

UNIVERSITY OF DELAWARE

COLLEGE OF HEALTH SCIENCES

SCHOOL OF NURSING

2009-2010

UNDERGRADUATE STUDENT HANDBOOK



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Information and policies are subject to change.

Revised by Student Affairs Committee 6/09

I. SCHOOL OF NURSING

A. Mission

The mission of the School of Nursing of the University of Delaware is threefold:

- to provide both a liberal and professional education to students of nursing;
- to generate and refine nursing knowledge and practice through nursing research and research utilization; and
- to serve society through professional and volunteer outreach to individuals, families, and communities.

Department of Nursing
May 26, 2004

B. Philosophy

The School of Nursing derives the general principles of its philosophy from the philosophy and functions of the University of Delaware. The faculty of the School of Nursing is responsible for implementing the nursing education component of the three University functions of teaching, research, and service.

The faculty views human beings as biopsychosociocultural systems that have all the properties of open systems. Human beings possess universal needs which influence their capacity for intellectual, emotional, social, and humanistic accomplishments. As they interact with the environment, human beings make choices and decisions that influence need satisfaction.

A society is an organization of individuals and groups that, through interactions, form communities of various sizes and descriptions. Societies are dynamic in nature and culturally diverse. Societies assure that the needs of their members are met. Individuals, families, and communities develop social roles, identities, and values through opportunities provided by the society in which they live.

Because humans are integrated beings, health embodies biological, psychological, and sociocultural dimensions. Health is a state of being that fluctuates between varying degrees of wellness and illness. When human needs are altered, varying levels of equilibrium within health may result. If self-regulatory processes fail to maintain or restore wellness, individuals may become functionally inadequate and unable to develop or survive.

Nursing, as a profession, is an essential component of the health care delivery system. Nursing is based on a rapidly expanding body of scientific knowledge and skills that promotes the achievement, maintenance, or enhancement of dynamic equilibrium across the lifespan. Through the nursing process and nursing research, nurses use the scientific method to advance knowledge and practice in the discipline.

The faculty of the School of Nursing believes that a major goal of education is to develop socially responsible individuals who can think critically, logically, and creatively. The educational system promotes the intellectual, emotional, and social growth of each individual. The goal of the educational process in nursing is students' internalization of values and beliefs consistent with the roles of professional nurses. An environment conducive to effective learning is one in which learners and teachers share mutual goals, mutual effort, and mutual respect for individual and cultural differences. Educational outcomes of the teaching/learning process are best achieved when learners are active participants and teachers are role models and facilitators.

Baccalaureate education in nursing prepares learners with diverse educational backgrounds for the first level of professional nursing, the generalist level. Through systematic and sequential experiences, baccalaureate students learn to use critical thinking and make independent judgments, to integrate nursing theory and nursing practice, and to provide comprehensive nursing care to individuals and families in a variety of settings. As professional nurses, baccalaureate graduates evaluate current practices, define ways of improving the quality of professional nursing practice, and use research findings in describing, evaluating, and improving practice. As generalists, professional nurses deliver direct nursing care and are prepared to assume leadership responsibilities in guiding and directing others in the provision of nursing care. In addition, professional nurses collaborate with colleagues and other health professionals in health care delivery. In an ever changing society, baccalaureate nurses participate in defining the emerging roles of professional practice.

Graduate education in nursing builds on theories and practices acquired at the baccalaureate level and provides the basis for doctoral study in nursing. Graduate education socializes learners to advanced nursing roles. Nurses in advanced roles influence the quality of nursing practice and the direction of health care delivery. As nursing specialists, administrators, and/or nurse practitioners, they function independently and interdependently with peers and members of other health care disciplines in direct and indirect care of individuals, families, and community groups. In addition, these nurses are capable of generating scholarly activity and of defining, developing, and adapting to present and emerging advanced roles in nursing. They serve as leaders in professional, civic, and/or community organizations and may be actively involved in political/legislative arenas.

In addition to providing opportunities for formal, degree-granting programs, the faculty of the School of Nursing is committed to providing ongoing education for nurses in conjunction with the University Division of Continuing Education. The faculty believes that life-long learning is a means for achieving a satisfying and productive life and is of paramount importance in the delivery of safe, effective, and efficient health care.

Approved by Faculty of the College of Nursing 9/13/94
Revised: JS:sg 9/97 Department of Nursing
Reviewed: Spring 2004

C. Organizational Framework

The curricula of the School of Nursing are based on the College philosophy and organizational framework. The framework was developed by the faculty as a tool which provides a method of organizing learning experiences to promote an understanding of clients and their interaction with their environment.

Further, this organizational framework represents the faculty's beliefs about nursing and provides a frame of reference for situations which lend themselves to theory testing. The ultimate goal of the organizational framework is to assist the student to implement professional nursing practice.

The organizational framework of both undergraduate and graduate curricula is built on four major concepts: clients, environment, health, and nursing. These are interactive and open systems.

A system is an organized unit with a set of components that mutually react. The system acts as a whole. Systems may be open or closed. Open systems must interact through the exchange of information, energy, and material to maintain a state of dynamic equilibrium. The client (individual, family, and community) openly interacts with the environment. The nurse promotes client health and environmental interaction by providing energy and feedback to the system.

D. Concepts and Subconcepts

Clients are individuals, families, groups, communities, and populations with biopsychosociocultural dimensions. Client systems are interdependent yet have definable structures, relationships, and boundaries.

Biopsychosociocultural dimensions refer to clients biological, psychological, and sociocultural components of health across the lifespan.

Environment is the setting in which nursing occurs and the dynamic surroundings of the client, including the physical, psychological, social, ecological, and cultural contexts.

Health is a state of being that fluctuates between varying degrees of wellness and illness. Health embodies the subconcepts of promotion, prevention, restoration, and maintenance.

Health Promotion: Is the process of assisting clients to enhance well-being through behaviors that promote health and maximize potential.

Disease Prevention: Is the process of protecting clients from disease, illness, and injury. The specific levels are classified as: primary, secondary, and tertiary. Primary prevention involves stopping the development or occurrence of disease, illness, or injury. Secondary prevention focuses on the early detection and treatment of disease or illness. Tertiary prevention involves rehabilitation to limit excess disability, complications, and/or death.

Health Restoration: The process of assisting clients to return to an optimal state of health.

Health Maintenance: The process of preserving an optimal level of health.

Nursing is a profession that promotes health with clients. Nursing includes the following roles: caregiver, critical thinker/problem solver, researcher, advocate, teacher, collaborator, and leader.

Caregiver: In this role, the bachelor's prepared nurse provides safe, competent, culturally sensitive care.

The master's prepared caregiver is an expert clinician who provides, guides, directs and evaluates the nursing care delivered to the individual, family and community.

Critical thinker/problem solver: The nurse as a critical thinker engages in a deliberative process of analysis, synthesis, and evaluation of facts, theories, principles, and interpretations. In this role, the nurse organizes experiences, creatively approaches problems, and gives explanations.

Researcher: The bachelor's prepared nurse is a research consumer. In this role, the content, method, and applicability of research findings are applied to practice.

The master's prepared researcher identifies current researchable problems, collaborates in research, and evaluates and implements research findings that have an impact on nursing and health care.

Advocate: The nurse provides for the protection of client rights. The nurse also secures care for all clients based on the belief that clients have the right to make informed decisions about their own health.

Teacher: The nurse as teacher promotes health-related learning through formal and informal activities/interaction with clients.

Collaborator: Establishes relationships with clients, families, health care providers, and members of other disciplines. In this role, the nurse coordinates services to facilitate health.

The master's prepared nurse collaborates in interdisciplinary efforts to provide health care and improve health care delivery systems at local, state, and/or national levels.

Leader: The bachelor's prepared nurse as a leader guides change, strategically manages, employs vision, and provides motivation both for clients and staff in all environments, including health systems, communities, and the political arena.

