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I have read and understand the information presented and will abide by the School of Nursing Undergraduate Student Handbook.

APPENDIX A: UNIVERSITY POLICIES

Family Educational Rights and Privacy Act
Academic Honesty
Disruptive Conduct
University Attendance Policies
University Grade Grievance Policy

APPENDIX B: STUDENT RESOURCES

APPENDIX C: SUPPLEMENTAL EXPENSES

APPENDIX D: POLICY & PROCEDURES FOR BLOOD BORNE PATHOGEN EXPOSURES AND INJURIES

APPENDIX E: POLICY & PROCEDURES FOR BUILDING EMERGENCY EVACUATION (MCDOWELL HALL)

Information and policies are subject to change. Students are responsible to review the current handbook at the beginning of each academic year.
Revised by SAC 05/13, 05/15, 03/16, 06/19
Revised by Director of the Undergraduate BSN Programs 8/19, 8/20
I. SCHOOL OF NURSING

A. Mission, Vision, and Values

MISSION

Advance healthcare through education, scholarship, practice, and service by promoting excellence, creativity, inclusivity, and engagement.

VISION

Outstanding leadership in nursing education, scholarly inquiry, and healthcare innovation to improve regional, national, and global health and healthcare delivery.

VALUES

Excellence: Guided by our commitment to excellence, we exhibit integrity and caring and strive for outcomes that make a positive impact on the health of individuals, families, and communities.

Inclusivity: Guided by our commitment to social justice and respect, we strive to engage in research, learner-centered education, and nursing practice that supports diversity.

Engagement: Guided by our commitment to engagement and collaboration, our work is interdisciplinary and supports local communities, and regional, national, and global partners.

Approved by SON Faculty 5/2016
B. Reporting a Concern

Sometimes students have concerns about courses, faculty, students, school policies or other issues that cannot be addressed through the University Grievance Policy. As professionals, you will be required to follow the **appropriate chain of command** to handle patient, peer, supervisor, and system issues. Be attentive to the organizational structure in the school. Use the following chain of command for handling any questions or issues within the SON.

- **Course issue:** 1) Course faculty; 2) Director of Undergraduate Program; 3) Associate Dean of Academic Affairs and Practice Initiatives; 4) Senior Associate Dean of Nursing
- **Student issue:** 1) Academic advisor; 2) Director of the Undergraduate Program; 3) Associate Dean of Faculty and Student Affairs; 4) Senior Associate Dean of Nursing; 5) CHS Assistant Dean of Undergraduate Student Services
- **Other non-course issues:** 1) Academic advisor; 2) Director of the Undergraduate Program; 3) Associate Dean of Faculty and Student Affairs; 4) Senior Associate Dean of Nursing

It is recommended that students put their concerns in writing via e-mail and/or request an appointment to meet with the appropriate person/s. Students should describe their concern in detail and what they have done to resolve the concern.

C. Organizational Framework

The curricula of the School of Nursing are based on the school’s 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 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 Sub-concepts

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

Biopsychosocial, spiritual, and cultural dimensions refer to clients biological, psychological, social, spiritual, and cultural 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, spiritual, and cultural contexts.

**Health** is a state of being that fluctuates between varying degrees of wellness and illness. Health embodies the sub-concepts 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. In addition, it is recognized that self-care activities for the caregiver are an essential component of life-long personal growth.

- **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.
**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.

**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.

---

**Program Outcomes for BSN Curriculum**

**Outcome 1:** Synthesize knowledge from nursing science, the arts and humanities, and biological, social, and physical sciences to provide evidence-based nursing care to individuals, families, communities, and populations.

**Outcome 2:** Integrate systems and organizational leadership knowledge and skills in nursing practice to foster a safe and effective healthcare environment.

**Outcome 3:** Use clinical reasoning to provide evidence-based, quality, and safe care for patients, including individuals, families, communities, and populations across the lifespan and across the continuum of healthcare environments.

**Outcome 4:** Incorporate technology and information systems to ensure safe and effective care of individuals, families, communities, and populations.

**Outcome 5:** Apply knowledge about healthcare policy, finance, and regulatory environments to professional nursing practice.

**Outcome 6:** Engage in effective intra- and interprofessional communication and collaboration to ensure the delivery of high quality and safe patient care.

**Outcome 7:** Incorporate principles of health promotion and clinical prevention in professional nursing care to improve population health.

**Outcome 8:** Demonstrate ethical comportment, cultural humility, and professionalism in the care of individuals, families, communities, and populations.
II. ESSENTIAL FUNCTIONS

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

Individuals with different abilities 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. Individuals with certain health conditions (including, but not limited to, infections, immunosuppression, neurologic disorders, etc.) may require accommodations to safely practice in some health care settings.

The student must contact the University’s Office of Disability Support Services (DSS) to discuss reasonable accommodations. It is the student’s responsibility to register with the DSS office, provide documentation for the disability and request reasonable accommodations. For newly enrolled students, requests should occur with as much advance notice as possible before the start of the nursing program and for matriculated students, this should occur as soon as the need is identified. As there will be NO retroactive accommodations. Students are encouraged to request accommodation in a timely fashion.

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.

Approved by UD legal counsel, SON approval Spring 2008
Reviewed by SAC, Spring 2013, 3/16, 6/17, 6/19
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Standard (Performed consistently and dependably)</th>
<th>Examples of necessary activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Observe patient responses, read medication labels, measure drainage*</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds and cries for help*</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment and intervention</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)*</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care in a timely manner</td>
<td>Calibrate and use equipment; position patients appropriately.*</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and in small spaces, as well as for lifting and transferring patients</td>
<td>Move around in patient’s room, workspaces and treatment areas; administer cardiopulmonary procedures*</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for verbal and written interaction with others</td>
<td>Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient responses*</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Critical-thinking ability sufficient for clinical judgment in a timely manner</td>
<td>Identify cause/effect relationships in clinical situations, develop and implement nursing care plans (includes measurement, calculation, reasoning, analysis, and synthesis.)*</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds</td>
<td>Establish rapport with patients and colleagues. Maintain appropriate affect levels. *</td>
</tr>
</tbody>
</table>
III. ACADEMIC POLICIES FOR THE SCHOOL OF NURSING

The School of Nursing faculty has 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 for at least 1 year or more.

a. All courses in the freshman and sophomore years (excluding University Breadth Requirements and Free 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.

b. 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 GPA Calculator to calculate GPA and projected GPA.

c. The minimum passing grade for coursework is a ‘C-‘, with the following exceptions: Bio-O rganic Chemistry, Psychology, Microbiology, Statistics, Nutrition, and free elective credits.

d. Students who earn a grade lower than “C-“ in two or more of the following: any nursing course, KAAP220 or KAAP221, will not be permitted to continue in the nursing major.

e. Grading Scale for Nursing Courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.34 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93.33</td>
</tr>
<tr>
<td>B+</td>
<td>86.67 - 89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.34 - 86.66</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83.33</td>
</tr>
<tr>
<td>C+</td>
<td>76.67 - 79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.34 - 76.66</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73.33</td>
</tr>
<tr>
<td>D+</td>
<td>66.67 - 69.99</td>
</tr>
<tr>
<td>D</td>
<td>63.34 - 66.66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63.33</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

f. Students must submit a formal appeal to the Student Affairs Committee 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.)

g. A pre-licensure student who is absent from required nursing course work for more than fifteen consecutive months must appeal to the Student Affairs Committee for approval of a revised plan of study that may include repeating nursing courses. This grace period begins at the end of the student’s last semester of enrollment.
h. Students serving on School of Nursing (SON) Committees:

A position as the student representative on a SON committee allows input from a student perspective to the SON in decision making. Time commitment would vary according to the committee. Committee meetings are typically held monthly and last from 1 to 2 hours. Benefits of serving on a SON committee would be providing a voice for the students, gaining leadership experience, and resume building.

