PRE-LICENSURE
BACHELOR OF SCIENCE IN NURSING (BSN)
PROGRAM

STUDENT MANUAL

2019-2020

COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS

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Welcome Letter

Dear Student,

This manual has been developed to give you easy access to the policies by which decisions are made in the Division of Health Professions, BSN program. These policies will outline requirements and expectations, and answer questions about the BSN program. It is important that you read, understand, and refer to this manual when planning your academic career, making decisions, and have any questions regarding the policy requirements and expectations in the BSN program.

The introductory pages give an overview of the nursing curriculum and philosophy of the BSN program. The manual serves as a guideline for the plan of study and description of the expectations of the program.

When policies are revised and represent significant change, the manual available online will reflect these changes. Questions about these policies should be addressed to your Academic Advisor. The advisor will then direct you to the Program Director or other members of the faculty as needed. Any questions may come directly to the Program Director if the Academic Advisor is not available.

These policies are in addition to those of College of Saint Mary as listed in the College Catalog.

Dr. Christi Glesmann
Program Director, Undergraduate Nursing

COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS

Nursing Program Student Manual Notification

I have been notified that a copy of the Bachelor of Science in Nursing Program Student Manual (containing curriculum material and policies) is located on the MyCSM/Communities/Nursing News website. The BSN Program Student Manual is located at the bottom of the page under "Document Library."

I attest I have read the policies in full this week and directed any questions about the policies to my Instructor, Academic Advisor, Program Director, or Associate Dean of the Division of Health Professions.

I understand that I am expected to read and abide by the policies for the duration of my nursing program. My signature indicates my willingness to comply with these regulations as stated in the policy manual.

_____

Student (PLEASE PRINT) – Use black ink only

_____

Student's Signature – Use black ink only

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Date – Use black ink only

Policies are subject to revision. Students are expected to review the handbook at the beginning of each semester to be aware of any policy revisions.

An electronic version of this document will be signed and retained in the student's Academic Advising File.

Core Performance Standards

College of Saint Mary is committed to inclusivity and to attracting and educating students who will diversify the state and national nursing workforce. Our university core values translate into our work with all students, including those with disabilities. College of Saint Mary actively collaborates with students and faculty to develop innovative ways to ensure accessibility and to help create a respectful, accountable culture through confidential and individualized disability support. College of Saint Mary encourages students with disabilities to disclose and seek accommodations.

The College of Saint Mary BSN program provides the following sample description/examples of core performance standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide safe and effective nursing care (*Policy 1.2*). To matriculate (enroll) into the BSN program, the student must meet these core performance standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression through the program.

Core performance standards for successful completion of program outcomes include the following topics: General Ability, Observational Ability, Communication Ability, Motor Ability, Intellectual-Conceptual Ability, Behavioral and Social Attributes, Ability to Manage Stressful Situations, and Background Check/Drug Screening.

Procedure: The student will be required to sign an attestation form declaring the ability to meet the core performance standards at the time of admission into the nursing program. Additionally, the student will notify the nursing Program Director and the ADA Coordinator with any changes in ability

I attest I have read *Policy 1.2: Core Performance Standards* and declare that I am able to meet the core performance standards as defined in the policy. Any falsification or misrepresentations will be sufficient grounds for my dismissal from the nursing program.

_____
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_____
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COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS

Student Affiliation Agreement for Health Care Agencies

I, the undersigned, a student enrolled in a Health Professions Program at College of Saint Mary, abide by the policies enforced by the College of Saint Mary and do hereby agree to the following:

1. To be available for clinical activities as schedule between College of Saint Mary and the agency.

2. To abide by the rules, regulations, and policies of the agency.

3. To abide by the dress code of the agency.

4. To abide by existing laws and agency policies regarding the confidentiality of all information related to patients, staff, and facility and which prohibits reproduction of any protected health information for purposes of removal from the agency.

5. To follow all safety procedures in force for the agency.

6. To hold the agency harmless for possible losses incurred as a result of accident, injury, or illness that may occur to the student while on affiliation in the agency.

7. To obtain express written permission from both the College and the agency prior to submitting for publication any material obtained as a result of education training.

This agreement will be in effect for the duration of the student's enrollment in the CSM BSN program.

_____
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_____
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Date – Use black ink only

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Confidentiality Agreement

In 1996, Congress recognized the need for national patient privacy standards and set a 3-year deadline to enact such protections as part of the "Health Insurance Portability and Accountability Act of 1996" (HIPAA). At your assigned clinical sites, efforts will primarily focus on Title II – which mandates regulations that govern *Privacy, Security, and Electronic Transactions.*

The Privacy Rule, for the first time, creates national standards to protect individuals' medical records and other protected health information (PHI). PHI includes <u>any</u> information about a person's condition and <u>anything</u> about the care or payment received for it.

Examples of PHI include: appointments, diagnostic lab results, symptoms, treatments, blood type, procedures, medical records, patient's bills, procedure coding, and aggregate data which includes patient identifiable information.

All patients have the right to have confidential care provided. No one wants to receive services and have that information be available and/or given to others without a right or a need to know. *It is your responsibility to protect this sensitive personal information*.

Patient confidentiality begins from the moment you receive the first information in regard to a patient. Confidential information should not be discussed with anyone except on a professional need-to-know basis in order to further the delivery of patient care. Releasing confidential patient information, whether intentional or accidental, is in conflict with the professional guidelines of any medical/healthcare entity. This includes, but is not limited to, written information, electronic information, and verbal communication.

I understand that violation of this confidentiality agreement may result in possible fines and civil or criminal penalties under state or federal law, as well as disciplinary or other corrective action, including suspension or dismissal from BSN program at CSM.

This agreement will be in effect for the duration of the student's enrollment in the CSM BSN Program.

_____

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_____

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Background Investigation Annual Attestation

I, _____, attest that there have been no changes to my background investigation record (including, but not limited to: felony or misdemeanor charges / convictions) since the time of the original background investigation prior to entering Level I nursing courses. If such a change occurs, I agree to contact the Program Director, Dr. Christi Glesmann, immediately.

_____

Student (PLEASE PRINT) – Use black ink only

_____

Student's Signature – Use black ink only

_____

Date – Use black ink only

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COLLEGE OF SAINT MARY
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A Student's Guide to the Health Professions Skills and Simulation Center

As a client of the Health Professions Skills and Simulation Center (HPSSC), I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator and/or Instructor.

I agree to adhere to the following guidelines:
- All patient information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of College of Saint Mary policy.
- This information is privileged and confidential regardless of format: electronic, written, overheard, and/or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of hospital policy and may be violation of HIPAA and other state and federal laws.
- The HPSSC is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The student running the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- The simulation mannequins are to be used with respect and be treated as if they are live patients.
- No Betadine or ink pens may be used on or near the simulation mannequins. Only 22 gauge IV catheters, or smaller, may be used.
- When using the SimPad for skills and/or simulation, the wrist strap will be worn at all times or the cost of a new SimPad will be incurred to the student responsible for the damage caused.

This agreement will be in effect for the duration of the student's enrollment in the CSM BSN Program.

_____
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COLLEGE OF SAINT MARY
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Photograph and Audio/Visual Recording Release

Photography and audio/visual recording equipment may or may not be in use while students are using the Health Professions Skills and Simulation Center (HPSSC) as well as in the classrooms and clinical/practicum setting. The use of photo/audio/visual recording equipment allows work done in these settings to be reviewed by faculty and students for learning purposes. A photo/audio/visual release form must be signed by all students prior to use of the HPSSC.

Health Professions Skills and Simulation Center
7000 Mercy Rd
Omaha, Ne 68106

Telephone: 402-399-2400
www.csm.edu

I, _____, grant permission to College of Saint Mary Health to make photo, audio and/or visual recordings of any or all sessions and to reproduce, communicate, or otherwise use some or all of the recordings for the College's educational purposes. I understand that the recordings may be edited; however, College of Saint Mary will not edit the recordings so as to misrepresent or alter the meaning of the contributions.

