DEMSN Program

Student Handbook

2023/2024

TABLE OF CONTENTS

CLINICAL

HEALTH/SAFETY

SIGNATURE OF AGREEMENT

School of Nursing Philosophy

We believe nursing is a holistic, caring science. Our core values – caring, integrity, commitment, collegiality, and wisdom – together with our Catholic Franciscan traditions form the basis of a curriculum and learning environment designed to instill a sense of scholarly inquiry, a quest for excellence, and an aptitude for leadership and service in a dynamic healthcare environment. Faculty, staff, and students collaborate in forming an innovative, transformative learning experience while cultivating the importance of diversity, relationship-based care, and a holistic approach to persons.

We recognize the importance of reflection, engagement, and curiosity in developing ethical leaders who embrace sustainability and service. Through a commitment to quality, we strive to provide learning spaces and activities for our students that are grounded in multiple ways of knowing and an evidence informed base to build confidence and competence. We recognize the importance of developing resilience that accompanies participation in self-care practices.

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

Metaparadigm Definitions

Persons

Persons are multidimensional beings who seek to find meaning and purpose in their lives. Persons have inherent dignity and worth, the capacity for self-healing, and the right to autonomy and self-determination in their life choices. There is unity and inter-connectedness within the individual and with families, communities, societies, and the global environment.

Health

Health is seen as the dynamic balance, integration, harmony, and sense of well-being between the mind, body and spirit. Wellness and illness are personal lived experiences and a natural part of life, learning, and movement towards change and development. Healing is multi-dimensional, creative, unfolding and unpredictable. Healing is a lifelong journey into wholeness in one's own life, family, community, and global relations.

Environment

Environment consists of internal and external factors that influence the health and wellness of persons, families, communities, and societies who impact, create and co-exist within their environment. The interconnectedness of the person and the environment cannot be separated. Environmental fields are infinite, innovative, unpredictable, and characterized by increasing diversity. Environmental and human fields are identified by wave patterns manifesting continuous mutual change. The nurse becomes the environment.

Nursing

Nursing is a discipline grounded in holistic, caring science which honors the inherent dignity and worth of persons and the environment. Nursing is relationship-centered, advocating for and promoting optimal health and wellness of persons, families, communities and systems. These relationships are transpersonal, forming connections using authentic presence and intentionality. The discipline of nursing provides the foundation for professional holistic nursing practice.

<h1 style="text-align:center">Key Definitions</h1>

Professional holistic nursing practice
  Professional holistic nursing practice is built on the foundation of a baccalaureate education, which integrates the liberal arts and sciences with disciplinary knowledge, skills, and values. Professional nursing practice in a dynamic health care environment is independent, collaborative, evidence-informed, interdisciplinary, and interprofessional. Professional nurses are committed to self-care, reflective learning, contemplative practice, and scholarly inquiry.

Learning
  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, personal experience, and disciplinary expertise.

Teaching
  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
  Teaching-learning practices encourage multiple ways of knowing, incorporate active learning strategies, promote critical thinking and clinical judgment, and provide opportunities to develop professional values. Effective teaching and learning is student-centered and takes place in an encouraging, challenging, and respectful environment.

<h1 style="text-align:center">Mission</h1>

The School of Nursing prepares nurse leaders for professional holistic nursing practice and advancement of nursing knowledge, through the pursuit of wisdom. Faculty create an educational experience that embraces diversity, equity and inclusion within the values of caring, wisdom, integrity, collegiality, and commitment for faithful service and ethical leadership in a global community.

<h1 style="text-align:center">Vision Statement</h1>

The School of Nursing will develop leaders whose competence, caring, and commitment to excellence will empower individuals and communities to achieve their highest level of health and well-being.

<h1 style="text-align:center">Core Values</h1>

Caring
- We recognize and honor the dignity of students, faculty, and those we serve.
- We strive to create an inclusive environment which honors the diverse life experiences, perspectives, and backgrounds of all persons.
- We strive to interact with all persons in respectful and compassionate ways.