Student selection on committees will be based on several criteria. Formal requests in class will be announced with students needing to submit their name and reasons for wanting to serve on the link provided. Students would be required to provide the name of at least one faculty who would recommend them for the role.

Revised by SAC, approved by SON Faculty May 2013
Reviewed by SAC March 2016, May 2018
Approved by SON Faculty June 2017
Revised by SAC May 2017, June 2019

IV. LICENSURE

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.

Eligibility for Licensure
Upon completion of the BSN, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (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.

NCLEX Preparation and Testing Services
The following applies to students in the traditional and accelerated undergraduate programs only.

Students will be required to complete test preparation activities as part of the nursing program. Students will receive information regarding costs of the testing software. These activities prepare students to take the NCLEX-RN® exam after graduation from the nursing program.
V. STUDENT APPEAL PROCEDURE

The Student Affairs Committee (SAC) is responsible for reviewing appeals from students who have experienced academic difficulty because of documented extenuating circumstances including serious illnesses, chronic disability, serious family problems, and similar situations. Following a review of documentation, provided by the student, SAC is responsible for making recommendations regarding student appeals to the Director of the Undergraduate BSN Program for the following curricular policies:

- Continuing in the nursing program with an overall GPA < 2.0
- Retaking a nursing course prior to the next regularly scheduled course offerings.
- Dismissal from the program following two grades below a C-

Students requesting an appeal must do the following:

1. Complete an appeal form. Instructions and form are available on-line.

2. Submit the completed appeal form to the School of Nursing Academic Advisor. SAC insists on thorough documentation of the student’s extenuating circumstances. Such documentation may be a letter from a U.S. based professional (e.g., physician, counselor, etc.) who is in the position to verify the situation. SAC disregards “character references”. If your request is based on a disability, you must submit documentation of the disability from the Office of Disabilities Support Services. You should be aware that SAC routinely checks the authenticity of documentation. If SAC finds evidence that you have submitted falsified or forged documents, judicial charges will be brought against you in accordance with the University’s Code of Conduct and, if you are found guilty, you will face penalties up to and including expulsion.

3. Included with your appeal, provide supportive evidence of extenuating circumstances.

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

Revised by SAC November 2012, June 2019
Reviewed by SAC, March 2016, June 2017, May 2018

VI. MANDATORY REQUIREMENTS PRIOR TO PARTICIPATION IN SIMULATION-BASED EXPERIENCES AND CLINICAL ACTIVITIES

Prior to the spring semester of the freshman year (Traditional Program), first winter session before beginning 300-level courses (Accelerated Program), and upon entry into the RN to BSN program, students must complete the School of Nursing mandatory requirements as listed below and any requirements by the clinical sites.
The School of Nursing will communicate to students the expected time frame the mandatory requirements will need to be completed. It is each student’s responsibility to complete and maintain mandatory requirements at all times.

The School of Nursing has partnered with Castle Branch to provide the management of clinical requirements. To order the Castle Branch Compliance Tracker, Criminal Background Check, and Drug Screening via Castle Branch as instructed by the School of Nursing Clinical Coordinator.

You will not be permitted to participate in simulation lab and clinical practicum activities until this information has been uploaded and confirmed by the School of Nursing Clinical Coordination office. Students who do not complete their mandatories in the time frame specified by the clinical coordinator will be removed from their simulation and/or clinical practicum course and a Professional Behavior Feedback form will be completed and placed in the student’s permanent file.

A. Hepatitis B Vaccination

The Hepatitis B vaccination series 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 vaccination series 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 Services for an appointment.

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

B. Rubella

Documentation of receiving 2 doses of the Rubella vaccine is required, usually the MMR vaccine.

C. Mumps

Documentation of receiving 2 doses of the Mumps vaccine is required, usually the MMR vaccine.

D. Measles (Rubeola)

Documentation of receiving 2 doses of the Measles vaccine is required, usually the MMR vaccine.
E. Chicken Pox (Varicella)

Verification of immunity to chicken pox by documentation of one of the following:

- Documentation of 2 varicella vaccines
- Verification of history of chickenpox or shingles
- Laboratory evidence of immunity of confirmation of disease

F. Tetanus

Documentation of receiving a tetanus booster in the past 10 years is required. The tetanus booster can be the tetanus and diphtheria (Td) booster or the tetanus, diphtheria, and pertussis (Tdap) booster.

G. Pertussis

Documentation of receiving a tetanus, diphtheria, and pertussis (Tdap) booster at least once.

H. Annual Flu Vaccination

Documentation of an annual flu shot is required by the School of Nursing.

I. Tuberculosis Testing (TB)

Negative results of a 2-step PPD test or results of TB blood testing is required for non-licensed students. The time frame required for the 2-step PPD test is as follows:

- First PPD test administered (step 1) with results read 48-72 hours after placement
- Second PPD test administered 7-21 days after first step test results read (step 2) with results read 48-72 hours after placement

Annual PPD/TB testing required annually (every 12 months) thereafter.

RN licensed students who have not had TB testing within 12 months prior to program entry will need negative TB testing results. PPD/TB testing is required annually.

If a student has a history of a positive TB test, a copy of results of a recent chest x-ray will be required. Students with a history of a positive TB test will also be required to complete a TB symptom review annually. If needed, an Annual TB Symptom Review form can be obtained from the Clinical Coordination department in the School of Nursing.
J. Professional Level CPR Certification Requirement

An active CPR (Healthcare Provider or BLS level) certification is a requirement of clinical agencies. There are no exceptions. It is the students’ responsibility to always keep a copy of a valid CPR card current in their Castle Branch account. **Expired cards will result in dismissal from the clinical agencies.**

Completion of the American Heart Association’s Basic Life Support (BLS) course is required.

K. University of Delaware Safety Orientation/Right to Know and Bloodborne Pathogens Training

Completion of the University’s Bloodborne Pathogens training and the University’s Safety Orientation/Right to Know training via the BioRAFT system is required annually.