This agreement will be in effect for the duration of the student's enrollment in the CSM BSN Program.

_____
Student (PLEASE PRINT)

_____
Student's Signature

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Date

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COLLEGE OF SAINT MARY
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BACHELOR OF SCIENCE IN NURSING (BSN)

CURRICULUM MATERIALS

College of Saint Mary Mission Statement

College of Saint Mary is a Catholic university providing access to education for women in an environment that calls forth potential and fosters leadership. Consistent with the works, values and aspirations of the Sisters of Mercy, this mission inspires us to:

- Excellence
    - We share a passionate commitment to Mission that drives us to achieve academic distinction, foster leadership and nurture the love of lifelong learning.
- Service
    - Our culture is characterized by our commitment to servant leadership and social responsibility where we strive to understand and attend to the needs of our community in a spirit of mutuality, addressing the concerns of our times.
- Dignity
    - Our profound respect for all of creation calls us to honor the sacredness of one another, care for the earth and recognize the presence of God in all things.
- Compassion
    - In solidarity, we extend our spirit of mercy in all relationships, caring for the joys and sorrows, hopes and dreams of others.
- Inclusivity
    - Our welcoming and hospitable environment reflects a diverse collegial community that honors all cultures and cares for the global community.
- Integrity
    - We uphold the trust people place in us by demonstrating wholeness of character, stewarding the gifts we have been given and caring for the well-being of our body, mind and spirit.

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CSM Nursing Philosophy

In accordance with the Mission of College of Saint Mary, the nursing faculty believes that:

Nursing is an art which promotes an individual's commitment to the well-being of others, the quality of mercy and compassion, and the healing power of the human relationship. As an applied science, nursing is grounded in a strong liberal arts and science foundation. Nursing is a holistic, compassionate, and caring profession which requires integrity, skillful decision making, and critical thinking. Nursing is an essential humanitarian service profession and requires interprofessional collaboration. Nursing occurs across the lifespan in rapidly evolving and complex healthcare environments, thus requiring a commitment to lifelong learning.

Human beings are unique individuals with inherent rights, dignity, worth, and potential. An individual interacts with the ever-changing environment which impacts their decisions, learning, and ability to change. Individuals have the inherent right to participate in activities that affect their health status and therefore are responsible for their own actions. The nurse brings the art and science into every encounter with the patient, without bias or prejudice.

Health is viewed as a dynamic continuum of wellness and illness in individuals, families, groups, communities, and populations. Healthcare is an interprofessional, collaborative effort focused on health promotion and maintenance, illness care, rehabilitation, and end-of-life care. The pursuit of health is the right and responsibility of each individual. CSM nursing is committed to all dimensions of the human life: physical, mental, social, spiritual, and emotional in an effort to reach optimal health and well-being.

Education is the process of developing an individual's knowledge, skills, and critical thinking. Learning, the outcome of education, is influenced by conditions in the environment. A conducive learning environment includes: open discourse, inclusivity, constructive guidance, opportunity for creativity, recognition and acceptance of responsibility, participation in decision making, and cooperative relationships. College of Saint Mary and the nursing faculty provide an environment in which individuals are free to explore and develop personally, professionally, and intellectually.

Nursing education is the development of knowledge, skills, critical thinking, and values to promote scholarship, service, social responsibility, and academic excellence. Our nursing programs prepare graduates to function in an increasingly complex healthcare system that includes responding to global, technological, and environmental issues in accordance with their level of education and practice. The nurse involves the individual as a partner in care and strives to ensure that they are well-informed on their health journey.

BSN Conceptual Framework and Educational Theory

The College of Saint Mary BSN curriculum incorporates current standards of practice which are in alignment with the Nebraska Board of Nursing educational regulation and licensure (2006), Quality and Safety Education for Nursing (QSEN) competencies (2018), and the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008).
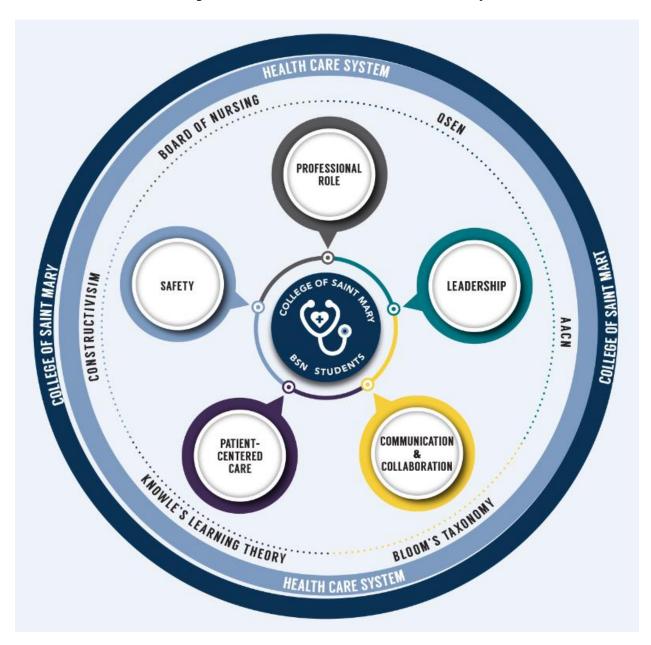
The conceptual framework of the BSN program consists of five major integrative strands; Patient – Centered Care, Professional Role, Communication and Collaboration, Safety, and Leadership. Faculty chose the five integrative strands, which are based on QSEN and the AACN BSN Essentials, as guiding principles for the development and delivery of the BSN curriculum. The six end-of-program student learning outcomes, which are derived from the five integrative strands, further organize the curriculum, provide guidance for the development of level outcomes, course objectives, guide the delivery of instruction, and direct learning activities.

The BSN program draws upon various educational theories which are incorporated throughout the curriculum. Bloom's taxonomy, Constructivism, and Knowles' Adult Learning Theory are reflected throughout the curriculum. Bloom's taxonomy is used to level end-of-program student learning outcomes, course outcomes, assessments, and learning activities. Constructivism assumes that the student's knowledge grows throughout the program thus courses are leveled according to prior knowledge and experiences. In addition, faculty facilitate the educational experiences of the students with the expectations that adult learners are self-directed, internally motivated, and ready to learn. The curriculum, instructional processes, and learning experiences reflect the educational theories and promote competence and critical thinking in the ever changing and complex healthcare environment.

It is through the conceptual framework and educational theories, that the BSN program can prepare graduates for the art and science of nursing.

BSN Conceptual Framework and Educational Theory Model

Integrative Strands and Competencies in the BSN Program

Student Learning Outcome #1: Patient-Centered Care
- Apply theoretical and empirical knowledge, based on research and evidence-based practice, in order to provide culturally competent, patient-centered nursing care.

Congruent with QSEN Competency: Patient-Centered Care and Evidence-based Practice.

Congruent with the AACN Essentials of Baccalaureate Education: Scholarship for Evidence Based Practice (III), Clinical Prevention and Population Health (VII), and Baccalaureate Generalist Nursing Practice (IX).

Key Concept	Level I	Level II	Level III
Provider of Holistic Care	Explore the concept of holistic care.	Incorporate the essential elements of holism in the provision of care to individuals, families, groups, and communities.	Design holistic, patient-centered care that reflects an understanding of the health-illness continuum and life-span variations in all healthcare settings.
Evidence-Based Practice	Discuss the components and purpose of evidence-based practice.	Incorporate current research when working with individuals, families, groups, and communities.	Synthesize current research into scholarly writing and evidence-based practice activities.
Cultural Competence	Recognize the influence of individual cultural beliefs and values in relation to health and healthcare practices.	Identify the impact of cultural beliefs, values, and healthcare practices when caring for individuals, families, groups, and communities.	Demonstrate the ability to provide culturally competent care across the healthcare system.
Caring and Spirituality	Demonstrate respect for the inherent dignity and worth of each individual.	Articulate factors that impact the spiritual well-being of individuals, families, groups, and communities.	Integrate an authentic presence to promote the dignity and spiritual well-being across the healthcare continuum.

