-PN exam may continue to apply for admission to the second year of the AASPN program pending space availability. Upon graduating with the AASPN degree, the graduate is also eligible to take the NCLEX-PN exam, if they have not yet passed.

PROGRESSION REQUIREMENTS FOR THE AASPN PROGRAM

The student must have:

1. A 2.00 ("C") *or better* or "S" where applicable in each nursing course: NURS 121/198A - Basic Nursing Concepts I/Clinical I, NURS 131/198B - Basic Nursing Concepts II/Clinical II, NURS 215 - Introduction to Pharmacology, NURS 240 - Fundamentals of Nutrition, NURS 231 - Psych/Mental Health Nursing, NURS 241/298B - Intermediate Nursing Concepts I/Clinical I and NURS 251/298C - Intermediate Nursing Concepts II/Clinical II.

2. A 2.00 ("C") or better in each required natural science course: BIOL 111A – Concepts of Biology, CHEM 115/115L - Introductory Chemistry/Lab, BIOL 220 – Anatomy & Physiology I, BIOL 221 – Anatomy & Physiology II, BIOL 302/302L Survey of Microbiology/Lab or equivalent.

3. A 2.00 ("C") or better in PSYC 111 - Introduction to Psychology and PSYC 250 - Developmental Psychology or equivalent.

4. Maintain a minimum nursing grade point average of 2.25 to progress from the first year to the second year. A student who receives 2.00 ("C") in all nursing courses will NOT meet the progression criteria of a minimum cumulative nursing GPA of 2.25.

When required course grades are unknown, students are provisionally progressed into the next semester pending notification of successful completion of required courses.
-Students who are enrolled in the program cannot take and/or substitute coursework repeated at other colleges or universities in an effort to increase their nursing GPA.

GRADUATION REQUIREMENTS FOR THE AASPN PROGRAM

The student must have:

1. Completed the two-year sequence of courses as listed in the current Dickinson State University Academic Catalog.
2. Successfully completed a minimum of 66 credit hours.
3. A minimum 2.00 ("C") in ENGL 110 - College Comp I, ENGL 120 - College Comp II, SOC 110 - Introduction to Sociology or SOC 115 - Social Problems.
4. A minimum cumulative grade point average of 2.25 for college/university courses taken at DSU and/or transferred from other colleges/universities.
5. A minimum cumulative Nursing grade point average of 2.25 for college/university nursing courses taken at DSU including accepted transfer nursing credits. A grade of at least a "B" is required in a minimum of 6 nursing course credit hours to attain the minimum 2.25 GPA for graduation.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
CALCULATION OF CURRENT NURSING GPA FOR AASPN DEGREE

Name: _____

GPA 1st Year In AASPN Program: Completion of Fall and Spring Semester			
Course	**Credits**	**Grade/Honor Points**	**Totals**
N121 Nsg Concepts I	5	X _____	
N240 Nutrition	2	X _____	
N131 Nsg Concepts II	5	X _____	
Total Nursing Credits	**12**	**Honor Point Total**	
Divide Honor Point Total by **Total Nursing Credits (12) = Cumulative Nursing GPA= _____**			

Honor Points Scale: A=4   B=3   C=2   D=1   F=0

GPA 2nd Year In AASPN Program: Completion of Summer and Fall Semester			
Course	**Credits**	**Grade/Honor Points**	**Totals**
N231 Psych Mental Health Nsg	2	X _____	
N215 Pharmacology	2	X _____	
N241 Inter. Concepts I	4	X _____	
Total Nursing Credits	**8**	**Honor Point Total**	
Divide Honor Point Totals by **Total Nursing Credits (20) = Cumulative Nursing GPA = _____** **Total Nursing Credits: 12 credits 1st year + 8 fall semester = 20**			

GPA 2nd Year In AASPN Program: Completion of Spring Semester			
Course	**Credits**	**Grade/Honor Points**	**Totals**
N251 Inter. Concepts II	4	X _____	
Total Nursing Credits	**4**	**Honor Point Total**	
Divide Honor Point Totals by Total Nursing Credits (24) = Cumulative Nursing GPA = _____			

GPA ≥ to 2.25 – Student graduates from AASPN program and is eligible for NCLEX – PN Exam

AASPN STUDENT NON-PROGRESSION WITHIN THE NURSING PROGRAM

Students who do not attain a grade of 'C' or higher in any required didactic course or an 'S' in clinical are not eligible to progress but can apply for readmission consideration (See Readmission Following Program Withdrawal or Non-progression Policy).

Students MUST *apply* to the nursing program and meet admission requirements to be considered for readmission.

Example A:

COURSE	GRADE	RESULT
Nursing 121 Nursing 198A	D S	Does not progress, may reapply to repeat Nursing 121 and Nursing 198A (co-requisites)
Nursing 121/198A (Repeat)	C or higher/S	Continue in Program

Students who need to repeat NURS 121 must also repeat the corequisite NURS 198A – Basic Nursing Concepts I Clinical. Students who need to repeat NURS 198A – Basic Nursing Concepts I Clinical must also repeat the corequisite NURS 121.

Example B:

COURSE	GRADE	RESULT
Nursing 121 Nursing 198A	D U	Does not progress, Terminated from Program

Failure to receive a C or higher in Nursing 121 and a Satisfactory (S) grade in Nursing 198A will result in termination from the program.

Example C: **NURSING GPA**

Student did not meet the minimum 2.25 nursing GPA at the end of the N1 year. The student does not progress and is eligible to apply for readmission in order to repeat N131 (although their nursing GPA is less than a 2.25). The following example depicts this policy:

	GPA	RESULT
End of spring semester, N1	< 2.25	Does not progress, may reapply to repeat N131
Repeat N131	>2.25	Continues in the program

AASPN STUDENT TERMINATION FROM THE NURSING PROGRAM

Student termination from the nursing program(s) at DSU is a serious consequence **as students who are terminated are not eligible to apply for readmission. The following are some examples**:

Example A:

A student earning a grade of "U" in any required clinical nursing course (Nursing 198A, 198B, 298A, 298B, 298C) or a grade of "D" or "F" in any required didactic nursing course (Nursing 121, 131, 240, 231, 241, 251, 215) may repeat that particular course <u>only once</u>. If the student receives a grade of "U" in the <u>repeated</u> required clinical nursing course or a grade of "D" or "F" in the <u>repeated</u> required didactic nursing course, the student is terminated from the program.

The following example depicts this policy:

COURSE	GRADE	RESULT
Nursing 131	D	Does not progress, may reapply to repeat Nursing 131
Nursing 131 (Repeat)	D	Terminated from Program

Example B:
A student <u>may not</u> repeat more than <u>one</u> required nursing course as a result from earning a "D", "F", or "U" grade. Should the student receive a grade of "D", "F", or "U" in <u>ANY</u> required second nursing course, the student is terminated from the program. The following example depicts this policy:

COURSE	GRADE	RESULT
Nursing 131	F	Does not progress, may reapply to repeat Nursing 131
Nursing 131 (Repeat)	C or Higher	Continues in Program
Nursing 298B	U	Termination from Program

Example C:
Failing grades within two AASPN required nursing courses in co-requisites or in required nursing courses taken within the same semester results in termination from the program. The following example depicts this policy:

COURSE	GRADE	RESULT
Nursing 241 (co-requisite N298B)	D	Termination from Program
Nursing 298B (co-requisite N241)	U	

NURSING PROGRAM EXPENSES & FEES
In addition to the regular university tuition and fees, nursing students are required to pay nursing fees relative to the program in which the student is enrolled. A Class Fee of $250 is assessed for the AASPN program in each clinical course. A Testing Fee of $200 is assessed at the end of the AASPN program for the initial NCLEX-PN exam.

Students are responsible for any costs associated with maintaining program compliance (i.e., health insurance, required immunizations, laboratory tests and medical treatment). There are additional expenses such as scrubs, clinical supplies and equipment (pen lights, stethoscopes, etc.), and licensure application. Optional costs may include purchase of a DSU Department of Nursing pin and graduation-related expenses.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
AASPN CLINICAL PERFORMANCE EVALUATION CRITERIA
N198A BASIC NURSING CONCEPTS I CLINICAL

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A Satisfactory (S) / Unsatisfactory (U) grading system is used in clinical courses. Other grading options include:
- NI – Needs Improvement
- NA – Not Applicable
- NO – Not Observed

Students must obtain a final grade of "S" to pass the clinical course. See "Clinical Grade: Probation and Course Failure" policy. Students must review and initial each post-clinical evaluation. At the end of each clinical week/rotation, students are expected to reflect on their performance and complete a self-evaluation utilizing the criteria.

