

**VITERBO UNIVERSITY
SCHOOL OF NURSING
STUDENT POLICY HANDBOOK
2011-2012**

Faculty & Staff



New School of Nursing...



TABLE OF CONTENTS

NURSING PROGRAM	PAGE
School of Nursing Philosophy	7
School of Nursing Mission	7
BSN Program Mission	7
School of Nursing Goals	8
Undergraduate Curriculum Conceptualization	8
Undergraduate Program Outcomes	9
Nursing Curriculum	15
School of Nursing Policy/Guidelines Applying to Non-Discrimination on basis of Disabilities	18
 PROGRESSION and RETENTION	
Academic Honesty	23
Progression Requirements for Nursing	23
Nursing Course Transfer Policy	23
Admission of Transfer Students into Viterbo Professional Nursing Sequence from other Nursing Programs	23
Mathematics Competency	24
Attendance	24
Paper Requirements	24
Criminal History Search	24
Licensing Restrictions	25
Probationary Status in Nursing	25
Minimum Cumulative GPA	25
Withdrawal from Nursing Course(s)	25
Readmission to School of Nursing Policy	25
Success Plans	26
Changes in Sequence of Course Work	26
Prerequisites/Degree Audit/Registration	26
ATI Testing Policy	27
 CLINICAL	
Pre-clinical Requirements	31
Auditing a Clinical Course	31
Nursing Student Uniforms	31
Charting	33
Use of Students' Cars to Transport Patients	33
Use of Medical Records	33
Transportation	33
Clinical Evaluations	33
Health Insurance Portability and Accountability Act (HIPAA) policy	34
 HEALTH/SAFETY	
Health Services for Nursing Students	37
OSHA and Electronic Medical Record (EMR) Training	37
Exposure to Body Fluids	37
Students' Health Insurance	37
Student Injuries	37
Student Pregnancy Policy	38
Children in Classes Policy	38
Skills Lab Invasive Procedure Policy	38



NURSING PROGRAM



Subject: School of Nursing Philosophy

As a School of Nursing rooted in Catholic Franciscan values, we believe that:

Persons are biological, intrapersonal, interpersonal, and spiritual beings who develop and interact within families, communities and their environment. Persons have the inherent dignity and worth and the right to autonomy and self-determination in their life choices.

Health is a dynamic state of balance between the biological, intrapersonal, interpersonal, and spiritual components of persons, families, and communities. Wellness and illness are the personal lived experiences of health.

Environment consists of internal and external factors that influence the health and wellness of persons, families, and communities.

Nursing is a healing art and science that assists persons, families, and communities in achieving optimal health and wellness throughout life.

Professional nursing practice is built on the foundation of a baccalaureate education, which integrates the liberal arts and sciences with professional knowledge, skills and values. Professional nursing practice in a dynamic health care environment is independent and collaborative.

Learning is a lifelong endeavor that is self-motivated, reflective, and active. The processes and outcomes of learning include critical analysis and synthesis of knowledge and expertise.

Teaching is a creative, reflective and interactive process that facilitates learning. Teaching involves the sharing of knowledge and experience grounded in theory, research, and practice.

Teaching-learning practices incorporate active learning strategies, promote critical thinking and clinical judgment, and provide opportunities to develop professional values. Effective teaching and learning take place in an encouraging, challenging, and respectful environment.

Subject: School of Nursing Mission Statement

The School of Nursing prepares nursing and dietetics students for faithful service and ethical leadership as professionals who will advance high standards of practice.
(03/2010)

Subject: BSN Program Mission Statement

The Bachelor of Science in Nursing (BSN) program prepares students for professional holistic nursing practice. Faculty create an educational experience that embraces the pursuit of wisdom and the values of caring, integrity, collegiality, and commitment as preparation for faithful service and ethical leadership in a dynamic health care environment. (3/2010)

Subject: School of Nursing Goal Statements

The goals of the School of Nursing are to:

1. implement a professional nursing curriculum that: builds on a strong liberal arts foundation for undergraduate learners and offer specialization, expansion, and/or advancement in nursing practice for graduate and professional learners.
2. implement a professional curriculum in nutrition and dietetics to prepare graduates to provide comprehensive nutrition care in community and medical settings.
3. provide an educational experience that emphasizes active learning in a values based context;
4. create a collegial environment that facilitates the professional development of students and faculty;
5. prepare graduates for professional roles in a dynamic health care environment.

(2009)

Subject: Undergraduate Curriculum Conceptualization

The seal of Viterbo University has four symbols--the cross, a rose, three wavy lines and a torch. Each of these symbols has a meaning for the university. The cross symbolizes Christianity; the three wavy lines indicate the institution's geographic location where three rivers join; the torch of learning symbolizes the primary function of the university; and lastly, the rose recalls the patroness of the University, St. Rose of Viterbo. For the School of Nursing these symbols represent themes of spirituality, caring, wisdom and lifelong learning that permeate the undergraduate curriculum and learning environment. The mission of the School of Nursing reflects these themes as the curriculum and learning experience strives to create graduates possessing these qualities.

The first symbol is the cross. The interpretation for the curriculum is one of spirituality, a concept broader than Christianity. Spirituality is defined by the School of Nursing as the lived experience of one's belief, ensuing from a particular center of meaning, bringing a particular quality of energy and holistic awareness to self and others. Spirituality is intertwined and overlaps with caring, which is the second theme represented on the seal as the rose. Caring becomes an intentional action that encompasses the nurse's empathy for and connections with persons, families and communities as well as the ability to translate this intention into knowledgeable, compassionate, sensitive interactions. The third symbol, the three wavy lines represents the current of learning that is enduring and continuous throughout a lifetime. The curriculum and learning environment seek to provide a taste of knowledge leading to a life-long quest for wisdom, depicted as the torch--the final symbol on the seal. Wisdom is being able to see things in their entirety. Contributing to this ability to envision wholeness is knowledge, an ability to discern inner qualities and relationships, and the capacity to make sound judgments. Wisdom is achieved through a gradual, maturing process nourished and shaped by experience.

The symbols, representing themes of spirituality, caring, wisdom and life-long learning, together with curricular emphasis on outcome categories combine to create a unique nurse who at graduation receives the nursing pin containing an imprint of the seal of Viterbo University. The nursing pin, and the symbols represented on it, will be an ever-present reminder of the qualities nurtured within the curriculum and learning environment of Viterbo University. (2006)

Subject: Undergraduate Program Outcomes

Curricular outcomes are the measurable evaluation components that become the guiding statements to operationalize the journey to fostering spirituality, caring, wisdom and lifelong learning in every graduate. Outcomes of the curriculum are formatted as *graduate outcomes*, the broad statements indicating behaviors to be observed at the end of the nursing program. Within the graduate outcomes are more specific *developmental outcomes* that are used within the program to identify progress toward the broad graduate outcomes.