Integrity
- We accept personal accountability for all we say and do.
- We strive to base our actions on ethical principles and values that flow from the Franciscan tradition.*

Commitment
- We are committed to pursuing excellence in education and learning.
- We are committed to living by the principles of diversity, equity, and inclusion and ensure that all voices are heard.
- We are committed to advocate for the health of all persons and for advancing the profession of nursing.
- We are committed to professional development through scholarly activities.

Collegiality
- We recognize and celebrate diversity and contribute our individual talents to our common work as scholars and professionals.

Wisdom
- We recognize that reflection and discernment are integral to learning and professional growth and are vital for advancing nursing practice.

*Ethical Principles include autonomy, beneficence, nonmaleficence, justice and veracity.
*Values include contemplation, integrity, service, hospitality and stewardship.

Goals

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 offers specialization, expansion, and/or advancement in nursing practice for graduate and professional learners;
2. Provide an educational experience that emphasizes active learning in a values-based context;
3. Create a collegial environment that facilitates the professional development of students and faculty;
4. Prepare graduates for professional practice in a dynamic health care environment.

DEMSN Program Student Learning Outcomes

Viterbo University School of Nursing prepares graduates whose competence, caring, and commitment to excellence is demonstrated through professional holistic nursing practice. The graduate has the knowledge and skill to:
1. Provide holistic relationship-based care that is congruent with the principles of diversity, equity, and inclusion for all persons, families, communities, and society.
2. Partner effectively with clients, health team members, and community stakeholders to achieve health equity for all persons.
3. Synthesize knowledge from the liberal arts, the sciences, health information technologies, and the discipline of nursing to provide professional holistic nursing care.
4. Demonstrate safe, evidence-informed clinical reasoning in designing and providing professional holistic nursing care to achieve quality health outcomes for all persons.
5. Provide respectful and compassionate care through incorporating the values, standards, and ethical principles of the nursing discipline.
6. Construct a professional holistic nursing identity through reflective practice, self-care, and scholarly inquiry.

Curriculum Conceptualization

Nursing as a healing art and science is grounded in compassionate and faithful human service. For the faculty of the School of Nursing, the seal of Viterbo University depicts the significant themes which are infused throughout the curriculum.

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; the rose recalls the patroness of the University, St. Rose of Viterbo.

These four symbols, representing themes of spirituality, caring, wisdom and life-long learning, together with curricular emphasis on ethical leadership and faithful service 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.

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.

Plan of Study

Direct Entry: M.S.N. – Initial Nursing Practice Licensure
Course Sequence Schedule

FALL			SPRING			SUMMER		
YEAR ONE	*Semester One*			*Semester Two*			*Semester Three*	
NURS 501	Nursing Ways of Knowing*	3	NURS 521	Pharmacology*	3	NURS 512	Nursing Informatics*	3
NURS 513	Pathophysiology*	3	NURS 536	Holistic Care of the Well Patient (didactic)*	3	NURS 538	Integrative Healing in Nursing Practice (didactic)*	3
NURS 522	Holistic Nursing Health Assessment (didactic)*	3	NURS 537	Holistic Care of the Well Patient (clinical)	4	NURS 539	Integrative Healing in Nursing Practice (clinical)	4
NURS 523	Holistic Nursing Health Assessment (skills lab)	1	NURS 642	Interprofessional Communication and Healthcare Partnerships *	2	NURS 560	Leading Change: Applying Evidence to Practice*	3
NURS 531	Health Promotion Across the Lifespan*	3	NURS 611	Older Adult Issues for Advanced Nursing Geriatrics	2			
		13			14			13
YEAR TWO	*Semester Four*			*Semester Five*				
NURS 514	Climate Change and Health: Global Awareness & Social Justice*	3	NURS 548	Capstone Experience (clinical)	4			
NURS 526	Population Health in The Community (didactic)*	3	NURS 584	Transition to Practice *	2			
NURS 528	Population Health in The Community (clinical)	4	NURS 672	Prototyping and Implementation: Scholarly Project II*	2			
NURS 671	Innovation & Project Design: Scholarly Project I*	2	NURS 663	Prof. Nursing Leadership & Healthcare Delivery *	3			
		12			11			

Total Credits	Total M.S.N. Credits = 63
denotes online course	

PROGRESSION AND RETENTION

Academic Integrity

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. Students have the responsibility to understand academic misconduct and to refrain from it. Reference the full academic integrity policy in the [Graduate Catalog](#). All students will sign and date the honor code in NURS 501 – Ways of Knowing.