Critical Thinking / Clinical Reasoning	Identify evidence-based resources that guide safe, patient-centered, nursing practice.	Utilize evidence-based rationales to manage the safe care of individuals, families, groups, and communities.	Integrate evidence-based practice in the provision and evaluation of safe, patient-centered care.
Nursing Process / Clinical Competence	Identify the components of the nursing process in the provision of patient-centered care.	Implement the nursing process to demonstrate clinical competence in the provision of care with individuals, families, groups, and communities.	Assume responsibility for maintaining clinical competence in all patient-care settings.
Health Promotion and Disease Prevention	Describe the role of the nurse in health promotion and disease prevention.	Integrate strategies for health promotion and disease prevention when working with individuals, families, groups, and communities.	Evaluate the effectiveness of strategies for health promotion and disease prevention across the healthcare continuum.

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Student Learning Outcome #2: Safety
- Utilize vigilance and appropriate interventions to promote a culture of safety.

Congruent with QSEN Competency: Safety, Quality Improvement, and Informatics.

Congruent with the AACN Essentials of Baccalaureate Education: Basic Organizational and Systems Leadership for Quality Care and Patient Safety (II), Information Management and Application to Patient Care Technology (IV), Clinical Prevention and Population Health (VII), and Baccalaureate Generalist Nursing Practice (IX).

Key Concept	Level I	Level II	Level III
Risk Assessment	Identify factors to promote safety in the healthcare settings.	Implement strategies that promote safety when providing care to individuals, families, groups, and communities.	Integrate processes used in understanding causes of error and allocation of responsibility and accountability.
Quality Improvement	Define the concept of quality improvement.	Describe the process of quality improvement throughout various healthcare settings.	Integrate quality improvement processes as a member of the healthcare team.
Informatics & Technologies	Explore the relationship between information technologies and safe practice.	Apply tools embedded in patient care technologies and information systems to support safe practice.	Demonstrate application of patient care technologies and information systems to support safe practice.

Student Learning Outcome #3: Communication and Collaboration

- Use effective and professional communication when interacting across the healthcare system.

Congruent with QSEN Competency: Teamwork and Collaboration.

Congruent with the AACN Essentials of Baccalaureate Education: Information Management and Application of Patient Care Technology (IV), Inter-professional Communication and Collaboration for Improving Patient Health Outcomes (VI), and Baccalaureate Generalist Nursing Practice (IX).

Key Concept	Level I	Level II	Level III
Therapeutic Communication	Explore therapeutic communication processes.	Integrate therapeutic nurse-patient relationships and professional-role boundaries without bias.	Synthesize the concepts of care, compassion, mutual respect, and professional role boundaries into all aspects of the therapeutic relationship.
Inter-professional Collaboration and Communication	Describe the roles of the inter-professional health care team members.	Participate as a member of the inter-professional health care team.	Demonstrate active, professional collaboration with members of the inter-professional team.
Verbal, written, and technological communication	Examine the elements of effective verbal, written, and technological communication.	Utilize effective communication strategies to actively participate as a member of the health care team.	Demonstrate the ability to clearly, accurately, and professionally convey information across the healthcare setting.

Student Learning Outcome #4, #6: Professional Role
- Demonstrate role behaviors consistent with legal, ethical, and professional standards of practice.
- Appreciate the pursuit of nursing practice excellence through lifelong learning and professional engagement.

Congruent with QSEN Competency: Teamwork and Collaboration.

Congruent with the AACN Essentials of Baccalaureate Education: Liberal Education for Baccalaureate Generalist Nursing Practice (I), and Professionalism and Professional Values (VIII).

Key Concept	Level I	Level II	Level III
Professional and Core Values	Recognize how professional and core values provide the basis for professional nursing practice.	Reflect on personal core values relating to professional practice when working with individuals, families, groups, and communities.	Model professional and core values while articulating the knowledge, skills, and attitudes of the nursing profession.
Professional Growth and Development	Describe the relationship of professional growth and development to practice excellence.	Exhibit behaviors that reflect practice excellence and life-long learning.	Articulate the value of pursuing practice excellence, lifelong learning, and professional development.
Accountability	Examine the ANA Code of Ethics and identify professional standards of moral, ethical, and legal conduct.	Adhere to the professional standards of moral, ethical, and legal conduct when working with individuals, families, groups, and communities.	Appraise professional standards of moral, ethical, and legal conduct across all health care settings.
Self-care	Discuss positive self-care behaviors and the professional role.	Explore the relationship between self-care and the ability to deliver safe, patient-centered care.	Illustrate the relationship between self-care and the ability to deliver sustained, quality care.
Liberal Arts Education	Discuss the impact of a liberal arts education on nursing practice.	Apply theories and concepts from liberal arts to enhance nursing practice.	Synthesize theories and concepts from nursing and the liberal arts to enhance scholarship and life-long learning.

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Student Learning Outcome #5: Leadership
- Demonstrate leadership concepts, critical thinking, and clinical reasoning skills when working across the healthcare system.

Congruent with QSEN Competency: Teamwork and Collaboration.

Congruent with the AACN Essentials of Baccalaureate Education: Basic Organizational and Systems Leadership for Quality Care and Patient Safety (II), Healthcare Policy, Finance, and Regulatory Environments (V), Inter-professional Communication and Collaboration for Improving Patient Health Outcomes (VI), and Baccalaureate Generalist Nursing Practice (IX).

Key Concept	Level I	Level II	Level III
Coordinator of Care	Describe the role of the nurse as coordinator of care.	Implement a plan of care to maximize health, independence, and quality of life for individuals, families, groups, and communities.	Manage care to maximize health, independence, and quality of life for diverse populations across the healthcare system.
Member of the Nursing Profession	Describe how nursing practice is based on standards of care.	Incorporate standards of care when caring for individuals, families, groups, and communities.	Evaluate the effectiveness of standards of care in achieving positive outcomes throughout the healthcare system.
Delegation	Discuss delegation as an essential function of the professional nurse.	Identify strategies for appropriately delegating care to other members of the healthcare team.	Demonstrate clinical judgment and accountability for patient outcomes when delegating to other members of the healthcare team.
Advocacy	Describe the role of the nurse as a patient advocate.	Discuss social justice across the healthcare system.	Incorporate persona and society attitudes, values, and expectations when advocating for individuals, families, groups, and communities.
Fiscal Responsibility	Describe the relationship between fiscal resources and patient care.	Discuss the impact of economic factors and available resources in the care of	Evaluate the impact of human, fiscal, and material resources on healthcare delivery.

		individuals, families, groups, and communities.	
Health Policy	Recognize the impact of healthcare policy on nursing practice.	Discuss nursing's role in shaping healthcare policies and how these policies influence nursing practice.	Explore strategies which influence healthcare policies.

BSN End-of-Program Student Learning Outcomes

1. Apply theoretical and empirical knowledge, based on research and evidence-based practice, in order to provide culturally competent, patient-centered nursing care.
2. Utilize vigilance and appropriate interventions to promote a culture of safety.
3. Use effective and professional communication when interacting across the healthcare system.
4. Demonstrate role behaviors consistent with legal, ethical, and professional standards of practice.
5. Demonstrate leadership concepts, critical thinking, and clinical reasoning skills when working across the healthcare system.
6. Appreciate the pursuit of nursing practice excellence through lifelong learning and professional engagement.

COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS

Bachelor of Science in Nursing Plan of Study
3-Year Track / 128 total credit hours

FALL Year 1 Level 1	CREDIT HOURS	SPRING Year 1 Level 1	CREDIT HOURS	SUMMER Year 1 Level 1	CREDIT HOURS
Chemistry/Lab	4	A & P II/Lab	4	Philosophy 200	3
A & P 1/Lab	4	Micro/Lab	4	Psychology 101	3
English 101	3	NUR 101: Fundamentals of Nursing	9	History elective	3
Math 112	3	NUR 102: Fundamentals of Nursing Pharmacology	1		
First-Year Seminar	1				
NUR 100: Intro to Nursing	3				
Total	18	Total	18	Total	9
FALL Year 2 Level 2	**CREDIT HOURS**	**SPRING Year 2 Level 2**	**CREDIT HOURS**	**SUMMER Year 2 Level 2**	**CREDIT HOURS**
NUR 200:*Psychiatric-Mental Health Nursing	4	NUR 203:*Maternal Newborn Nursing	4	Philosophy elective	3
NUR 201: *Pop-Based Com Health Nursing	4	NUR 204:*Pediatric Nursing	4	Pathophysiology	3
NUR 202: *Psych/Public Health Pharmacology	1	NUR 205: *Maternal/Child Pharmacology	1	Sociology 101	3
Theology elective	3	NUR 207: Intro to Nursing Research & Evidence-Based Practice	3		
Communications w/Public Speaking	3	Math 242	3		
NUR 208: Health Assessment	3	English 200 Level	3		
Total	18	Total	18	Total	9

*Courses offered both fall and spring

FALL Year 3 Level 3	CREDIT HOURS	SPRING Year 3 Level 3	CREDIT HOURS	SUMMER Year 3 Level 3	CREDIT HOURS
NUR 300: Acute Med-Surgical Nursing	8	NUR 303: Multi-System Med-Surgical	8	NUR 307: Preceptorship	6
NUR 301: Acute Med-Surgical Pharmacology	1	NUR 304: Multi-System Med-Surg Pharmacology	1		
NUR 308: Cultural and Spiritual Care in Nursing	3	NUR 305: Trans to Professional Nursing Practice	2		
Fine Arts elective	3	NUR 306: Nursing Management and Leadership	3		
		Theology elective	3		
Total	15	Total	17	Total	6

COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS

Bachelor of Science in Nursing Plan of Study
4-Year Track / 128 total credit hours

FALL Year 1 General Education	CREDIT HOURS	SPRING Year 1 General Education	CREDIT HOURS		
Chemistry/Lab	4	A & P I/Lab	4		
English 101	3	Communications w/Public Speaking	3		
Math 112	3	History elective	3		
FYS: First-Year Seminar	1	Sociology 101	3		
Psychology 101	3				
Total	14	Total	13		
FALL Year 2 Level 1	**CREDIT HOURS**	**SPRING Year 2 Level 1**	**CREDIT HOURS**		
NUR 100: Intro to Nursing	3	NUR 101: Fundamentals of Nursing	9		
Philosophy 200	3	NUR 102: Fundamentals of Nursing Pharmacology	1		
Micro/Lab	4	Theology elective	3		
English 200 Level	3	Fine Arts elective	3		
A & P II/Lab	4				
Total	17	Total	16		
FALL Year 3 Level 2	**CREDIT HOURS**	**SPRING Year 3 Level 2**	**CREDIT HOURS**		
NUR 200: *Psychiatric-Mental Health Nursing	4	NUR 203: *Maternal Newborn Nursing	4		
NUR 201: *Pop-Based Com Health Nursing	4	NUR 204: *Pediatric Nursing	4		
NUR 202:*Psych/Public Health Pharmacology	1	NUR 205: *Maternal/Child Pharmacology	1		
NUR 208: Health Assessment	3	Theology elective	3		
Pathophysiology	3	NUR 207: Introduction to Nursing Research and Evidence-Based Practice	3		
Math 242	3				
Total	18	Total	15		

*Courses offered both fall and spring

FALL Year 4 Level 3	CREDIT HOURS	SPRING Year 4 Level 3	CREDIT HOURS	SUMMER Year 4 Level 3	CREDIT HOURS
NUR 300: Acute Med-Surgical	8	NUR 303: Multi-System Med-Surgical	8	NUR 307: Preceptorship	6
NUR 301: Acute Med-Surgical Pharmacology	1	NUR 304: Multi-System Med-Surgical	1	Total	6
NUR 308: Cultural and Spiritual Care in Nursing	3	NUR 305: Trans to Professional Nursing Practice	2		
Philosophy elective	3	NUR 306: Professional Nursing In The Evolving Healthcare System	3		
Total	15	Total	14		

Student Communication and Involvement Opportunities

Students are welcomed and encouraged to communicate openly with faculty and nursing administration. The following are ways to become involved with the business of the Undergraduate Nursing Program:

- Undergraduate Nursing Program Meetings: Program meetings are held monthly. Contact the Program Director, Dr. Christi Glesmann (Cglesmann@CSM.edu), to add agenda items for discussion at these meetings.
- Communication Tool: The communication tool is located on MyCSM/Communities/Nursing News. Please use this tool to communicate suggestions and/or concerns. The completed communication tool should be submitted to the Program Director, Dr. Christi Glesmann (Cglesmann@CSM.edu).
- College of Saint Mary Student Nurses' Association (SNA): SNA Officers may be contacted for program feedback, suggestions, and/or concerns. The list of SNA Officers, with contact information, is located on MyCSM/Communities/Nursing News.

Division Contact Information:

- Student Nurses' Association Faculty Advisors
  - Dr. Jen (Genevieve) Summers
    - Phone: (402) 399-2635
    - Email: GSummers@CSM.edu
  - Instructor Kaitlyn Vogt
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**COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS**

BACHELOR OF SCIENCE IN NURSING (BSN)

ADMINISTRATIVE POLICIES

Original Date: March 2014   Number: 1.1
Last Revised Date: August 2019   Section: Student Policies

ADMISSION TO BSN PROGRAM

Policy:

1. Students desiring admission to the BSN Program apply through Enrollment Services or the Centralized Application Service for Nursing Programs (Nursing CAS) and must meet the CSM admission criteria.

2.   Detailed criteria for admission is found on the following page.

3. The nursing program reserves the right of admitting only those students who, in the judgment of the program, satisfy the requirements of scholarship, health, and personal suitability for nursing.

4. To participate in laboratory/clinical courses, the student must have the following on file: a) CPR certificate, b) Clinical Agency Requirements, c) Health Clearance, and d) be able to meet Core Performance Standards (See Policy 1.2: Core Performance Standards; and Policy 1.3: Nursing Program Requirements).

Procedure:

1. Application materials for the nursing program are processed by Enrollment Services or NursingCAS and then submitted to the nursing Program Director for review.

2. Applications are reviewed by the nursing Program Director upon receipt of all of the following:
- application form
- official copy of high school transcript or GED with appropriate signatures
- official school transcripts from all colleges attended
- results of ACT scores
- A personal interview may be requested by the Program Director.

3. If the applicant meets the criteria for nursing, she is notified of her acceptance in writing.

Admission Criteria

High School Applicants *	ACT	Cumulative High School GPA
BSN Three-Year Track	Composite 23 or above, Math 19 or above, English 21 or above	at least 3.0 (B) on a 4.0 scale
BSN Four-Year Track	Composite 21 or above, Math 19 or above, English 21 or above	at least 2.75 (C+)
Pre-Nursing **, aspiring to the BSNG program	18 or above	at least 2.0
Undeclared **, aspiring to acceptance into the BSNG program	less than 18	less than 2.0

* Recent High School Applicants includes individuals who have graduated from high school within two years of application to the nursing program.