Developmental outcomes are designed to demonstrate progression from one skill level to the next. In 1984, Benner described the knowledge and skill development process in nursing. Benner applied a model developed from observing chess players that described the novice to expert progression. The varying levels of performance reflect movement from 1) reliance on rules and principles to the use of past experience as a foundation for decision making/action, 2) an ability to perceive a situation only in terms of relevant pieces to an ability to grasp wholeness, and 3) a passage from observation to participation. This is the behavioral framework for the Viterbo University developmental outcomes. Role transition theory, however, recognizes that movement through skill levels is fluid. Persons moving from one role to another may experience a shift in level of expertise. Within this framework, it is recognized that an individual competent in the student role, may experience a shift to advanced beginner or novice when assuming the role of graduate nurse.

The novice is characterized as a learner having minimal or no experience in the situation where performance is expected. Novices are dependent on structure to guide performance. The lack of experience causes the novice to view situations as "textbook" situations and experience difficulty in applying theoretical concepts to modify the situation. The learner at the advanced beginner level has had some experience in a situation and can use pieces of that experience to understand a new situation and make minor modifications in performance. Structure continues to remain important, but the experience level allows increased comfort with less reliance on the "textbook" picture. Like a novice, at the advanced beginner level, a situation may still be viewed as individual pieces. With movement into the competent level, structure is used as a resource in a new situation, but situations are interpreted based on past experiences and the individual is able to transfer more of past situations to guide actions. The competent level has the learner beginning to see more of the whole situation, instead of individual pieces. Also the competent level brings with it an increased sense of self-confidence although the speed and organization at which a task is done may be not mastered.

In the framework of outcomes for the School of Nursing, the advanced beginner and competent levels, build on previous developmental outcomes. This implies that a learner being evaluated at the advanced beginner level is also required to maintain the expectations at the novice level. A learner being evaluated at the competent level is expected to demonstrate knowledge and skill from both previous levels. The grid to follow identifies the graduate outcomes (in bold font) and the developmental outcomes related to the particular graduate outcome. It should also be noted that no prioritization is reflected in the ordering of the outcomes. (2006)

Outcomes of the Curriculum

1. Graduate Outcome: Uses therapeutic and professional communication skills.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
a. Describes the use of communication in building therapeutic relationships.	Uses therapeutic communication in relationships with individuals, groups, and communities.	Integrates therapeutic communication into relationships with individuals, groups, and communities.
b. Identifies components of professional verbal, non-verbal and written communication with individuals, groups, and communities.	Applies professional communication in developing plans of care across disciplines.	Practices professional communication in the nursing role.

2. Graduate Outcome: Incorporates informational and health care technologies into the practice of professional nursing.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
Identifies uses of informational and healthcare technologies in the practice of professional nursing.	Applies aspects of informational and healthcare technologies in the practice of professional nursing.	Integrates informational and healthcare technologies into the practice of professional nursing.

3. Graduate Outcome: Incorporates into practice the knowledge of health care systems and their effects on clients.

Development Outcomes:

Novice	Advanced Beginner	Competent
a. Identifies the components of the U.S. health care systems.	Compares and contrasts components of the U.S. health care systems with global health care systems.	Applies knowledge of health care systems in advocating for change.
b. ---	---	Facilitates navigation of individuals and family through health care systems.

4. Graduate Outcome: Responds to environmental issues and their implications for global health.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
Identifies environmental issues and related health concerns.	Analyzes environmental issues and personal and professional implications for health	Actively responds to environmental issues that impact health.

5. Graduate Outcome: Addresses ethical issues from an informed personal and professional value system.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
a. Identifies the professional values of altruism, autonomy, commitment, dignity, social justice, stewardship and veracity in nursing practice.	Applies the professional values of altruism, autonomy, commitment, dignity, social justice, stewardship and veracity in the care of individuals and families.	Integrates the professional values of altruism, autonomy, commitment, dignity, social justice, stewardship and veracity into the nursing role.
b. Identifies the steps of ethical decision making in professional practice.	Applies ethical decision making in the care of individuals and families.	Integrates values and ethical decision making in personal and professional life.

6. Graduate Outcome: Demonstrates competence in professional nursing roles.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
a. Socializes into the role of care provider and member of the nursing profession.	Develops own role as provider of care and member of profession	Assumes leadership role as a designer, manager, and coordinator of care.
b. Interprets the Standards of Professional Nursing and the Nursing Code of Ethics.	Uses professional behaviors in health care settings.	Incorporates Standards of Professional Nursing Practice and Nursing Code of Ethics into own scope of practice.
c. Identifies concepts of professional collaboration and partnership.	Applies concepts of collaboration and partnership in clinical situations	Establishes professional relationships with individuals, groups, and communities for the purpose of collaboration and partnership.

7. Graduate Outcome: Displays cultural sensitivity in promoting health of individuals, families and groups.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
Explains the influence of cultural values, beliefs, and health practices in self and others.	Identifies how nursing care would be modified to accommodate differences in values, beliefs and health practices.	Practices culturally sensitive nursing care.

8. Graduate Outcome: Values the unique aesthetic nature of persons and the environment.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
a. Demonstrates awareness of the humanities and fine arts for personal enrichment as a beginning professional.	Demonstrates sensitivity to a variety of artistic expressions in the care of patients.	Incorporates the humanities and fine arts to promote holistic nursing responses in the role of the professional nurse.
b. Demonstrate awareness of the aesthetic nature of self and environment as a beginning professional.	Demonstrates sensitivity to the unique aesthetic nature of persons and the environment in providing nursing care.	Incorporates sensitivity and appreciation of the aesthetic nature of persons and the environment in the role of the professional nurse.

9. Graduate Outcome: Engages in critical thinking processes resulting in competent nursing practice.

Developmental Outcomes:

Novice	Advanced Beginner	Competent
a. Applies components of critical thinking to academic and clinical experiences through an attitude of inquiry.	Integrates reflection and self-evaluation into thinking patterns used in the care of patients.	Critiques creative and reflective critical thinking in the role of the professional nurse.
b. Explains research terminology and methodologies.	Applies evidence-based findings in selected academic and clinical experiences.	Engages in evidence-based practice.
c. Discusses major points of nursing theory and supportive theories.	Applies relevant theories form nursing and other disciplines.	Constructs individual philosophy of nursing based on knowledge of theories from nursing and other disciplines.
d. Practices steps of the nursing process in limited settings.	Integrates the nursing process in addressing holistic needs of selected individuals and families that include health promotion, risk reduction, disease prevention and/or illness management.	Synthesizes nursing plans of care addressing holistic needs of individuals, families and communities that include health promotion, risk reduction, disease prevention and/or illness management.

Students will recognize similarities between the nursing graduate outcomes and the core abilities for the university. As such, it is understood that the general education courses as well as the nursing courses, will have a role in the attainment of developmental and graduate outcomes of the School of Nursing. Courses in the general education curriculum either provide a foundation for study in nursing, or add breadth of perspective to nursing courses. In this way, the general education courses are viewed not only as critical in achieving the graduate outcomes, but also important in demonstrating aspects of spirituality, caring, wisdom and life-long learning.