Viterbo University School of Nursing Honor Code

I am committed to academic honesty and the five core values of the School of Nursing at Viterbo University, even in the face of adversity.

Core Values

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Ethical Principles include autonomy, beneficence, nonmaleficence, justice and veracity.
Values include contemplation, integrity, service, hospitality and stewardship.

To attain these ideals, I embrace this honor system as my way of life.
Academic Planning

Students are required to meet with their assigned academic advisor prior to registering for courses in the second semester. After the second semester, students will no longer be required to meet with their advisor; however, a meeting can be requested. It is the student's responsibility to request a meeting. Students are responsible for

monitoring their Progress Report through Student Planning to be sure they have completed all of the requirements for graduation.

Assessment Technologies Institute (ATI)

Description of ATI:

Assessment Technologies Institute (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. ATI has been shown to increase NCLEX pass rates and reduce student attrition in nursing programs when implemented consistently. 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. Both students and faculty can find significant benefits through the use of ATI with consistent implementation, clear communication, appropriate valuation of assessments, and creation of a positive, mutually accountable environment.

Students are required to participate in the ATI program. The program will involve a proctored assessment of critical thinking at the beginning and end of the nursing program.

ATI Content Mastery Integration and Policy

Students in the Direct Entry Master of Science in Nursing Science (DEMSN) program will be required to take ATI competency tests pertaining to each of the major courses/content areas throughout the curriculum. The ATI test(s) will be given at designated times during identified Nursing course. The tests could be scheduled outside of lecture class time and the student is required to attend. Testing will be done on the student's personal laptop, and will be proctored.

Benchmark Proficiency Levels:
There are four levels in the ATI testing program. Level 3 is the highest and Below Level 1 is the lowest level of proficiency. A minimum of Level 2 is the expectation for all testing scores to be successful in preparing for NCLEX, but points will be given based on each level.

Proficiency Level	Description
Below Level 1	Scores below Proficiency Level 1 do not meet expectation for performance in this content area and reflect performance well below minimal standards. Extensive and rigorous focus review is required.
Level 1	Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content
Level 2	Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content
Level 3	Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

Practice and Proctored Assessment

ATI practice and testing assessment scores are to be calculated at 10% of the course grade. Points awarded for ATI practice and proctored assessments should not exceed 10% of the total grade in the course.

Practice A will be given in the first half of the course. This will give the student an idea of content areas to focus on throughout the course. There will not be rationales provided, and points will be awarded based on completion of the assessment and focused review by the given due dates.

Practice B will be given approximately 2 weeks prior to the end of the course. Rationales will be provided, and points will be awarded based on completion of the assessment and focused review by the given due date

Proctored Assessment The Content Mastery Series Assessments provide essential data regarding a student's mastery of concepts in relation to specific nursing content areas. Content-specific assessments provide proficiency levels that measure a student's level of knowledge acquisition. NCLEX® readiness is measured with the RN Comprehensive Predictor®, Points will be given for each proctored assessment based on level achieved. Failure to complete the focused review by the assigned time or for the required amount of time will result in a loss of the corresponding 2% associated with the focused review.