L. Annual HIPAA Training

The School of Nursing HIPAA training is required annually.

M. Background Check and Drug Screening

Criminal background checks and a 10- panel urine drug screening is required to be completed during the Nursing program prior to any practicum experience. These requirements are to be completed during the time frame announced by the School of Nursing. These requirements will suffice for the entire nursing program unless clinical agencies alter their student requirements. See “Policy on Student Criminal Background Checks and Drug Screening” for more information.

N. School of Nursing HIPAA Waiver

This waiver ensures that students are aware of the consequences of not following HIPAA standards and guidelines while they are in the University of Delaware School of Nursing program. Any violation of HIPAA while enrolled in a UD School of Nursing program, regardless of whether the violation occurs at UD or at an outside location (e.g., while on clinical experience or through employment not affiliated with the UD School of Nursing), may result in discipline, including failure of a course and/or dismissal from the UD School of Nursing.

O. Blood Borne Pathogen Post-Exposure Evaluation and Medical Management Student Waiver

This waiver ensures that, as part of their academic program, students who are at risk for exposure to human blood, or other potentially infectious materials, understand and acknowledge that the inherent risk of injury and illness is assumed by the student when they decide to enroll in said academic program.
VII. 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 that are an essential component of the nursing curriculum and required to meet the requirements for graduation. The Joint Commission on Accreditation of Healthcare Organizations Comprehensive Accreditation Manual for Hospitals 2004 requires that all students and instructors meet new standards relating to criminal background and freedom from drugs. As a result, most clinical agencies require that all students participating in activities involving direct client care complete criminal background checks (including Child and Adult Abuse Registry checks) and drug screenings.

To comply with university contractual obligations and provide high-quality clinical learning experiences, all nursing students in the pre-licensure programs are required to complete criminal background checks and drug screenings consistent with the following guidelines:

1. Students must complete criminal background checks and drug screening as required by the School of Nursing. All testing must be conducted by a certified/licensed agency. Students are responsible for all costs associated with testing.

2. Documentation of the results of the drug screening and criminal background check must be on file in the School of Nursing prior to participation in clinical activities. The School of Nursing may share the results with any clinical agency considering the student for clinical experience.

3. In the event of a positive drug screening, the student will be referred to the University of Delaware’s Student Wellness & Health Promotion for a substance abuse referral. The student is expected to schedule an appointment with Student Wellness & Health Promotion within 3 business days following the referral. Once the School of Nursing has been notified by Student Wellness & Health Promotion that the student has completed the sessions as recommended, the student must submit to a second drug screening with 24 hours’ notice. The student will not be allowed to begin or continue clinical activities until documentation of a negative drug screening is provided. If the second screening is positive, the student will be dismissed from the nursing program. Failure of the student to complete the substance abuse sessions as recommended by Student Wellness & Health Promotion may lead to dismissal from the nursing program.

4. A student that tests positive for their drug screening will be required to submit to a random drug screening each subsequent academic year they are in the nursing program. The student will receive 24 hours’ notice of the required drug screening. A student who fails to submit to the required drug screening within the requested timeframe or who has a second positive drug screening will be dismissed from the nursing program.
5. If a student’s criminal background check discloses a conviction, the student must furnish the School of Nursing with written documentation of the final disposition of the case. The School of Nursing will then determine whether the student may continue in the nursing program. The student will not be allowed to continue in the nursing program if the conviction prevents the student from participating in clinical activities. The School of Nursing will notify the Office of Student Conduct of any conviction discovered during a criminal background check. In the event that a student has charges filed against them after their criminal background check has been completed, this should be reported by the student to the Associate Dean for Faculty and Student Affairs.

6. Refusal by the student to complete a criminal background check or drug screening during the announced time frame may result in dismissal from the nursing program.

7. Any student dismissed from the nursing program as a result of this policy may appeal the decision to a convened disciplinary 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 disciplinary committee shall be final.

Approved by Faculty 3/13/06
Revised 9/10/2012

Revised & Approved by UD General Counsel 5/13/2014
Approved by Faculty 6/18/14
VIII. 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 in the classroom, simulation laboratory, and clinical environment essential. In the clinical area, professionalism is an integral part of performance and evaluations. Each course syllabus and clinical evaluation tool will delineate the requirements and policies for successful completion of the course. Students who violate these policies will receive appropriate disciplinary action. A Professional Behavior Feedback Form will be completed and retained in the student’s file.

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 that may include random drug testing.

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

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

Student Policy Committee 3/09 Approved by SON faculty 5/18/09
Reviewed and revised by SAC Spring 2013. Approved by SON faculty Spring 2013
Reviewed and revised by SRC Spring 2015
Revised by SAC, March 2016, May 2018
PROFESSIONAL BEHAVIOR FEEDBACK FORM

Student Name: __________________ Course: __________________________

Faculty Completing Report: __________________ Date: __________________

The purpose of this form is to promote the student’s awareness of behavior (as it relates to the categories checked below) as observed by faculty.

- Arrival time/Attendance
- Interactions with patients/Interpersonal skills
- Safety
- Commitment to learning
- Problem-solving
- Skills/Knowledge
- Communication
- Professionalism
- Stress Management
- Critical thinking
- Responsibility
- Time and Resources
- Other

☐ Student will be required to complete simulation laboratory review to remedy deficiencies by date:

Situation Observed and Area(s) of Concern:

__________________________________________________________________________________________

Action Plan:

__________________________________________________________________________________________

Additional student comments:

__________________________________________________________________________________________

Student Name (print): ________________ Student Signature: ____________ Date: ______

Faculty Name (print): ________________ Faculty Signature: ____________ Date: ______

Please forward signed copy to the Director of the Undergraduate BSN Programs for Undergraduate Students and to the Director of the Graduate Practice Programs for Graduate Students. Feedback forms will be retained in the student file.
Description of Professional Behavior Categories

1. **Arrival Time and Attendance** - The ability to arrive on time to nursing labs, simulation-based experiences, field/observational/clinical experiences, and other required experiences.

2. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

3. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

4. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

5. **Interaction with Patients and Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

6. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

7. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Nursing profession.

8. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

9. **Safety** – The ability to provide safe, competent, and appropriate nursing care to patients and to maintain a safe environment for self and others.

10. **Skills and Knowledge** – The ability to apply and demonstrate knowledge and skills learned in nursing courses and labs/simulation-based experiences and clinical experiences.

11. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

12. **Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
IX. SOCIAL MEDIA STATEMENT

Professional standards of behavior apply to social media use. Students are responsible for the content they post or promote in any online form. HIPAA guidelines apply to social media and prohibit the sharing of identifiable, confidential and/or sensitive patient information. Students are expected to familiarize themselves with the University Digital and Multimedia policies.

University Definition: Social media generally refers to any of the widely accessible electronic tools, websites, apps or platforms that enable anyone to communicate, publish and access information, collaborate on a common effort, share user-generated content, or build relationships. Social media may include, but is not limited to, platforms like Facebook, Twitter or Instagram, applications like Snapchat or WhatsApp, blogs, forums or other technologies.