** Refer to the "Pre-Nursing and Undeclared Student Nursing Program Admission Review Procedures" section for additional information.

College Transfer Applicants	Cumulative College GPA	Pre-Requisites
BSNG Three-Year Track	at least 3.0 (B) on a 4.0 scale	Satisfactory completion of at least 12 semester hours (not to include developmental courses) including two CSM nursing program required science supporting courses OR satisfactory completion of at least 21 CSM nursing program required (general education curriculum) courses credits. Withdraw or unsuccessful completion (C- or below) of 2 required supporting sciences may result in a denial of admission. Withdraw or unsuccessful completion in a previous nursing program may result in a denial of admission.
BSNG Four-Year Track	at least 2.75 (C+)	
Pre-Nursing **, aspiring to BSNG program	2.0 to 2.74	
Undeclared **, aspiring to BSNG program	less than 2.0	

** Refer to the "Pre-Nursing and Undeclared Student Nursing Program Admission Review Procedures" section for additional information.

Pre-Nursing and Undeclared Student Nursing Program Admission Review Procedures

Pre-Nursing and Undeclared Students **	Cumulative College GPA	Pre-Requisites
BSNG Three-Year Track	at least 3.0 (B) on a 4.0 scale	Satisfactory completion of at least two CSM nursing program required science supporting courses AND satisfactory completion of at least 12 semester hours (not to include developmental courses)
BSNG Four-Year Track	at least 2.75 (C+)	Withdraw or unsuccessful completion (C- or below) of 2 required supporting sciences may result in a denial of admission Withdraw or unsuccessful completion in a previous nursing program may result in a denial of admission.

** Pre-Nursing Students must declare a major no later than the end of their second semester at CSM. In order to declare a major, a student must meet the admission requirements of the major, meet with the Program director of the major, complete a change of Major/Minor/Advisor form with the required signatures, and submit it to the Registrar's Office. Pre-Nursing students must complete a minimum of 12 academic credits (not to include developmental credits, and including two program required supporting science courses), and 2 terms before being reviewed for admission into the program.

- Students admitted in fall will complete fall and spring semesters and be reviewed for admission as of June 1. If admission criteria are not met, then the student will need to declare a new major of study.
- Students admitted in the spring will complete spring and summer terms and will be reviewed for admission as of August 1 OR complete spring and fall semesters and be reviewed for admission as of January 2. If admission criteria are not met, then the student will need to declare a new major of study.
- Any student not meeting admission standards after 2 semesters/terms, must declare a major other than BSN.

Original Date: March 2014   Number: 1.2
Last Reviewed Date: August 2019   Section: Student Policies

CORE PERFORMANCE STANDARDS FOR CLINICAL COURSES

College of Saint Mary is committed to inclusivity and to attracting and educating students who will diversify the state and national nursing workforce. Our university core values translate into our work with all students, including those with disabilities. College of Saint Mary actively collaborates with students and faculty to develop innovative ways to ensure accessibility and to help create a respectful, accountable culture through confidential and individualized disability support. College of Saint Mary encourages students with disabilities to disclose and seek accommodations.

The College of Saint Mary BSN program provides the following sample description/examples of core performance standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide safe and effective nursing care. To matriculate (enroll) into the BSN program, the student must meet these core performance standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression through the program.

Policy: A profession's essential functions, or performance standards, are considered to be the fundamental duties that one must be able to perform with or without a reasonable accommodation. A student who wishes to be considered for reasonable accommodations at College of Saint Mary must self-identify to the ADA Coordinator as a person who has a disability and is seeking accommodations. College of Saint Mary will provide reasonable and appropriate accommodations to qualified students with disabilities unless doing so would fundamentally alter the nature of the program or create an undue hardship to CSM. The applicant should consult with the ADA Coordinator and BSN Program Director to discuss any individual circumstance in which she may not be able to meet the essential functions.

Core Performance Standards/Essential Functions for successful completion of program outcomes include the following:

- General Ability:
    o The student is expected to integrate, analyze, and synthesize data received through vision, touch, hearing, and smell in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration, and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

- Observational Ability:
    o The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

- Communication Ability:
  - The student must communicate in a professional, effective manner to obtain information and explain that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, family members, and other members of the health care team. The student must be able to maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

- Motor Ability:
  - The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete physical assessments and provide safe effective care for patients. The student is expected to have psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions including CPR if necessary. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for safe patient care. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

- Intellectual –Conceptual Ability:
  - The student must have the ability to develop problem-solving skills essential to professional nursing practice. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize objective and subjective data, and to make decisions in a timely manner that reflect thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to incorporate new information from peers, instructors, and from the nursing and healthcare literature to demonstrate sound judgment to establish care plans and priorities in patient care activities.

- Behavioral and Social Attributes:
  - The student is expected to have the emotional stability required to exercise sound judgment, and complete assessment and intervention activities. Compassion, integrity, motivation, and concern for others are personal attributes required of those in the nursing program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive, and effective relationships with patients and other members of the health care team. The ability to establish professional rapport with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive feedback given in the classroom and clinical settings; and effectively collaborate in the clinical setting with other members of the healthcare team.

- Ability to Manage Stressful Situations:
  - The student must be able to adapt to and function effectively in stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

- Clinical Agency Requirements:
  - Clinical facilities require that College of Saint Mary perform drug testing, health clearances, and background checks on all students before they are allowed to participate in clinical experiences. These requirements must be met prior to conducting any laboratory or clinical experiences.

Procedure: CSM wishes to insure that access to its facilities, programs, and services are available to students with disabilities. CSM provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008, and the Rehabilitation Act of 1973.

Students who, after review of the core performance standards, determine that they require accommodation to fully engage in the program, should contact the ADA Coordinator to confidentially discuss their accommodations needs. Given the clinical nature of the BSN program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Students will be required to sign an attestation form declaring the ability to meet the core performance standards at the time of admission into the nursing program. Additionally, the student will disclose if there is ever a change in ability at any time during the program.

Original Date: March 2014   Number 1.3
Last Revised Date: August 2019   Section: Student Policies

NURSING PROGRAM REQUIREMENTS

Policy:

To ensure College of Saint Mary students are in compliance with college and clinical agency requirements and mitigate the risk of injury and/or communicable disease transmission, the nursing program requires all students to continuously meet CPR requirements, Clinical Agency Requirements, and Health Requirements. The student must comply with such requirements. Failure to do so will result in the ineligibility to attend laboratory, clinical, and preceptorship experiences which may impact progression in the program.

1. CPR Requirement
   - A current CPR card endorsed by the American Heart Association, specifically for Health Care Provider with content including CPR for the adult, child, and infant, as well as AED training. This is required to participate in a lab/clinical course. Expense incurred by the student in connection with the CPR requirement is the responsibility of the student.

2. Clinical Agency Requirements
   - Investigative Consumer Report (Background Check)
     - All students must complete a background check as partial fulfillment of clinical agency contracts. This process must be completed prior to beginning nursing courses.
     - Students will complete the application for background check as stipulated by the nursing program.
     - If there is concern that the findings have a rational connection and/or pose a liability risk to nursing faculty or clinical agencies, findings will be brought to the Program Director.
     - If findings indicate a rational connection and/or pose a liability risk to nursing, the student may be denied admission to nursing or be dismissed from the nursing program.
     - Decisions for continuing in the program in no way can be construed as a guarantee that the State Board of Nursing will find the student eligible for licensure even upon graduation. Boards of Nursing will make independent decisions on eligibility requirements as stated in the law (Neb. Statutes 38-2220).
   - Drug Screening
     - Students entering nursing will be required to undergo drug testing as required by clinical contract. Current students will be required to repeat drug screening for reasonable cause. Reasonable cause exists when:
       i. Actions or appearance are out of the ordinary and unusual to the normal behavior patterns of an individual and could indicate the presence of an intoxicating substance.

      ii. Behavior is such that it presents a danger to the safety of other students, faculty, clients, staff and/or member of the public.