Course Integration Breakdown

Practice Assessments	
40% of total points available (each assessment = 20%)	
Complete Practice Assessment A. **Focused Review:** • Minimum 1-hour Focused Review on initial attempt • For each topic below 60%, complete either a Basic Concept Map, System Disorder Concept Map or 3 Critical Points template as part of the required focused review process. If there are not any topics below 60%, utilize the three where you scored the lowest. * Take Post Study Quiz (if available)** and complete an active learning template for each topic missed	Complete Practice Assessment B. **Focused Review:** • Minimum 1-hour Focused Review on initial attempt • For each topic below 60%, complete either a Basic Concept Map, System Disorder Concept Map or 3 Critical Points template as part of the required focused review process. If there are not any topics below 60%, utilize the three where you scored the lowest. * Take Post Study Quiz (if available)** and complete an active learning template for each topic missed

Standardized Proctored Assessment			
60% of total points available			
Level 3: 95% or above Passing predictability = 40% (percentage of remaining points)	**Level 2:** 90% or above Passing predictability = 30% (percentage of remaining points)	**Level 1:** 85% or above Passing predictability = 10% (percentage of remaining points)	**Below Level 1:** 84% or below Passing predictability = 0% (percentage of remaining points)

Focused Review = 20%	Focused Review = 20%	Focused Review = 20%	Focused Review = 20%
• Minimum 1-hour Focused Review • For each topic below 60%, complete either a Basic Concept Map, System Disorder Concept Map or 3 Critical Points template as part of the required focused review process. If there are not any topics below 60%, utilize the three where you scored the lowest.	• Minimum 2-hour Focused Review • For each topic below 60%, complete either a Basic Concept Map, System Disorder Concept Map or 3 Critical Points template as part of the required focused review process. If there are not any topics below 60%, utilize the three where you scored the lowest.	• Minimum 3-hour Focused Review • For each topic below 60%, complete either a Basic Concept Map, System Disorder Concept Map or 3 Critical Points template as part of the required focused review process. If there are not any topics below 60%, utilize the three where you scored the lowest.	• Minimum 4-hour Focused Review • For each topic below 60%, complete either a Basic Concept Map, System Disorder Concept Map or 3 Critical Points template as part of the required focused review process. If there are not any topics below 60%, utilize the three where you scored the lowest.
Percentage of all Three Assessments (A, B and Proctored)			
100%	90%	70%	60%
No retake required	No retake required	Retake may be required	Retake may be required

For example, a student who completes all practice assessments and required focused review will receive 40% of the total points for the content mastery series. The remaining 60% depends on how well they do on the proctored assessment. Level 3 or high and complete 1 hour of focused review. If they score level 2 and complete the focused review, they will receive 50% out of the 60%, level 1 and focused review = 30% of the 60%, below level 1 and focused review = 20% of the 60%

Ex. All three assessments combined equal roughly 10% of the total grade. This 10% is comprised of 3 assessments.

- Practice A + focused review = 20%
- Practice A + focused review = 20%
- Proctored assessment + focused review = 60%

Focused Review Proctored Assessment:
All students will be required to utilize tools provided by the ATI program to improve their mastery of content learned. All students will be expected to complete a focused review to increase their learning and knowledge, and to identify areas that need to be focused on for NCLEX success. Focused review is to be handwritten on the provided templates in ATI. A *minimum of 2 hours* of focused review will be required for those students scoring below Benchmark of Level 2. See instructions above regarding the focused review process and templates. All documentation of focused review activities will be sent to the course instructor **within 3 days** from the date of the exam. If not received within 3 days no points will be awarded for score achieved.

Course with content mastery assessments

Content Mastery Assessment	Course
NURS 501 (ways of knowing, 1st semester)	Critical Thinking -Entry
NURS 536 (holistic care didactic, 2nd semester)	Fundamentals
NURS 537 (holistic care clinical, 2nd semester)	Pediatrics
NURS 538 (integrated healing didactic, 3rd semester)	Adult- Medical Surgical

NURS 539 (integrated healing clinical, 3rd semester)	Maternal/Newborn Pharmacology
NURS 526 (community health didactic, 4th semester)	Community Health
NURS 528 (community health clinical, 4th semester)	Mental Health
NURS 663 (leadership, 5th semester)	Leadership
NURS 548 (capstone, 5th semester)	Pharmacology (Second Proctored Exam) Nutrition
NURS 584 (transition to practice 5th semester)	Critical Thinking -Exit NCLEX Predictor

STUDENT ACKNOWLEDGEMENT Initial all and sign below:
_____ I have received a copy of and have read and understand Viterbo's ATI Assessment and Review Policy _____ I understand that it is my responsibility to utilize all the review modules, tutorials, and online resources available from ATI, as designated by Viterbo.
Student printed name Date _____
Student Signature_____.