The master's prepared nurse leader defines, develops, and implements current and emerging nursing roles and interprets and promotes professional nursing and health care to members of the professions, other disciplines consumers and legislators

DNS\ORGFRAME.FNL
Reviewed: Spring 2004

E. Program Outcomes

- Outcome 1:** Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.
- Outcome 2:** Apply critical thinking processes to the practice of professional nursing.
- Outcome 3:** Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.
- Outcome 4:** Integrate health education into the care of individuals, families, and communities.
- Outcome 5:** Demonstrate cultural competence in provision of care to diverse populations.
- Outcome 6:** Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.
- Outcome 7:** Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.
- Outcome 8:** Use verbal and written communication and technology effectively within healthcare environments.
- Outcome 9:** Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.
- Outcome 10:** Collaborate with health care professionals and consumers to ensure effective and efficient care.
- Outcome 11:** Provide leadership to initiate change in communities, health systems, the profession, and the political arena.
- Outcome 12:** Be a critical consumer of research to improve nursing practice and health care delivery.

Reviewed by Curriculum Committee Spring 2004

II. ESSENTIAL FUNCTIONS

THE FOLLOWING APPLIES TO STUDENTS IN THE TRADITIONAL AND ACCELERATED UNDERGRADUATE TRACTS ONLY.

Individuals with disabilities are welcome in the field of nursing. However, the student must be able to perform certain essential functions throughout the program of learning. These physical, cognitive, psychomotor, affective and social abilities are necessary for the provision of safe and effective nursing care. Progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the nursing programs. Affiliated clinical agencies may identify additional essential functions. The nursing program reserves the right to amend the essential functions as deemed necessary.

Students who are otherwise qualified and have a documented disability that will require accommodation to perform these functions, must contact the Americans with Disabilities Act Office (ADA). It is the student's responsibility to register with the ADA office, provide documentation for the disability and request reasonable accommodation(s) that will enable them to continue as a student nurse. Of course, accommodations will be considered on a case-by-case basis, and the University of Delaware will determine if the suggestions are reasonable or if there are other possible accommodations. While the University of Delaware is committed to providing accommodations, those accommodations may not guarantee success in the clinical or employment setting. In addition, the School of Nursing is unlikely to conclude that a surrogate for a nursing student can be considered a reasonable accommodation to perform any of the essential functions listed in this policy.

The essential functions delineated below are necessary for nursing program progression and graduation and for the provision of safe and effective nursing care. The essential functions include but are not limited to:

1. Sufficient visual acuity, such as is needed in the accurate preparation and administration of medications, and for the observation necessary for client assessment and care.
2. Sufficient auditory perception to receive verbal communication from clients and members of the health team and to assess health needs of people through the use of devices such as stethoscopes and to hear alarms found in intravenous infusion pumps, cardiac monitors, fire alarms, etc.
3. Sufficient tactile ability to perform physical assessment of clients and carry out related therapeutic interventions, e.g. catheter insertion and injections.
4. Sufficient gross and fine motor coordination to respond promptly and to implement the skills required in meeting client health care needs safely. These include, but are not limited to, manipulation of equipment and performance of CPR.

5. Sufficient physical ability to walk or stand for extended periods of time, push/pull medical equipment, transfer clients to and from units, move quickly during emergency situations, move from room to room, and maneuver in small spaces.
6. Sufficient speaking ability to communicate with clients and the health care team.
7. Sufficient psychological stability to consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings.
8. Sufficient interpersonal skills to interact appropriately with patients, families, and other members of the health care team.

Essential Function	Standard (Performed consistently and dependably)	Examples of necessary activities (not all-inclusive)
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient responses, read medication labels, measure drainage*
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultatory sounds and cries for help*
Tactile	Tactile ability sufficient for physical assessment and intervention	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)*
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care in a timely manner	Calibrate and use equipment; position patients appropriately.*
Mobility	Physical abilities sufficient for movement from room to room and in small spaces, as well as for lifting and transferring patients	Move around in patient's room, work spaces and treatment areas; administer cardiopulmonary procedures*
Communication	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient responses*
Critical thinking	Critical-thinking ability sufficient	Identify cause/effect relationships in

	for clinical judgment in a timely manner	clinical situations, develop and implement nursing care plans (includes measurement, calculation, reasoning, analysis and synthesis.)*
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds	Establish rapport with patients and colleagues. Maintain appropriate affect levels. *

*If the student is otherwise qualified and has a documented disability that will require accommodations to perform these functions, the student must contact the Americans with Disabilities Act Office (ADA) to discuss reasonable accommodations. It is the student’s responsibility to register with the ADA office, provide documentation for the disability and request reasonable accommodations.

A. Health Conditions

Individuals with certain health conditions (including, but not limited to HIV infection, Hepatitis B infection, immunosuppression, seizure disorder, etc.) may require accommodations in order to safely practice in some health care settings. Again, the student must contact the Americans with Disabilities Act (ADA) Office to discuss reasonable accommodations. It is the student’s responsibility to register with the ADA office, provide documentation for the disability and request reasonable accommodations.

B. State Board Standards

Most State Boards of Nursing state that grounds for denial of a license to practice as a registered nurse include, but are not limited to, conviction of a felony or certain other criminal offenses, chemical dependency, mental incompetence, and other reasons authorized by law or regulations.

III. STUDENT POLICIES AND PRODECURES

A. Advisement

Advisement in the School of Nursing is considered a strength of the nursing program. A faculty advisor is assigned to each student. All faculty advisors are required to post office hours. It is the student's responsibility to make an appointment with his or her advisor regularly to discuss concerns or progress in the curriculum. Please keep in mind that almost all undergraduate faculty members have clinical, research, and other responsibilities which keep them away from McDowell Hall two-three days a week (generally Wednesdays, Thursdays and Fridays). If students are unable to reach their advisors during office hours, they may be reached by e-mail or voice-mail.

It is recommended that all students contact their faculty advisor during the first month of the new academic year and that freshmen contact their advisor following receipt of mid-semester grades. Juniors are required to meet with their advisor during the spring semester to complete their senior checkout.

B. Student and Faculty Academic Advising Responsibilities

Academic advisors are expected to guide students but not make decisions for them. The academic program developed for a student should be a collaborative effort between the advisor and the individual student. The advisor should be a sympathetic listener who offers alternatives for the student to consider. Student growth requires freedom for students to make decisions and to accept the consequences of those decisions. The advisor serves as a guide by helping to identify and assess alternatives as well as the potential consequences of decisions. An academic advisor cannot increase a student's native ability but can encourage the maximum development of that ability. Similarly, an advisor cannot reduce personal, financial, family, employment, or academic responsibilities held by a student but can make recommendations and referrals believed appropriate to address related needs. An academic advisor is not a psychological counselor, and thus is not expected to deal with emotional problems that fall outside the range of normal student behavior. Complex financial, emotional, physical, or personal problems should be referred to University units and those individuals with appropriate training and resources.

1. The Responsible Advisor:

- is accessible to students during reasonable hours.
- provides a means through which students can schedule appointments.
- understands the curriculum, graduation requirements, and university policies.
- provides accurate information.
- discusses with students specific university, college, and school requirements, procedures, and deadlines.
- helps students define and develop realistic goals and discusses linkage between academic preparation and career opportunities.

- assists students in planning programs of study, both short-term and long-term, that are consistent with their abilities and interests. (This includes course load and factors such as academic background, program demands, employment or personal commitments).
- helps students identify special needs and acquaints students with services and programs provided by the university.
- refers students to other services, departments, and specific individuals as special needs are identified.
- monitors the student's progress toward educational goals and keeps accurate, up-to-date records of academic progress.
- respects the student's right to privacy of educational records and discusses confidential information regarding the student only with appropriate individuals and for the purpose of serving the student's best interest.
- helps students assume responsibility for their decisions and their actions.

2. The Responsible Student:

- schedules appointments with an advisor and is on time for those appointments.
- owns and is familiar with the University's 2009-2010 Undergraduate and Graduate Catalog and specific School policies.
- is prepared for the advising session (has identified questions or concerns, brings a list of proposed courses and times to an advance registration appointment).
- discusses long-range goals including choice of major and career aspirations.
- knows academic requirements for continued enrollment and graduation.
- asks questions about policies, procedures, or requirements that are not understood.
- keeps copies of relevant academic records.
- obtains, completes, and processes all necessary forms and signatures required for registration, course changes, or related affairs within specified deadlines.
- meets course prerequisites and selects specific courses.
- consults with the advisor before making drastic changes to an agreed upon schedule.
- consults with the advisor with concerns related to academic progress, a change in program, courses to be taken at another institution, withdrawal from courses, or withdrawal from the university.
- makes final decisions and is actively responsible for his or her academic career.
- prepares material for independent study, appeals, request for transfer of credit, and requests based on special needs.