The general education curriculum consists of courses from the humanities, fine arts, natural, and social sciences. As the name implies, the humanities study the human experience as an individual and as part of a family and community. The human community is examined through its communication patterns with courses in literature or composition. A study of history provides an

opportunity to explore the forces that over time have formed our civilization and culture. Looking at past experiences to better understand the present and plan for the future is important to understanding the human condition. Philosophy, another of the humanities, leads to an examination of values and to a better understanding of the meaning of person and life. Philosophy and religion together, guide in a process of clarifying values and exploring the spiritual dimensions of one's culture and individual life. It can be said then, that in studying the humanities, individuals are studying themselves in order to better understand others.

In addition to the study of humanities, fine arts courses are used to broaden the understanding of individuals and society through an appreciation of the underlying beauty and aesthetic nature of persons and the environment. The fine arts awaken creative awareness as individuals express themselves. Additionally, the fine arts allow an individual to experience the world through a new vantage point, which provides a window into the culture and history of the world.

The window opened with a study of the fine arts has a goal of appreciation of the beauty in persons and the environment, while a window opened by a study of the natural sciences leads to an understanding of the physical attributes that are a part of those persons and the environment. In a world filled with technology and change, individuals need to have a grasp of this information to live in harmony with the environment. The human body is a complex integration of chemical, biological and physical components that need to be understood and supported.

While the natural sciences may provide a study of the physical components of the human being, the social sciences expand the understanding of the whole person to include the intrapersonal aspects of the self, along with the social environment in which that person exists. Here the goal is not just to open the window of the mind, but to broaden the viewpoint seen through the window. A study of the social sciences challenges students to objectively view themselves and society from various perspectives. Through a study of social sciences, the individual gains insight into personal and social problems along with the complexity of solving these problems. The social sciences also lead to a deeper understanding of oneself and the relationships formed with others (Viterbo College, 1997-1999).

Social sciences, natural sciences, fine arts and the humanities together provide the student with an opportunity to develop fully as individuals and as professional nurses. Throughout the courses in these disciplines and in the nursing courses, students are encouraged to develop insights into how the general education classes relate directly to the profession of nursing and form connections to the graduate outcomes.

Undergraduate Curriculum

The general education and designated support courses provide a foundation for the discipline-specific courses of the curriculum. Nursing has its basis in theory, research, and practice. Similarly the curriculum was designed after review of education theory and current research, keeping in focus the student population and practice changes in the healthcare environment. This consideration is reflected in the goals of the School of Nursing, one of which is "to implement a professional curriculum that builds on a strong liberal arts foundation for undergraduate learners" (Viterbo University Catalog, 2007-2009, p.82).

No one nursing theory forms the basis of the nursing curriculum. Instead, the curriculum integrates aspects from multiple theories in order to achieve the outcomes. Visible in the curriculum are aspects of Watson's emphasis on caring, Roy's concepts of coping and adaptation, and Benner's model of knowledge and skill acquisition, and concepts of holistic nursing as examples of this integration.

Traditional BSN Program

The sequencing of courses is designed to provide the student with essential courses in the natural and social sciences as a foundation to build upon in later courses. The sophomore curriculum begins developing the cognitive, communication, and psychomotor skills unique to a

professional nurse. Using the foundation of the sophomore year, the curriculum at the junior level shifts in intensity with the addition of theory/clinical courses incorporating not only a nursing focus on the person over the lifespan, but also the family. Senior level courses focus on complex health care in settings of critical care, mental health and the community with an increased emphasis on interdisciplinary collaboration, healthcare systems and nursing leadership.

Reflecting the philosophy of the School of Nursing, the person in this curriculum is viewed holistically, recognizing there are biological, interpersonal, intrapersonal, and spiritual dimensions. In assisting the student to organize data collection about these dimensions, the School of Nursing has adopted Gordon's (1987) functional health patterns as a framework for assessment of the person. Functional health patterns reflecting the biological dimension include: nutrition/metabolic, elimination, activity and exercise, and sleep/rest. Cognitive/perceptual, self-perception/self-concept, sexuality/reproductive, and coping/stress tolerance are focal areas of the intrapersonal dimensions. Role-relationship is the primary pattern for the interpersonal dimension. Finally, the spiritual dimension is reflected in functional health patterns assessing values and beliefs, along with health-perception/health-management.

Teaching and learning practices embody a variety of strategies to engage the learner in active learning and develop a passion for life-long learning. Assessment of program outcomes is achieved through course-embedded assessment and a selection of free-standing assessment tools.

BSN Completion Program

The courses in the BSN Completion Program build on the sciences and nursing practice foundation obtained by the nurses in their basic degree. Course content reflects the holistic approach of the School of Nursing that includes the biological, interpersonal, intrapersonal, and spiritual dimensions of the person, family, and community. The nurses begin with a course to transition them back into the student role by discussing how to manage a variety of new roles and responsibilities in their lives and to introduce them to the curricular structure of the School of Nursing and how it relates to the University's structure. They are also introduced to the use of information technology in the educational and practice setting, emphasizing the importance of computer literacy in the nursing profession. One of the foundational courses is a review and enhancement of prior health assessment skills. The last foundational course focuses on the exploration of the theories and issues associated with professional nursing practice. Following the foundational nursing courses, the nurses progress to learning the concepts and theories associated with nursing research, leadership, organizational management, and community nursing. The nurses validate their achievement of the graduate outcomes via a Clinical Synthesis Portfolio, a compilation of non-credited learning that the nurses have experienced and exemplars of the outcomes in their own unique practice. Course methodologies are appropriate to the experienced adult.

American Association of Colleges of Nursing. (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington DC: Author.

Gordon, M. (1987). *Nursing diagnosis: Process and application* (2nd ed). New York: McGraw-Hill.

Viterbo College (1997-1999). *College catalog*. LaCrosse, WI: Author.