A. Professionalism
"S" - Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical nurse, as measured according to these competencies, the student will demonstrate:
- **Accountability** – Willingness to assume responsibility for her/his learning and one's own actions and behavior; is punctual; completes assignments in a timely manner; and uses legal and ethical principles of nursing.
- **Motivation** – Positive enthusiasm for learning; actively participates in clinical.
- **Personal Appearance** – Follows departmental and agency dress codes.

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical nurse, as measured according to the above competencies.

B. Communication
"S" - Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills, as measured according to these competencies, the student will demonstrate:
- **Confidentiality** – Protects health information; HIPAA regulations.
- **Verbal** – Appropriately sends and receives messages using therapeutic communication skills
- **Nonverbal** – Appropriately interprets, and uses nonverbal communication in a therapeutic manner consistent with verbal messages.
- **Written** – Appropriately documents patient care; clinical assignments are accurate, complete, concise and legible
- **Information Technology** – Utilizes IT to support, communicate, plan and provide client care.

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills, as measured according to the above competencies.

C. Assessment
"S" - Collect holistic objective and subjective data from multiple sources.

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"U" – Does not collect holistic objective and subjective data from multiple sources.

D. Planning
"S" - Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data, as measured according to these competencies, the student will demonstrate:
- **Nursing Diagnosis –** Contributes to nursing diagnosis based on assessment data
- **Goals and Outcomes –** Designs specific, measurable client-centered goals
- **Interventions** – Identifies nursing interventions that are supportive, restorative and promotive for the care of clients
- **Rationale** – Cites an evidence based reason for the use of each intervention
- **Evaluation** – Evaluates client's response to each intervention

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E. Caring Interventions
"S" - Demonstrate caring interventions and an empathic approach to applying safe, therapeutic, and individualized care of each client by upholding the following sub-competencies:
- **Safety** – Minimizes potential psychosocial and/or physical risks; provides safe care
- **Infection Control** – Maintains asepsis; utilizes proper principles of infection control
- **Basic Care and Comfort** – Provides activities of daily living; comforts clients as necessary
- **Skills** – Competently carries out nursing interventions following established standards
- **Organization –** Provides client care in a timely and efficient manner; organizes self and resources (i.e., equipment, personnel, supplies)
- **Medication Administration** – Administers medications adhering to the six rights of administration; monitors clients receiving pharmacologic therapy
- **Collaborates with Health Care Team** – Collaborates with team members to facilitate effective care
- **Assessing Learning Needs** – Identifies client learning needs, readiness, and preference; implements teaching plan
- **Dignity** – Provides privacy; promotes dignity
- **Cultural Sensitivity –** Respects the client's emotional, cultural, religious, and spiritual influences

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"U" – Does not demonstrate caring interventions and an empathic approach to applying safe, therapeutic, and individualized care of each client by upholding the above following sub-competencies.

F. Managing
"S" - Manages care through the processes of planning, organizing and directing, as measured according to these competencies, the student will demonstrate:
- **Delegation -** Direct aspects of client care to qualified UAPs
- **Accountability** - Maintain accountability for outcomes of care directed to qualified UAPs

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DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
AASPN Program
N198A Clinical Performance Evaluation

Student: _____   **Date:** _____

Faculty: _____   **Clinical Area or Rotation:** _____

S – Satisfactory   U – Unsatisfactory   NA – Not Applicable   NO – Not Observed   NI – Needs Improvement

Student review & initials:								
Rotation / Experience:								
Date:								
Week:								
PROFESSIONALISM								
Accountability								
Motivation								
Personal Appearance								
COMMUNICATION								
Verbal								
Nonverbal								
CARING INTERVENTIONS								
Safety								
Infection Control								
Skills								
Organization								
Dignity								

SUMMATIVE COURSE GRADE   S   U

Faculty Summative Evaluation: _____rotation:

EPSLOs

Professionalism   **S   U**
Communication   **S   U**
Caring Interventions   **S   U**

_____

Faculty   **Date**

Student Self-Evaluation: What have you learned/accomplished and which competencies are you striving to improve upon?

_____

Student   **Date**

Faculty Summative Evaluation: _____rotation:

EPSLOs

Professionalism   **S   U**
Communication   **S   U**
Caring Interventions   **S   U**

_____

Faculty   **Date**

Student Self-Evaluation: What have you learned/accomplished and which competencies are you striving to improve upon?

_____

Student   **Date**

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N198B Clinical Performance Evaluation

Student: _____   **Date:** _____

Faculty: _____   **Clinical Area or Rotation:** _____

S – Satisfactory   U – Unsatisfactory   NA – Not Applicable   NO – Not Observed   NI – Needs Improvement

Student review & initials:							
Rotation / Experience:							
Date:							
Week:							
PROFESSIONALISM							
Accountability							
Motivation							
Personal Appearance							
COMMUNICATION							
Confidentiality							
Verbal							
Nonverbal							
Written							
CARING INTERVENTIONS							
Safety							
Infection Control							
Basic Care and Comfort							
Skills							
Organization							
Medication Administration							
Dignity							
UTILIZATION OF THE NURSING PROCESS AND CARE PLAN							
ASSESSMENT							
PLANNING							
Goals and Outcomes							
Intervention							
Rationale							

SUMMATIVE COURSE GRADE   **S**   **U**

Faculty Summative Evaluation: _____ rotation:

EPSLOs

Professionalism	**S**	**U**
Communication	**S**	**U**
Caring Interventions	**S**	**U**

_____
Faculty   **Date**

Student Self-Evaluation: What have you learned/accomplished and which competencies are you striving to improve upon?

_____
Student   **Date**

Faculty Summative Evaluation: _____ rotation:

EPSLOs

Professionalism	**S**	**U**
Communication	**S**	**U**
Caring Interventions	**S**	**U**

_____
Faculty   **Date**

Student Self-Evaluation: What have you learned/accomplished and which competencies are you striving to improve upon?

_____
Student   **Date**

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DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
AASPN Program
N298B Clinical Performance Evaluation

Student: _____   **Date:** _____

Faculty: _____   **Clinical Area or Rotation:** _____

S – Satisfactory   U – Unsatisfactory   NA – Not Applicable   NO – Not Observed   NI – Needs Improvement

Student review & initials:								
Rotation / Experience:								
Date:								
Week:								
PROFESSIONALISM								
Accountability								
Motivation								
Personal Appearance								
COMMUNICATION								
Confidentiality								
Verbal								
Nonverbal								
Written								
Information Technology								
CARING INTERVENTIONS								
Safety								
Infection Control								
Basic Care and Comfort								
Skills								
Organization								
Medication Administration								
Collaborates with Health Care Team								
Assessing Learning Needs								
Dignity								
Cultural Sensitivity								
UTILIZATION OF THE NURSING PROCESS AND CARE PLAN								
ASSESSMENT								
PLANNING								
Nursing Diagnosis								
Goal and Outcomes								
Intervention								
Rationale								
Evaluation								

Faculty Summative Evaluation: _____ rotation:

	EPSLOs		
	Professionalism	**S**	**U**
	Communication	**S**	**U**
	Caring Interventions	**S**	**U**
	Assessment	**S**	**U**
	Planning	**S**	**U**

_____   _____

Faculty   **Date**

Student Self-Evaluation: What have you learned/accomplished and which competencies are you striving to improve upon?

_____   _____

Student   **Date**

Faculty Summative Evaluation: _____ rotation:

	EPSLOs		
	Professionalism	**S**	**U**
	Communication	**S**	**U**
	Caring Interventions	**S**	**U**
	Assessment	**S**	**U**
	Planning	**S**	**U**

_____   _____

Faculty   **Date**

Student Self-Evaluation: What have you learned/accomplished and which competencies are you striving to improve upon?

_____   _____

Student   **Date**

SUMMATIVE COURSE GRADE   **S**   **U**

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- **Information Technology** – Utilizes IT to support, communicate, plan and provide client care.

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills, as measured according to the above competencies.

C. Assessment
"S" - Collect holistic objective and subjective data from multiple sources.

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not collect holistic objective and subjective data from multiple sources.

D. Planning
"S" - Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data, as measured according to these competencies, the student will demonstrate:
- **Nursing Diagnosis –** Contributes to nursing diagnosis based on assessment data
- **Goals and Outcomes –** Designs specific, measurable client-centered goals
- **Interventions** – Identifies nursing interventions that are supportive, restorative and promotive for the care of clients
- **Rationale** – Cites an evidence based reason for the use of each intervention
- **Evaluation** – Evaluates client's response to each intervention

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data, as measured according to the above competencies.