Attendance

Regularity in attendance correlates positively with success. For online students this includes following the syllabus requirements by maintaining weekly coursework commitments.

Attendance is mandatory for:
1. Clinical
2. Nursing skills laboratories
3. Simulated experiences

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

A student who is absent from clinical two days or more may be required to withdraw from the clinical and related theory courses.

Criminal History Search

Federal and state statutes require that criminal background checks be completed for all persons who provide nursing 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 as bars to employment or licensure (such as abuse, assault, or neglect). The School of Nursing requires that all students complete a background information
disclosure statement and a criminal history search prior to acceptance into the DEMSN program. Students also are required to complete background information disclosure statements at the beginning of each year of the program to ensure that requirements continue to be met. In addition, clinical agencies may have other specific requirements that students must meet prior to placement. 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.

Formatting Requirements

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. Papers must be typed. Each grammatical, spelling, and APA error will be penalized, up to a maximum 10% of the paper.

Formal Complaint Process

Formal complaints should be written and follow prescribed steps, with the use of Viterbo Speaks Up. The specific student complaints procedure is outlined in the VU Student Handbook.

Class Concerns

1. First, the student must talk to the instructor about the concern and try to find a resolution.
2. If the situation is not resolved with the instructor, then contact the DEMSN Program Chair. In communication with the Department Chair, outline the conversation with the instructor related to the concerns and the inability to find a resolution.
3. After the Department Chair is given an opportunity to respond to the concerns and discuss with the instructor, and you feel your concerns have not been adequately addressed, then outline your concerns and your responses from the instructor and the chair to Dean of the school in which the course is offered.
4. The last person in this chain is the Academic Vice President.

At the end of the course, if you are not satisfied with the outcome based on your concerns, you can appeal your grade. The details of this process are found online in the University Student Handbook, and Planner.

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.

Methods of Evaluation

The students will be informed of the methods of evaluation at the beginning of each course. Students are responsible for completing assignments on or before the designated time. 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 prior to the due date, if it is mutually agreeable. Exceptions to this policy may be noted in course syllabus.

Nursing Course Transfer Policy

The DEMSN program has been carefully planned and developed to meet the needs of the graduates. In view of the connection of the curriculum to the desired outcomes and the quality of the graduate, once a student has begun classes as a degree-seeking student in the Viterbo University DEMSN program, all classes must be taken at Viterbo University.

Nursing Student Success Plan

A Success Plan may be established for academic and non-academic reasons 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. This success plan will be in effect until the completion of

the nursing program. Students are expected to provide and discuss their success plan with each faculty of subsequent nursing courses.

Probationary Status in Nursing

Students are expected to maintain a cumulative grade point average (GPA) of 2.75 or higher throughout the program. Per the university financial aid policy, graduate students whose cumulative GPA drops below 3.0 may not qualify for federal financial aid. For financial aid questions, contact the business office. In the event of a drop below 3.0, the cumulative GPA must equate to 2.75 or higher within two subsequent semesters and remain there through completion of the program.

Students are expected to earn grades of C or higher in all courses. Students who earn a grade of CD or lower in a nursing course will be placed on probation and must complete a student success plan. This may lengthen the nursing program accordingly. Also, students must earn grades of C or better in all remaining courses. Failure to do so may result in dismissal from the program.

Progression Requirements for Nursing

A student who earns a "D" or "F" in a nursing course is placed on probation and is *required to retake the course* the next time it is offered, if space is available. If space is not available, students who need to be re-tracked must wait until space is available in the needed course(s).

When a course is repeated, both grades will still remain on the transcript; however, the GPA will be adjusted to reflect the repeated course grade. Both grades will be counted as completed credits for the semester, but only the second will be counted in completed cumulative credits. When a course is repeated the probationary status from the first grade will remain on the record.