Guidelines for Social Media Use:

- Students are to refrain from accessing or using social media during clinical experiences.
- Students are not allowed to discuss, transmit, or post any information regarding their clinical experiences.
- Patient privacy and confidentiality must be maintained online. Students should not transmit or post any patient information.
- Patients should never be videotaped or photographed without prior written patient consent and written approval from institution.
- Students should safeguard their own personal information by utilizing privacy settings when available.
- With social media, anonymity does not exist. Postings can be accessed broadly and indefinitely. Be aware that anyone, including colleagues, educational institutions and employers may be able to view content, regardless of your intended audience. Please do not post pictures of yourself wearing your School of Nursing uniforms while engaging in unprofessional behaviors (i.e. drinking).

SAC Spring 2012, Approved by SON faculty Spring 2012
SAC Reviewed Spring 2013, March 2016, June 2017, May 2018

X. 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. Faculty will document violations of the dress code on the Professional Behaviors Feedback Form. In addition, students may experience consequences including dismissal from simulation lab, clinical practica experiences, and/or other patient care activities, as well as loss of credit. Repeated infractions may result in consequences of a more serious nature.
Professional Appearance

- Professional appearance must be consistent with clinical agency policy.
- Hair styles that extend below the collar should be tied back and neatly kept under control. Headbands, if used, should be solid navy blue, black, or white. Hair styles must allow for performance of practice skills and safely rendered patient care. Hair must be clean and cannot be unnatural in color.
- Students are expected to be clean-shaven or facial hair/moustache and beards must be neatly trimmed. Beards will not extend more than one inch from the face and under no circumstances are they to touch the collar or the front of the chest.
- Due to allergies, students must be fragrance-free, and make-up must be kept to a minimum.
- Nail polish, artificial nails, and nail length beyond fingertips are not permitted.
- Jewelry is limited to earring studs, wedding rings, and a simple necklace. Small, plain, silver or gold post earrings (which do not extend over the ears) are acceptable jewelry in the clinical areas. Only two earrings per earlobe are allowed. Tragus, cartilage, facial, or tongue jewelry are not allowed. Space holders are permitted. No other visible body piercing will be allowed. Wedding rings are acceptable in some clinical areas. It may be necessary to secure rings in a non-visible area of the uniform for patient and/or nurse safety. No bracelets, ear gauges, hoop facial jewelry, ear bars, ear cuffs, etc. Medical alert bracelets and necklaces are permitted.
- All tattoos must be covered and hidden throughout patient care.

Clinical Uniform

- The dress code is subject to change based upon clinical site and agency requirement.
- The clinical uniform identifies an individual as a student in the University of Delaware School of Nursing and is to reflect a positive and professional image of the individual and the school. Students must present themselves as professional nurses and must be continuously aware of the impact of self upon clients.
- School of Nursing clinical uniforms must be ordered through www.meridys.com. An e-mail will be sent to all students at the beginning of their program with detailed information. Students are responsible for purchasing their own uniforms for clinical. It is recommended that students purchase at least two uniforms. The choice of uniform must be consistent with all standards stated in this dress code. Exceptions to this dress code will be communicated at the beginning of experiences in each individual clinical agency.
- The clinical uniform consists of a white top with the UD Insignia on the LEFT sleeve; navy blue pants; non-permeable, non-slip solid-colored shoes (no canvas, no holes, and no open toe per OSHA guidelines); socks in any of the following colors: navy blue, black, or white.
- White warm up jacket may be worn in the clinical area – only with patch on LEFT sleeve. Patches and jackets available through www.meridys.com.
- Tops may be worn under scrub tops. These tops must be solid white. While tops are to be white, all other garments worn under the scrub top should be neutral in color.
and not visible through the uniform top.

- The uniform is to be always neat, clean, and ironed (if needed) in the laboratory and clinical setting.
- The clinical uniform must be worn whenever the student is in the clinical area and CSI/DEE unless otherwise specified by faculty.
- Even when uniforms may not be required for a particular UD nursing experience, students are to dress in a professional manner: pants, knee length skirts, or dresses. No short skirts, shorts, or open toe shoes are to be worn in the clinical area or to clinical/ nursing sponsored experiences. The entire torso must be covered including the shoulders and abdomen.
- UD Name tag- The initial name tag will be ordered by the School of Nursing through the Barnes and Noble Bookstore. The bookstore will charge your student account for purchase of the name tag. University of Delaware photo ID must in a plastic holder and be worn along with the School of Nursing name tag, badge/patch, and Institution ID when in most clinical settings.

Equipment

The following must be brought to all simulated learning and/or clinical practica experiences:

- A watch with a second hand (no smart watches)
- Black pen(s)
- Dual-headed stethoscope (both bell and diaphragm)
- Blood pressure cuff (sphygmomanometer)
- Penlight
- Bandage scissors
- Hemostat
- Personal Protective Equipment (Subject to change based on University protocol) – please refer the Coronavirus Website and your syllabus for the most-up-to-date information

Depending on clinical practica experiences, there may be additional equipment required for each student to bring. These will be communicated by the clinical instructor.

Reviewed by SAC, May 2018 Revised by SAC, June 2019

XI. CLINICAL ASSIGNMENTS

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

Clinical practica 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 policies were developed:

- Students will not be able to change their section assignments in clinical courses unless
there are extenuating circumstances. Students must present the extenuating circumstances in writing to the Clinical Coordinator for review and approval by the School of Nursing Administration. Minor coursework, job schedules, vacations are not considered extenuating circumstances.

- 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. (Exception: Capstone Preceptorship).
- Students completing a clinical course on the same unit where they (or a family member) are employed is strongly discouraged. It is the responsibility of the student to alert the Clinical Coordinator to this situation.

Criteria for Preceptorship Placement

Students will be given preference regarding their requested placement based on the following criteria:

a. performance in past didactic, simulation, and/or clinical practica courses. This will include a review of any Professional Behavior Feedback forms.

b. Overall GPA

c. top 5% of the Traditional BSN Senior class in the Traditional BSN Honors program

NURS 411 Selected Concepts in Critical Care course and a minimum overall GPA of 3.0 are required for critical care placements.

*Please note that all students attending clinical practica will need to attend clinical information meeting(s) as directed by the Office of Clinical Coordination.

Student Policy Committee
4/09 Approved by SON
faculty 5/18/09 Revised by SAC 2011

Reviewed by SAC 2013

Revised by SAC, March 2016, June 2017 Reviewed by SAC, May 2018

Revised by Director, UG BSN Programs August 2018

XII. CLINICAL REMEDIATION

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

Students are expected to be able to successfully demonstrate safe practice, professional behaviors, and previously learned psychomotor and/or critical-thinking skills in the clinical
setting. If a clinical instructor identifies that a student needs remediation of a skill(s), they may require the student to schedule a formal remediation simulation/scenario with CSIIDEE.