E. Caring Interventions
"S" - Demonstrate caring interventions and an empathic approach to applying safe, therapeutic, and individualized care of each client by upholding the following sub-competencies:
- **Safety** – Minimizes potential psychosocial and/or physical risks; provides safe care
- **Infection Control** – Maintains asepsis; utilizes proper principles of infection control
- **Basic Care and Comfort** – Provides activities of daily living; comforts clients as necessary
- **Skills** – Competently carries out nursing interventions following established standards
- **Organization –** Provides client care in a timely and efficient manner; organizes self and resources (i.e., equipment, personnel, supplies)
- **Medication Administration** – Administers medications adhering to the six rights of administration; monitors clients receiving pharmacologic therapy
- **Assessing Learning Needs** – Identifies client learning needs, readiness, and preference; implements teaching plan
- **Dignity** – Provides privacy; promotes dignity
- **Cultural Sensitivity –** Respects the client's emotional, cultural, religious, and spiritual influences

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not demonstrate caring interventions and an empathic approach to applying safe, therapeutic, and individualized care of each client by upholding the above following sub-competencies.

F. Managing
"S" - Manages care through the processes of planning, organizing and directing, as measured according to these competencies, the student will demonstrate:
- **Delegation -** Direct aspects of client care to qualified UAPs
- **Accountability** - Maintain accountability for outcomes of care directed to qualified UAPs

"NI"-Critical components of the EPSLO were met but there is room for improvement.

"U" – Does not manage care through the processes of planning, organizing and directing, as measured according to the above competencies.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
AASPN Program
N298C Clinical Performance Evaluation

Student: _____   **Date:** _____

Faculty: _____   **Clinical Area or Rotation:** _____

S – Satisfactory   U – Unsatisfactory   NA – Not Applicable   NO – Not Observed

Student review & initials:									
Rotation / Experience:									
Date:									
Week:									
PROFESSIONALISM									
Accountability									
Motivation									
Personal Appearance									
COMMUNICATION									
Confidentiality									
Verbal									
Nonverbal									
Written									
Information Technology									
CARING INTERVENTIONS									
Safety									
Infection Control									
Basic Care and Comfort									
Skills									
Organization									
Medication Administration									
Collaborates W/The Health Care Team									
Assessing Learning Needs									
Dignity									
Cultural Sensitivity									
MANAGING									
Delegation									
Accountability									
UTILIZATION OF THE NURSING PROCESS AND CARE PLAN									
ASSESSMENT									
PLANNING									
Nursing Diagnosis									
Goal and Outcomes									
Intervention									
Rationale									
Evaluation									

Faculty Summative Evaluation: _____ rotation:

EPSLOs

Professionalism	**S**	**U**
Communication	**S**	**U**
Caring Interventions	**S**	**U**
Managing	**S**	**U**
Assessment	**S**	**U**
Planning	**S**	**U**

_____

Faculty   **Date**

STUDENT SELF-EVALUATION: What have you learned/accomplished and which competencies are you striving to improve upon?

_____

Student   **Date**

Faculty Summative Evaluation: _____ rotation:

EPSLOs

Professionalism	**S**	**U**
Communication	**S**	**U**
Caring Interventions	**S**	**U**
Managing	**S**	**U**
Assessment	**S**	**U**
Planning	**S**	**U**

_____

Faculty   **Date**

STUDENT SELF-EVALUATION: What have you learned/accomplished and which competencies are you striving to improve upon?

_____

Student   **Date**

BACHELOR

OF

SCIENCE IN NURSING

COMPLETION PROGRAM

SECTION

BSN End of Program Student Learning Outcomes

Upon completion of the program, the graduate will achieve the End of Program Student Learning Outcomes (EPSLOs):

Nursing Process: Develop an individualized plan of care by effectively utilizing the nursing process. Implement the nursing process.
• Assessment   • Diagnosis   • Planning   • Intervention   • Evaluation

Patient Centered Care: Recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs.
• Caring   • Integrity   • Respect   • Advocacy   • Accountability

Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk.
• Verbal   • Nonverbal   • Written   • Leadership   • Collaboration

Evidence Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
• Researcher   • Critical Thinking

Quality Improvement: Collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

Safety: Arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
• Prioritization   • Maintain Safety   • Medication Administration   • Infection Control
• Hand Off Communication

Informatics: Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.
• Technology

Fall, 2019

BSN Completion Program Research Basis

Current nursing science is used as a basis for guiding application of nursing knowledge and implementation of nursing interventions with an emphasis on evidence based practice. National, state and local standards of practice are interwoven throughout the curriculum. The American Nurses Association (ANA) Nursing Scope & Standards of Practice (2021), the Quality and Safety Education for Nurses (QSEN) competencies and the Standards of Practice for Registered Nurses, as delineated by the North Dakota Board of Nursing, guide the provision of nursing education in the BSN Completion Program.

Admission Requirements for English as a Second Language (ESL) Applicants
(International Students are non-U.S. citizens, nor permanent residents of the United States)

An applicant whose native language is not English* (as identified in the Central Intelligence Agency (CIA) Fact Book at www.cia.gov) is required to demonstrate proficiency in the English Language. The TOEFL (Test of English as a Foreign Language), International English Language Testing System (IELTS), or the Duolingo English Test exams are considered the official DSU English Language Proficiency exams. The applicant's results of the specified test determine a student's eligibility for AASPN or BSN Program admission consideration.

Students who have completed ENGL 110, or who transfer to DSU from a regionally accredited college/university and have previously completed ENGL 110 (or equivalent course) and obtained a grade ≥ 'C' will be considered for admission. These transfer students will not be required to take the TOEFL, IELTS, or Duolingo exams. International students applying for admission to the nursing program must complete the TOEFL, IELTS, or Duolingo exam if they have not already done so.

Minimum TOEFL scores of 22 are required for all students in the respective content areas of Listening, Reading, Speaking and Writing. Minimum IELTS scores of 6 in the respective content areas of Listening, Reading, Speaking and Writing, with an overall score of 6.5 are required for eligibility. Minimum Duolingo scores of 90 in respective content areas of Literacy (Reading), Comprehension (Listening), Conversation (Speaking), and Production (Writing), with an overall score of 115 are required for eligibility. These scores are required due to the higher degree of rigor within the nursing education majors, as well as the need for English language proficiency required of students to function effectively as a member of the healthcare team within multiple clinical settings.

Students who are unable to achieve the minimum required TOEFL, IELTS, or Duolingo scores MUST meet the following for admission consideration:
1. Attain a WritePlacer minimum score of 5; or
2. Complete ASC 088 (if WritePlacer score is below 5) with ENGL110 Composition I; and receive course grades of ≥ 'C'.

Once the TOEFL, IELTS, and Duolingo exam scores are submitted, students **will not** be allowed to re-take the exam for Nursing Program admission consideration.
All international students must:
1. Be admitted to Dickinson State University; and
2. Complete an AASPN or BSN Program application.

International students who are admitted to the AASPN program are not required to repeat the any of the exams for admission to the BSN program.

Students who meet the required TOEFL, IELTS, or Duolingo scores <u>or</u> attain a minimum grade of a "C" in ASC 088 and ENGL110, or have previously completed ENGL110 (or an equivalent course) with a "C" or better will continue to be screened by the APG Committee with all other applicants, and must also meet the other established admission criteria.

<u>Social Security Number Needed</u>
Prior to graduation, all permanent residents and international students must obtain a U. S. Social Security number to be eligible to take the respective nurse licensure exam.

ADMISSION REQUIREMENTS FOR LPN's OR RN's ENTERING
THE BSN COMPLETION PROGRAM

ASPN-LPNs, AASPN-LPNs, ASN-RNs or ADN-RNs seeking admission to the BSN Program must submit:

1. Verifiable evidence of unencumbered nurse licensure (or evidence of pending licensure). This includes state where licensed and licensure type for verification on NURSYS.