C. Family Educational Rights and Privacy Act

Refer to the University's 2009-2010 Undergraduate and Graduate Catalog for policy.

IV. ELIGIBILITY FOR LICENSURE

Upon completion of the BSN, graduates are eligible to take the licensure exam (NCLEX-RN). Specific NCLEX test information is available from the National Council of State Boards of Nursing (<http://www.ncsbn.org>). Eligibility for licensure as an RN is the responsibility of each student. Students are referred to the Board of Nursing in the state in which they plan to practice.

V. ACADEMIC POLICIES FOR THE SCHOOL OF NURSING

The School of Nursing faculty have established the following policies for academic progression. These policies apply to all students in the Bachelor of Science in Nursing degree program in the College of Health Sciences.

Failure to follow the established guidelines may result in delayed curricular progression. Any requests for exceptions to the following policies must be submitted in writing, using the Appeal Form, to the Student Affairs Committee (SAC). (See below for instructions.)

1. **Most nursing courses have prerequisites.** Students who have not met the prerequisites will not be permitted to progress.
2. **All courses in the freshman and sophomore years (excluding restricted electives) must be successfully completed prior to entry into junior level nursing courses. Junior level nursing courses must be completed prior to entry into senior level courses. Accelerated students may take NURS 222 with junior level nursing courses and NURS 356 with senior level nursing courses as listed in the accelerated course sequence.**
3. **A grade of “C-” or better is required in BISC 276 - Human Physiology and NURS 101 - Basic Human Anatomy.**
4. **Any required non-nursing course in which a student receives a failing grade must be retaken, except for BISC 276, which must be retaken if a student receives below a C-.**
5. **Nursing majors must have a minimum Cumulative Grade Point Average (GPA) of 2.0 to continue in the nursing curriculum.** Students with a cumulative GPA below 2.0 will not be able to take nursing courses until their GPA reaches 2.0 or higher. Only courses taken at the University of Delaware are used in calculating GPA. (Refer to the 2008-2009 Undergraduate and Graduate Catalog concerning calculating GPA.)
6. **Students who earn a grade lower than “C-“ in a nursing course must repeat the course and achieve a grade of at least “C-“ before enrolling in a more advanced nursing course. The original grade remains on the transcript and is counted in the policy referred to in #7 below.** Nursing course failure will most likely result in a delay in curricular progression because courses may only be offered one time per year. Students may enroll in the next available course only IF it is within their same program (traditional versus accelerated). Students must appeal to the SAC to take a nursing course not in their program. (For example, traditional students must seek special permission to take an accelerated nursing course, and vice versa.)
7. **Students who earn a grade lower than “C-“ in more than one nursing course (except NURS 100 - New Student Connections) will not be permitted to continue in the nursing major.**

8. **A pre-licensure student who is absent from required nursing course work for more than fifteen months must appeal to the SAC for approval of a revised plan of study that may include repeating nursing courses.**
9. **Required courses, including restricted electives, must be taken for a letter grade.** Six credits of free electives may be taken on a pass/fail basis. Refer to the University's Undergraduate Catalog for further information.
10. **College preparatory courses, such as MATH 010, ENGL 011, or any zero-level course, may NOT be applied toward BSN degree requirements.**
11. **Credits for courses repeated do not count toward the required credits for graduation.**
12. **The University's multicultural course requirement must be met by enrolling in an appropriately designated course.** Refer to the University's Undergraduate Catalog for a complete listing of these courses. Multicultural courses offered each semester are also listed in the registration booklet.

VI. STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee (SAC) is designed to review and make decisions about student appeals of curricular requirements and progression. Students requesting to appeal to SAC must:

- a. Meet with their advisor to discuss the nature of their appeal.
- b. Complete an appeal form (available in the rack on the third floor of McDowell Hall's main lobby).
- c. Request that their advisor endorse the appeal. Appeals received without advisor endorsement will be returned.

SAC does not entertain grade grievances addressed under the University grade grievance policy.

VII. SENIOR CLINICAL ASSIGNMENTS

The senior clinical courses are designed to expose our students to a wide variety of settings and clinical experiences. A considerable amount of work goes into planning and coordinating each student's clinical experience. In an effort to be fair to all students, the following policy was developed:

Scope:

This policy applies to students in the traditional and accelerated undergraduate tracts only.

Policy:

- Students will not be able to change their section assignments in the senior clinical courses unless there are extenuating circumstances. Students must present the extenuating circumstances in writing to the Clinical Coordinator for review and approval.
- Senior nursing students will not be assigned to a clinical unit where they have had a previous clinical course assignment unless there is a School of Nursing need. (Exclusion: NURS 479).
- Senior nursing students will not be assigned to a clinical instructor they have had in a previous clinical course unless there is a School of Nursing need. (Exclusion: NURS 479).
- Senior students are required to take at least one Adult Health clinical course on the day shift.
- Senior students taking a clinical course on the same floor where they work is strongly discouraged. It is the responsibility of the student to alert the Clinical Coordinator to this situation before the last week of the junior spring semester and senior fall semester, or as they are informed of employment.
- Senior students taking a clinical course where a family member is employed on the same floor is strongly discouraged. It is the responsibility of the student to alert the Clinical Coordinator to this situation before the last week of the junior spring semester and senior fall semester.

Student Policy Committee 4/09
Approved by SON faculty 5/18/09

VIII. SENIOR CLINICAL REMEDIATION

Policy:

The student is expected to be able to successfully demonstrate safe practice, professional behaviors, and previously learned psychomotor skills in the senior clinical setting. If remediation is required, the student must successfully complete demonstration or retesting within two attempts or they will fail the course.

Scope:

This policy applies to nursing students in the traditional and accelerated undergraduate tracts only.

Student Policy Committee 4/09
Approved by SON faculty 5/18/09

IX. STUDENT GRADE GRIEVANCE PROCEDURE

The University of Delaware Grievance Procedures can be found at www.udel.edu/stuguide/08-09/grievance.html. (Any newer revision of this policy supersedes the policy as listed below.)

A. Grade Grievance Procedures

A claim is made that an inappropriate grade has been assigned because of a faculty member's bias or because of a faculty member's failure to follow announced standards for assigning grades but not because of a faculty member's alleged erroneous academic judgment (i.e., not a claim that course standards are too high, reading is too heavy, the grade curve too low).

Other complaints: a claim of abuse, ill-treatment, or exploitation involving the irresponsible or unjust misuse of the instructor's position of authority, power, and trust (e.g., pointed sexist or racist slurs and sexual or pecuniary blackmail). The following procedure from the "UD Student Guide to University Policies" should be followed for Grade Grievances and Other Related Academic Complaints: (Note: Any reference to chair of the department would be Director of the School of Nursing)

The procedure to file a grade grievance and other related academic complaint is as follows:

- a. A student with a complaint should, where appropriate, first try to reach agreement with the faculty member. Upon being notified of a student complaint, the faculty member must meet with the student to discuss the complaint within 10 business days.
- b. If the faculty member does not meet with the student within 10 business days, or if such a meeting would be inappropriate under the circumstances, or if the issue remains unresolved after a meeting between the student and the faculty member, the student may submit a written appeal to the chair of the faculty member's department, or his or her designee, who will attempt to mediate the complaint. If the student does not know the faculty member's department, or cannot ascertain the department chair, the student should contact the [Dean of Students](#) for undergraduate students and the [Assistant Provost for Graduate Studies](#) for graduate students. The appeal must be submitted within 5 business days of the meeting between the student and the faculty member.
- c. The department chair, or his or her designee, must issue a written decision on the appeal and a description of the proposed resolution, if any, no later than 15 business days after its submission.
- d. A student may appeal a decision by the department chair, or his or her designee, to the dean of the college in which the department is organized. If requested, the department chair, or his or her designee, shall provide the name and contact information for the appropriate dean to the student. This appeal request must be submitted no more than 5 business days after the student's receipt of the department chair's decision.