This formal remediation may include a one-time evaluation which will address knowledge and/or critical thinking gaps, any associated psychomotor skills identified in the clinical practicum. Should this formal remediation be required, students will be provided practice time prior to receiving the scenario objectives, medications, lab information, etc., the day before the scheduled evaluation.

The one-time evaluation will be videotaped and will be evaluated by two nursing faculty (preferably 1 Clinical and 1 CSIIDEE instructor) who will use a competency evaluation tool as a guide.

The student must pass the evaluation within timeframe designated by clinical and CSIIDEE instructors when the clinical concern was identified to continue in the clinical course. If student fails the evaluation, student does not pass the clinical course. The two nursing faculty evaluators will write their evaluation and provide the test-out results to the clinical instructor. The student will be notified by the clinical instructor of the test-out results within 72 hours (3 business days).

Remediation evaluation will be kept in the student’s permanent file.

Student Policy Committee 4099, Approved by SON faculty
5/18/09 Reviewed by SAC Spring 2013
Reviewed by SAC, March 2016, June 2017, May 2018
Revised by Director, UG BSN Programs and SRC, August 2019

XIII. EMERGENCY DISMISSAL FROM A CLINICAL COURSE

When a faculty member observes or otherwise learns of an infraction such as those listed in the behavioral criteria for unethical or unsafe practice defined in the Clinical Evaluation Tool warranting dismissal from the clinical setting, the student will immediately be 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.

Procedure:

1. The infraction shall be documented by the faculty member on the Clinical Evaluation Tool, forwarded directly to the Director of the Undergraduate Program and to the student within one business day of the day on which the faculty member learned of the unethical or unsafe behavior(s).
2. If the unethical or unsafe behavior is the result of a psychological or psychiatric disorder or if the behavior is intentional or malicious the Office of the College of Health Sciences Assistant Dean of Undergraduate Student Services and the Office of the Dean of Students shall be consulted. Upon emergency dismissal from a clinical site, a drug and/or alcohol test may be indicated and required, at the student’s expense.
3. The student will be suspended from all clinical coursework. At the discretion of the faculty member and Director of the Undergraduate Program, or Associate Dean of Nursing Education and Practice, the student may be required to spend time remediating in an on-campus laboratory. The student will be required to successfully complete remediation prior to reentry into any clinical setting.
4. Students may continue in all non-clinical coursework and complete these courses in the current semester.
5. In the event that a student is emergently removed from a clinical course for unethical or unsafe behaviors, they may not withdraw from the clinical course, but will fail the course.

Student Policy Committee 4/09, Approved by SON faculty 5/18/09
Reviewed by SAC Spring 2013, March 2016, May 2018
Revised by SAC and Director of the Undergraduate BSN Programs June 2019

XIV. RE-ENTRY INTO CLINICAL COURSE FOLLOWING CLINICAL COURSE FAILURE

The student is expected to be able to successfully demonstrate safe practice, professional behaviors, and previously learned psychomotor skills prior to re-entry into the clinical setting after a clinical failure. If remediation is required, as determined by the clinical instructor teaching the course and/or Director of the Undergraduate BSN Program, the student must successfully pass the one-time evaluation or the student will not be permitted to repeat the clinical course that was failed, resulting in dismissal from the nursing major.

Student will receive the scenario objectives, medications, lab information, etc., the day before the scheduled evaluation. The one-time evaluation will be videotaped and will be evaluated by two nursing faculty (preferably 1 Clinical and 1 CSIIDEE instructor) who will use a competency evaluation tool as a guide.

The student must complete and pass the evaluation prior to registration and/or the start of the next clinical course. The two nursing faculty evaluators will write their evaluation and provide the evaluation results to the clinical instructor. The student will be notified by the clinical instructor of the evaluation results within 72 hours. Remediation evaluation will be kept in the student’s permanent file.

Student Policy Committee 4/09, Approved by SON faculty 5/18/09
Reviewed by SAC Spring 2013, March 2016, May 2018
XV. EMERGENCY PROCEDURE FOR CLINICAL SUSPENSION AND 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 discretion of the Director of the Undergraduate BSN Program, the student may be required to spend the appropriate clinical time in an on-campus laboratory until the final determination. The student 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 Director of the Undergraduate BSN Program and to the student within 24 hours (during business days) of the day on which the faculty member learned of the infraction or continued unsafe behavior(s).

4. If the student decides to appeal the dismissal recommendation, the student will have 72 hours (during business days) from the student’s receipt of a written recommendation in which to provide a written response directly to the Senior Associate Dean. In some circumstances, the Senior Associate Dean may request review of the appeal by the Student Affairs Committee.
Students dismissed from the school under these procedures shall not be eligible for readmission to the program.

This dismissal procedure is separate from but not exclusive of, procedures conducted by the Office of Student Conduct.

The student may continue to participate or enroll in any on-campus, non-clinical nursing courses until a final 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.

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.

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.
C. University Procedure of Requests for Appeal

Please see the UD Office of Student Conduct for appeal procedures.

CD: sg 9/02

LAP: bns Revised: 2/16/04

Approved by University Legal and Department of Nursing Faculty 2/16/04 Reviewed by SAC Spring 2013, March 2016, June 2017, May 2018 Revised by SAC and Director of Undergraduate BSN Programs June 2019, August 2020
XVI. CENTER OF SIMULATION INNOVATION, INTERDISCIPLINARY EDUCATION, AND ENTREPRENEURSHIP (CSIIDEE) STUDENT INFORMATION

A. General Information

Psychomotor Skills

Psychomotor skills experiences vary based on the corresponding course. Psychomotor skills may be included in the lab courses and/or as part of clinical practicums. Skills written in the course syllabus are required components of the course. Not all skills will be evaluated for competency. Skills that are associated with competency evaluation require demonstration of competency to meet the course objectives/requirements.

Simulation-Based Experience (Clinical Scenario)

Clinical scenarios are the context for immersive simulation-based experiences. The clinical scenarios are each associated with a nursing course. The learning objectives and content are developed from the clinical course content to reinforce information learned and to prepare for hospital clinical experiences. The complexity and length of scenarios is dependent on course objectives. Simulation-based experience (clinical scenario) are integrated with psychomotor skills and meant to be interactive. The expectation is for students to review skills checklists and videos prior to their simulated experience to perform skills competently.

Debriefing will follow each simulated experience. Length may vary. The debriefing period led by a facilitator to encourage reflection of the clinical scenario. This period is a time for students to explore nursing interventions performed during the simulation-based experiences. The purpose is for student to critically think and transfer this learning to new situations.