- Refusal to submit to a drug screen when there is reasonable cause is grounds for the Student Committee to dismiss the student from the program.

3. Health Requirements

- The following policies and procedures have been identified to meet health requirements of clinical agencies. The student must be physically and mentally able to engage in clinical practice to ensure the safety of clients, self, peers, faculty, and staff. These requirements will facilitate maintenance of our health as professionals and that of our clients.

Policies:

- Every student in the BSN program is required to have current health records prior to beginning nursing courses. Health records will be maintained through CSM's designated clinical compliance software.
- Students who stop out and are readmitted to the program must submit another health record, current to within six months.
- Additional immunizations or health screening may be required as needed to meet clinical agency requirements.
- The student is responsible for any expense incurred in completing this process.
- Failure by the student to submit health records as required will result in missed lab/clinical days.
- All items on the medical form must be filled in for the record to be considered complete.
- Immunizations must be current and the report must include all dates immunizations were given. Students are to meet immunization requirements per the state of Nebraska Immunization Law and any further requirements as outlined in clinical agency policies.
- Students are responsible for updating their health records annually with the CSM designated health services office and provide documentation to the nursing program in the form of an updated Health Clearance Card.

Procedures:

- The CSM Nursing Program Director or the CSM designated health services office shall:
  - Review the medical form for completeness and content.
  - Notify student of any deficiencies.
  - Document that the student meets health clearance requirements as designated on the healthy clearance form.
  - Share information that may affect the student's ability to function in the classroom or clinical area with appropriate faculty.

- The Program Director or designee shall:
  - Inform prospective or new students of the necessity of meeting the health requirement.
  - Notify Advisors, Instructors, and/or student of any deficiencies or special needs.

- Faculty/Staff shall:
    - Allow students to come to the lab/clinical area with a valid health clearance form/card.
    - Refer students without a health clearance to the CSM Nursing Program Director or CSM designated health services office and not allow students to come to lab/clinical until proof of current/valid health clearance is received.
    - Furnish the information that the student is in compliance with CSM health requirements to clinical agencies as needed.

- The student shall:
    - Maintain a valid health clearance status.
    - Show valid health clearance status at designated times.

**COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS**

BACHELOR OF SCIENCE IN NURSING (BSN)

ACADEMIC AND LABORATORY/CLINICAL POLICIES

Original Date: March 2014   Number: 2.1
Last Revised Date: August 2019   Section: Student Policies

PROFESSIONAL CONDUCT

Inherent in the profession of nursing, there are values that are demonstrated through professional conduct. Examples of professional values include demonstrating a commitment to nursing, placing the client's welfare first, demonstrating cooperation and collaboration, exhibiting intellectual and personal integrity, and adhering to nursing program and clinical facility policies. These categories serve as standards by which the student may be evaluated in the area of professional conduct.

In keeping with the CSM mission, core values, and "Code of Conduct" (found in the CSM Academic Catalog), and the BSN Philosophy, a student is expected to exhibit professional behavior in the classroom and when performing nursing activities or representing the College in any capacity.

Classroom Policy:
Consistent with the expectations of the nursing practice environment, professional behavior and attitudes are expected of all students in the classroom and laboratory environment. This includes, but is not limited to:
- Is punctual to class and in appointments with faculty;
- Uses appropriate written, verbal, and non-verbal communication. This includes being non-judgmental as well as demonstrating respect, empathy, and open-mindedness towards others;
- Actively and appropriately participates in dialogue and/or classroom discussion. This includes refraining from cell phone use during class;
- Produces quality work, accepting and utilizing constructive feedback;
- Is self-directed, self-motivated, and accountable for actions; and
- Adheres to confidentiality regarding experiences shared in the classroom or laboratory settings. This includes not disclosing classroom, laboratory, clinical, or preceptorship information on any public forum/social media.

Clinical Policy:

1. Professional Conduct
    - Commitment to Nursing
      When in attending a clinical experience, the student should be identified as a College of Saint Mary student by proper uniform, and identification as listed in the Professional Image and Personal Appearance Policy (2.6). The student is expected to exhibit a professional manner, which includes but is not limited to having a neat, clean appearance, utilizing appropriate language and behavior, and refraining from use of cell phones or other electronic devices for personal matters.

The BSN student will be identified as a CSM nursing student (CSM SN) when completing official agency records or forms. Additional titles may not be used when in a student role.

The student notifies the Clinical Instructor appropriately when she is unable to complete nursing responsibilities, will be absent from the clinical setting, or must leave the clinical area prior to the end of clinical time. Policy 2.5: Attendance at Clinical.

The student comes to the clinical area on time and is prepared to give safe client care. The student maintains safety at all times when caring for clients. The student is expected not to enter the clinical area if impaired by physical or mental impairment, controlled substance, or any other problem that could jeopardize the client, themselves, or others. Refer to Policy 2.5: Attendance at Clinical.

- Client Welfare.
  The student is expected to deliver care in a nondiscriminatory and nonjudgmental manner. When providing care, the student places the client's welfare first by: being accessible and prompt in answering client's requests; establishing a priority of activities which reflects the client's needs; and being responsive and reliable when needs are identified by the client, staff or Clinical Instructor. The student delivers care in a manner that preserves and protects client autonomy, dignity, and rights.

- Cooperation and Collaboration.
  The student interacts professionally with faculty, staff, clients, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and chain-of-command for clarification. The student's written work/charting is accurate, has a professional appearance, and is completed according to standards of the agency and the College.

  The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive feedback.

  The Program Director, in consultation with the Course Coordinator, reserves the right to adjust assignments as warranted by clinical objectives, clinical facility requests, and faculty availability. Any changes which affect a student's schedule will be communicated to the student by the Course Coordinator and/or Program Director.

- Intellectual and Personal Integrity.
  The student exhibits intellectual and personal integrity by readily acknowledging mistakes and/or oversights, and takes action to correct the situation. The student is honest and truthful when interacting with client, peers, faculty, staff, and in completing all documentation and written work. Refer to Policy on Academic Integrity in the Academic Catalog.

2. Any student nurse who is asked to vacate a health care facility by duly authorized personnel of the facility is vulnerable to a recommendation of immediate dismissal from the Student Committee by virtue of that decision itself.

Procedures:

Consequences of Non-Professional Conduct

- If displaying unprofessional conduct, the student will be asked to leave the classroom, clinical, or laboratory setting by the Instructor or designated authority. The Instructor then notifies the Course Coordinator and/or Program Director. The Program Director will notify the Associate Dean of Health Professions for immediate follow-up with student and faculty/course coordinator.

- Unprofessional conduct may result in student dismissal from the nursing program.

Original Date: March 2014   Number: 2.2
Last Reviewed Date: August 2019   Section: Student Policies

ACADEMIC EVALUATION

Policies:

1. The scale for the percentage method of grading in the BSN Program is as follows:

Grade	Percentage
A+	97-100
A	92- 96
B+	88-91
B	85-87
C+	82-84
C	79-81
D	71-78
F	70 or below

2. The BSN program follows the College Academic Catalog for incomplete grades.

3. In the BSN program,
   - Nursing courses that have only a theory component are graded as follows: The final course grade shall consist of a letter grade.
   - Nursing courses that have both a theory and clinical component are graded as follows: A final theory grade of 79% or higher and a "Satisfactory" (S) clinical grade are required to successfully pass a nursing theory/clinical course. A grade below 79% in theory and/or a grade of "Unsatisfactory" (U) in clinical will require that the entire course (theory and clinical components) be repeated. The final course grade will reflect the letter grade earned in the theory component of the course. However, if the student achieves a final theory grade of 79% or higher and an "Unsatisfactory" (U) grade in the clinical component, an "Unsatisfactory" (U) will be given for the final course grade.
     - Each nursing course has specific grading criteria. Please see individual course syllabi for additional grading information.