- e. The dean will establish a hearing panel within 15 business days of his or her receipt of the appeal or, if that is too close to the end of a semester or session, within 15 days after the beginning of the next semester. This hearing panel shall consist of 5 members, including 3 faculty members, and only 1 of whom may be from the same department as the faculty member in question. The other 2 faculty members shall be drawn from other departments within that college or, if the college has too few departments, from other colleges. The hearing panel shall also include 2 undergraduate student members (for an undergraduate student's appeal), or two graduate students members (for a graduate student's appeal), neither of whom may be enrolled in the faculty member's department.
- f. The hearing panel shall:
 - i. Make available to the student and faculty member, at least 5 business days prior to the hearing, all material that has been furnished to the hearing panel and the names of any witnesses who may give testimony.
 - ii. Provide the student and faculty member with the opportunity to hear all testimony and examine all documents or other materials presented to the hearing panel.
 - iii. Provide the student and faculty member with the opportunity to question each witness.
 - iv. Allow the student and faculty member each to be assisted by an advisor of their choice from among the members of the University community. The advisor may help prepare the presentation before the hearing panel, raise questions during the hearing, and, if appropriate, help prepare an appeal. A department chair who has mediated or attempted mediation is not permitted to serve as advisor to either party.
 - v. Permit the faculty member and student to make a summary statement at the conclusion of the hearing.
 - vi. Make a tape recording of the hearing that shall be kept in the dean's office for at least one calendar year after the hearing's conclusion.
- g. Within 10 days after the conclusion of the hearing, the hearing panel shall prepare a written decision and proposed resolution, if any. The hearing panel shall inform the Registrar's Office (for undergraduate students) or the Office of Graduate Studies (for graduate students) of the decision.
- h. A student or faculty member who is not satisfied with the decision by the hearing panel may appeal to the Academic Appeals Committee of the [Faculty Senate](#). This appeal must be submitted within 30 business days after receipt of the hearing panel's decision. This Committee, on reviewing the case, may uphold the decision of the college committee without a hearing or decide the appeal should be heard.
- i. The Chair of the Academic Appeals Committee may appoint an ad hoc hearing panel from among the current members of the committee, consisting of 3 faculty members and 2 students, or the entire committee may serve as the hearing panel. If the grievant is a graduate student, the 2 student-panel members should be graduate students, and if the grievant is an undergraduate student, the student panel members should be undergraduates. During the hearing, the student and faculty member may be assisted by an advisor they have chosen from the University community. The process set forth for the hearing panel (above) also shall govern this hearing.

- j. The decision of the Academic Appeals Committee or, if applicable, the *ad hoc* committee, shall be final. The committee shall inform the Registrar's Office (for undergraduate students) or the Office of Graduate Studies (for graduate students) of the decision.
- k. No grade shall be changed as a result of a grade grievance complaint, except as follows. In the case of a grade grievance, the University Registrar's Office is authorized to change the student's grade in the following situations:
 - i. When the student and the faculty member agree;
 - ii. If the department chair approves the student's appeal and the faculty member does not appeal that decision;
 - iii. If the dean approves the student's appeal based on the hearing panel's recommendation and the faculty member does not appeal that decision; or
 - iv. If the Academic Appeals Committee approves the student's appeal.

B. Document of Concern

A Document of Concern form is available in the Director's office. This form may be completed when a student has a serious concern that cannot be addressed through the University Grievance Policy. Students should always discuss concerns with the individual involved before submitting a Documentation of Concern form.

X. PROFESSIONAL BEHAVIOR

In accordance with the Code of Ethics of Nursing endorsed by the American Nurses' Association, professional behavior is expected in all settings. Professional behavior is defined as behavior that meets the established norms for students of professional nursing, for example, in the caregiver role, student role, and health team member role. The faculty considers professional behavior an essential and integral part of all clinical performance and evaluations. Each course syllabus and clinical evaluation tool will spell out the requirements for successful completion of the course. Each clinical evaluation tool contains critical behaviors related to professional behavior. In addition, student behaviors that are unethical or unsafe warrant student removal from clinical experiences and/or course failure (see section on Emergency University Procedure for Dismissal from Undergraduate Nursing Program). Students must abide by the rules and regulations posted at their assigned clinical facility. (This may include random drug testing.)

Unethical/Unsafe behaviors may include but are not limited to:

1. falsification of clinical activities/assignments,
2. persistent errors in medication and/or intravenous administration,
3. falsification of patient records,
4. failure to report life-threatening changes in client's condition,
5. inappropriate handling of clients, e.g. physical or verbal abuse, neglect,
6. threats to the safety of client/self/peers/instructor/staff,
7. violation of client privacy and/or federal HIPAA regulations (see www.hhs.gov/ocr/hipaa),
8. participation in clinical experiences under the influence of drugs and/or alcohol,
9. consistent unpreparedness for clinical experience.
10. using cell phones or computers for personal use while in the clinical area, and
11. using agency resources for personal use.

XI. SIMULATION RESOURCE LABORATORY STUDENT CONTRACT

A. Expected Professional Behaviors

Professional Behaviors that are an expectation of all nursing students include but are not limited to the following:

1. communicate relevant information to faculty regarding scheduling, questions, conflicts, or any issues that interfere with completing laboratory experiences;
2. remain dependable and accountable for own actions at all times;
3. share factors that foster or inhibit learning with the faculty;
4. inform the faculty member of all relevant concerns that may arise;
5. be adequately prepared for simulation laboratory. (Previewing DVD's, completing readings, and practicing with equipment/skills as instructed);
6. arrive at the simulation laboratory on time with required supplies;
7. report absence/tardiness in a timely and appropriate manner
8. complete simulation laboratory experiences within the specified time frame;
9. remain professional in appearance and demeanor in the simulation laboratory while also adhering to the School of Nursing Dress Code;
10. refrain from using simulation resource laboratory time and/or agency resources for personal use;
11. refrain from using personal cell phones, text, IM or game playing while in the simulation laboratory.

B. Unprofessional Behaviors Warranting Removal from the Laboratory

Student behaviors that are unprofessional, unethical, or unsafe, warrant student removal from the simulation resource laboratory and/or laboratory failure. These behaviors include but are not limited to:

1. participation in simulation laboratory experiences under the influence of drugs and/or alcohol;

2. consistently being unprepared for simulation laboratory experiences;
3. persistent late arrival for simulation laboratory experiences;
4. persistently failing to complete required simulation laboratory experiences within the specified time frame;
5. dishonest completion of quizzes or any simulation laboratory requirements.
6. Persistent failure to adhere to the School of Nursing Dress Code. Any student not complying fully with the dress code will be sent home and may receive a grade of FAIL for this laboratory requirement.

XII. SKILLS/SIMULATION LABORATORY PASS-FAIL POLICY

Policy:

Students must satisfactorily pass the skills and simulation components of their didactic course in order to obtain a passing grade in their course. Unsatisfactory completion of the skills or simulation components of a course will result in a failure for the course.

Scope:

This policy applies to students in the traditional and accelerated undergraduate tracts only.

A. Guidelines for Satisfactory Completion of Laboratory Experiences

Education in the laboratories consists of professional behaviors, preparation, practice, and return demonstrations. Satisfactory completion of the laboratory experiences indicates that the student has competently demonstrated the knowledge, skills, and professional behaviors pertinent to the procedures learned in the laboratories.

Psychomotor Skills

- Students are expected to be fully prepared *prior* to scheduling a practice session in order to maximize their learning. Preparation includes but is not limited to the use of videos, checklists, and written materials.
- Students are expected to be fully prepared *prior* to scheduling a return demonstration. Preparation includes but is not limited to the use of videos, checklists, written materials, and practice time.
- To successfully complete a psychomotor skill, the student needs to demonstrate critical thinking skills, understanding of the principle behind each skill, and successfully perform a return demonstration of the skill under the supervision of a simulation laboratory instructor.

Simulation Scenarios

- Students are expected to be fully prepared prior to attending simulation scenarios.
- Preparation includes reading the patient summary and history, answering all related questions posted on the website or prep sheets, understanding labs, medications, viewing all related videos, CD-ROMS, and completing assigned readings.
- Students will need to bring their completed questions with them in order to stay and participate in the scenario.
- To successfully complete a simulation scenario the student needs to be prepared to function in any randomly selected role, provide patient care appropriate to the scenario, use critical thinking skills, provide appropriate family centered care including education, and demonstrate understanding of the illness/problems presented in the scenario.

- Because simulation is a small group learning experience, individual make-ups are not an option. Therefore students must complete scenarios within the specific time frame pre-set by the simulation laboratory and course instructors. Failure to do so may result in failure of the lab portion of the associated class.

