

2024-2025

UNDERGRADUATE STUDENT HANDBOOK

SCHOOL OF NURSING
UNIVERSITY OF DELAWARE

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(Effective for 2024-2025)

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School of Nursing

Mission, Vision, and Values

MISSION

To advance healthcare and wellness through education, scholarship, practice, and service by promoting excellence, creativity, inclusivity, and engagement.

VISION

Provide 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 and innovative solutions that make a positive **impact** on the health of individuals, families, and communities.

Inclusivity: Guided by our commitment to **social justice** and **equity**, 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.

Organizational Framework

The curricula of the School of Nursing (SON) 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 the four concepts in the nursing metaparadigm which include person, environment, health, and nursing. These concepts serve as the fundamental pillars of nursing practice.

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.

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: The process of assisting clients to enhance well-being through behaviors that promote health and maximize potential.

Disease Prevention: 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: Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences to clinical care founded on a broad knowledge base.

Outcome 2: Engage with the individual in establishing a caring relationship; communicate effectively with individuals; integrate assessment skills in practice; diagnose actual or potential health problems and needs; develop a plan of care; demonstrate accountability for care delivery; evaluate outcomes of care; promote self-care management; provide care coordination.

Outcome 3: Manage population health; engage in effective partnerships; consider the socioeconomic impact of the delivery of health care; advance equitable population health policy; demonstrate advocacy strategies; advance preparedness to protect population health during disasters and public health emergencies.

Outcome 4: Advance the scholarship of nursing; integrate best evidence into nursing practice; promote the ethical conduct of scholarly activities; apply quality improvement principles in care

delivery; contribute to a culture of patient safety; contribute to a culture of provider and work environment safety.

Outcome 5: Apply quality improvement principles in care delivery; contribute to a culture of patient safety; contribute to a culture of provider and work environment safety.

Outcome 6: Communicate in a manner that facilitates a partnership approach to quality care delivery; perform effectively in different team roles, using principles and values of team dynamics; use knowledge of nursing and other professions to address healthcare needs; work with other professions to maintain a climate of mutual learning, respect, and shared values.

Outcome 7: Apply knowledge of systems to work effectively across the continuum of care; incorporate consideration of cost-effectiveness of care; optimize system effectiveness through application of innovation and evidence-based practice.

Outcome 8: Describe the various information and communication technology tools used in the care of patients, communities, and populations; use information and communication technology to gather data, create information, and generate knowledge; use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings; use information and communication technology to support documentation of care and communication among providers, patients, and all system levels; use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.

Outcome 9: Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society; employ participatory approach to nursing care; demonstrate accountability to the individual, society, and the profession; comply with relevant laws, policies, and regulations; demonstrate the professional identity of nursing; integrate diversity, equity, and inclusion as core to one's professional identity.

Outcome 10: Demonstrate a commitment to personal health and well-being; demonstrate a spirit of inquiry that fosters flexibility and professional maturity; develop capacity for leadership.

Reporting a Concern

If a student has a concern about courses, faculty, students, school policies or other issues that cannot be addressed through the [University Grievance Policy](#), (3.1.10) follow the appropriate process as specified in Appendix A.

ESSENTIAL FUNCTIONS

Suitability for the Practice of Nursing (Appendix B)

Individuals with different abilities are welcome in the field of nursing but must be able to perform certain essential functions throughout the program of learning. These essential functions incorporate the physical, cognitive, psychomotor, affective, and social abilities necessary to provide safe and effective nursing care and are specified in Appendix B. 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, and the SON may incorporate those and other identified essential functions as it deems appropriate to ensure the robust skills and abilities the profession of nursing requires.

The Department acknowledges Section 504 of the 1973 Vocational Rehabilitation Act, and the ADA Amendments Act of 2008 (collectively "Disability Laws") but maintains certain minimum technical standards must be present in the student seeking a BSN degree. While state and federal law requires the provision of reasonable accommodations in situations of documented disability, there are disabilities that cannot be accommodated based upon professional practice demands.