Original Date: March 2014   Number: 2.3
Last Revised Date: August 2019   Section: Student Policies

NURSING PROGRESSION AND GRADE APPEAL PROCEDURE

Policy:

1. Any student who withdraws and/or fails a nursing course will be reviewed by the Nursing Student Committee.
2. The BSN program is organized so that a student must satisfactorily complete all nursing courses at a given level before progressing to the next level. See CSM College Catalog for course pre-requisite and concurrent course requirements.
3. To progress in the nursing program, students must have CSM cumulative GPA of 2.0. Students with a GPA below 2.0 will be reviewed on an individual basis by the Program Director who will notify the Student Committee (Refer also to the Academic Probation and Dismissal policy in the Academic Catalog).
4. Any student who withdraws, and/or fails two nursing courses may be dismissed from the program.

Grade and/or Dismissal Appeal Procedure:

1. The student shall appeal an assignment, examination, or overall course grade if the student considers is unwarranted, unjust, or capricious within 7 days of the final grade being posted in Canvas:
   - Discuss the grade with the Instructor and Course Coordinator, if applicable, for clarification as to how the course work was evaluated.
   - If the student still has concerns about the evaluation, the student shall discuss concerns with the Academic Advisor.
   - If concerns remain after these steps, then the student shall submit a written appeal request to the Program Director and come before the Nursing Student Committee.

2. The Student Committee will review nursing student appeals and make recommendations to the Associate Dean of the Division of Health Professions.

3. The student may appeal a specific academic decision that the student considers unwarranted, unjust, or capricious by following the Academic Appeal process as outlined in the College of Saint Mary Undergraduate Catalog, see "Academic Appeals Board." Appeals must be initiated within 30 days of end of the semester in which the course was taken.

COLLEGE OF SAINT MARY
DIVISION OF HEALTH PROFESSIONS

Original Date: March 2014   Number: 2.4
Last Reviewed Date: August 2019   Section: Student Policies

ACADEMIC PROGRESSION AND GRADUATION

<u>Policy</u>:

1. All BSN students are required to achieve a minimum grade of "C" in the following courses: All required sciences (Chemistry and Biology courses), ENG 101: Composition, MTH 112: Intermediate Algebra; MTH 242: Statistics, PHL 200: Moral Reasoning, and PSY 101: General Psychology to be allowed to progress to the next level in the BSN curriculum.

2. Any student who withdraws or receives a grade below a "C" in two required science courses (CHM and BIO courses), including the same science course if repeated or a combination of science courses may not be allowed to progress in the BSN nursing program.

3. BSN students who take a Leave of Absence (LOA) for two semesters will be reviewed by the Nursing Student Committee.

Original Date: March 2014   Number: 2.5
Last Revised Date: August 2019   Section: Student Policies

ATTENDANCE AT CLINICAL

Policy:

Students are responsible to attend **all** scheduled clinical experiences. If a student is absent from a clinical experience, the student is responsible for communicating with the Instructor prior to the experience.

Procedure:

1) At the first absence/occurrence, a clinical make-up assignment (equal to a clinical ay) will be given by the course coordinator. If the work complete is of a satisfactory manner, then a student will receive a 'N/A' for the absence.
2) Subsequent absences will result in a '0' for the assigned clinical day.
3) Excessive absenteeism (>/= 15% of the total clinical time) will result in the student's progress being reviewed by the Nursing Student Committee.

Failure to notify the Instructor prior to the experience will result in an appointment with the course coordinator to determine course of action.

Original Date: March 2014   Number: 2.6
Last Reviewed Date: August 2019   Section: Student Policies

PROFESSIONAL IMAGE AND PERSONAL APPEARANCE

Policy:

In simulation and clinical settings, nursing students are required to be well groomed and dressed to reflect a professional image. Student identification is visible.

1. Personal Appearance and Hygiene:
    *   Hair shall be neatly combed and pulled back in such a way that it is out of the face and does not fall forward while giving client care. Human colored hair is required.
    *   Nails should be filed to a moderate length and clean. Nail polish may not be worn. Artificial nails and shellac products are not allowed.
    *   The only acceptable jewelry to be worn to the clinical area will be wristwatches, a ring, and plain post-type pierced earrings (non-dangling), one earring per ear. No visible piercings, or the like, allowed elsewhere on the body.
    *   No visible tattoos/branding will be allowed.
    *   If make-up is used, it should be applied in a manner that reflects a professional appearance.
    *   Students shall be free of body odor, strong perfumes, and/or the smell of smoke.
    *   "Professional appearance" is based on the subjective opinion of clinical faculty and agency policy.

2. Uniform Requirements:
    *   Student uniform consists of a preselected uniform top with CSM nursing logo and scrub pants. White turtlenecks or white long-sleeved tee shirts may be worn under the top. Uniforms should be of clean and neat appearance.
    *   Students may wear a white lab jacket with the CSM nursing logo on the upper left chest in the clinical area, unless otherwise directed.
    *   A visible CSM photo identification is a part of the student uniform.
    *   Uniforms are required to be worn for all pre-lab experiences, tours, and/or observational experiences.
    *   Professional, closed, non-mesh top shoes and white socks are to be worn with the CSM uniform. Shoes for clinical must be clean. The style for shoes selected for clinical should be suitable for hospital wear. Sandals, canvas shoes, and boots are not suitable and may not be worn.
    *   While in surgery, public health, and maternal/newborn settings, students will adhere to dress policies of the individual institutions to which they are assigned.

The above policies will be enforced as long as they are congruent with each clinical agency's policies. Students and Instructors are responsible for following and supporting agency policies regarding student dress code. Students will be asked to leave the lab/clinical area if their

appearance does not meet the guidelines for professional image and personal appearance. Students who need to adjust uniform requirements for cultural or religious reasons need to contact the Program Director to see if this is feasible, prior to enrollment in lab/clinical courses. Students who need maternity uniforms should consult with the Program Director.

Original Date: March 2014   Number: 2.7
Last Reviewed Date: August 2019   Section: Student Policies

SMOKING POLICY

Policy:

1. There is no smoking during any portion of clinical experiences.

Original Date: August 2018   Number: 2.8
Last Reviewed Date: August 2019   Section: Student Policies

STUDENT TESTING PROCEDURES

Policy:
The purpose of the testing procedures is to ensure accurate assessments that begin to utilize procedures such as those for the NCLEX-RN.

Procedure:

Technology/Electronics and Personal items:
1) All electronic devices must be turned off and stored in the designated area.
2) Personal belongings must be stored in the designated area.

During the exam:
1) Approved items used during the exam will be provided by the proctor (ex. Calculator, scratch paper, white board). Once the test is complete, these must be returned to the proctor.
2) Once testing begins, a student is not allowed to leave the testing room unless the test has been completed.
3) Students must complete the exam during the designated time.

Original Date: January 2019   Number: 2.9
Last Revised Date: August 2019   Section: Student Policies

EXPOSURE AND INJURY INCIDENT POLICY

Policy:
The purpose of this Exposure and Injury Incident Policy is to ensure the health and safety of the student and/or patient. Nursing students may be at risk for exposure to bodily fluids, environmental hazards, and physical injury during their education. Students should be aware that any exposure or injury could adversely affect student overall health and performance in the nursing program. Any expense incurred by the student in connection with the exposure or injury, is the responsibility of the student.

Procedure:

1. Students will immediately report the incident to the on-site supervisor (staff nurse, charge nurse, clinical instructor, etc).
2. Students will initiate and comply with the facility policy regarding exposure or injury and complete appropriate documentation at the facility.
3. If the facility does not have a policy/occupational medicine department, immediate notification to the Program Director should be made. The Program Director will counsel the student on the course of action.
4. Within 24 hours, the student will complete and submit the CSM Incident Report to the Program Director (see next page).