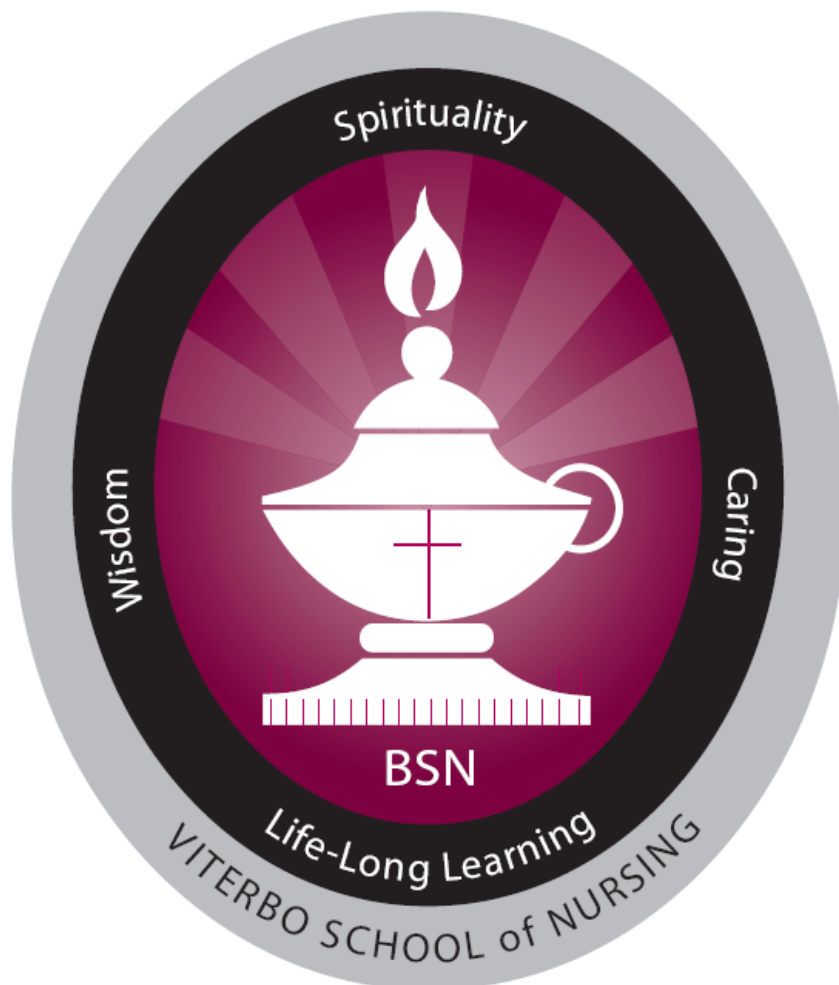
Viterbo University (2007-2009). *Undergraduate catalog*. LaCrosse, WI: Author.

Subject: Nursing Curriculum

The curriculum leading to a degree of Bachelor of Science in Nursing typically consists of 8 academic semesters. Core curriculum courses, supporting courses, and nursing courses are taken concurrently during the four years.

A five-year option (10 semesters) is also available. This option allows the student to distribute the anatomy and physiology and chemistry requirements over four semesters. This option also reduces the number of credit hours taken each semester. Students who plan on working and/or believe they may have a weak science background frequently elect the five-year option. Students who do not meet the prerequisites for the science support courses or whose academic record indicates the need for remedial work may be required to follow a five year plan.

In order to meet the objectives of the program, practice in a variety of clinical areas is necessary. These areas include simulation, hospitals, nursing homes, community health agencies, the community and other health-related agencies in the area. (6/2010)



VITERBO UNIVERSITY
Nursing Curriculum
2011-12 Catalog (updated 06/11)

Freshman

Semester I		Semester II		
*ENG103 or ENG105 or ENG195	3/4	ENG 104 Comp/Lit.II	3	<i>April 1st Application deadline for acceptance into the</i>
*BIO 104 A&P I	4	*BIO 114 A&P II	4	
*PSYC 100/171	3	*SOC 125 Intro.	3	
VUSM 100	3	*CHEM 106	4	
Fine Arts	3	Chem for Health Sciences	4	
		<u>PHIL/RLST</u>	<u>3</u>	
	16/17		14/17	

****Prerequisite coursework for Professional Nursing Sequence Application***

**** Requirements due 1st week of Sophomore**

coursework**

- Certified as Nursing Assistant
- Cardiopulmonary Resuscitation
(American Heart – CPR for Healthcare Provider
or Red Cross – CPR for Professional Rescuer)
- Completed Physical exam
- Nursing Math Test in Academic Resource Center

****Sophomore****

BIO 296	Micro	4	NURS 240	Prof Comm.	3
NURS 230	Health Assess	3	NURS 349	Pharmacology	3
PSYC 220	Lifespn Dev.	3	NURS 221	Gerontology	3
NURS 342	Patho	3	MATH 130	Statistics	3
NURS 290	Nsg. Concepts	3	VUSM 200		3
		16	<u>ENG 307</u>		<u>3</u>
					18

Junior

NURS 322	Maternal Newborn	4	NURS 372	Adult Health	4
NURS 332	Child Health	5	NURS 382	Adult Health Clin	4
HIST		3	NURS 365	Quant/Qual	2
NUTR 340	Human Nutr.	3	PSYC 340	Abnormal	3
<u>PHIL/RLST</u>		<u>3</u>	<u>VUSM 300</u>		<u>3</u>
		18			16

Senior

NURS 422	Adult Health	4	NURS 452	Public Health	5
NURS 432	Psyc/Mental Hlth	4	NURS 461	Perspectives	2
Literature		3	NURS 482	Clinical Synthesis	4
VUSM 400		3	<u>RLST</u>		<u>3</u>
<u>NURS 460</u>	Leadership	<u>2</u>			14
		16			

TOTAL = 128-131 Credits (minimum of 128 credits)

YEAR ONE

Semester I

*ENG 103 or ENG 105	3/4
*PSYC 100 / 171	3
MATH 090/091	(3)
LEARNING STRAT.	1
CHEM 101 (If needed)	(4)
	<hr/>
	14 / 15

Semester II

ENG 104 Comp/Lit. II	3
*SOC 125 Intro.	3
*CHEM 106 Chem for Health Sciences	4
Fine Arts	3
VUSM 100	3
	<hr/>
	16

YEAR TWO

Semester I

*BIO 104 A&P I	4	<i>April 1st</i>
ENG 307	3	<i>Application</i>
RLST	3	<i>deadline for</i>
PSYC 220 Lifespan Dev.	3	<i>acceptance</i>
PHIL	3	<i>into</i>
	<hr/>	<i>the</i>
	15	<i>Professional</i>

Semester II

*BIO 114 A&P II	4
VUSM 200	3
MATH 130 Statistics	3
RLST	3
	<hr/>
	13

***Prerequisite coursework for Professional Nursing Sequence Application**

**** Requirements due 1st week of Year Three:****

- Cardiopulmonary Resuscitation (CPR)
(American Heart – CPR for Healthcare Provider or Red Cross – CPR for Professional Rescuer)
- Certified as a Nursing Assistant
- Completed Physical Exam
- Nursing Math Test at Academic Resource Center

YEAR THREE

Semester I

BIO 296 Micro	4
NURS 230 Health Assess.	3
NURS 290 Nursing Concepts	3
NURS 342 Pathophysiology	3
	<hr/>
	13

Semester II

NURS 240 Prof. Comm.	3
NURS 221 Gerontology	3
NURS 349 Pharmacology	3
LIT	3
VUSM 300	3
	<hr/>
	15

YEAR FOUR

Semester I

NURS 322 Maternal Newborn	4
NURS 332 Child Health	5
NUTR 340 Human Nutrition	3
HIST	3
	<hr/>
	15

Semester II

NURS 372 Adult Health	4
NURS 382 Adult Health Clinical	4
NURS 365 Quant/Qual Research	2
PSYC 340 Abnormal	3
	<hr/>
	13

YEAR FIVE

Semester I

NURS 422 Adult Health	4
NURS 432 Psych/Mental Health	4
NURS 460 Leadership	2
VUSM 400	3
	<hr/>
	13

Semester II

NURS 452 Public Health	5
NURS 461 Perspectives	2
NURS 482 Clinical Synthesis	4
ELECTIVE	2 / 3
	<hr/>
	13 / 14

Minimum of 128 credits required for graduation

Subject: School of Nursing Policy and Guidelines Applying to Non-Discrimination on the Basis of Disabilities

The Viterbo University School of Nursing supports the Viterbo University Policy and guidelines relating to the non-exclusion of qualified students from college programs solely by reason of disability.