2. <u>Official</u> transcripts of previous vocational/college/university education to the Department of Nursing. These official records must show evidence of the following:

   a. a minimum 2.50 cumulative college/university GPA.

   b. a minimum 2.50 cumulative nursing GPA.

   c. a minimum grade of 'C' (2.00) in all pre-requisite courses which includes <u>all</u> AASPN courses (or equivalent) of BIOL 111A – Concepts of Biology, CHEM 115/115L - Introductory Chemistry/Lab, BIOL 220 – Anatomy & Physiology I, PSYC 111 - Introduction to Psych, BIOL 221 – Anatomy & Physiology II, PSYC 250 - Developmental Psych, ENGL 110 - College Comp I, ENGL 120 - College Comp II, SOC 110 - Introduction to Sociology or SOC 115 - Social Problems, BIOL 302/302L - Survey of Microbiology/Lab.
      ASPN/AASPN-LPN, ASN-RN, ADN-RN and diploma RN graduates may be admitted to the BSN Completion Program without meeting all prerequisites as stated above provided the individual graduated from an approved nursing education program. However, they must provide evidence of satisfactory attainment of all requisite courses in the major prior to graduation from the BSN Completion Program.

3. A completed North Dakota University System application to Dickinson State University (available online).

   A completed BSN Program application to the Department of Nursing (available online or the application can be printed and sent to the Department of Nursing). **Application deadline is February 1st.** Applications received after February 1st will continue to be reviewed and considered. Letters of acceptance/denial are sent by the Department of Nursing in the spring.

- It is the student's responsibility to keep current contact information on file in the Department of Nursing; incorrect information may result in delay or exclusion of admission to the program.
- Provisional acceptance to the BSN Completion Program may be granted to students who are in the process of meeting admission requirements. To begin the nursing education program, all admission requirements must continue to be met.
- All students who have previously attended any other college/university must request a transcript audit from the Registrar, contact the Department of Nursing Chair and secure appropriate course substitution forms.
- Students who have previously taken nursing courses at any other college/university must submit copies of nursing course syllabi to the Department of Nursing for consideration of course substitution.
- Enrollment is limited to 32.
- Applications received after the deadline will be considered on a space available basis.

ALTERNATE ADMISSION REQUIREMENTS FOR LPNs OR RNs
ENTERING THE BSN COMPLETION PROGRAM

ASPN/AASPN LPNs, ASN-RNs or ADN-RNs seeking an <u>ALTERNATE</u> ADMISSION OPTION to the BSN Program (nurses with cumulative nursing GPA $\geq$ 2.25) must have:

1. Verifiable evidence of unencumbered nurse licensure. This includes state where licensed and licensure type for verification on NURSYS.

2. A minimum **six-month** interval between licensure as a nurse and completing the NLN NACE I PN-RN Exams (Foundations of Nursing, Nursing Care of Childbearing Family, and Nursing Care of Child). Prospective students are encouraged to work as a licensed nurse prior to completing the exams.

3. Successfully passed the NLN NACE I Exams (Foundations of Nursing, Nursing Care of Childbearing Family, and Nursing Care of Child). A minimum score of 70 % (total decision score) is required on the Foundations of Nursing exam and the combined average score on the Nursing Care of Childbearing Family, and Nursing Care of Child must be 62% or greater.
   - The exams must be completed by August 1st for fall admission consideration. Costs associated with the exams are incurred by the prospective student and must be paid prior to the exams being ordered and proctored. A proctoring fee is required for students not enrolled at DSU.
   - The exam(s) may be repeated only **once.**

4. Submitted <u>official</u> transcripts of previous vocational/college/university education to the Department of Nursing. These official records must show evidence of the following:
   a. minimum 2.50 <u>cumulative</u> college/university GPA.
   b. minimum 2.25 <u>cumulative</u> nursing GPA.
   c. minimum grade of 'C' (2.00) in all pre-requisite courses (or equivalent) of BIOL 111A – Concepts of Biology, CHEM 115/115L - Introductory Chemistry/Lab, BIOL 220 – Anatomy & Physiology I/, PSYC 111 - Introduction to Psych, BIOL 221 – Anatomy & Physiology II, PSYC 250 - Developmental Psych, ENGL 110 - College Comp I, ENGL 120 - College Comp II, SOC 110 - Introduction to Sociology or SOC 115 - Social Problems, BIOL 302/302L - Survey of Microbiology/Lab.
      > *ASPN/AASPN-LPN, ASN-RN or ADN-RN graduates may be admitted to the BSN Completion Program without meeting all pre-requisites as stated above provided the individual graduated from an approved nursing education program. However, they must provide evidence of satisfactory attainment of all requisite courses in the major prior to graduation from the BSN Completion Program.*

5. Submitted a completed North Dakota University System application to Dickinson State University (available online).

6. Submitted a completed BSN Alternate Admission application to the Department of Nursing. **Application deadline is February 1st.** Applications received after February 1st will continue to be reviewed and considered. Letters of acceptance/denial are sent by the Department of Nursing in the spring.
   - It is the student's responsibility to keep current contact information on file in the Department of Nursing; incorrect information may result in delay or exclusion of admission to the program. To begin the nursing education program all admission requirements must continue to be met.
   - All students who have previously attended any other college/university must request a transcript audit from the Registrar, contact the Department of Nursing Chair and secure appropriate course substitution forms.
   - Students who have previously taken nursing courses at any other college/university must submit copies of nursing course syllabi to the Department of Nursing for consideration of course substitution.
   - Provisional acceptance to the BSN Completion Program may be granted to students who are in the process of meeting admission requirements. To begin the nursing education program, all admission requirements must continue to be met.
   - Enrollment is limited to 32.
   - Applications received after the deadline will be considered on a space available basis.

PROGRESSION REQUIREMENTS FOR THE BSN COMPLETION PROGRAM

The student must:
1. have a 2.00 ("C") or better or "S" where applicable in each nursing course: NURS 321-Health Assessment, NURS 398A-Health Assessment Clinical, NURS 328-Nursing Role Transition, NURS 316-Advanced Concepts I Adult Health, NURS 330-Nursing Research, NURS 331-Community Health I, NURS 398B-Clinical Concepts I, NURS 415-Advanced Concepts II Child Health, NURS 425-Nursing Leadership & Management, N431-Community Health II, N498A-Clinical Concepts II, NURS 416-Advanced Concepts III Special Populations, NURS 435-Synthesis and NURS 498B-Clinical Concepts III.
2. have a 2.00 ("C") or better in the required natural science course: BIOL 357-Pathophysiology.
3. maintain a minimum nursing grade point average of 2.50 to progress from the third to fourth year. A student who receives 2.00 ("C") in all nursing courses will <u>NOT</u> meet the progression criteria of a <u>minimum</u> cumulative nursing GPA of 2.50.

Students who are enrolled and taking nursing courses cannot take and/or substitute coursework repeated at other colleges or universities in an effort to increase their nursing GPA.

GRADUATION REQUIREMENTS FOR THE BSN COMPLETION PROGRAM

The student must have:
1. met degree requirements for the two-year sequence of courses as listed in the applicable Dickinson State University Catalog.
2. a minimum 2.00 ("C") in MATH 103 - College Algebra (III-C) (may substitute MATH 107-Pre-Calculus; MATH 165-Calculus I or MATH 305-Probability & Statistics), COMM 110 - Fundamentals of Public Speaking (I-C), CSCI 101 Introduction to Computers (II-A), Elective III-A (Creative Expressions), Elective III-B (Literature), II-B (Global Perspectives), and III-D (Social Science).
3. successfully completed a minimum of 126 semester hours.
4. a minimum cumulative grade point average of 2.50 for courses taken at DSU and/or transferred and accepted from other colleges/or universities.
5. a minimum 2.50 cumulative nursing GPA for nursing courses taken **during the BSN program.** A grade of at least a "B" is required in a <u>minimum</u> of at least 12 nursing course credit hours to attain the <u>minimum</u> 2.50 GPA for graduation.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
CALCULATION OF CURRENT NURSING GPA FOR BSN DEGREE

Name: _____

Honor Points Scale:　A=4　　B=3　　C=2　　D=1　　F=0

GPA 1st Year In BSN Program:　Completion of Fall and Spring Semester				
Course	**Credits**		**Grade/Honor Points**	**Totals**
N321 Health Assessment	2		X _____	
N328 Nursing Role Transition	2		X _____	
N316 Adv. Concepts I Adult Health	4		X _____	
N330 Nursing Research	2		X _____	
N331 Community Health I	2		X _____	
Total Nursing Credits	**12**		**Honor Point Total**	

Divide Honor Point Total by **Total Nursing Credits (12) = Cumulative Nursing GPA= _____**

GPA 2nd Year In BSN Program:　Completion of Fall Semester				
Course	**Credits**		**Grade/Honor Points**	**Totals**
N415 Adv. Concepts II Child Health	2		X _____	
N425 Nursing Leadership & Mgmt	3		X _____	
N431 Community Health II	3		X _____	
Total Nursing Credits	**8**		**Honor Point Total**	

Divide Honor Point Totals by **Total Nursing Credits (20) = Cumulative Nursing GPA = _____**
Total Nursing Credits: 12 credits 1st year + 8 fall semester = 20

GPA 2nd Year In BSN Program: Completion of Spring Semester				
Course	**Credits**		**Grade/Honor Points**	**Totals**
N416 Adv. Concepts III Special Pop.	2		X _____	
N435 Synthesis	2		X _____	
Total Nursing Credits	**4**		**Honor Point Total**	

Divide Honor Point Totals by Total Nursing Credits (24) = Cumulative Nursing GPA = _____

GPA $\geq$ to 2.50 – Student graduates from BSN program and is eligible for NCLEX – RN Exam

BSN STUDENT NON-PROGRESSION WITHIN THE NURSING PROGRAM

Students who do not attain a grade of 'C' or higher in any required didactic course, an 'S' in clinical, or maintain a minimum 2.50 nursing GPA at the end of the spring semester in the N3 year are NOT eligible to progress; however, they can apply for readmission consideration.