Professional Behavior

- Students are expected to abide by the professional behaviors outlined in the “*Simulation Resource Laboratory Student Contract*” (page 24).

B. Procedure for Addressing Student Issues or Concerns in the Skills/Simulation Laboratory

If a student is consistently unable to demonstrate professional behaviors, or is unable to demonstrate knowledge and ability to perform a skill at a safe and competent level, or fails to satisfactorily complete a simulation scenario required for their course(s), then the following procedure will take place. See algorithm below.

Step I: Verbal Coaching

- The simulation laboratory instructor will communicate verbally or in writing with the student and identify the problem(s).
- A strategy to improve student performance will be developed, discussed with the student, and documented in the student’s return demonstration progress record.

Step II: Written Corrective Action Plan

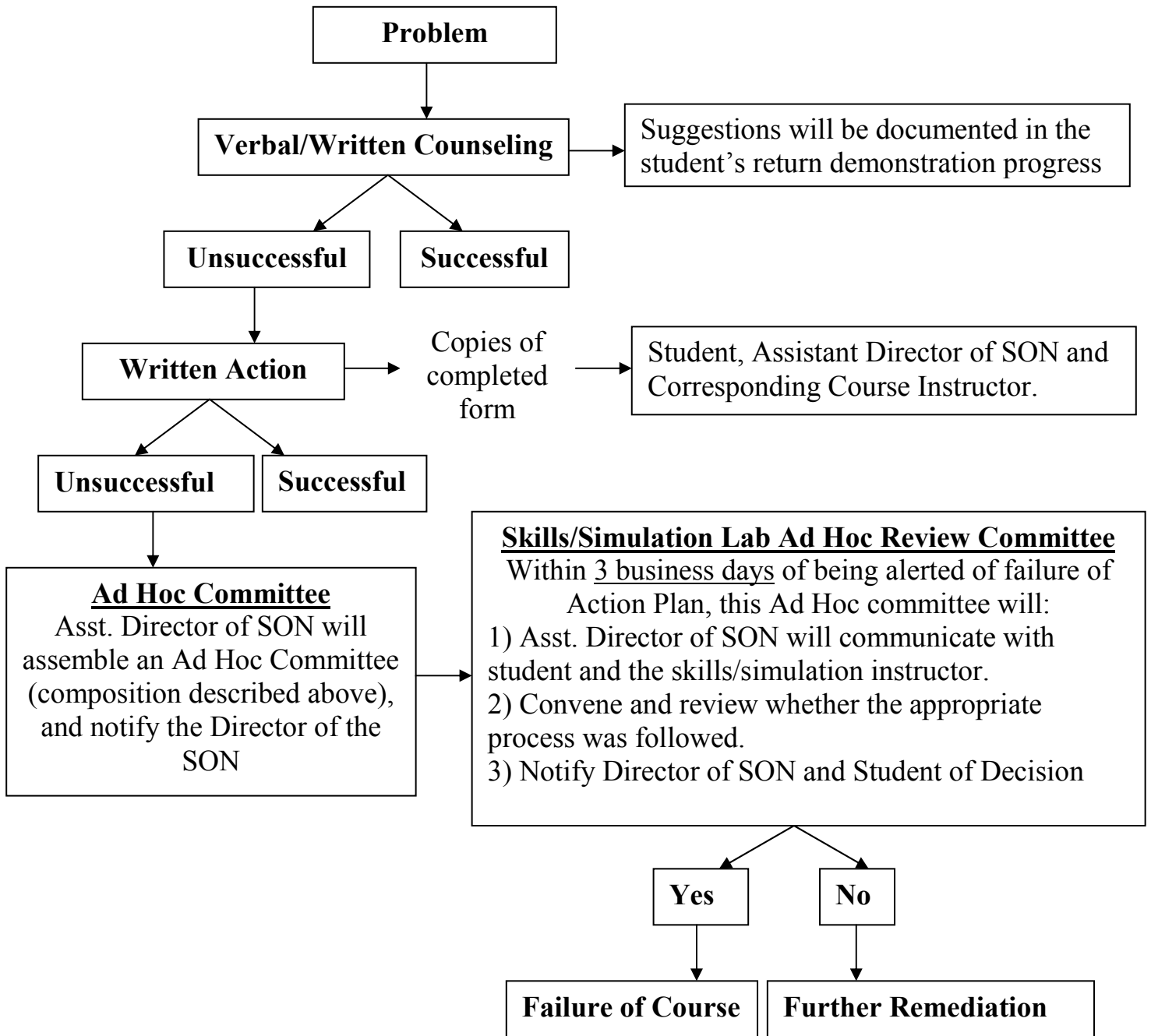
- Should the student fail to progress, the simulation laboratory instructor will write out an Action Plan.
- The Action Plan will include the specific concerns, a remediation plan, consequences if the problem/issue is not resolved, and a warning of possible failure of the laboratory component of the corresponding course.
- The Action Plan will be discussed and reviewed with the student and a signed copy of the document, indicating that the document was read by the student, will be placed in the student’s file.
- A copy of the Action Plan will be given to the student, Assistant Director of the SON, and corresponding course instructor.
-

Step III: Simulation Laboratory Ad Hoc Review Committee Decision

If the student fails to meet the conditions of the Action Plan satisfactorily, thereby unsuccessfully completing the laboratory component of the course, a simulation laboratory instructor will refer the student to the Simulation Laboratory Ad Hoc Review Committee for final decision. **It is the task of the committee to review and determine if the above process was followed.**

- The student will **not** be allowed to return to the skills/simulation laboratories until a decision is made by the committee on whether the student will be allowed to progress in the course. This ad hoc review committee will consist of three members:
 - 1 - Assistant Director of the School of Nursing
 - 2 - Corresponding course instructor
 - 3 - Faculty representative with appropriate clinical expertise.
- After reviewing the skills/simulation laboratory documentation and communicating with the student and laboratory instructor, the Simulation Laboratory Ad Hoc Committee will convene and make a decision regarding the student's status in the course.
- The committee will notify the student and the Director of the School of Nursing of their decision within three business days of being alerted by the simulation laboratory instructor of the student's failure to successfully meet conditions specified in the "Action Plan."

Algorithm Addressing Student Issues or Concerns in the Skills/Simulation Laboratory



References:

Smith, MH., McKoy, Y., & Richardson, J. (2001). Legal Issues Related to Dismissing Students for Clinical Deficiencies. *Nurse Educ*, 26(1), 33-38.

Scanlan, J., Care, WD., & Gessler, S. (2001). Dealing with the Unsafe Student in Clinical Practice. *Nurse Educl*, 26(1), 23-27.

Student Policy Committee 3/09
 Approved by SON faculty 5/18/09

**XIII. EMERGENCY PROCEDURE
FOR
DISMISSAL FROM UNDERGRADUATE NURSING MAJOR**

A. School of Nursing Procedure

1. When a faculty member observes or otherwise learns of an infraction such as those listed in behavioral criteria for unsafe practice defined in the Clinical Evaluation Tool warranting dismissal from the nursing major, the student will be immediately suspended from all clinical activities pending review of the matter pursuant to the procedures set forth below. The student shall cease all contact with all off-campus clinical settings.
2. The student will be suspended from all clinical coursework until a final determination, including any appropriate appeal, if any, has been reached in the matter. At the chair's discretion, the student may be required to spend the appropriate clinical time in an on-campus laboratory until the final determination. Students may continue in all non-clinical coursework and complete these courses in the current semester.
3. The infraction shall be documented by the faculty member on the Clinical Evaluation Tool, and a written recommendation for dismissal from the major forwarded directly to the chair and to the student within 24 hours of the day on which the faculty member learned of the infraction or continued unsafe behavior(s). If the infraction/unsafe behavior is the result of a psychological/psychiatric disorder or if the behavior is intentional or malicious the Associate Vice President for Campus Life shall be consulted.
4. If the student decides to appeal the dismissal recommendation, the student will have 72 hours from the student's receipt of a written recommendation in which to provide a written response directly to the faculty member.
5. Upon the earlier of 1) the end of the 72 hour period allotted for the student's response or 2) receipt of the student's response, the faculty member will consider the student's written response and may continue with or cease the dismissal proceedings. In the event the dismissal proceeding is ceased, the student shall be permitted to return to the clinical setting; provided however, sufficient time remains for successful completion of the clinical course. In the event that insufficient time remains for successful course completion, the School shall have no obligation to create special activities in order to ensure the student's completion of objectives in the then-current semester.
6. If the faculty member decides to continue with dismissal proceedings, the recommendation for dismissal, the Clinical Evaluation Tool, and the student response (if any) will be directly forwarded to the Chairperson of the Student Affairs Committee ("SAC") by the beginning of the next working day.