To meet the requirements of and to successfully participate in the nursing program at Viterbo University a student must be able to perform skills that are essential to nursing. Though Viterbo University may modify certain course requirements to assist the handicapped* student to meet certain course objectives there are some essential skills for which there are no known substitutes. The applicant to the nursing program and the student throughout the program must be able to meet these requirements even with accommodations.

1. **PHYSICAL REQUIREMENTS:** The applicant/student must be capable of performing physical care of the client. This includes, but is not limited to, the ability to move and position patients, to perform visual inspection, to differentiate among a full spectrum of colors, to differentiate between various sound, to perform venipuncture, to administer medications, and to read a wide variety of gauges and monitors. The applicant/student must be able to perform and maintain certification in cardiopulmonary resuscitation.
2. **COMMUNICATION:** The applicant/student must be able to gather information relating to the client to observe and describe physical, psychological changes and recognize non-verbal communication. He/she must be able to communicate sensitively and efficiently with clients and their families, and relate intellectually and personably with members of the health care team.
3. **INTELLECTUAL ABILITIES:** Critical thinking and problem solving are demanded of all professional nurses. This requires that the applicant/student possess abilities in logical thinking, measurement, calculation, reasoning and analysis.
4. **BEHAVIORAL AND SOCIAL ATTRIBUTES:** The applicant/student must possess emotional health and maturity to participate in the nursing program. He/she must be able to exercise good judgment and to act responsibly and promptly in completing client-related activities. The applicant/student must be able to function effectively under stress, to adapt to changing environments, to demonstrate flexibility, and to be able to function in uncertain circumstances while caring for clients. The applicant/student must be able to tolerate long hours and physically taxing workloads. The applicant/student must be able to demonstrate qualities of integrity, compassion, and skills in interpersonal relationships.
5. **EVALUATION:** The applicant/student may be required to take tests to evaluate abilities to perform required nursing skills.

Viterbo University School of Nursing recognizes its responsibility to prepare competent professional nurses and at the same time incorporate persons with disabilities into its program. With the exception of the abilities specified above, the school of Nursing will utilize technological advances and will be creative in introducing feasible alternative opportunities into the nursing program to follow applicants/students with some handicaps to complete the program.

*** handicapped as defined by the federal government pursuant to ss 504, Rehabilitation Act of 1973. 29 USC secs. 706(8), 794; 34 C.F.R.S 104.3**



PROGRESSION AND RETENTION



Subject: Academic Honesty

Viterbo Nursing Students will be held responsible for abiding by the Viterbo University Academic Honesty Policy as outlined in the university student handbook. The student is expected to earn the course grade independently. Students who exhibit academic dishonesty may be given a failing grade for the course. (2/2010)

Subject: Progression Requirements for Nursing

Prior to starting the sequence of nursing courses, students must earn minimum grades of “C” in CHEM 106 and BIOL 114 and must have a minimum cumulative grade point average of **2.75**. A minimum grade of “C” in BIOL 296 is also required in order to progress. Since BIOL 296 is taken at the sophomore year, a grade below a “C” in BIOL 296 would require the student to repeat the course before progressing in the nursing program. (8/2009)

In a nursing course with limited enrollment or a waiting list, qualified students who have not taken the course previously will have enrollment priority to students repeating a course. (8/2009)

Subject: Nursing Course Transfer Policy

The Viterbo University School of Nursing has carefully considered and planned a curriculum to meet the needs of a beginning nurse in the healthcare setting, while maintaining the mission of the school and university. The content for the curriculum was designed for the curricular outcomes unique to this program. In light of the connection of the curriculum to the desired outcomes and the quality of the graduate, once a student has started classes at Viterbo University, all classes with a nursing prefix must be taken at Viterbo. (8/2009)

Subject: Admission of Transfer Students into the Viterbo Professional Nursing Sequence from Other Nursing Programs

Nursing students transferring into the Viterbo University Nursing Program must meet all prerequisites for each of the university courses. When considering the transfer credit of a nursing course, the registrar in collaboration with the School of Nursing Dean, shall evaluate the content. The student may be required to take an equivalency test, make up deficiencies in the particular course(s), or take the course in question. Depending on the number of nursing classes transferred in at the undergraduate level, students may be required to take additional courses to meet University general education requirements. (8/2011)

Subject: Mathematics Competency

Freshman nursing students will take a standardized nursing math test to establish competency. In the event a student does not pass the test, remediation will be required prior to retaking this test. This will be available to the student in the Academic Resource Center. This test must be successfully completed prior to beginning the first nursing course. (8/2011)

Subject: Attendance

Attendance in lecture is expected.

Attendance is mandatory for:

- A. clinical days (hospitals and agencies)
- B. clinical orientations (hospitals and agencies)
- C. nursing skills laboratories
- D. exams

A student unable to attend any of the above must contact the instructor prior to the clinical experience, clinical orientation, nursing skills laboratory, and/or exams. Failure to do so will result in a failure for that experience. Prior notification does not necessarily assure an excused absence.

A student who is absent from clinical more than two (2) days may be required to withdraw from the clinical and related theory courses. (8/2009)

Subject: Paper Requirements

Papers must be typed/word processed. Each grammatical, spelling, and APA error will be penalized, up to a maximum 10 percent of the paper. The format to be used for written papers is that which is stated in the current edition of the **Publication Manual of the American Psychological Association**. Five percent per day of the total points will be assessed against any assignment that is submitted and/or completed after the designated time and due date. A student may ask for an extension on an assignment if it is mutually agreeable. (8/2011)

Subject: Criminal History Search

Federal and State statutes require that criminal background checks be completed for all persons who provide care for others or who have access to people who receive care. Clinical agencies prohibit placement of students with criminal histories of specific crimes and offenses that have been identified by the state of Wisconsin as bars to employment or licensure (such as abuse, assault or neglect). Viterbo University School of Nursing requires that all students complete a disclosure statement and submit to a criminal history search (criminal background check) **prior to beginning the first clinical course.** Healthcare agencies may require additional criminal history searches prior to student placement in that agency. Students are required to comply and are responsible for the cost of the search.

The Dean of the School of Nursing will analyze reports on positive findings for a criminal record check on a case-by-case basis. Students will be informed of positive findings and will be consulted before a decision is made regarding eligibility to care for clients in

contracted agency placements. Individuals whose background check identifies bars to the provision of care in contracted agencies or places restrictions on client contact **will not be allowed to progress in the program.**

A complete criminal background check is required every four years. The School of Nursing requires a disclosure statement every year the student is in the nursing program. In addition, students are required to disclose any arrest or conviction during their tenure in the program. All disclosures will remain confidential and will be analyzed on an individual basis to determine if such an arrest or conviction is “substantially related” to care of clients in clinical agencies. Falsification or omission of relevant information may constitute dismissal from the program. (8/2009)

Subject: Licensing Restrictions

Persons who have felony convictions may be barred from taking the licensing examination for Registered Nurses. The individual with such a conviction is responsible for contacting the State Board of Nursing for individual counseling. (8/2009)

Subject: Probationary Status in Nursing

A student who receives a grade of “CD” in a nursing course is placed on probation and may progress to the next nursing course. The student must earn grades of “C” or better in **all** remaining non-concurrent nursing courses. Failure to do so will result in dismissal from the nursing program.