Students MUST *apply* to the nursing program and meet admission requirements to be considered for readmission.

Example A:

COURSE	GRADE	RESULT
Nursing 330	D	Does not progress, may reapply to repeat Nursing 330
Nursing 330	C or higher	Continue in Program

Example B: **NURSING GPA**

Student did not meet the minimum 2.50 nursing GPA at the end of the N3 year. The student does not progress and is eligible to apply for readmission in order to repeat a didactic nursing course (although their nursing GPA is less than a 2.50). The following example depicts this policy:

	GPA	RESULT
End of spring semester, N3 year	<2.50	Does not progress, may reapply to repeat a didactic nursing course
Repeat a didactic nursing course	>2.50	Continues in the program

BSN STUDENT TERMINATION FROM THE NURSING PROGRAM

Student termination from the nursing program(s) at DSU is a serious consequence **as students who are terminated are not eligible to apply for readmission. The following are some examples:**

Example A:

A student earning a grade of "U" in any clinical nursing course or a grade of "D" or "F" in any didactic nursing course may repeat that particular course <u>only once</u>. If the student receives a grade of "U" in the <u>repeated</u> clinical nursing course or a grade of "D" or "F" in the <u>repeated</u> didactic nursing course, the student is terminated from the program. The following example depicts this policy:

COURSE	GRADE	RESULT
Nursing 321	F	Does not progress, may reapply to repeat Nursing 321
Nursing 321 (Repeat)	D	Termination from Program

Example B:

A student <u>may not</u> repeat more than <u>one</u> required nursing course as a result from earning a "D", "F", or "U" grade. Should the student receive a grade of "D", "F", or "U" in <u>ANY</u> required second nursing course, the student is terminated from the program. The following example depicts this policy:

COURSE	GRADE	RESULT
Nursing 415	F	Does not progress, may reapply to repeat Nursing 415
Nursing 415 (Repeat)	C or higher	Continue in Program
Nursing 498B	U	Termination from Program

Example C:

Failing grades within any two BSN required nursing course co-requisites or in required nursing courses taken within the same semester results in termination from the program. The following example depicts this policy:

COURSE	GRADE	RESULT
Nursing 435 (co-requisite N498B)	D	Termination from Program
Nursing 498B (co-requisite N435)	U	

Example D: NURSING GPA

Student did not meet the minimum 2.50 nursing GPA at the end of the N3 year, and subsequently also did not attain a minimum 2.50 nursing GPA when they repeated a didactic nursing course; the student is terminated from the program. The following example depicts this policy:

	GPA	RESULT
End of spring semester, N3 year	<2.50	Does not progress, may reapply to repeat a didactic nursing course
Repeats a didactic nursing course, and GPA remains low	<2.50	Termination from program

NURSING PROGRAM EXPENSES & FEES

In addition to the regular university tuition and fees, nursing students are required to pay nursing fees relative to the program in which the student is enrolled. A $300 Program Fee is assessed for **EACH** semester a student is listed as a BSN major **AND** they are taking a course with the NURS prefix *regardless of whether they are a licensed RN;* this fee cannot be waived. The BSN Program Fees are also used to cover the $200 application fee for the initial NCLEX-RN exam.

Students are responsible for any costs associated with maintaining program compliance (i.e., health insurance, required immunizations, laboratory tests and medical treatment). There are additional expenses such as scrubs, clinical supplies and equipment (pen lights, stethoscopes, etc.), and licensure application. Optional costs may include purchase of a DSU Department of Nursing pin and graduation-related expenses.

CPR REQUIREMENT

Students in the BSN program must provide evidence of CPR certification upon entering the program and maintain certification throughout the program. *BSN students who do not submit evidence of current CPR re-/certification by the faculty-designated date(s) are not allowed to participate in clinical and will receive an Unsatisfactory (U) grade for each clinical experience/day they are out of compliance and risk being placed on probation and/or failing the clinical course*.

Evaluation of student performance is an integral part of the BSN clinical course. The nursing faculty developed the Clinical Performance Evaluation (CPE) incorporating the Department's mission, vision, and philosophy. The American Nurses Association (ANA) Scope and Standards of Practice (2021), the Quality and Safety Education for Nurses (QSEN) competencies and the Standards of Practice for Registered Nurses as delineated by the North Dakota Board of Nursing guides the end of program student learning outcomes (EPSLOs), course student learning outcomes and clinical competencies outlined below. Formative evaluation occurs after each clinical experience, and summative evaluation occurs at the end of the clinical rotation and the end of the course.

A Satisfactory (S) / Unsatisfactory (U) grading system is used in clinical courses. Other grading options include:
- NA – Not Applicable
- NO – Not Observed

Students must obtain a final grade of "S" to pass the clinical course. See "Clinical Grade: Probation and Course Failure" policy. Students must review and initial each post-clinical evaluation. At the end of each clinical week/rotation, students are expected to reflect on their performance and complete a self-evaluation utilizing the criteria.

Nursing Process Written/Implementation
"S" - Develop an individualized plan of care by effectively utilizing the nursing process.
"S" - Implement the nursing process, as measured according to these competencies, the student will:
- Assessment - Collect holistic objective and subjective data from multiple sources
- Diagnosis - Select the nursing diagnosis based on assessment data
- Planning - Design specific, measurable client-centered goals
- Interventions - Identify/Implement nursing interventions that are supportive, restorative and promotive for the care of clients
- Evaluation - Evaluate client's response to each intervention

"U" – Unable to develop an individualized plan of care by effectively utilizing the nursing process.
"U" – Unable to implement the nursing process, as measured according to the above competencies.

Patient Centered Care
"S" - Recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to these competencies, the student will:
- **Caring -** Protects, promotes and optimizes health through human nurturing, warmth and connectedness.
- **Integrity -** Demonstrate personal and professional ethics, honesty, and integrity
- **Respect -** Demonstrate respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation (equity, inclusion, social justice).
- **Advocacy -** Provide holistic care encompasing awareness and protection of human rights
- **Accountability -** Accept responsibility for one's own learning, actions and attitudes
"U" – Unable to recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to the above competencies.

Teamwork and Collaboration
"S" - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to these competencies, the student will:
- **Communication**
  - Utilize effective verbal, nonverbal and written communication with patients, team members, and family.
  - Document accurately.
  - Identify relevant data for communication in pre and post conferences.
  - Accurately cite references.
- **Leadership**
  - Assume the role of team member or leader based on the situation.
  - Accept responsibility to help each other when providing care.
  - Function competently within own scope of practice as a member of the healthcare team.
- **Collaboration**
  - Collaborate with other health professionals to evaluate outcomes of patient centered and family care.
  - Delegate appropriately within the respective scope of practice to the inter-professional healthcare team.

"U" – Does not function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to the above competencies.

Evidence Based Practice
"S" - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to these competencies, the student will:
- **Researcher**
  - Utilize appropriate evidence based resources for assignments.
  - Participate effectively in appropriate data collection and other research activities.
- **Critical Thinking**
  - Understand the role of evidence based practice related to the application of patient care.
  - Develop individualized care plan based on patient values, clinical expertise and evidence based practice

"U" – Unable to integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to the above competencies.