7. The Chairperson of SAC or his/her designee will set up a meeting of the Committee within the next working day of receipt of the recommendation for dismissal and student response.
8. The SAC meeting will proceed as follows:
 - a. SAC will first allow the faculty member recommending dismissal of the student from the major to present the reason(s) for dismissal. Written evidence for the dismissal to SAC in the form of the Clinical Evaluation Tool, student assignments, statements from witnesses, or other documentation may be provided.
 - b. SAC will then provide an opportunity for the student to present a defense to the recommended dismissal. The student has the right to a representative of the student's choice from within the University community, but no person not part of the University community, including attorneys, may participate in the SAC meeting or other proceedings. The student may present assignments, statements from witnesses, or other documentation. Other than oral statements from the student or faculty member involved, all evidence considered by the SAC shall be documentary.
 - c. The student and the student representative (if present) as well as the faculty member recommending the dismissal will then leave the hearing room, and SAC will deliberate and reach a decision based on the evidence. A majority of the SAC members present at the meeting shall constitute a quorum empowered to act on the matter and the vote of a majority of that quorum shall be sufficient to approve or reject a dismissal recommendation.
 - d. Upon reaching a decision, the chair of SAC will notify the student and faculty member in writing.
9. Students dismissed from the School under these procedures shall not be eligible for readmission to the program.
10. Students wishing to appeal SAC's decision may appeal to the Dean of the College.
11. This dismissal procedure is separate from but not exclusive of, procedures conducted by the Office of Judicial Affairs.
12. The student may continue to participate or enroll in any on-campus, non-clinical nursing courses until a final, unappealable decision has been rendered regarding the proposed dismissal. Students may complete all non-clinical nursing courses in the current semester, but are ineligible to register for nursing courses in subsequent semesters unless a non-clinical nursing course is required in his/her new major.
13. No grade shall be given for the clinical course in question other than the designation appropriate under University rules or regulations for students who have been dismissed from a program.

14. These procedures shall be construed in harmony with other applicable University policies, rules and regulations, and in the event of an inconsistency, the latter shall govern.

B. University Procedure of Requests for Appeal

1. A charged student found guilty by the SAC after pleading not guilty to a dismissal charge may request an appeal in writing within five class days of receipt of the written hearing decision. Students who plead guilty to a dismissal charge waived their right to an appeal.
2. The student found guilty may appeal on the grounds that:
 - a. the decision is contrary to evidence presented at the hearing, or contrary to new evidence not known in advance of the hearing.
 - b. procedures were not followed in the hearing process
 - c. the sanction is inappropriate or unreasonable.

Written requests must be received in the Office of Judicial Affairs within five (5) class days of receipt of the written decision.

Appeals must be type-written, and must cite specific evidence, procedural errors or grounds for reduction of sanction, that have direct bearing on the outcome of the hearing. Appeals may be accompanied by letters and other documentation supporting the grounds for appeal.

3. Upon receipt of the request for appeal, the Director of Judicial Affairs or his/her designee shall send a copy of the appeal request to major parties involved in the Nursing School's SAC hearing, requesting them to respond in writing within five class days. (Major parties in this case include the Director of Judicial Affairs, Chair of SAC, the charging faculty member, and the student in question.)
4. The written appeal and all documentation contained within the student's nursing file will be reviewed in a closed meeting of the above designated persons.
5. The Director will decide to:
 - a. deny the appeal,
 - b. grant the appeal in order to reduce the sanction imposed, or

- c. delay the appeal in order to receive additional responses to specific questions raised in the appeal process. Responses may be solicited from the charged student, charging party, original hearing officer and/or any relevant witnesses to the original incident.

The Director will reconvene the above designated parties when additional written information is received, or to meet with selected parties with information relevant to the case. The charged student will be allowed to review the written information, and will be invited to attend a meeting with the Director in which additional testimony will be introduced.

6. The charged student will receive written notification of the final decision. Copies of this notice will be entered into the student's University record, and will be forwarded to the original charging party and the SAC Chairperson.
7. The decision is final and shall be implemented immediately by the Director of Judicial Affairs.

CD:sg 9/02
LAP: bns Revised: 2/16/04
Procedure for Dismissal from Undergraduate Nursing Major
Approved by Department of Nursing Faculty 2/16/04

XIV. IMMUNIZATION REQUIREMENTS

Prior to the spring semester sophomore year (Traditional Program) or spring semester before beginning 300-level courses (Accelerated Program), students must have completed mandatory requirements as listed below. Submit proof to Heidi Skopowski, Clinical Coordinator, 353 McDowell Hall. **You will not be permitted to enroll in nursing courses until this information is received.**

A. Hepatitis B Vaccination

The Hepatitis B vaccination is strongly recommended for nursing students because of the potential for exposure to the virus in clinical settings. The vaccination consists of three injections over a six-month period. The first two are administered one month apart; the third injection is administered five months later. All three injections are required to establish immunity.

The vaccinations may be obtained privately or through Student Health Services. If the latter is used, the student will pay for each injection at the time of service. For part-time students who have not paid the Student Health Service Fee, there will be an additional charge for each of the three injections. Students should call Student Health for an appointment. The series should be started in the spring of your freshman year, in order to have it completed by the fall semester.

Students who choose NOT to receive the vaccination must sign a waiver before they will be permitted to begin the sophomore nursing courses.

B. Rubella Documentation

All students must present proof of immunity to rubella (German Measles) prior to beginning in the sophomore nursing courses. Physician documentation of rubella disease history is not sufficient. The proof of immunization may consist of the date from a physician's office that the student has received a rubella immunization after one year of age, or a laboratory statement showing a positive rubella titer. No student is exempt from this requirement.

C. PPD (Mantoux) Skin Test

A PPD skin test with a negative reading is required annually. If a student has a positive PPD skin test, a copy of results of a recent chest x-ray will be required. Students with a history of a positive PPD skin test will also be required to complete a TB symptom review annually. The Annual TB Symptom Review form can be obtained from the Clinical Coordinator at the School of Nursing.

D. Chickenpox (Varicella)

A statement of immunity to chickenpox (either by vaccine or history of the disease) is required.

E. Tetanus

Proof of a recent tetanus booster (less than 10 years) is required.

F. Measles (Rubeola)

Proof of **TWO** measles vaccines is required.

G. CPR Requirement

All students must present a valid Cardiopulmonary Resuscitation (CPR) card to the Clinical Coordinator (353 McDowell) at the beginning of sophomore year. Students who do not have a currently valid card will not be able to begin the sophomore classes. Completion of the American Heart Association (AHA) **Healthcare Provider CPR or Basic Life Support (BLS) course or the American Red Cross Professional Rescuer CPR course is the required level for nursing students.** This level includes one- and two-rescuer CPR for adults, infant CPR, and management of foreign body airway obstruction in both adults and infants.

CPR is a requirement of clinical agencies. There are no exceptions. It is the responsibility of students to bring currently valid cards to the office of the Clinical Coordinator. Expired cards will result in dismissal from the clinical agencies.

H. Hazardous Chemical and Bloodborne Pathogens Training

An annual on-line participation in the University's bloodborne pathogens educational training and the University's Right to Know (<http://www.udel.edu/OHS>) must be completed.

I. Background Checks and Drug Screening

A single criminal background check must be done in the sophomore year. This requirement will suffice for the entire nursing program unless clinical agencies alter their requirements (background checks other than those recommended by the School of Nursing may be appropriate).

A single urine nine-panel drug screening done in the sophomore year. This requirement will suffice for the entire nursing program unless clinical agencies alter their requirements (drug screenings other than those recommended by the School of Nursing may be appropriate).