Readmission to the School of Nursing

An individual previously dismissed from the School of Nursing seeking readmission shall be required to complete a readmission packet. The guidelines shall be obtained from the DEMSN Program Chair. The completed readmission packet will be evaluated on an individual basis by a readmission board.

Students readmitted into the nursing program after being dismissed must retake the course(s) that resulted in dismissal from the nursing program. Students on probation are strongly advised to seek assistance from the Academic Resource Center

School of Nursing Grading Scale

A = 94-100%   AB = 92-93%
B = 87-91%   BC = 85-86%
C = 80-84%   CD = 78-79%
D = 74-77%   F = <73.5%

Transfer of Graduate Credits from Other Programs

Up to six credits may be transferred to the DEMSN program, if equivalent. In order to be considered for transfer, the grade earned must be at least a B. Transfer credits must be graduate credit taken from an accredited institution of higher education completed within the last five years and equivalent to the course it is replacing in the requirements at Viterbo. Courses older than five years may be given credit based on individual review. Students who wish to transfer credits must have an official transcript sent to the director of the DEMSN

program. Courses will be evaluated for equivalency and written notification of acceptance of transcript credit will be provided to the student by the director.

Withdrawal from Nursing Course(s)

A student shall be permitted to withdraw from a given nursing course with a grade of W on the transcript one time and may repeat the course **the next time it is offered**. Please know this will affect a student's progression in the program. Also, know that this may affect financial aid status if dropping below 3 credits. A student who wishes to withdraw completely from Viterbo during a semester must contact their academic advisor to discuss the decision and complete the necessary paperwork. The Withdrawal form is on the Registrar's Forms web page.

Failing grades are recorded for students who do not officially withdraw from the university. Any applicable refunds for courses are prorated according to the deadline dates printed in the class schedules for the fall, spring, and summer terms. A student who wishes to reenter for any subsequent term must complete a reentry application form for re-acceptance. Failing grades are recorded for students who do not officially withdraw from the university.

CLINICAL

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 ratings of Needs Improvement (NI) and/or Unsatisfactory (U) on these criteria may constitute failure of the course. A final evaluation 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.

Clinical Organization Requirements

Prior to practicing in the clinical settings, each student **must** complete organizational based requirements. Failure to complete these requirements will result in the student not being able to practice clinically.

Documentation and Medical Records

Student nurses may review medical records for their assigned patients only. Students must have been involved with the patient's care. Students will follow agency policies concerning documentation. (Refer to specific agency policy and HIPAA policy section.)

When using written documentation, Viterbo University students identify themselves on the patient's chart by signing their name in full and following it with **VSN**.

Clinical Attire

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. These standards are developed to ensure that all Viterbo University students' attire and attitude match the professional image of nursing demonstrated by Viterbo nurses. If students do not adhere to the uniform policy it will result in an unsatisfactory for that clinical day and possible clinical dismissal.

Professionalism

Viterbo University School of Nursing requires our students to display professionalism in all interactions in the classroom, lab, and simulation, and individual communication with faculty and staff. Attributes of professionalism include collegiality and civility. Viterbo University School of Nursing defines collegiality and civility in the following ways:
- Collegiality: Cooperative interaction among peers, faculty, and staff.
- Civility: An act of showing regard and respect for others including politeness, consideration, tact, good manners, graciousness, cordiality, and courteousness.

Professional attitudes are challenged during times of frustration, disappointment, and dissent. Learning and displaying the skills to manage these situations in a professional manner demonstrates the personal accountability and leadership qualities essential to fostering the professional reputation of the Viterbo nurse and further enhances the professional image of nursing as a profession.