B. 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 simulated clinical experiences. Students must communicate conflicts as soon as the conflicts are recognized or within 72 hours of the simulated learning experience.
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 the simulated learning experiences. (Previewing lab videos, completing readings, completing preparatory work and practicing with equipment/skills as instructed).
6. Arrive on time for simulated activities with required supplies.
7. Report an absence/tardiness in a timely and appropriate manner before the scheduled class time or experience.
8. Report illnesses up to two hours prior to the simulated learning experience.
9. Complete simulated learning experiences within the specified time frame.
10. Remain professional in appearance and demeanor in the simulation laboratory while also adhering to the School of Nursing Dress Code.
11. Refrain from using CSIIDEE and/or agency resources for personal use.
12. Refrain from using personal cell phones, text, instant messaging or game playing while in the simulation laboratory. Cell phone should be placed in a locker or in student’s stored belongings.
13. Register for only one lab appointment for each simulated learning experience.

C. Student Behaviors Warranting Removal from the CSIIDEE
Student behaviors that are unprofessional, unethical, or unsafe, warrant student removal from the simulation resource center. These behaviors include but are not limited to:
1. Participation in simulated learning experiences under the influence of drugs and/or alcohol.
2. Unprepared for simulated learning experiences.
3. Arriving late for simulation-based experiences without permission of the instructor prior to the simulated learning experience.
4. Missed appointments will be considered a missed lab time.
5. Failing to complete required simulated learning experiences within the specified time frame established by the CSIIDEE instructor.
6. Dishonest completion of quizzes or any simulated learning experience requirements.
7. Failure to adhere to the School of Nursing Dress Code. Any student not complying fully with the dress code or missing any required supplies will be sent home and may receive a grade of FAIL for the assigned simulated learning experience.

SAC Spring 2009, Approved by SON faculty Spring 2009
Reviewed by SAC Spring 2013
Reviewed by SRC Spring 2015, Spring 2018

CSIIDEE PASS-FAIL POLICY
This policy applies to students in the traditional and accelerated undergraduate programs only.

Students must satisfactorily pass the simulated learning experience. This includes both psychomotor skills experiences and simulation-based experiences (clinical scenario). Simulated learning experiences are components of clinical courses and select nursing courses (ex. Professional Nurse Practice, Clinical Learning Lab, etc.). These experiences must be completed in order to obtain a passing course grade. Unsatisfactory completion of the psychomotor skills or simulation-based

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experiences (clinical scenarios) integrated into the clinical course or a part of a nursing course will result in course failure or result in a recorded course grade no higher than a “D+”.

**Guidelines for Satisfactory Completion of Laboratory Experiences**

Education in the CSIIDEE consists of professional behaviors, preparation, practice, and High-Stake’s skills competency evaluation. Satisfactory completion of the simulated learning experiences indicates that the student has competently demonstrated the knowledge, skills, and professional behaviors pertinent to the procedures learned in CSIIDEE.

**Procedural Simulation (Psychomotor Skills)**

- Students are expected to be fully prepared *prior* to a scheduled simulated learning experience 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 psychomotor skills high-stakes evaluation. Preparation includes but is not limited to the use of videos, checklists, written materials, and practice time.
- To successfully complete a psychomotor skill high-stakes evaluation, the student needs to demonstrate critical thinking skills, understanding of the principle behind each skill, and successfully perform a demonstration of the skill indicating mastery under the supervision of a CSIIDEE instructor. Skill checklists will be used for pass/fail grading and coaching to address gaps in knowledge.
- Each checklist includes critical behaviors that are essential for demonstration of psychomotor skill competency.

**Simulation-Based Experiences (Clinical Scenario)**

- Students are expected to be fully prepared prior to attending simulation-based experiences (clinical scenario).
- Preparation includes reading the patient summary and history, answering all related questions posted on the website or prep sheets, understanding patient lab results, preparation of medication cards, viewing all related videos, and completing assigned readings.
- Students will need to bring or submit via online management system their completed preparatory work and medication cards to participate in the simulation-based experiences (clinical scenario). Completed work may be housed digitally on a student’s computer for review. It is the student’s responsibility to show proof of work for simulation-based experiences.
- To successfully complete a simulation-based experience (clinical scenario), the student needs to be prepared to function in any randomly selected role, provide patient care appropriate to the patient needs, use critical thinking skills, provide appropriate family centered care including education, and demonstrate understanding of the illness/problems presented in the clinical scenario simulated experience.
- All students will participate in a debriefing session following the simulated experience.
Time lengths vary according to the simulated experience and instructor needs. Because this is considered as part of the learning experience, students are not permitted to leave early.

Missed Simulation-Based Experiences (Clinical Scenario)

Because simulation-based experience (clinical scenario) is a small group learning experience, individual make-ups are not an option. Therefore, students must complete simulated learning experiences within the specific time frame pre-set by the CSIIDEE and course instructors.

- All absences will result in the development of a Professional Behavior Feedback form (Plan for Success) and course faculty will be notified. Course faculty or CSIIDEE instructors approve excused absences.

1. Absences will be handled in the following manner:

   - **First excused absence or absence related to an acute illness** –
     - If the student is unable to complete the simulation-based experience (clinical scenario) during the pre-set time frame, students must complete an alternative assignment including a two-page paper describing the experience. The paper should include information concerning the patient presentation, rationale for treatments/interventions, and patient education needs. Two scholarly articles should be referenced in the body of the paper. Completed paper should be turned in to CSIIDEE instructors within one week. Papers will be evaluated as complete/incomplete.
     - If a student is unable to complete a procedural simulation (psychomotor skills) class time, students must attend an alternative class time or an open lab time. These open lab times will not be one-on-one instruction.

   - **Excused absences** must meet the criteria put forth by the Assistant Dean of UG Student Services.

   - **Unexcused absence** (< than 2-hour notification for simulation miss, not signing up for lab, etc.):
     - If the student did not complete the simulation-based experience (clinical scenario), the student will be assigned an incomplete for the course. The student will be assigned to complete the scenario-based experience during the next course offering. A Professional Feedback Form will be completed for all unexcused absences.
     - If a student is unable to complete a procedural simulation (psychomotor skills) class time, students must attend an alternative class time or an open lab time. These open lab times will not be one-on-one instruction. The missed class time will result in a loss of attendance points. A Professional Feedback Form will be completed for all unexcused absences.
     - Any additional unexcused absence(s) for procedural simulation (psychomotor skills) class times will require a conference with the CSIIDEE course faculty. Additionally, these subsequent absences will result in attendance points deduction from the course grade and/or course failure at the discretion of the course faculty.
Procedure for Addressing Student Competency in the Skills/Simulation Lab

- If a student is unable to demonstrate professional behaviors or is unable to demonstrate knowledge and competency to perform psychomotor skills as stated in the skills checklist or fails to satisfactorily complete a simulation-based experience (clinical scenario) required for the didactic and/or clinical course(s), then the following procedure will take place. See the steps below and the algorithm on page 8.

- A video-taped remediation may be required to determine competency prior to resuming clinical or to determine competency for a particular course. All Remediations must be completed in a timely manner prior to end of semester.