Students may request reasonable accommodations by contacting the [University's Office of Disability Support Services \(DSS\)](#). Please note, however, that a reasonable accommodation for the nursing program does not include the use of a surrogate. Surrogates, no matter how well trained, are applying their own powers of selection and observation, which could affect the student's judgment and performance.

It is the student's responsibility to register with the DSS office, provide documentation for the disability, and request reasonable accommodations as specified in the University's policy. Students are encouraged to request accommodation in a timely fashion because SON does not recognize retroactive 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

ACADEMIC POLICIES

School of Nursing Grading Policy

The SON 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.*

1. 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.
2. 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 (UD) are used in calculating GPA. Refer to the [GPA Calculator](#) to calculate GPA and projected GPA.
3. The minimum passing grade for coursework is 70% or higher with the following exceptions: Bio-Organic Chemistry, Psychology, Microbiology, Statistics, Nutrition, and free elective credits.
4. Students who earn a grade lower than 70% or withdrawal/auditor in two nursing courses, KAAP220 or KAAP221, will not be permitted to continue in the nursing major.
5. Students who take a nursing course Pass/Fail, will not meet satisfactory requirements for a nursing course, however the credits can be used as a free elective.

Grading

The SON will utilize the following scale. Please note that graded practicum courses may not offer all letter grades as noted below.

Letter grade	Interval
A	93.34 - 100
A-	90.00 - 93.33
B+	86.67 - 89.99
B	83.34 - 86.66
B-	80.00 - 83.33
C+	76.67 - 79.99
C	73.34 - 76.66
C-	70.00 - 73.33
D+	66.67 - 69.99
D	63.34 - 66.66

D-	60.00 - 63.33
F	< 60.00

Other grading codes:

Pass: Satisfactory completion of all course requirements.

Fail: Unsatisfactory level of performance or completion of course requirements.

Leave of Absences

A pre-licensure student who is absent from required nursing course work for more than twelve consecutive months must submit a written request to the Director of the Undergraduate BSN Program for approval of a revised plan of study that may include repeating nursing courses. This twelve-month period begins at the end of the student's last semester of enrollment.

Testing Policy

The SON utilizes an on-line testing platform for exams. Students are required to download the software prior to exams. Students are required to bring their laptop computer with a fully charged battery and a power cord. In their freshman and sophomore years, students will have backward navigation. In the Junior and Senior years, there will be no backward navigation. Students should review the [Academic Honesty policy](#).

Absence: All exams are to be completed as scheduled. In the event of an unexpected absence, i.e., illness, family, or personal crisis, students must notify the faculty by electronic mail up to one hour prior to the start of the exam unless there is an emergency. The first missed scheduled exam will result in a 5% deduction of the exam score (i.e. highest score achievable will be 95%) and a 10% deduction for a second missed exam (i.e. highest score achievable will be 90%). A make-up exam should be scheduled within a 1-week period and at the discretion of the faculty.

Lateness: Students who arrive late for an exam will not receive additional time to complete the exam. If students arrive after the start of the exam, when the class time ends, the student will need to submit their exam. Students who arrive more than 10 minutes after the exam start time will not be allowed to enter the classroom or to complete the exam at that time. A makeup exam must be scheduled with the faculty member.

DSS accommodations: Students who plan to take an exam at the [DSS Test Accommodation Center \(TAC\)](#), must sign up online at least 5 business days in advance of the exam. Students who do not schedule with DSS will be required to take the exam in the classroom during the scheduled exam time.

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. The student will identify areas of interest and a potential project.
2. The student will contact faculty member for potential sponsorship. Course objectives, timetable for activities, evaluation methodology, and the faculty sponsor's role are discussed.
3. The student completes the Independent Study Application Form and Independent Study Registration Form found on the [Office of the Registrar's website](#) 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. 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.