The Viterbo Nursing Student Uniform consists of:
- White scrub top with patch (2 required)
- Red scrub pants (2 required)
- Red scrub jacket with patch (1 required)
- Gray polo shirt with logo and navy dress pants or navy scrub pants
- Solid white or nude undergarments
- Solid white, black or navy blue shoes (NO open backs or Crocs)
- Solid white, black or navy blue socks
- Viterbo University Student Nurse Name badge and any site/facility required ID's

1. When the uniform is worn, it must be neat, clean and complete as described above. This includes clean shoes and shoelaces. The scrub jacket is to be worn instead of sweaters. If another layer of clothing is needed, a short or long-sleeved plain gray, navy, black or white t-shirt may be worn.
2. The gray polo shirt, with navy dress pants or navy scrub pants (no leggings) is worn for selected clinical settings and on campus clinical labs.
3. The uniforms may only be worn to clinical environments. Clinical environments include simulation lab and skills lab.
4. The scrub jacket should be worn over professional attire (no blue jeans/shorts) for designated assignments in the clinical setting.
5. The Viterbo University Student Nurse name badge (and site/facility ID if required) are worn at all times in the clinical setting.
6. Whenever the uniform or scrub jacket is worn, hair is to be neat & drawn back from the face. Headbands/head coverings will be allowed in solid colors of black, navy blue, red or white. Facial hair must be neatly trimmed (or must follow organizational policy).
7. The following standards are required when in clinical settings:
   - Only small stud earrings may be worn.
   - Facial and tongue jewelry will not be allowed.
   - A single small stud or ring in the nose are permitted. For any other facial piercing a clear retainer is permitted. Septal jewelry is not allowed.
   - All other body piercings must be removed.
   - No perfume/body spray/cologne will be worn while providing patient care.
   - Fingernails should be trimmed, well-manicured and not extend beyond the fingertips. Neutral/muted colored nail polish is acceptable as long as there are no chippings in the paint. Artificial/gel nails are not allowed.
   - Make-up should be neutral toned.
   - One smooth surfaced ring band may be worn
8. Students shall adhere to additional dress code policies in the clinical setting as required by clinical facilities. (rev.2023)

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.
9. Students may not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (e.g. Facebook, Twitter, cell phones).
10. Students may not leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive. Any infraction will result in immediate dismissal from the nursing program.

Source: (1-6 from Mayo Clinic Health System- Franciscan Healthcare of La Crosse Policy)

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 diagnosed 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. Needs of students with a diagnosis are assessed and accommodated based on the diagnosis and medical documentation provided to the ADA Coordinator.* The student must be able to meet these requirements throughout the program even with accommodations.

1. **Physical Requirements:** The 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 student must be able to perform and maintain certification in cardiopulmonary resuscitation.

2. **Communication:** The student must be able to gather information relating to the client to observe and describe physical, psychological changes and recognize non-verbal communication. They 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 student possess abilities in logical thinking, measurement, calculation, reasoning and analysis.

4. **Behavioral and Social Attributes:** The student must possess emotional health and maturity to participate in the nursing program. They must be able to exercise good judgment and to act responsibly and promptly in completing client-related activities. The 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 student must be able to tolerate long hours and physically taxing workloads. The student must be able to demonstrate qualities of integrity, compassion, and skills in interpersonal relationships.

5. **Evaluation:** Viterbo University School of Nursing recognizes its responsibility to prepare competent professional nurses and also include qualified students with diagnosed disability(ies) into the program. The school of nursing will utilize technological advances and feasible alternative opportunities to encourage students with diagnoses the means to successfully complete the program. (rev. 2020)

* In accordance with Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973.

Pre-Clinical Requirements

All of the following must be completed prior to beginning the Clinical Graduate NURS Courses (which occurs the second semester of the program).
- Certified Nursing Assistant Certification (CNA) (WI highly recommended)
- Cardiopulmonary Resuscitation (CPR) for health professionals (must be American Heart Association). Students must remain current in CPR throughout the course of the program
- Caregiver Criminal Background Check
- Physical examination report
- Health insurance
- Record of up-to-date immunizations including:
  - Tetanus and Diphtheria within last 10 years
  - Measles, Mumps and Rubella- 2 vaccinations or positive titers
  - Varicella zoster or positive titer
  - Hepatitis B (complete series or blood tests to show immunity)
  - Influenza – annual requirement by October 31st
  - Two-step Tuberculosis/Tuberculin Skin Test (initial test)*
  - COVID-19**

**Covid 19 clinical partners' vaccination requirements and exemption qualifications continually change, and since this document is reviewed once a year, this may not reflect the most current policy. Please inquire with the DEMSN program chair if this may apply to you.