Professional Behavior Feedback Form:

- In collaboration with the student, the CSIIDEE instructor or clinical instructor will complete a written professional behavior feedback form and develop a remediation plan for psychomotor skills/simulated learning experience to be repeated.
- Strategies to improve student performance will be developed, discussed with the student, and documented.
- Assignment or video/checklist reviews associated with the occurrence is discussed and recommendations are made for student to review.
- The professional behavior feedback form will include the specific concerns, a remediation plan, consequences if the problem/issue is not resolved, and a warning of possible failure of the simulated learning component of the corresponding course.
- The professional behavior feedback form will be discussed and reviewed with the student and a signed copy of the document. Signature indicates document was read by the student and accepted. A copy will be placed in the student’s file.
- A copy of the professional behavior feedback form will be given to the student, Director of the Undergraduate Program, and corresponding course instructor.
- Multiple Action Plan(s) developed from other nursing courses will result in a conference with the student, CSIIDEE representative, and course faculty members.
Algorithm Addressing Student Competency Regarding Psychomotor Skills and Simulated Activities

1. Student is provided feedback from skills evaluation checklist with coaching comments and methods to address gap(s) in knowledge (i.e. skills video review, practice lab time, open lab time, etc.)

2. Professional Behavior Feedback form completed by CSIIDEE faculty/staff. A student conference will be scheduled to review the professional behavior feedback form and acquire student signature.

3. An independent video-taped remediation must be competently completed prior to end of before final exam week.

Unsuccessful

Successful

Failure of Course

CSIIDEE/course requirements are met
References:


*Student Policy Committee 3/09 Approved by SON faculty 5/18/09
Revised by Simulation Lab Committee 11/12; Spring 2018*
CSIDEE RESOURCES
A. Professional Pre-check (Posted outside of the Clinical Learning Labs)

Professional Pre-Check

☐ I am prepared for lab- reading completed and videos viewed.
☐ I have my resources (drug book and skills resources).
☐ Uniform includes white top, blue pants, approved shoes and neutral undergarments (clean and professional).
☐ Name badge and UD identification are on.
☐ I have my stethoscope, watch and skills checklist.
☐ Hair is pulled away from face and neatly pulled up.
☐ Earrings limited to stud earrings two in each ear. Rings, bracelets, necklaces, gauges and facial jewelry (including nose rings and tongue rings) are removed.
☐ Tattoos are covered.
☐ I am on time.
☐ Cell phone is off/ silenced and off my person.
   Help your peers and hold each other accountable!

**Please refer to your University of Delaware Nursing student handbook for clarification.

B. Essential Safety Checklist

Essential Safety Checklist

   Used hand hygiene ☐
   Identified patient with 2 identifiers ☐
   Safely donned and doffed gloves ☐
   Medication administered using 5 + 5 rights ☐
   Side rails raised ☐
   Call button within reach ☐
   Over bed table within reach ☐
   Bed alarm activated ☐
   Bed in low position ☐

C. Professional Behavior Feedback Form

A Professional Feedback Form (PFF) is completed for students needing remediation. Remediation may be the result of, but not limited to, deficits in clinical judgement, inability to complete a psychomotor skill in simulation lab and/or in clinical. Students will meet with their instructor to discuss the issues and make a learning plan. The faculty completing the PFF will coordinate with CSIIDEE faculty to coordinate scheduling.
Welcome to the Center for Simulation Innovation, Interdisciplinary Education and Entrepreneurship (CSIIDEE)! CSIIDEE has lab hours specific to each course with some extended hours to be determined per semester. This laboratory was designed to give students the practice time needed to develop nursing skills. Each nursing course that utilizes simulation will use the lab differently. Courses that include psychomotor skills will include skill introduction additional sessions of guided practice. Practice sessions will be completed in a semi-independent fashion, the instructors will be available to manage, coach, and answer student questions. During experiences, students are encouraged to work in small groups of two or three students. There are several clinical scenario simulations during the semester in which students incorporate learned skills and classroom information in providing safe competent patient care. Clinical scenario simulations are small group learning experiences where up to eight students will perform patient care as directed by the preparatory assignment. Psychomotor skills learned will be incorporated into the immersive clinical scenarios.

EXPECTATIONS FOR DRESS/ BEHAVIOR:

Because the laboratory is set up to be an environment where students are simulating a clinical experience, it is expected students will arrive to CSIIDEE experiences exhibiting both professional appearance as well as professional behavior. Professionalism is extremely important in the clinical setting. Failure to behave as a professional may result in not achieving a passing grade. Professional behaviors that are an expectation of all nursing students during simulated learning experiences include but are not limited to: adequate preparation for experiences, arrival to lab on time with appropriate materials and equipment, timely and appropriate reporting of absences/tardiness, completion of assignments within the specified time frame, and adherence to the School of Nursing dress code. Dress in required UD nursing uniform and wear ID badge when working in the lab. Refer to Student Handbook for more specific information regarding the Clinical Dress for Nursing Majors. Leave food, drinks, and chewing gum outside of the learning environments. Lockers are available to place belongings for your convenience. Cell phones (including texting) and use of any electronic device for personal use, in the clinical area are strictly prohibited and students using electronic devices for personal use will be asked to leave the learning area (and will need to reschedule learning experiences). Unless pre-approved by the coordinator/instructors, computers in CSIIDEE’s learning areas are only to be used for simulated learning concepts/skills/patient care activities. Students will refrain from personal discussions in the simulation learning areas. Students will clean up each work site and put equipment away appropriately, leaving the patient, equipment, bed, and work area in order.

INTEGRITY

It is imperative that the people in the nursing profession have integrity. The simulated learning experiences are typically the same for each group. Students may not share the content or events of the simulation with anyone. It is imperative that students can participate in the simulated learning experience without information from other students. If this is discovered, it will be dealt with as academic dishonesty. Many clinical scenario-learning experiences require the student to complete preparatory work. All preparatory work and medication cards must be completed to participate in the simulated learning experience.
All skills practicum courses include a faculty led teaching period and review of complex concepts. Generally, practice is built into the course to help facilitate learning of the skills. All skills practicums and simulated learning experiences will be held in McDowell Hall rooms 103/105, 115, 121, 125, and 215-219. Please refer to your course schedules posted on Canvas. Maternity simulations are in McDowell 125 and Pediatrics will be in Star Tower room 419/420. Some skills may require more practice than others. Students may come in during open lab hours for additional independent practice. Open lab hours will require appointments.

To successfully prepare for your skills practicum course, complete assigned readings, watch associated videos, and review the skills checklist(s), and complete medication cards prior to the simulated learning experiences. Students are expected to bring the skills textbook and corresponding skills checklist, with him or her to each psychomotor skills experience and/or clinical scenario simulation. Students are expected to arrive (on time) for all simulated learning experiences with necessary equipment (ex. BP cuff, stethoscope, watch etc.), psychomotor skills checklists, medication cards, and preparatory materials/questions. Being unprepared or arriving late or without required equipment and/or materials will result in the student needing to reschedule their simulated learning experience. Content taught in CSIIDEE may at times require students to work with other students (partnered or in small groups). It is recommended that students take turns performing the skill with their partner allowing one student to perform the psychomotor skills using the checklists while the second student is observing the skill helping the partner to adhere to the skills checklist. After completion of the skill, roles are then reversed so that all follow the checklist and all practice the skill.