Student Appeal Procedure

The Director of the Undergraduate BSN Program 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. Once a student provides documentation, it will be reviewed by the Director of Undergraduate BSN. A student may appeal for the following:

- Continuing in the nursing program with an overall GPA < 2.0
- Co-enrollment with upper-level courses.
- Dismissal from the program following two grades below a C- (below a 70%)

Students requesting an appeal must do the following:

1. Complete a written appeal by email.

2. Submit the completed appeal form to the Director of the Undergraduate BSN Program with thorough documentation of the student's extenuating circumstances. The student should provide supportive evidence of extenuating circumstances such as a letter from a U.S. based professional (e.g., healthcare provider, counselor, etc.) who can attest to the situation giving rise to the appeal. If the request is based on a disability, the student must submit documentation of the disability from the Office of Disabilities Support Services. Student conduct action will be brought against a student who submits false or forged documentation in accordance with the University's Code of Conduct and, if found responsible for violating University policy, the student will face penalties up to and including expulsion.

Note: The Director of the Undergraduate BSN Program does not entertain grade grievances addressed under the [University grade grievance policy](#).

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. Students are encouraged to review the qualifications for licensure in the state in which they plan to practice nursing.

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 should review licensure qualifications and process with 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 undergraduate programs only. Students will be required to complete test preparation activities as part of the nursing program. These activities prepare students to take the NCLEX-RN® exam after graduation from the nursing program

CLINICAL PRACTICUM ASSIGNMENTS

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

Practicum 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 practicum experience. To be fair to all students, the following policies were developed:

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

1. Performance in past didactic, simulation, and/or clinical practicum courses. This will include a review of any Professional Behavior Feedback forms.
2. Preference will be given to the Traditional BSN Honors program students.
3. Requirements for critical care placements
 - a. Completion of NURS 411 Selected Concepts in Critical Care course or NURS 411 Nursing Care in NICU and PICU.
 - b. A minimum overall GPA of 3.0.
4. Requirements for perioperative/OR/PACU placements:
 - a. Completion of the NURS 411 Perioperative Nursing Course.

- b. A minimum overall GPA of 3.0.

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

MANDATORY REQUIREMENTS PRIOR TO PARTICIPATION IN PRACTICUMS

Upon entry into the nursing program, students must complete the SON mandatory requirements as listed below and any requirements by the clinical sites.

The SON will communicate to students the expected time frame the mandatory requirements will need to be completed. It is each student's responsibility to always complete and maintain mandatory requirements.

The SON has partnered with Castle Branch to provide the management of clinical requirements. The SON Clinical Coordinator will provide instructions for purchasing the Castle Branch Compliance Tracker, Clinical Background Check, and Drug Screening via Castle Branch.

Students will not be permitted to participate in practicum courses until this information has been uploaded and confirmed by the SON Clinical Coordination office. Students who do not complete their mandatories in the time frame specified by the clinical coordinator will be removed from their practicum course and receive a Professional Behavior Feedback form that will be kept in the student's file while enrolled in the undergraduate nursing program. Our clinical partners require these vaccinations and students are not permitted to attend to their clients without having met these requirements.

1. 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.

2. Rubella

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

3. **Mumps**

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

4. **Measles (Rubeola)**

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

5. **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 or confirmation of disease

6. **Tetanus/ Pertussis**

Documentation of receiving a tetanus booster in the past 10 years is required. The tetanus booster must be the full tetanus, diphtheria, and pertussis (TDaP) booster.

7. **Annual Flu Vaccination**

Documentation of an annual flu shot is required by the SON.

8. **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 SON.

9. **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.

10. **University of Delaware Safety Orientation/Right to Know**

The training is designed for employees and students who do not regularly use hazardous materials and chemicals as part of their routine duties. This is to be completed annually.