XV. STUDENT BLOODBORNE PATHOGEN POST-EXPOSURE EVALUATION AND MEDICAL MANAGEMENT

This is to ensure that all students, as part of their instruction, are at risk for exposure to human blood or other potentially infectious materials, and they understand and acknowledge that the inherent risk of injury and illness is assumed with the decision to enroll in the nursing program. The purpose of this is to express the University of Delaware philosophy and to set forth general principles on the management of a student exposure incident to bloodborne pathogens.

A. Background

The University of Delaware has a Bloodborne Pathogens Exposure Control program aimed at the minimization or elimination of exposure to Bloodborne Pathogens found in infected human blood. The program is modeled after the Occupational Safety and Health (OSHA) Bloodborne Pathogens Standard and applies in total to both employees and students with minor exceptions. Since the OSHA Standard is intended to protect employees in the workplace as opposed to students in an academic setting, the University is released from liability and financial responsibility for medical management and treatment following an accidental exposure incident and the vaccination of undergraduate students against Hepatitis B.

Academic programs with undergraduate students at risk for exposure to bloodborne pathogens should request such students to sign a release upon entering the School of Nursing communicating this policy and acknowledging their understanding that the University is not liable or responsible for damages from injuries or illnesses sustained during academic participation. **To sign the agreement, students must be 18 years old, and if under 18, the form must be signed by a parent.**

B. Student Agreement

As a student of the University of Delaware, I understand that I may be asked to perform tasks that might pose a risk of exposure to bloodborne pathogens causing such diseases as AIDS and Hepatitis which can lead to serious illness or death. Accidental exposure to human blood or other potentially infectious materials (OPIM) must be reported immediately. I understand that I will be directed to obtain a risk evaluation, conducted by a clinician familiar with post-exposure evaluation and treatment which is recommended by Centers for Disease Control and Prevention (CDC), and if deemed necessary, initiation of post-exposure prophylaxis (PEP). The CDC specifically recommends that PEP be initiated within two hours of HIV exposure to prevent disease transmission. I understand that I am personally responsible for the cost of the post-exposure medical management and treatment, and the University of Delaware is in no way responsible for these expenses.

XVI. POLICY ON STUDENT CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

The University of Delaware's School of Nursing contracts with multiple clinical agencies for clinical education experiences which are an essential component of the nursing curriculum and required to meet the requirements for graduation. An increased number of clinical agencies are requiring all students, participating in activities involving direct client care, to complete criminal background checks and drug screenings. This requirement is a direct reflection of the joint Commission on Accreditation of Healthcare Organization Comprehensive Accreditation Manual for Hospitals (2004) that requires all students and instructors have criminal background checks and drug screening to participate in clinically-related activities within an accredited hospital agency.

To meet the contractual obligations and provide high-quality and essential clinical learning experiences, all nursing students in the pre-licensure programs are required to complete criminal background checks and drug screenings. The following guidelines apply:

1. The timeframe for completion of the criminal background check and drug screening will be announced. Testing will be scheduled by the student within the announced timeframe, and testing will be conducted by a certified/licensed agency with the costs being paid by the individual student.
2. Documentation of the drug screening and criminal background check must be on file in the School of Nursing prior to participation in clinical activities of two days or more involving direct client care. The student acknowledges and agrees that the information received from any screening and background check may be shared with any clinical agency considering the student for clinical experience. In the event of a positive drug screening, the student will be asked to provide a second drug screening. The student will not be allowed to begin or continue clinical activities involving direct client care until documentation of a second negative drug screening is provided. If the second screening is positive, the student will be dismissed from the nursing major and be referred to the University of Delaware's substance abuse professional at Wellspring.
3. In the event that a student's criminal background check discloses a criminal conviction, such conviction shall be the basis of withdrawal from the program unless the student furnishes the School of Nursing with written evidence demonstrating that the State Board of Nursing or analogous licensing agency in the state of the student's choice has reviewed the criminal background information and granted permission to the student to take the NCLEX examination in that state. This documentation must be provided before a student may begin or continue clinical activities involving direct client care.
4. Refusal by the student to complete a criminal background check or drug screening will result in dismissal from the nursing major.

5. Any student to be dismissed from the nursing major as a result of this policy may appeal the decision to the Student Affairs Committee. The issue on appeal shall be limited solely to whether a screening or background check contains erroneous information, and the appellant must offer direct evidence to rebut the findings. The decision of the Student Affairs Committee shall be final.

Approved by Faculty 3/13/06

XVII. CLINICAL DRESS AND EQUIPMENT CODE FOR NURSING MAJORS*

All undergraduate University of Delaware nursing majors assume responsibility for their own attire while in the clinical setting. Their manner of dress must be consistent with the policies described in this code and consistent with those policies in effect in the institution in which clinical experience is scheduled.

1. The student presents herself/himself as a professional nurse.
2. Professional appearance must be consistent with clinical agency policy.
3. Males are expected to be clean-shaven or facial hair/moustache and beards must be neatly trimmed.
4. The student is continuously aware of the impact of self upon clients.
5. Students, as representatives of the School of Nursing, are expected to appear tastefully and hygienically dressed at all times in the clinical setting.
6. Students are responsible for purchasing their own uniforms for clinical. It is recommended that you purchase at least two uniforms. The choice of uniform must be consistent with all standards stated in the dress code. *Exceptions to this dress code will be spelled out at the beginning of experiences in each individual clinical agency.*
7. School of Nursing patches are to be sewn (or glued) on the right sleeve of the uniform and are available at the University Bookstore. The students' University of Delaware photo ID must be worn along with the School of Nursing name tag and badge/patch when in most clinical settings.. Students must also order and purchase name pins through the Bookstore. Let the Bookstore know you are an **undergraduate student**.
8. The uniform must be worn whenever the student is in the clinical area and Nursing Skills Laboratory unless otherwise notified by faculty.
9. Even when uniforms may not be required for a particular experience, students are to dress in a professional manner: slacks, knee length skirts, or dresses. No jeans of any color, short skirts, shorts, or open toe shoes are to be worn. The entire torso must be covered including the shoulders and abdomen.
10. A watch with a second hand and pen(s) must be brought to the nursing skills laboratory and to all clinical experiences. A dual-headed stethoscope (both bell and diaphragm), blood pressure cuff (sphygmomanometer), bandage scissors, and penlight are also mandatory equipment for the nursing skills laboratory. Each clinical experience the student has while in the School of Nursing may not require the use of all these items.

A. Specific Requirements of the Dress Code*

1. **Uniform** – Navy blue uniform/scrub pants, or below the knee skirt. White scrub top. White stockings or plain white socks with pants; white leather shoes or leather sneakers without colored stripes/markings.
2. **Insignia** – University of Delaware patch sewn or fabric glued on right sleeve (**order and purchase at University Bookstore**).
3. **Name Pin** – **order and purchase at University Bookstore**.
4. White lab coats may be worn in the clinical area – only with patch sewn on right sleeve.
5. Long sleeve white tops may be worn under scrub tops.
6. Hairstyles that extend below the collar should be tied back and neatly kept under control. It is expected that professional nurses style their hair in a manner in which practice skills may be performed and patient care safely rendered.
7. Small, plain, silver or gold post earrings (which do not extend over the ears) are acceptable jewelry in the clinical areas. Wedding rings are acceptable in some clinical areas. In some clinical settings, it may be necessary to secure rings in a non-visible area of the uniform for patient and/or nurse safety.
8. In order to comply with the policies of clinical agencies, the students must comply with the following:
 - a. All tattoos must be covered and hidden throughout patient care.
 - b. No facial or tongue jewelry allowed.
 - c. Only two earrings per ear.
 - d. No artificial nails, no nails beyond fingertips.

***The dress code is subject to change based upon clinical site and agency requirements.**

XVIII. ORDERING BOOKS AND SUPPLIES

Textbooks, nursing supplies, and popular reference books are available at the University Bookstore located in the Perkins Student Center on Academy Street. Visit the University Bookstore's website to purchase textbooks online or check store hours at www.udel.edu/bookstore. The University Bookstore accepts all major Credit Cards (Visa, MasterCard, American Express and Discover), Personal Checks, Financial Aid, Debit Cards, Flex and Cash.

The University Bookstore supplies the following items and can special order other items as needed: nursing pins, name tags, patches, stethoscopes, sphygmomanometers, lab coats, penlights, scissors, examination gloves, laboratory supplies, and the most current reference books and medical dictionaries.