SSR
Safe Student Reports

New Occurrence Worksheet

Use this worksheet to assist in gathering details of the new occurrence prior to entering the data on www.safestudentreports.org.

Recipient of unsafe occurrence

1. Who received injury? *(select one)*
   - ☐ Patient
   - ☐ Visitor
   - ☐ Student
   - ☐ Faculty
   - ☐ Staff
   - ☐ Other

2. Gender *(select one)*:
   - ☐ Male
   - ☐ Female
   - ☐ Unknown

3. English is predominant language *(select one)*:
   - ☐ Yes
   - ☐ No
   - ☐ Unknown

4. Status of patient/individual *(select one)*:
   - ☐ Harm
   - ☐ No harm
   - ☐ Death
   - ☐ Other

5. Age *(select one)*:
   - ☐ <15
   - ☐ 15-20
   - ☐ 21-25
   - ☐ 26-30
   - ☐ 31-35
   - ☐ 36-40
   - ☐ 41-45
   - ☐ 46-50
   - ☐ 51-55
   - ☐ 56+
   - ☐ Unknown

Occurrence information

6. Date *(enter date of occurrence using the following format)*: mm/dd/yyyy

7. Time *(enter time of occurrence)*:_____

8. Category of occurrence *(select one)*:
   - ☐ Error [Defined as: Incident or occurrence that had the potential to place a patient at risk for harm or resulted in actual harm]
   - ☐ Near miss [Defined as: An event or situation that could have resulted in an accident, injury, or illness, but did not, whether by chance or through timely intervention. (Ebright et al., 2004)]

9. Type of occurrence *(select one)*:
   - ☐ Medication Error
   - ☐ Needle stick
   - ☐ Inadequate preparation for providing patient care
   - ☐ Blood/pathogen exposure
   - ☐ Fall event
   - ☐ Outside scope of practice
   - ☐ Injury to body
   - ☐ Change in patient condition
   - ☐ Deviation in protocols
   - ☐ Equipment or medical device malfunction
   - ☐ Environmental safety – for self, patient or others
   - ☐ Inappropriate or inadequate communication by: Faculty, preceptor, other student, health care team, patient or visitor
   - ☐ Breach of confidentiality
   - ☐ Other

10. Occurrence description *(optional: enter additional details about the unsafe occurrence)*:

11. Location of occurrence (select one):
    □ Classroom
    □ Clinical Setting
    □ Simulation Lab
    □ Learning Lab
    □ Other

12. Who is completing the report (select one):
    □ Faculty
    □ Student/Faculty Dyad
    □ Other (preceptor, etc.)

Follow up action

13. Who is alerted (select one):
    □ Faculty
    □ School of Nursing (SON) Administration
    □ Patient/Family
    □ Other
    □ Unknown

14. Inform clinical agency (select one):
    □ Yes
    □ No
    □ Unknown
    □ N/A

15. Agency occurrence report completed (select one):
    □ Yes
    □ No
    □ Unknown
    □ N/A

16. Changes occurring as a result of occurrence (select one):
    □ System Changes
    □ Policy Changes
    □ Practice Changes
    □ Curriculum Changes
    □ Nothing at Present

17. Follow up actions (optional: enter additional details about any follow up action)

Student information

18. Current semester or quarter number (enter number between 1-16): _____

19. Total number of semesters or quarters in program (enter number between 1-16): _____

20. Student age (select one):
    □ 15-20
    □ 21-25
    □ 26-30
    □ 31-35
    □ 36-40
    □ 41-45
    □ 46-50
    □ 51-55
    □ 56+
    □ Unknown

21. Type of program (select one):
    □ LPN
    □ Associate
    □ Diploma
    □ BSN
    □ 2nd Degree BSN
    □ Masters – Non-APRN
    □ Masters – APRN

Final remarks

22. Do you wish to share anything else relevant to this report? (optional: enter any additional comments)

References
Ebright, P. R., Urden, L., Patterson, E., & Chalko, B. (2004). Themes surrounding novice nurse near-miss and adverse-event situations. JONA, 34(11), 531-538.

Study Participant Information Sheet

APPROVED
Feb 09, 2018
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Study Participant Information

TITLE:	Descriptive Study of Safe Student Reports (SSR) of Student Nurse Practice Errors and Near Misses in Prelicensure Nursing Programs
PROTOCOL NO.:	SSR WIRB® Protocol #20173013
SPONSOR:	National Council of State Boards of Nursing (NCSBN)
INVESTIGATOR:	Nancy Spector, PhD 111 East Wacker Drive, Suite 2900 Chicago, Illinois 60601 United States
STUDY-RELATED **PHONE NUMBER(S):**	Nancy Spector, PhD 312-525-3657

You are being asked to participate in a research study that will try to collect information on the extent and types of student nurse practice errors and near misses in order to develop methods to reduce or prevent them.

Your participation will involve completing a survey about errors/near misses that you or your student committed/omitted and take about 10-20 minutes to complete. The design was meant to provide an anonymous online platform where faculty (or students and faculty together or students and their preceptors) could report errors in detail, in a manner that allowed analysis of practice gaps but still promoted a just culture.

There is a potential risk of loss of confidentiality. Every effort will be made to keep all study records confidential. In order to assist in protecting your confidentiality, the principal investigator has obtained a Certificate of Confidentiality from the National Institutes of Health – National Institute of Nursing Research. The research team will use the Certificate to resist any demands for information that would identify you and any other study participants, except as explained below. The research team may not disclose or use information that may identify you in any federal, state, or local civil, criminal, administrative, legislative, or other action, suit, or proceeding, or be used as evidence, for example, if there is a court subpoena, unless you have consented for this use. Information protected by this Certificate cannot be disclosed to anyone else who is not connected with the research except, if there is a federal, state, or local law that requires disclosure (such as to report child abuse or communicable diseases). You should understand that a Certificate does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this study.

The research team will share the records generated from this research with the sponsor (NCSBN and its membership), the National Institutes of Health – National Institute of Nursing Research,

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regulatory agencies such as DHHS, and the IRB. This information is shared so the study can be conducted and properly monitored. Additionally, the sponsor may report aggregate data to the public but data specific to any individual institution or study participant will not be reported. If you do not provide permission to use your information, for the purposes of reporting aggregate data to the other participating nursing programs and publication, you cannot be in the study.

This permission will not end unless you cancel it. You may cancel it by sending written notice to the study investigator as noted below. Any information collected before you withdraw may still be used.

Your participation in this study may be stopped at any time by the study sponsor or regulatory agencies for any reason.

Your decision to be in this study is voluntary. You may decide not to participate or you may leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or if you decide to stop participating.

You may not receive a direct benefit if you agree to participate. However, the information obtained from this study might help improve identification and correction of system errors that might benefit others in the future.

Your alternative is to not participate in this study.

You will not be paid for being in this study.

Contact Nancy Spector at 312-525-3657 for questions, concerns or complaints about the study or if you think you have been harmed as a result of joining this study.

Contact the Western Institutional Review Board (WIRB) if you have questions about your rights as a study participant, or any questions concerns, complaints or input. WIRB is a group of people who perform independent review of research.

You can contact the IRB at:

> Western Institutional Review Board® (WIRB®)
> 1019 39th Avenue SE Suite 120
> Puyallup, Washington 98374-2115
> Telephone: 1-800-562-4789 or 360-252-2500
> E-mail: Help@wirb.com

IRB will not be able to answer some study-specific questions. However, you may contact the IRB if the research staff cannot be reached or if you wish to talk to someone other than the research staff.

Please print a copy of this consent form for your records.