11. Bloodborne Pathogens Training & Reporting

Risk for exposure to human blood, or other potentially infectious materials, is inherent to the clinical practicum and is assumed by students when they decide to enroll. Per University standards, all blood borne pathogen exposures and personal injuries are to be treated and reported immediately. The full policy for treating and reporting blood borne pathogen exposures and personal injuries is located within the appendix of this Program Policy document.

Prior to the start of classes and annually, all students are required to sign and complete Blood Borne Pathogen training through UD's [BioRaft system](#).

12. Background Check and Drug Screening

Criminal background checks and a 10-panel urine drug screening are required to be completed during the Nursing program on admission and prior to any clinical practicum. These requirements are to be completed during the time frame announced by the SON. See "Policy on Student Criminal Background Checks and Drug Screening" for more information.

13. SON HIPAA Waiver/ Annual HIPAA Training

The federal Health Information Portability and Accountability Act (HIPAA) and its implementing regulations govern the use and disclosure of client information, which HIPAA calls "Protected Health Information" or "PHI." HIPAA also gives clients rights regarding their information and sets certain boundaries on the use and release of health records. HIPAA requires appropriate safeguards be implemented to protect the privacy of PHI. It holds violators accountable, with civil and criminal penalties that can be imposed if they violate clients' privacy rights.

All students must complete annual HIPAA training.

Students must protect confidentiality of PHI and may not discuss the client outside of the clinical practicum setting. Client cases may be discussed with faculty for educational purposes and occasionally with classmates when specified for course assignments; students are cautioned to ensure all client identifiers are removed, with reasonable effort exercised to protect the confidentiality of the information shared.

The HIPAA Waiver ensures that students are aware of the consequences of not following HIPAA standards and guidelines while they are in the UD SON program. Any violation of HIPAA while enrolled in a UD SON 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 SON, may result in discipline, including failure of a course and/or dismissal from the UD SON.

14. COVID Vaccination and Booster

Documentation of receiving COVID vaccination (fully vaccinated) along with 1 booster shot.

Policy on Student Criminal Background Checks and Drug Screening

The UD's SON 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 states, "Staff, students and volunteers who work in the same capacity as staff who provide care, treatment, and services, would be expected to have criminal background checks verified when required by law and regulation and organization policy." 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 UD's contractual obligations, 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 SON. 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 SON prior to participation in clinical activities. The SON 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 UD's Student Wellness & Health Promotion for a substance use referral and will complete BASICS and at least one additional follow-up session. The student is expected to contact Student Wellness & Health Promotion within 3 business days following the referral. Once the Director of Undergraduate Programs has been notified by Student Wellness and Health Promotion that the student has completed BASICS and one additional follow-up session, the student must submit to a second drug screening with 24 hours' notice.

The student will not be allowed to begin or continue practicum activities until documentation of a negative drug screening is provided. If the second screening is positive, it will be difficult to place the student in clinical practicums, the student's graduation date most likely will be postponed as a result and the student may have difficulty obtaining employment as a nurse.

4. Students that test positive will be required to submit to a random drug screening each subsequent academic year they are in the nursing program.

Students will receive 24 hours' notice of the required drug screening. A student who fails to submit to the required drug screening within the requested time frame 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 SON with **written documentation of the final disposition** of the case. The SON 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 SON will notify the [Community Standards & Conflict Resolution \(CSCR\)](#) of any conviction discovered during a criminal background check. Students who have charges filed against them after their criminal background check has been completed, must report the information 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 a violation 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 student must offer direct evidence to rebut the findings. The decision of the disciplinary committee shall be final.

PROFESSIONAL BEHAVIORS

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. In the practicum courses, 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. For each such disciplinary action, a Professional Behavior Feedback Form (PBFF) (Appendix C) will be completed and retained in the student's file while enrolled in the undergraduate nursing program. After three actions each resulting in PBFF, a meeting will be scheduled with the undergraduate or graduate director to discuss an action plan with the student.

In addition, student behaviors that are unethical or unsafe warrant student removal from practicum course and may result in course failure (refer to emergency dismissal from practicum courses).