XIX. GUIDELINES FOR INDEPENDENT STUDY FOR NURSING MAJORS

The independent study format is designed to provide flexibility in meeting academic needs. It permits students with an interest in a specific topic to receive credit for scholarly work completed in a concentrated area. Credit allocation for independent study is based upon the amount of effort required by the student.

Independent study course credit is earned through completion of a scholarly project or activities agreed upon by an eligible student and a faculty sponsor. Any faculty member in the SCHOOL may sponsor a student; however, sponsorship is a voluntary assignment. Faculty members will determine the number of students they can supervise given their assigned workload. Any adjustment of workload must be negotiated with the SCHOOL Director prior to that semester's workload assignment. Faculty teaching in required courses takes precedence over supervision of independent studies.

An independent study project is expected to demonstrate evidence of scholarly achievement but the project does not need to be formal research. At the discretion of the faculty sponsor and curriculum committee, experiences provided through gainful employment and university or non-university sponsored, non-credit courses may be used as a basis for an independent study course. Independent study may take place in geographically removed locales without direct faculty supervision. Depending upon the nature of the project, clinical experience may be required. Prerequisites for the independent study course will be determined by the faculty sponsor.

Criteria:

1. Grade point average (GPA) of 2.5 or higher.
2. Completion of spring semester, sophomore year is required if the independent study involves a clinical component.

Other Guidelines:

1. Maximum of six (6) credits may be earned through independent study.
2. Independent study credits may fulfill free elective credits.
3. Grading may be pass-fail or standard grading.
4. Independent study may fulfill the NURS 411 credit requirement. Standard grading must be used.

Independent Study Approval Process:

1. Student identifies area of interest and potential project.
2. Student contacts faculty member for potential sponsorship. Course objectives, timetable for activities, evaluation methodology, and the faculty sponsor's role are discussed.
3. Student completes the Independent Study Application Form and Independent Study Registration Form. Sponsoring faculty approves the forms and signs forms where appropriate.

4. If requested simply as an independent study, forms are forwarded to the School Director for approval or returned to the applicant for revision.
5. If requested as substitution for a NURS 411, the forms are forwarded to the Curriculum Committee Chair. This may be approved or returned to the applicant for revision. The Curriculum Committee approved forms will be sent to the School Director.
6. Final approval is provided by the Assistant Dean of Students in the College of Health Sciences who then registers the student for the course.
7. The course number assigned is dependent on the academic year of study (NURS 166, 266, 366, and 466).

XX. COURSE REGISTRATION

Registration for the spring semester starts mid November; for winter session, the third week in October; for summer session, early April; and for fall semester, mid April. Students are urged to see their advisor for course selection before registering on line. Students should refer to the School of Nursing Curriculum Plan when planning their nursing curriculum.

XXI. NATIONAL LEAGUE FOR NURSING TESTING SERVICES

Students are required to pay \$300 for the National League for Nursing Testing Services. This package includes practice and specialty tests, predictive testing, remediation, and live review sessions. These tools are designed to augment your nursing education and increase your success on the NCLEX-RN® exam.

XXII. TRADITIONAL BSN CURRICULUM RECOMMENDED SEQUENCE

Freshman

<i>Fall</i>			<i>Spring</i>		
NURS 100	New Student Connections	1	NURS 101	Human Anatomy	2
CHEM 105	General Chemistry	4	NURS 110	Nursing Connections	1
BISC 207	Introductory Biology I	4	CHEM 106	Elementary Bioorganic Chemistry	5
PSYC 100	General Psychology	3	ENGL 110	Critical Reading and Writing	3
HDFS 201 or Group A, B, or C restricted elective		3	HDFS 201 or Group A, B, or C restricted elective		3
<i>total</i>			<i>total</i>		
15			14		

Sophomore

<i>Fall</i>			<i>Spring</i>		
NURS 200	Clinical Decision Making	2	NURS 222	Pharmacology	3
NURS 231	Health Promotion Across the Lifespan	2	NURS 232	Care of Vulnerable Populations	2
NURS 241	Scientific Basis of Nursing	3	NURS 242	Scientific Basis of Nursing	3
BISC 276	Human Physiology	4	NURS 250	Health Assmt Across the Lifespan	2
NTDT 200 or A,B, C, free elective		3	STAT 200	Basic Statistical Practice	3
HDFS 201 or Group A, B, or C restricted elective		3	BISC 300	Introduction to Microbiology	4
<i>total</i>			<i>total</i>		
17			17		

Junior

<i>Fall</i>			<i>Spring</i>		
NURS 354	Psychosocial Nursing	3	NURS 352	Adult Health Nursing	3
NURS 362	Research Concepts in Health Care	3	NURS 356	Care of Children & Families	3
NURS 372	Adult Health Nursing	3	NURS 358	Care of Women	3
NURS 382	Communities & Health Policy	2	NURS 390*	Clinical Work Experiences	1
NURS 390*	Clinical Work Experiences	1	Group A, B, or C restricted elective		3
free elective		3	free elective		3
<i>total</i>			<i>total</i>		
15			16		

Senior

<i>Fall</i>			<i>Spring</i>		
NURS 453	Adult Health Nursing I	3	NURS 473	Adult Health Nursing II	3
NURS 457	Maternal-Child	3	NURS 477	Care of Populations	3
NURS 459	Psychosocial	3	NURS 479	Clinical Preceptorship	3
NURS 460	Clinical Integration Seminar I	2	NURS 480	Clinical Integration Seminar II	2
NURS 411	Topics in Healthcare Delivery	3	NURS 411	Topics in Healthcare Delivery	3
<i>total</i>			<i>total</i>		
14			14		

Total program credits 122

Notes:

* Total of 2 credits NURS 390 required prior to senior year nursing coursework.

XXIII. ACCELERATED DEGREE CURRICULUM

Prerequisite Courses (58 Credits)

All prerequisite science courses, including NURS 101, must be completed prior to the first fall nursing courses. All other non-nursing courses must be completed by the end of the first fall semester.

		Credits
BISC 207	Introductory Biology I	4
NURS 101	Basic Human Anatomy	2
BISC 276	Human Physiology	4
BISC 300	Introduction to Microbiology	4
CHEM 105	General Chemistry	4
CHEM 106	Elementary Bioorganic Chemistry	5
HDFS 201	Issues in Life Span Development	3
NTDT 200	Nutrition Concepts	3
PSYC 100	General Psychology	3
STAT 200	Basic Statistical Practice	3
ENGL 110	Critical Reading and Writing	3
Group A	Restricted Elective – Arts & Humanities	3
Group B	Restricted Elective – Culture and Institutions Over Time	3
Group C	Restricted Elective – Humans and Their Environments	3

Free electives (sufficient elective credits must be taken to meet the minimum credits required for the degree)

*Students must meet the University multicultural course requirement.

*The University requires a minimum grade of C for all transfer credit.

All information is subject to change.

Nursing Courses (62 Credits)*

		Credits
Fall (14 weeks) September-December		
NURS 312*	Pathophysiology	4
NURS 362	Research Concepts in Health Care	3
Winter (5 weeks) January		
NURS 220	Concepts of Nursing Practice	3
NURS 230	Foundations of Nursing	2
NURS 250	Health Assessment	2
Spring (14 weeks) February-May		
NURS 222	Pharmacology	3
NURS 352	Nursing Care of Adults A	3
NURS 354	Psychosocial Nursing	3
NURS 358	Nursing Care: Childbearing	3
NURS 372	Nursing Care of Adults B	3
NURS 382	Communities and Health Policy	2
Summer (10 weeks) June-July		
NURS 356	Nursing Care Children/Families	3
NURS 453	Clinical: Adult Health Nursing I	3
NURS 411	Topics in Health Care Delivery	3
Fall (14 weeks) September-December		
NURS 457	Clinical: Maternal Child Nursing	3
NURS 459	Clinical: Psychosocial Nursing	3
NURS 460	Clinical Integration Seminar	2
NURS 473	Clinical: Adult Health Nursing II	3
NURS 411	Topics in Health Care Delivery	3
Winter (5 weeks) January		
NURS 477	Clinical: Care of Populations	3
NURS 479	Senior Clinical Preceptorship	3
NURS 480	Clinical Integration Seminar II	2

**Bachelor of Science in Nursing
120 Credits**