Quality Improvement
"S" - Collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

"U" – Does not collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

Safety
"S" - Arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to these competencies, the student will:
- **Prioritization**
  - Prioritize responsibilities of patient care
- **Maintains safety**
  - Provide patient care in a timely, safe, and effective manner
  - Reduce risk of harm to self or others
- **Medication administration**
  - Demonstrate effective use of technology and standardized practices that support safety and quality
- **Infection Control**
  - Utilize proper principles of infection control reduce risk of harm to self or others
- **Hand Off Communication**
  - Use appropriate strategies to reduce reliance on memory
  - Communicate relevant patient and family information/concerns to the health care team

"U" – Does not arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to the above competencies.

Informatics
"S" - Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to these competencies, the student will:
- **Technology**
  - Navigate the electronic health record for patient information where appropriate for clinical setting
  - Document accurately in the electronic health record
  - Utilize information and clinical technology to collect, process, and communicate data
  - Manage data, information, and knowledge of technology in an ethical manner

"U" – Does not integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to the above competencies.

Standards of Conduct

Professionalism
"S" - Demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to these competencies, the student will:
- **Personal Appearance and Hygiene -** Follow dress code as noted in the Policy Handbook and engages in self-care and self-reflection practices to support and preserve personal health, well-being, and integrity.
- **Adaptability -** Adjust oneself readily to different clinical/classroom experiences and situations
- **Motivation –** Demonstrate positive enthusism for learning; willing to seek extra duties other than specified assignments
- **Responsibility -** Demonstrate willingness to assume responsibility for learning; punctuality; completion of assignments by designated due date and integrates principles of social justice in all aspects of nursing practice (justice).
- **Professional Behavior -** Demonstrate therapeutic relationships and appropriate professional boundaries
- **Confidentiality (HIPAA) -** Maintain confidentiality of all client information in conversation, electronic, and written means and acts to prevent breaches to privacy and confidentiality.
"U" – Does not demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to the above competencies.

Student Name_____   Faculty_____

Course _____   Semester_____   Clinical Area/Rotation _____

S-Satisfactory   U-Unsatisfactory   NA-Not Applicable   NO-Not Observed

Student Initials									
Clinical Competencies	Date			Date			Date		
Nursing Process (Written)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Nursing Process (Implementation)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Patient Centered Care									
Caring									
Integrity									
Respect									
Advocacy									
Accountability									
Teamwork and Collaboration									
Verbal Communication									
Nonverbal Communication									
Written Communication									
Collaboration									
Evidence-Based Practice									
Critical Thinking									
Safety									
Prioritization									
Maintains Safety									
Infection Control									
Standards of Conduct: Professionalism									
Personal Appearance and Hygiene									
Adaptability									
Motivation									
Responsibility									
Professional Behavior									
Confidentiality (HIPAA)									

```
Faculty Summative Evaluation:
                                 Nursing Process Written:    S    U
                           Nursing Process Implementation:   S    U
                                     Patient Centered Care:  S    U
                            Teamwork and Collaboration:      S    U
                                 Evidence Based Practice:    S    U
                                               Safety:       S    U
                                          Informatics:       S    U
                                      Professionalism:       S    U




                       _____      _____
                              Faculty Signature                       Date




Student Self Evaluation:
Describe what you have learned/accomplished and which competencies are you striving to
improve upon?




                       _____      _____
                              Student Signature                       Date




Summative Course Grade:      S        U
```

Evaluation of student performance is an integral part of the BSN clinical course. The nursing faculty developed the Clinical Performance Evaluation (CPE) incorporating the Department's mission, vision, and philosophy. The American Nurses Association (ANA) Scope and Standards of Practice (2021), the Quality and Safety Education for Nurses (QSEN) competencies and the Standards of Practice for Registered Nurses as delineated by the North Dakota Board of Nursing guides the end of program student learning outcomes (EPSLOs), course student learning outcomes and clinical competencies outlined below. Formative evaluation occurs after each clinical experience, and summative evaluation occurs at the end of the clinical rotation and the end of the course.

A Satisfactory (S) / Unsatisfactory (U) grading system is used in clinical courses. Other grading options include:
- NA – Not Applicable
- NO – Not Observed

Students must obtain a final grade of "S" to pass the clinical course. See "Clinical Grade: Probation and Course Failure" policy. Students must review and initial each post-clinical evaluation. At the end of each clinical week/rotation, students are expected to reflect on their performance and complete a self-evaluation utilizing the criteria.

Nursing Process Written/Implementation
"S" - Develop an individualized plan of care by effectively utilizing the nursing process.
"S" - Implement the nursing process, as measured according to these competencies, the student will:
- Assessment - Collect holistic objective and subjective data from multiple sources
- Diagnosis - Select the nursing diagnosis based on assessment data
- Planning - Design specific, measurable client-centered goals
- Interventions - Identify/Implement nursing interventions that are supportive, restorative and promotive for the care of clients
- Evaluation - Evaluate client's response to each intervention

"U" – Unable to develop an individualized plan of care by effectively utilizing the nursing process.
"U" – Unable to implement the nursing process, as measured according to the above competencies.

Patient Centered Care
"S" - Recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to these competencies, the student will:
- **Caring -** Protects, promotes and optimizes health through human nurturing, warmth and connectedness.
- **Integrity -** Demonstrate personal and professional ethics, honesty, and integrity
- **Respect -** Demonstrate respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation (equity, inclusion, social justice).
- **Advocacy -** Provide holistic care encompassing awareness and protection of human rights
- **Accountability -** Accept responsibility for one's own learning, actions and attitudes
"U" – Unable to recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to the above competencies.

Teamwork and Collaboration
"S" - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to these competencies, the student will:
- **Communication**
  - Utilize effective verbal, nonverbal and written communication with patients, team members, and family.
  - Document accurately.
  - Identify relevant data for communication in pre and post conferences.
  - Accurately cite references.
- **Leadership**
  - Assume the role of team member or leader based on the situation.
  - Accept responsibility to help each other when providing care.
  - Function competently within own scope of practice as a member of the healthcare team.
- **Collaboration**
  - Collaborate with other health professionals to evaluate outcomes of patient centered and family care.
  - Delegate appropriately within the respective scope of practice to the inter-professional healthcare team.

"U" – Does not function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to the above competencies.

Evidence Based Practice
"S" - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to these competencies, the student will:
- **Researcher**
  - Utilize appropriate evidence based resources for assignments.
  - Participate effectively in appropriate data collection and other research activities.
- **Critical Thinking**
  - Understand the role of evidence based practice related to the application of patient care.
  - Develop individualized care plan based on patient values, clinical expertise and evidence based practice

"U" – Unable to integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to the above competencies.

Quality Improvement
"S" - Collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

"U" – Does not collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

Safety
"S" - Arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to these competencies, the student will:
- **Prioritization**
  - Prioritize responsibilities of patient care
- **Maintains safety**
  - Provide patient care in a timely, safe, and effective manner
  - Reduce risk of harm to self or others
- **Medication administration**
  - Demonstrate effective use of technology and standardized practices that support safety and quality
- **Infection Control**
  - Utilize proper principles of infection control reduce risk of harm to self or others
- **Hand Off Communication**
  - Use appropriate strategies to reduce reliance on memory
  - Communicate relevant patient and family information/concerns to the health care team

"U" – Does not arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to the above competencies.

Informatics
"S" - Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to these competencies, the student will:
- **Technology**
  - Navigate the electronic health record for patient information where appropriate for clinical setting
  - Document accurately in the electronic health record
  - Utilize information and clinical technology to collect, process, and communicate data
  - Manage data, information, and knowledge of technology in an ethical manner

"U" – Does not integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to the above competencies.