Practicum Attendance Policy (Both clinical and simulated)

Attendance is defined as presence during the *entire* scheduled activity or class time. Lateness is not acceptable and considered unprofessional behavior. Students will not be permitted into a practicum setting if they arrive more than 5 minutes late. Absences because of lateness will result in an unexcused absence.

Unexcused absences are defined as missing a practicum experience without an excused or approved reason. Examples included but are not limited to no call/no show, arriving more than 5 minutes late, or being unprepared for clinical or simulated clinical (assignments not completed, forgot equipment/badges, not in clinical uniform).

Excused absences must meet the criteria put forth by the [University](#). Clinical faculty and course coordinators must approve excused absences. It is the student's responsibility to discuss this with faculty within 2 hours of practicum experience. In emergency situations, the student should notify the faculty as soon as possible and documentation may be requested. Conflicts in attending clinical which are related to religious holiday or University affiliated extracurricular activities (e.g., band, varsity sports) must be communicated in writing on the first two weeks of the semester so that realistic alternatives may be explored and scheduled.

Absences will be handled in the following manner for clinical practicums:

1. First practicum absence:

- Unexcused: Completion of Professional Behavior Feedback Form (PBFF) with an action plan. The course coordinator, undergraduate director, and academic advisor will be notified.
- Excused: An alternative assignment will be assigned by the course coordinator. Failure to complete the alternative assignment by assigned due date will result in an unexcused absence.

2. Subsequent practicum absences:

- Unexcused:
 - Professional Behavior Feedback Form (PBFF) and an action plan with notification to undergraduate director, course coordinator, and academic advisor.
 - Unexcused absences that result in more than 2 missed experiences will result in clinical failure and the student's dismissal from clinical.
- Excused:
 - Clinical time will be made up at the end of the semester. Failure to complete the practicum make-up by assigned due date will result in an unexcused absence.
 - Excused absences that result in more than 2 missed experiences will result in the student receiving an incomplete and needing to meet with the undergraduate director.
- Combination:
 - A combination of excused/unexcused absences that result in more than 2 missed experiences will result in the student receiving an incomplete.

Absences will be handled in the following manner for simulated clinical practicums:

1. First simulated clinical practicum absence:

- Unexcused: Completion of Professional Behavior Feedback Form (PBFF) with notification to course coordinator, undergraduate director, and academic advisor. Unexcused absences for simulated clinical practicums result in a reduction in course grades. Students should review the course syllabus.
- Excused: No reduction in points.
- **In situations of absence**, the student remains responsible for the acquisition of missed material/content and is required to attend an **open lab/office hour** to practice the skills

reviewed during the class time. Open lab/office hours are not considered an alternative to attending the scheduled lab time. Open lab/office hours will not include a full demonstration of the skill or content learned during a regularly scheduled lab session.

2. Subsequent simulated clinical practicum absences:

- Unexcused:
 - Professional Behavior Feedback Form (PBFF) and an action plan with notification to undergraduate director, course coordinator, and academic advisor.
 - Unexcused absences that result in more than 2 missed experiences will result in clinical failure and the student's dismissal from clinical.
- Excused:
 - Simulated clinical practicum time will be made up at the end of the semester. Failure to complete the practicum make-up by the assigned due date will result in an unexcused absence.
 - Excused absences that result in more than 2 missed experiences will result in the student receiving an incomplete and needing to meet with the undergraduate director.
- Combination:
 - A combination of excused/unexcused absences that result in more than 2 missed experiences will result in the student receiving an incomplete.
- ** Please see above regarding **open lab/office hours**.