*Tuberculin Skin Test (TST): The student is required to have a TST. Another name for the TST is the PPD or Mantoux test. If this is the first TST or if it has been more than 12 months since the last negative TST, a two-step test is required. If the first test is negative, the second TST must be administered 1-3 weeks after the first test is read. Documentation is required of all test results. Also, the QuantiFERON-TB Gold (QFT) blood test an acceptable alternative to the TST, PPD or Mantoux.

All nursing students are required to have a repeated test for tuberculosis every 12 months.

A student who has reacted positively to the TST is required to have an initial chest x-ray, and a copy of the results must be provided to the Director of Health Services at Viterbo University. A student who has had a

previous positive tuberculin test and has had medical treatment will be required to have a chest x-ray prior to participating in clinical in the sophomore year. Each year these students will complete a health questionnaire rather than the TB test. Repeated chest x-rays are not required unless symptoms develop that could be attributed to TB.

Titers: A titer test is a measure of antibodies in the blood, providing a check of disease immunity. Titers are also required if there are no records of required immunizations. Titers are required to show immunity to MMR and Varicella; however, the immunization series is acceptable. Titers also are acceptable for Hepatitis B; however, the immunization series is preferred. Results of these blood tests must be uploaded into the Student Passport System, which provides more information related to titer and repeat vaccine requirements.

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. If a student is unable to obtain a complete vaccination history, titers must be drawn showing immunity or new vaccinations must be completed.

Students who choose not to receive the COVID-19 vaccination will need to apply for exemption in consultation with the School of Nursing Clinical Coordinator. It is the responsibility of the student to complete the application and return it to the Clinical Coordinator who will submit the application to the clinical partner. There is no guarantee that a facility that accepts exemptions will be available at the time of the student's assigned clinical rotation or that the exemption would be granted. Student progression in the program may be impacted.

Professional Liability Insurance Policy

Students will be required to purchase their own liability insurance for any clinical experiences occurring outside of the university semester dates.

Transportation

Viterbo University School of Nursing utilizes a wide variety of community agencies to assist students in meeting the nursing curriculum objectives. Each student is responsible for his/her own transportation to and from these clinical agencies.

Use of Electronic Devices

The personal use of electronic devices during scheduled clinical time is prohibited, except during breaks away from the clinical area. Smart watches may be worn while on clinicals. The use of smartphones and smartwatches is limited to referencing resources only, while in the clinical setting. Departure from these guidelines may be subject to securing the device for the remainder of the day and may result in an unsatisfactory for the clinical day.

Use of Medical Records

Student nurses may review medical records for their assigned patients only. Students must have been involved with the patient's care. Refer to specific agency policy and HIPAA policy. (rev. 2016)

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.

HEALTH/SAFETY

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. 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 fluids 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 agency staff and the clinical instructor for initiation of the protocol.

Students' Health Insurance

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

Certain health care organizations require students to carry health insurance before participating in clinical experiences. Therefore, all students will be required to show proof of their own health insurance coverage.

Emergency ID cards
Students will be provided with emergency ID cards and will be required to attach them to their Viterbo School of Nursing name badges or to those required by their assigned clinical facility.

Student Injuries

Injuries incurred by the nursing students during their laboratory/clinical experiences should be reported immediately to the agency staff and Viterbo Nursing clinical instructor. Agency policy will be followed in reporting incidents. All students are responsible for medical expenses to treat any injuries they incur. In addition, the Viterbo accident/incident report form must be filled out and submitted to the Dean.

Signature of Agreement – DEMSN Handbook

I have read and understand the policies and procedures required of me as a DEMSN student at Viterbo University and by signing or typing my signature signifies my understanding.

Date: _____

Signature: _____

Printed Name:_____
(if signing by hand for submission)