Standards of Conduct

Professionalism
"S" - Demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to these competencies, the student will:
- **Personal Appearance and Hygiene -** Follow dress code as noted in the Policy Handbook and engages in self-care and self-reflection practices to support and preserve personal health, well-being and integrity.
- **Adaptability** - Adjust oneself readily to different clinical/classroom experiences and situations
- **Motivation** – Demonstrate positive enthusiasm for learning; willing to seek extra duties other than specified assignments
- **Responsibility** - Demonstrate willingness to assume responsibility for learning; punctuality; completion of assignments by designated due date and integrates principles of social justice in all aspects of nursing practice (justice).
- **Professional Behavior** - Demonstrate therapeutic relationships and appropriate professional boundaries
- **Confidentiality (HIPAA)** - Maintain confidentiality of all client information in conversation, electronic, and written means and acts to prevent breaches to privacy and confidentiality.
"U" – Does not demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to the above competencies.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
BSN PROGRAM N3
N398B Clinical Performance Evaluation Tool

Student Name_____   Faculty_____
Course _____   Semester_____   Clinical Area/Rotation _____

S-Satisfactory   U-Unsatisfactory   NA-Not Applicable   NO-Not Observed

Student Initials									
Clinical Competencies	Date			Date			Date		
Nursing Process (Written)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Nursing Process (Implementation)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Patient Centered Care									
Caring									
Integrity									
Respect									
Advocacy									
Accountability									
Teamwork and Collaboration									
Verbal Communication									
Nonverbal Communication									
Written Communication									
Collaboration									
Evidence-Based Practice									
Critical Thinking									
Safety									
Prioritization									
Maintains Safety									
Medication Administration									
Infection Control									
Hand Off Communication									
Informatics									
Technology									
Standards of Conduct: Professionalism									
Personal Appearance and Hygiene									
Adaptability									
Motivation									
Responsibility									
Professional Behavior									
Confidentiality (HIPAA)									

Faculty Summative Evaluation:

Nursing Process Written:	S	U
Nursing Process Implementation:	S	U
Patient Centered Care:	S	U
Teamwork and Collaboration:	S	U
Evidence Based Practice:	S	U
Quality Improvement:	S	U
Safety:	S	U
Informatics:	S	U
Professionalism:	S	U

_____   _____

Faculty Signature   Date

Student Self Evaluation:

Describe what you have learned/accomplished and which competencies are you striving to improve upon?

_____   _____

Student Signature   Date

Summative Course Grade: S   U

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
BSN CLINICAL PERFORMANCE EVALUATION CRITERIA
N498A CLINICAL CONCEPTS II

Evaluation of student performance is an integral part of the BSN clinical course. The nursing faculty developed the Clinical Performance Evaluation (CPE) incorporating the Department's mission, vision, and philosophy. The American Nurses Association (ANA) Scope and Standards of Practice (2021), the Quality and Safety Education for Nurses (QSEN) competencies and the Standards of Practice for Registered Nurses as delineated by the North Dakota Board of Nursing guides the end of program student learning outcomes (EPSLOs), course student learning outcomes and clinical competencies outlined below. Formative evaluation occurs after each clinical experience, and summative evaluation occurs at the end of the clinical rotation and the end of the course.

A Satisfactory (S) / Unsatisfactory (U) grading system is used in clinical courses. Other grading options include:
- NA – Not Applicable
- NO – Not Observed

Students must obtain a final grade of "S" to pass the clinical course. See "Clinical Grade: Probation and Course Failure" policy. Students must review and initial each post-clinical evaluation. At the end of each clinical week/rotation, students are expected to reflect on their performance and complete a self-evaluation utilizing the criteria.

Nursing Process Written/Implementation
"S" - Develop an individualized plan of care by effectively utilizing the nursing process.
"S" - Implement the nursing process, as measured according to these competencies, the student will:
    • Assessment - Collect holistic objective and subjective data from multiple sources
    • Diagnosis - Select the nursing diagnosis based on assessment data
    • Planning - Design specific, measurable client-centered goals
    • Interventions - Identify/Implement nursing interventions that are supportive, restorative and promotive for the care of clients
    • Evaluation - Evaluate client's response to each intervention
 	
"U" – Unable to develop an individualized plan of care by effectively utilizing the nursing process.
"U" – Unable to implement the nursing process, as measured according to the above competencies.

Patient Centered Care "S" - Recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to these competencies, the student will: • **Caring -** Protects, promotes and optimizes health through human nurturing, warmth and connectedness. • **Integrity -** Demonstrate personal and professional ethics, honesty, and integrity • **Respect -** Demonstrate respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation (equity, inclusion, social justice). • **Advocacy -** Provide holistic care encompassing awareness and protection of human rights • **Accountability -** Accept responsibility for one's own learning, actions and attitudes "U" – Unable to recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to the above competencies.

Teamwork and Collaboration
"S" - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to these competencies, the student will:
• **Communication**
    • Utilize effective verbal, nonverbal and written communication with patients, team members, and family.
    • Document accurately.
    • Identify relevant data for communication in pre and post conferences.
    • Accurately cite references.
• **Leadership**
    • Assume the role of team member or leader based on the situation.
    • Accept responsibility to help each other when providing care.
    • Function competently within own scope of practice as a member of the healthcare team.
• **Collaboration**
    • Collaborate with other health professionals to evaluate outcomes of patient centered and family care.
    • Delegate appropriately within the respective scope of practice to the inter-professional healthcare team.
 	
"U" – Does not function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to the above competencies.

Evidence Based Practice
"S" - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to these competencies, the student will:
• **Researcher**
    • Utilize appropriate evidence based resources for assignments.
    • Participate effectively in appropriate data collection and other research activities.
• **Critical Thinking**
    • Understand the role of evidence based practice related to the application of patient care.
    • Develop individualized care plan based on patient values, clinical expertise and evidence based practice
 	
"U" – Unable to integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to the above competencies.

Quality Improvement "S" - Collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems. "U" – Does not collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

Safety
"S" - Arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to these competencies, the student will:
• **Prioritization**
    • Prioritize responsibilities of patient care
• **Maintains safety**
    • Provide patient care in a timely, safe, and effective manner
    • Reduce risk of harm to self or others
• **Medication administration**
    • Demonstrate effective use of technology and standardized practices that support safety and quality
• **Infection Control**
    • Utilize proper principles of infection control reduce risk of harm to self or others
• **Hand Off Communication**
    • Use appropriate strategies to reduce reliance on memory
    • Communicate relevant patient and family information/concerns to the health care team
 	
"U" – Does not arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to the above competencies.

Informatics
"S" - Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to these competencies, the student will:
• **Technology**
    • Navigate the electronic health record for patient information where appropriate for clinical setting
    • Document accurately in the electronic health record
    • Utilize information and clinical technology to collect, process, and communicate data
    • Manage data, information, and knowledge of technology in an ethical manner
 	
"U" – Does not integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to the above competencies.

Standards of Conduct
Professionalism "S" - Demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to these competencies, the student will: • **Personal Appearance and Hygiene -** Follow dress code as noted in the Policy Handbook and engages in self-care and self-reflection practices to support and preserve personal health, well-being and integrity. • **Adaptability** - Adjust oneself readily to different clinical/classroom experiences and situations • **Motivation** – Demonstrate positive enthusiasm for learning; willing to seek extra duties other than specified assignments • **Responsibility** - Demonstrate willingness to assume responsibility for learning; punctuality; completion of assignments by designated due date and integrates principles of social justice in all aspects of nursing practice (justice). • **Professional Behavior** - Demonstrate therapeutic relationships and appropriate professional boundaries • **Confidentiality (HIPAA)** - Maintain confidentiality of all client information in conversation, electronic, and written means and acts to prevent breaches to privacy and confidentiality. "U" – Does not demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to the above competencies.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
BSN PROGRAM N4
N498A Clinical Performance Evaluation Tool

Student Name_____   Faculty_____
Course _____   Semester_____   Clinical Area/Rotation _____

S-Satisfactory   U-Unsatisfactory   NA-Not Applicable   NO-Not Observed

Student Initials									
Clinical Competencies	Date			Date			Date		
Nursing Process (Written)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Nursing Process (Implementation)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Patient Centered Care									
Caring									
Integrity									
Respect									
Advocacy									
Accountability									
Teamwork and Collaboration									
Verbal Communication									
Nonverbal Communication									
Written Communication									
Leadership									
Collaboration									
Evidence-Based Practice									
Researcher									
Critical Thinking									
Quality Improvement									
Safety									
Prioritization									
Maintains Safety									
Medication Administration									
Infection Control									
Informatics									
Technology									
Standards of Conduct: Professionalism									
Personal Appearance and Hygiene									
Adaptability									
Motivation									
Responsibility									
Professional Behavior									
Confidentiality (HIPAA)									

Faculty Summative Evaluation:

Nursing Process Written:	S	U
Nursing Process Implementation:	S	U
Patient Centered Care:	S	U
Teamwork and Collaboration:	S	U
Evidence Based Practice:	S	U
Quality Improvement:	S	U
Safety:	S	U
Informatics:	S	U
Professionalism:	S	U

_____   _____
Faculty Signature   Date

Student Self Evaluation:
Describe what you have learned/accomplished and which competencies are you striving to improve upon?