A student who earns a “D” or “F” in a nursing course is placed on probation and may be given the opportunity to repeat the course the next time the course is offered, if there is room. The student will not be permitted to take another required nursing course until the repeated course is successfully completed. When a course is repeated the new grade will replace the previous grade, but the probationary status from the first grade will remain on the record and the student must achieve a grade of “C” or better in ALL remaining nursing courses. Failure to do so will result in dismissal from the nursing program.” This will lengthen the nursing program accordingly.

Students on probation are highly advised to seek assistance from the Academic Resource Center.

(8/2011)

Subject: Minimum Cumulative GPA

A student who does not maintain a 2.5 cumulative GPA will not be allowed to progress in nursing designated courses until the GPA is re-established at 2.5. (8/2009)

Subject: Withdrawal from Nursing Course(s)

A student shall be permitted to withdraw from a given nursing course one time and may repeat the course the next time it is offered if there is room. (8/2009)

Subject: Readmission to School of Nursing Policy and Procedure

The full policy and procedure packet is available from the BSN Program Assistant Dean.

Subject: Nursing Student Success Plan

A Success Plan may be established if a student is not performing at a satisfactory level at any time during a nursing course. The Success Plan will outline the expected performance to be achieved as set forth by the faculty and student. (8/2011)

Subject: Change in Sequence of Course Work

Any change in the sequence of general education and or nursing courses required for the BSN degree may result in difficulties scheduling course work and a delay in the date of graduation. Effort will be made to assist the student in completion of the degree requirements. Students who alter sequence of courses must complete a change of sequence form. (Obtain in Nursing Office) (8/2009)

Subject: Prerequisites/ Degree audit/Registration

It is the student's responsibility to track the completion of all course prerequisites, ie. must complete Math 130/230 (statistics) prior to NURS 365 (Nursing Research) and PSYCH 340 (Behavior Disorders) prior to NURS 432 (Psychiatric Mental Health).

Students are responsible for monitoring their Degree Audits (found on VitNet) to be sure they have completed all of the requirements for graduation.

Students are required to meet with their academic advisor for semester registration during the time frames scheduled by the advisor. (8/2009)

Subject: ATI- Testing Policy

The ATI testing is not associated with the student's class grade

Assessment Technologies Inc. (ATI) is a Comprehensive Online Assessment and Review Program that is designed to provide nursing students with a variety of tools that will assist them throughout their nursing school program in a variety of ways. Participation in the ATI program will allow the student to gain experience in taking computerized nursing exams similar to NCLEX, increase confidence in nursing knowledge base and comprehension, identify strengths and weaknesses, developing a plan for remediation and ultimately enhance success in the nursing program and the NCLEX upon graduation.

All nursing students are required to participate in the ATI program. The program will involve assessment of critical thinking at the beginning and end of the nursing program, an assessment of knowledge from core nursing courses as well as nutrition, and a comprehensive diagnostic predictor examination prior to beginning the senior synthesis course. The testing will take place in the computer labs. Computer lab scheduling and some test proctoring will be facilitated by the ATI coordinator. Students will be involved in taking both proctored and non-proctored computer exams. Students will receive study materials for each of the exams. Individual analysis of results is provided with recommendations for remediation.

Schedule for exams:

- a. Critical Thinking (NUR 290) Sophomore year, Fall Semester (baseline assessment)
- b. Pharmacology (NUR 349) Sophomore year, Spring Semester
- c. Fundamentals (NUR 382) Junior year
- d. Nutrition (NUTR 340) Junior year, Fall Semester
- e. Maternal-Newborn (NUR 322) Junior year
- f. Nursing care of Children (NUR 332) Junior year
- g. Medical Surgical (NUR 422) Senior year
- h. Community (NUR 452) Senior year
- i. Leadership (NUR 461) Senior year, spring semester
- j. Mental Health (NUR 432) Senior year
- k. Critical Thinking (NUR 460) Senior year, fall semester
- l. RN Comprehensive Predictor (NUR 461) Senior year, Spring Semester-early

Criteria for Progression in the nursing program related to ATI

Bench mark

The benchmark is set at level 1 for all ATI assessments at the Junior and Senior Level. There are three levels of Proficiency in the ATI testing program with level 3 being the highest. Level 1 is the minimal level of proficiency. Remediation in areas of weakness is recommended for all levels, but is required for students scoring below the benchmark of level 1. There is no set benchmark for the sophomore Critical Thinking or Pharmacology tests

Remediation

Sophomores: Students will be encouraged to utilize tools provided by the ATI program to improve their mastery of content learned.

Juniors: Students not scoring at or above the benchmark will be required to meet with the ATI coordinator and develop a specific ATI Success Plan. A copy of the plan will be sent to the student's advisor. The ATI Success plan will need to be completed prior to entering fall semester of his or her senior year. If a student has not met the benchmark the student's progress with remediation will be followed by the ATI coordinator. This coordinator will be required to document completion of ATI Success Plan- including successful remediation and permission to progress to the senior year of the nursing program.