Professionalism (appearance and behavior) is an important component of simulated learning experiences and must be always adhered to. CSIIDEE is designed for students to learn in a professional, comfortable, and safe environment. CSIIDEE should be kept clean, and students must be courteous to other students working in the clinical lab.

**CSIIDEE’s Video Recording Policy:**
Simulated experiences may be video recorded. Videorecording may be used for in-person faculty/student education, skills remediation, and debriefing sessions. All videos are used for educational and teaching purposes. Video recordings are considered confidential. All students/participants, whether participating or observing, must agree to maintain confidentiality of simulated related content.

A. Recordings: Recorded videos are recorded and stored locally on a secure, password protected A/V system that can only be accessed by faculty, staff, and IT support staff.

B. Video Distribution: Videos will be used internally for education and teaching purposes only. For instances where scenario-based simulations maybe shared outside of the University, participant consent must be acquired before releasing any simulation-based recording(s).

C. Duration: Video Recordings of students will be archived until the time of graduation when videos will be permanently deleted.
Please type your first name.

Please type your last name.

Please type your email address (@udel.edu)

I have read the above information and understand the contents. I have had given an opportunity to address questions to faculty for clarification of any content, and I agree to abide by the student handbook and utilize CSIIDEE’s learning lab for its intended purpose. I consent to be videotaped while in areas designated as CSIIDEE under the outlined guidelines.

- I agree
- I do NOT agree
XVI. 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.

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 found on the Office of the Registrar’s website http://www1.udel.edu/registrar/helpdocs/indstudy.html and sponsoring faculty approves the forms and signs forms where appropriate. If clinical placement is required, sponsoring faculty will notify the Clinical Coordinator of the planned clinical placement needs.
4. If requested simply as an independent study, forms are forwarded to the Associate
Dean of Nursing Education and Practice 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 Associate Dean of Nursing Education and Practice.

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. All approvals must be complete prior to the end of the Drop/Add period for the semester in which the student wishes to take the Independent Study.

8. If clinical placement is required, a copy of the approved Independent Study form will be forwarded to the Clinical Coordinator for coordination of clinical placement.

9. The course number assigned is dependent on the academic year of study (NURS 166, 266, 366, and 466).
XVIII. ACKNOWLEDGEMENT OF RECEIPT OF SCHOOL OF NURSING UNDERGRADUATE STUDENT HANDBOOK

I have read and understand the information presented and will abide by the School of Nursing Undergraduate Student Handbook.

I have been given an opportunity to ask questions to clarify any content and I agree to abide by the School of Nursing Undergraduate Student Handbook and utilize the Center of Simulation Innovation, Interdisciplinary Education, and Entrepreneurship (CSIIDEE) for its intended purpose.

I consent to be videotaped while in the CSIIDEE under the outlined guidelines.

I understand that information and policies are also subject to change, and I am responsible to review the most recent version of the Undergraduate Student Handbook at the beginning of each academic year.

Please print this page, sign your name and date below that you have read the contents and received an electronic copy of the Undergraduate Student Handbook. Submit this page to your academic advisor who will put in your student file. Thank you.

Student Name (print)

__________________________________________________________

Student Signature

__________________________________________________________

Date signed

__________________________________________________________
APPENDIX A: UNIVERSITY POLICIES

Family Educational Rights and Privacy Act
As a matriculated undergraduate student at the University, you are protected by the Family Educational Rights and Privacy Act (FERPA), which prevents university employees from sharing your educational records with individuals that you have not expressly given permission. For more information, please consult the University’s Registrar site.

Academic Honesty
Students must be honest and forthright in their academic studies. Academic dishonesty must be reported to the Office of Student Conduct. For information on this policy, definitions of academic violations, and list of sanctions, please review the University’s Code of Conduct.

Disruptive Conduct
Students shall not impair, interfere with or obstruct the orderly conduct, process or function of the University or any of its students, faculty members, University officials, guests or the surrounding community. For more information, including a list of prohibited activities, please review the University’s Code of Conduct.

University Attendance Policies
Please consult the University’s Attendance Policies for information on class attendance, seat claim policy, academic leave of absence, medical emergencies and leaves of absence, and academic withdrawal from the university.

University Grade Grievance Policy
For information on Grade Grievances, including definitions of student complaints and procedures, please consult the University’s Grade Grievance and Other Related Academic Complaints.
APPENDIX B: STUDENT RESOURCES

School of Nursing Student Resources

Includes list of mandatory clinical requirements, links to order clinical supplies and uniforms, simulation information, honors and awards, scholarships, and information on state authorization for professional licensure.

Advisement Resources for Students
Please use Blue Hen SUCCESS to make advisement and tutoring appointments.

For an index of UD advisement resources, advisement tools, help with registration, please see the Registrar’s website on Academic Advisement.

General Student Resources

Includes links to the Career Center; Information Technology; Registrar; Residence Life & Housing; Student Financial Services; Student Life; Student Health Services; Student Wellness & Health Promotion; Dean of Students; Counseling; Undergraduate Research; Library, Museums, and Press; Disability Support Services; New Student Orientation; Multimedia Design Center

Office of Academic Enrichment

School of Nursing Scholarships

Student Diversity and Inclusion Resources

Find support and resources for Asian American, Pacific Islander, and Desi American students; Black and African American students; DACA and Undocumented students, first generation students, Latinx students, LGBTQ+ students, and religious and spiritual students.

Office of Equity and Inclusion

Sexual Misconduct Policy, Information, and Resources

Sean’s House

Receive support from trained peer support specialists, assistance with accessing community mental health resources, and take advantage of a safe space to do work or relax.
APPENDIX C: SUPPLEMENTAL EXPENSES

Textbooks, nursing supplies, and popular reference books are available at the University Bookstore located at 83 East Main 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 including name tags, most current reference books, and medical dictionaries. The Student Nurses Organization also may offer sales on select items, e.g., stethoscopes and BP cuffs. Information will be posted by SNO if items are available.

Other supplemental expenses include background checks, drug screening, supplies needed for labs, uniforms, and other materials as needed for classes and clinical.

APPENDIX D: POLICY & PROCEDURES FOR BLOOD BORNE PATHOGEN EXPOSURES AND INJURIES

All blood borne pathogen (BBP) exposures and personal injuries are to be treated and reported immediately. For more information, please consult this website for the steps to treat a BBP exposure or injury, as well as the exposure and injury report forms.

APPENDIX E: POLICY & PROCEDURES FOR BUILDING EMERGENCY EVACUATION (MCDOWELL HALL)

Please refer to the University policy on emergency preparedness.