_____   _____
Student Signature   Date

Summative Course Grade: S   U

Evaluation of student performance is an integral part of the BSN clinical course. The nursing faculty developed the Clinical Performance Evaluation (CPE) incorporating the Department's mission, vision, and philosophy. The American Nurses Association (ANA) Scope and Standards of Practice (2021), the Quality and Safety Education for Nurses (QSEN) competencies and the Standards of Practice for Registered Nurses as delineated by the North Dakota Board of Nursing guides the end of program student learning outcomes (EPSLOs), course student learning outcomes and clinical competencies outlined below. Formative evaluation occurs after each clinical experience, and summative evaluation occurs at the end of the clinical rotation and the end of the course.

A Satisfactory (S) / Unsatisfactory (U) grading system is used in clinical courses. Other grading options include:
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- NO – Not Observed

Students must obtain a final grade of "S" to pass the clinical course. See "Clinical Grade: Probation and Course Failure" policy. Students must review and initial each post-clinical evaluation. At the end of each clinical week/rotation, students are expected to reflect on their performance and complete a self-evaluation utilizing the criteria.

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"S" - Develop an individualized plan of care by effectively utilizing the nursing process.
"S" - Implement the nursing process, as measured according to these competencies, the student will:
- Assessment - Collect holistic objective and subjective data from multiple sources
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- Planning - Design specific, measurable client-centered goals
- Interventions - Identify/Implement nursing interventions that are supportive, restorative and promotive for the care of clients
- Evaluation - Evaluate client's response to each intervention

"U" – Unable to develop an individualized plan of care by effectively utilizing the nursing process.
"U" – Unable to implement the nursing process, as measured according to the above competencies.

Patient Centered Care
"S" - Recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to these competencies, the student will:
- **Caring -** Protects, promotes and optimizes health through human nurturing, warmth and connectedness.
- **Integrity -** Demonstrate personal and professional ethics, honesty, and integrity
- **Respect -** Demonstrate respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation (equity, inclusion, social justice).
- **Advocacy -** Provide holistic care encompassing awareness and protection of human rights
- **Accountability -** Accept responsibility for one's own learning, actions and attitudes
"U" – Unable to recognize the patient and/or family as the source of control and partner when implementing the nursing process with respect for patient's and family's preferences, values, and needs, as measured according to the above competencies.

Teamwork and Collaboration
"S" - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to these competencies, the student will:
- **Communication**
    - Utilize effective verbal, nonverbal and written communication with patients, team members, and family.
    - Document accurately.
    - Identify relevant data for communication in pre and post conferences.
    - Accurately cite references.
- **Leadership**
    - Assume the role of team member or leader based on the situation.
    - Accept responsibility to help each other when providing care.
    - Function competently within own scope of practice as a member of the healthcare team.
- **Collaboration**
    - Collaborate with other health professionals to evaluate outcomes of patient centered and family care.
    - Delegate appropriately within the respective scope of practice to the inter-professional healthcare team.

"U" – Does not function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and minimize risk, as measured according to the above competencies.

Evidence Based Practice
"S" - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to these competencies, the student will:
- **Researcher**
    - Utilize appropriate evidence based resources for assignments.
    - Participate effectively in appropriate data collection and other research activities.
- **Critical Thinking**
    - Understand the role of evidence based practice related to the application of patient care.
    - Develop individualized care plan based on patient values, clinical expertise and evidence based practice

"U" – Unable to integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care, as measured according to the above competencies.

Quality Improvement
"S" - Collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

"U" – Does not collect data to monitor the outcomes of care processes to continuously improve the quality and safety of health care systems.

Safety
"S" - Arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to these competencies, the student will:
- **Prioritization**
    - Prioritize responsibilities of patient care
- **Maintains safety**
    - Provide patient care in a timely, safe, and effective manner
    - Reduce risk of harm to self or others
- **Medication administration**
    - Demonstrate effective use of technology and standardized practices that support safety and quality
- **Infection Control**
    - Utilize proper principles of infection control reduce risk of harm to self or others
- **Hand Off Communication**
    - Use appropriate strategies to reduce reliance on memory
    - Communicate relevant patient and family information/concerns to the health care team

"U" – Does not arrange care to minimize the risk of harm to patients and providers through both system effectiveness and individual performance, as measured according to the above competencies.

Informatics
"S" - Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to these competencies, the student will:
- **Technology**
    - Navigate the electronic health record for patient information where appropriate for clinical setting
    - Document accurately in the electronic health record
    - Utilize information and clinical technology to collect, process, and communicate data
    - Manage data, information, and knowledge of technology in an ethical manner

"U" – Does not integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making, as measured according to the above competencies.

Standards of Conduct

Professionalism
"S" - Demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to these competencies, the student will:
- **Personal Appearance and Hygiene -** Follow dress code as noted in the Policy Handbook and engages in self-care and self-reflection practices to support and preserve personal health, well-being and integrity.
- **Adaptability -** Adjust oneself readily to different clinical/classroom experiences and situations
- **Motivation** – Demonstrate positive enthusiasm for learning; willing to seek extra duties other than specified assignments
- **Responsibility** - Demonstrate willingness to assume responsibility for learning; punctuality; completion of assignments by designated due date and integrates principles of social justice in all aspects of nursing practice (justice).
- **Professional Behavior** - Demonstrate therapeutic relationships and appropriate professional boundaries
- **Confidentiality (HIPAA)** - Maintain confidentiality of all client information in conversation, electronic, and written means and acts to prevent breaches to privacy and confidentiality.
"U" – Does not demonstrate professional behaviors according to the legal and ethical standards for a competent registered nurse, as measured according to the above competencies.

DICKINSON STATE UNIVERSITY
DEPARTMENT OF NURSING
BSN PROGRAM N4
N498B Clinical Performance Evaluation Tool

Student Name_____   Faculty_____

Course _____   Semester_____   Clinical Area/Rotation _____

S-Satisfactory   U-Unsatisfactory   NA-Not Applicable   NO-Not Observed

Student Initials									
Clinical Competencies	Date			Date			Date		
Nursing Process (Written)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Nursing Process (Implementation)									
Assessment									
Diagnosis									
Planning									
Intervention									
Evaluation									
Patient Centered Care									
Caring									
Integrity									
Respect									
Advocacy									
Accountability									
Teamwork and Collaboration									
Verbal Communication									
Nonverbal Communication									
Written Communication									
Leadership									
Collaboration									
Evidence-Based Practice									
Researcher									
Critical Thinking									
Quality Improvement									
Safety									
Prioritization									
Maintains Safety									
Medication Administration									
Infection Control									
Hand Off Communication									
Informatics									
Technology									
Standards of Conduct: Professionalism									
Personal Appearance and Hygiene									
Adaptability									
Motivation									
Responsibility									
Professional Behavior									
Confidentiality (HIPAA)									

Faculty Summative Evaluation:

Nursing Process Written:	S	U
Nursing Process Implementation:	S	U
Patient Centered Care:	S	U
Teamwork and Collaboration:	S	U
Evidence Based Practice:	S	U
Quality Improvement:	S	U
Safety:	S	U
Informatics:	S	U
Professionalism:	S	U

_____   _____

Faculty Signature   Date

Student Self Evaluation:

Describe what you have learned/accomplished and which competencies are you striving to improve upon?

_____   _____

Student Signature   Date

Summative Course Grade: S   U

SYSTEMATIC EVALUATION PLAN (SEP)

For evaluation and assessment of program outcomes: full copies are available upon request in the Department of Nursing

<u>**AASPN and BSN PROGRAM**</u>

STANDARD 1 - Administrative Capacity and Resources
The mission and/or philosophy of the nursing program reflects the governing organization's mission, goals, and/or values. The governing organization and nursing program have administrative capacity and resources that support effective delivery of the program and facilitate the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

STANDARD 2 - Faculty and Staff
Faculty are educationally and experientially qualified for their assigned roles and responsibilities, maintain expertise, and are regularly evaluated to support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

STANDARD 3 - Students
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

STANDARD 4 - Curriculum
The curriculum supports the achievement of the end-of-program student learning outcomes for each nursing program type, and additionally for graduate programs, the role-specific nursing competencies; and is consistent with safe practice in contemporary healthcare environments.

STANDARD 5 - Outcomes
Nursing program assessment demonstrates the extent of student learning at or near the end of the program as well as program outcome achievement using a systematic plan for evaluation (SPE). The faculty create and implement a written SPE* for each nursing program type to determine the extent of the achievement of each end-of-program student learning outcome and program outcome, and additionally for graduate programs the role-specific nursing competencies, to inform program decision-making to maintain or improve student and program performance.

*Programs seeking initial accreditation are required to have data from the time that the nursing program achieves candidacy with the ACEN.

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