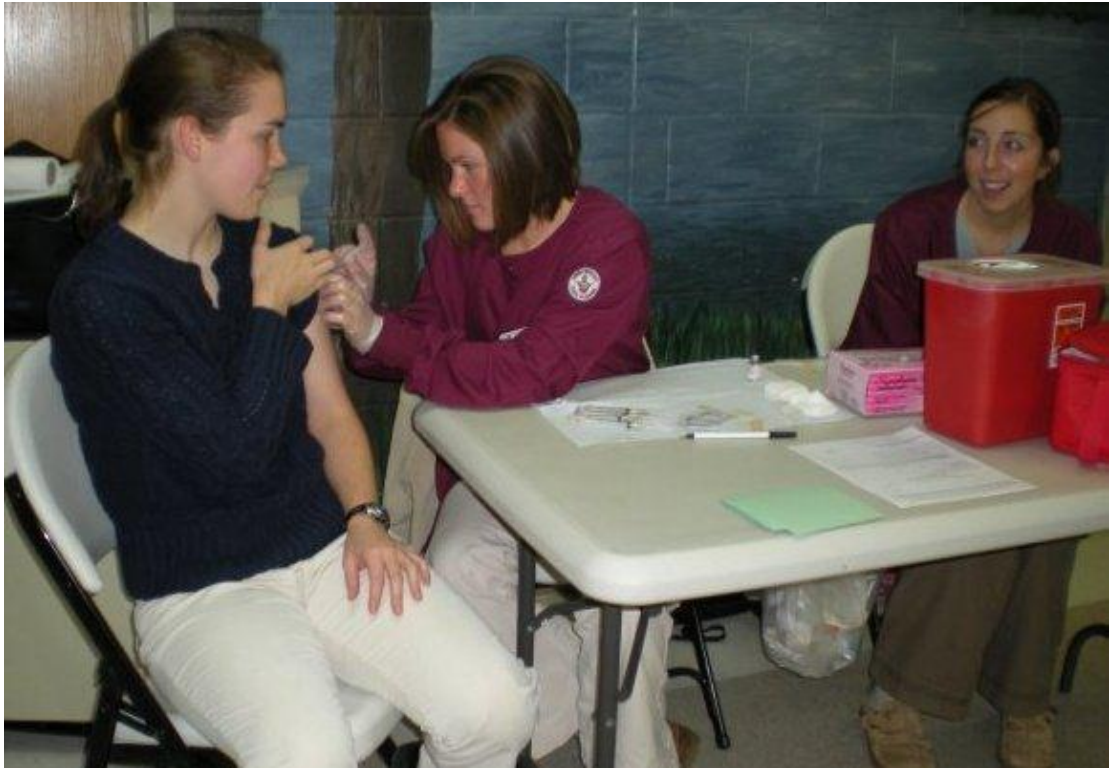
Seniors: Students not scoring at or above the benchmark will be required to meet with the ATI coordinator and develop an ATI Success Plan to remediate in areas of weakness. The ATI Coordinator will inform the Senior Synthesis Coordinator of students not meeting the benchmark in the identified academic areas of weakness. These students would be assigned to a clinical synthesis experience to help facilitate the needed learning experience to enhance success in passing NCLEX upon graduation.

Each student on an ATI Success Plan is accountable for their own learning through individual study and remediation with the study materials provided through ATI. The student will set up meetings with the ATI coordinator to assess progress and completion of the ATI Success Plan prior to a predetermined deadline. A master list will be kept by the ATI coordinator to assure students do not move on to the next level without completing the remediation.

RN Comprehensive Predictor

The Benchmark for the RN comprehensive predictor is set at the 72th percentile (this represents a pass rate probability of 91% on the NCLEX). All students are strongly encouraged to remediate in areas of weakness. Remediation is required on identified areas of weakness on students not meeting the benchmark. Students who do not meet the benchmark will be required to take a second predictor exam. Students who do not achieve a 72% predicted probability score or greater on their 2nd attempt will meet with the ATI coordinator. Individual tutoring (available through ATI program) will be strongly encouraged prior to registering to take the NCLEX. It will be strongly recommended that the NCLEX exam be delayed until the student and ATI coordinator are confident of success on the professional licensure exam. The ATI coordinator will follow the student's progression with remediation into the summer after graduation.

(8/2011)



CLINICAL



Subject: Pre-clinical requirements

All of the following must be completed prior to the 1st week of Fall semester sophomore course work:

Nursing Math Competency

Each student is required to successfully complete the Nursing Math Competency exam which is administered in the Academic Resource Center. (8/2011)

School and Agency Requirements

Each student is required to have Health Care professional (two person adult, infant, child) CPR course which involves hands-on skills verification. The requirement may be completed by taking the course on campus or by attending classes provided by area health agencies. Students must complete a CPR skill competency annually to continue on clinical. Evidence of current CPR and TB testing must be submitted **annually** to the School of Nursing office. In addition to CPR, TB and immunizations, all agency requirements must be completed prior to the first day of clinical. Students are responsible for maintaining current status of all requirements. Failure to meet these requirements prior to the start of each clinical rotation will result in the faculty dismissing the student from clinical with an unsatisfactory performance for the day. If the requirements are not met by the next clinical day the student will receive a second unsatisfactory performance and will receive a failing grade for the course. (2/2010)

CNA Certification

Each student must show evidence of attaining certification as a Nursing Assistant prior to beginning sophomore level course work. (8/2009)

Health History/Immunizations

Each student must return a form to the University Health Services indicating the current immunizations for tetanus, diphtheria, poliomyelitis, varicella and rubella (or evidence of an appropriate rubella titer), mumps and rubeola. The complete series of Hepatitis B vaccine is required. Influenza vaccine is recommended and offered at the University Health Service Office. A student who does not submit the physical examination report and/or who is not immunized/tested according to policy will not be allowed in the clinical areas.

(See University Catalog for other recommended immunizations) (8/2009)

Subject: Auditing a Clinical Course

Students are not allowed to audit clinical nursing courses due to limited clinical areas and nursing faculty. (8/2009)

Subject: Nursing Student Uniforms

Viterbo University School of Nursing values the professional image portrayed by our nursing students. Viterbo students realize that they themselves play a part in forming the image of nursing on a daily basis. This professional image is formally evaluated by faculty because of the school's belief that the appearance and attitude of all Viterbo nurses have a direct impact on the public's perception of our professionalism, competency and quality of care. This includes the ability to establish therapeutic relationships with clients of all ages. These standards are developed to ensure that all Viterbo University students' attire and attitude match the professional image of nursing demonstrated by Viterbo nurses.

Uniforms will be purchased Fall of the Sophomore year.

The Viterbo Nursing Student Uniform consists of:

White scrub top with patch (2 required)
White scrub pants (2 required)
School cover-up with patch (Burgundy)
Solid White shoes (NO open backs)/ white socks
Name pin
Burgundy Polo Shirt with logo and khaki dress pants (not cargos)

1. When the uniform is worn, it must be neat, clean and complete as described above. This includes clean shoes and shoelaces. The cover-up is to be worn instead of sweaters.
2. The Burgundy polo shirt, with Khaki dress pants (not cargos), and name pins are worn for selected clinical settings.
3. The uniform is required for most clinical experiences and most clinical labs. It may be worn to classes only if time does not permit changing.
4. The cover-up **over appropriate attire** (no blue jeans/shorts) is worn in the clinical area for certain designated assignments.
5. The Viterbo University name pin is to be worn at all times in the clinical setting.
6. Whenever the uniform or cover-up is worn, hair is to be neat & drawn back from the face. Unusual hair colors and styles are considered unprofessional and therefore are not allowed in the clinical settings. For male students, facial hair must be neatly trimmed.
7. The following standards are followed by all Viterbo University nursing students when on clinical sites:
 - One small stud earring per earlobe may be worn.
 - Facial and tongue jewelry will not be allowed.
 - All other body piercings and tattoos will be covered.
 - No perfume/body spray will be worn while providing patient care.
 - Fingernails should be trimmed and well manicured. Nail polish and artificial nails are not allowed.
 - Make-up should be conservative.
8. Students shall adhere to specific dress policies in the respective agencies.
9. Sphygmomanometer, stethoscope, bandage scissors and a watch w/ second hand are required.
10. Rings, other than wedding and engagement rings should not be worn. (8/2011)

Subject: Charting

Students shall follow agency policies concerning charting.

See student handbook from agency.

Viterbo University students identify themselves on the patient's chart by signing their name in full and following it with VSN. (8/2009)

Subject: Use of Students' Cars to Transport Patients

Because of the risk of liability, students will not under any circumstances provide automobile transportation for a patient. (8/2009)

Subject: Use of Medical Records

Student nurses may review medical records for their assigned case studies only. Students must have been involved with the patient's care. (See specifics in the student handbook from the agency.) (8/2011)

Subject: Transportation

Viterbo University School of Nursing utilizes a wide variety of community agencies to meet the nursing curriculum objectives. Each student is responsible for his/her own transportation to and from the assigned agencies. (8/2009)

Subject: Clinical Evaluations

Viterbo University School of Nursing emphasizes the practice of professional nursing. The clinical performance tool has specific evaluation criteria that will be evaluated. These criteria are expected to be performed at a satisfactory level. Repeated evaluations of Needs Improvement and/or Unsatisfactory on these criteria may constitute failure of the course. A final grade of Satisfactory is required in order to pass the course. Clinical behaviors jeopardizing patient safety may result in immediate failure of the course at which point, course withdrawal is not permitted. (5/2010)

Subject: Health Insurance Portability and Accountability Act (HIPAA) Policy

Confidentiality and Privacy:

Maintaining confidentiality is an essential part of ethical nursing practice. Information accessed by students for client care and for educational purposes is of a private nature and must be protected. Health Information must be accessed and handled according to federal HIPAA standards and specific institutional policies. Special care must be taken to delete identifiers before using any private health information. During every clinical rotation all students must follow the institution/agency HIPAA policy as outlined in orientation at the respective institution/agency. Breach of the HIPAA policy could result in federal mandated fines or civil penalties as well as dismissal from the Viterbo nursing program.

Some simple guidelines to follow include:

1. Do not give patient/client information to anyone unless there is a “need to know”.
2. When you need to discuss patient information, pay attention to who may overhear your conversation. Look for a private place to speak if others-especially members of the public-may hear you.
3. If you overhear others inappropriately discussing a patient/client, you may want to remind them that they have an obligation to maintain patient/client confidentiality.
4. Keep patient information out of public traffic areas. For example, do not leave paper containing patient information where others can see it.
5. Be responsible when disposing of patient/client information.
6. Follow all policies and procedures on protecting the confidentiality of patient/client information. Be sure to remove all identifiers from client information used in reporting cases in conferences or in writing papers for your courses.
7. If in doubt, talk to your clinical instructor or to a member of the nursing staff.
8. The Viterbo University policy on social networking will be adhered to as it relates to HIPAA and confidentiality.

Source: (1-6 taken from Franciscan Skemp Health Care, Mayo Health Care System Policy)
(8/2011)

HEALTH/SAFETY



Subject: Health Services for Nursing Students

Nursing students utilize the Health Services at Viterbo University. A Registered nurse is on campus to assist the students with any health problems. Before beginning the clinical course in the sophomore year, the nursing student is required to have a physical examination and submit the report to the student health nurse. The student is also required at this time to have either a chest x-ray or a mantoux test. A student who has reacted positively is required to have a chest x-ray. A student who has had a positive TB test and who has had medical treatment for such is required to have a chest x-ray prior to beginning clinical and every three years thereafter while in the nursing program. (8/2009)

Subject: OSHA & Electronic Medical record (EMR) training

Prior to practicing in the clinical settings each student **must** complete an annual hospital based OSHA educational program. This is in order to comply with OSHA standards. In addition, EMR training must be completed. Failure to complete these requirements may result in the student not being able to practice clinically (everyone must follow clinical institution guidelines). (8/2009)

Subject: Exposure to Body Fluids

The procedure known as Standard Precautions (related to the handling of body fluids) will be discussed and demonstrated to students before they begin clinical experiences. Verification of knowledge of these precautions will be required on an annual basis. Students will not be allowed on clinical if this requirement is not fulfilled.

Subsequently, the student is responsible for protecting herself/himself and all patients by rigorously applying these precautions in all laboratory and clinical settings.

Students exposed to body pathogens in the clinical setting will follow the protocol for that agency regarding evaluation and prophylaxis following significant exposure and will be responsible for any expense incurred. If the agency protocol does not cover students, the student will report to the hospital of choice for evaluation and prophylaxis. Students are accountable to report exposure to the person responsible for the clinical experience in the agency and the instructor for initiation into the protocol. (8/2009)

Subject: Student's Health Insurance

Students are **not** insured by Viterbo University or by the hospital or health care agency in which clinical experiences are being conducted.

It is highly recommended that students carry their own health and accident insurance. (8/2009)

Subject: Student Injuries

Injuries incurred by the nursing students during their laboratory/clinical experiences should be reported immediately to their instructor. Agency policy will be followed in reporting incidents. (8/2009)

Subject: Student Pregnancy Policy

Students must inform nursing faculty of pregnancy status and sign a release form.
(Obtain form in nursing office) (8/2009)

Subject: Children in Class Policy

The School of nursing abides by the Viterbo University policies regarding children on campus (See Viterbo University Student Handbook). Infants and small children are not allowed in nursing classes on a routine basis. (8/2009)

Subject: Skills Lab Invasive Procedure Policy

Students delivering or receiving injections (intramuscular, subcutaneous) and/or venipuncture for IV starts must sign a form releasing the academic instructor from any responsibility. (Form will be distributed in lab) (8/2009)

Index

TOPIC	PAGE
Academic Honesty	23
Admission of Transfer Students into Viterbo Professional Nursing Sequence from other Nursing Programs.....	23
ATI Testing Policy.....	27
Attendance	24
Auditing a Clinical Course.....	31
BSN Program Mission	7
Changes in Sequence of Course Work.....	26
Charting	33
Children in Classes Policy	38
Clinical Evaluations	33
Criminal History Search	24
Exposure to Body Fluids.....	37
Health Insurance Portability and Accountability Act (HIPAA) policy	34
Health Services for Nursing Students	37
Licensing Restrictions.....	25
Mathematics Competency.....	24
Minimum Cumulative GPA.....	25
Nursing Course Transfer Policy.....	23
Nursing Curriculum	15
Nursing Student Uniforms	31
OSHA and Electronic Medical Record (EMR) Training.....	37
Paper Requirements	24
Pre-clinical Requirements	31
Prerequisites/Degree Audit/Registration.....	26
Probationary Status in Nursing	25
Progression Requirements for Nursing	23
Readmission to School of Nursing Policy	25
School of Nursing Goals	8
School of Nursing Mission	7
School of Nursing Philosophy	7
School of Nursing Policy/Guidelines Applying to Non-Discrimination on basis of Disabilities	18
Skills Lab Invasive Procedure Policy	38
Students' Health Insurance.....	37
Student Injuries	37
Student Pregnancy Policy	38
Success Plans	26
Transportation.....	33
Undergraduate Curriculum Conceptualization	8
Undergraduate Program Outcomes.....	9
Use of Medical Records.....	33
Use of Students' Cars to Transport Patients	33
Withdrawal from Nursing Course(s).....	25

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