UNETHICAL/ UNSAFE BEHAVIORS IN A PRACTICUM

These may include but are not limited to:

1. Disregard for the care and safety of clients
 - a. omission of appropriate care, such as, but not limited to, medication errors, abandonment of client, inability to apply previously learned skills and principles in providing nursing care, failure to observe or report critical assessment results regarding clients.
 - b. interpersonal relationships with agency staff, co-workers, peers, or faculty resulting in miscommunications and/or disruptions of client's care.
2. Unprofessional conduct
 - a. failure to notify the agency and/or practicum instructor of clinical absence.
 - b. presenting for clinical practicum under the influence of drugs and/or alcohol.
 - c. habitual unexcused lateness to practicum courses.
 - d. abuse of clients/faculty/peers, such as, but not limited to physical, mental or emotional abuse, failing to recognize or correct or contributing to hazardous conditions or circumstances.
3. Disregard for legal standards or Code of Ethics
 - a. refuses assignment based on client's race, lifestyle, culture, religious preferences, diagnosis, or condition of client.
 - b. inappropriate behavior in any assigned activity related to clinical practice such as:
 - i. not reporting known errors in practice.
 - ii. falsifying documents, signatures, or assignments.

- iii. violation of client privacy and/or federal HIPAA regulations.
- iv. performing activities outside the nursing student role.

EMERGENCY DISMISSAL FROM A PRACTICUM COURSE

When a faculty member observes or otherwise learns of an infraction such as those listed in the unethical or unsafe practice, the student will immediately be suspended from all practicum activities, including activities off campus, pending review of the matter pursuant to the procedures set forth below.

Procedure:

1. The infraction shall be documented by the faculty member on a Professional Behavior Feedback Form (PBFF) and forwarded directly to the clinical coordinator and Director of Undergraduate Program or the Director of Simulation and Interprofessional Education by the end of the day.
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 Associate Dean of Faculty & Student Affairs shall be consulted at the time of the incident.
3. If the unethical or unsafe behavior is reasonably considered to being under the influence of drugs and/or alcohol, a drug and/or alcohol test will be required, at the student's expense. See impaired student policy.
4. The student will be suspended from all practicum coursework but may continue in all didactic coursework and complete these courses in the current semester.
5. If a student is emergently removed from a practicum for unethical or unsafe behaviors, the student may not withdraw from the practicum but will receive a failing grade for the course.

Impaired Behavior in a Practicum Course

If a faculty member has reasonable suspicion (including but not limited to observing unsteady movements, detecting odors of alcohol/ marijuana, dilated pupils, slurred speech, agitated behavior) that a student is under the influence of drugs or alcohol in a practicum setting, the student must undergo a 10-panel urine drug screening and a blood alcohol or breathalyzer test within **one hour**. If the student does not complete or refuses to complete the drug/alcohol test within one-hour time frame, the student will be assumed to be positive. The student is responsible for the cost of the drug screening and transportation to the site where the test is administered.

- If the student tests positive for drugs or alcohol, the policy for emergency dismissal from the practicum will be followed. A positive test may result in dismissal from the nursing program.

- If the student refuses to be tested, the student will assume to be positive. The policy for emergency dismissal from a practicum will be followed. Refusal may result in dismissal from the nursing program.
- If the student tests negative, the student will be allowed to return to the practicum the next day. The student will not be required to make-up missed hours.

Social Media Statement

Professional standards of behavior apply to social media use, and students are responsible for the content they post or promote in any online form. 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 practicum experiences.
- Client privacy and confidentiality must be maintained online. Students should not transmit or post any client information.
- Clients should never be videotaped or photographed without prior written client consent and written approval from the 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. Students should not post pictures of themselves wearing their SON uniforms while engaging in unprofessional behaviors (e.g., drinking).

RE-ENTRY INTO CLINICAL COURSE FOLLOWING PRACTICUM COURSE FAILURE

The student is expected to be able to successfully demonstrate safe practice, professional behaviors, and previously learned psychomotor skills prior to return to a clinical setting after a clinical failure. If remediation is required, as discussed below, the student must successfully pass the one-time evaluation prior to registration and/or the start of the next clinical course.

CLINICAL PRACTICUM REMEDIATION

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), the instructor may require the student to schedule a formal remediation simulation/scenario with Center for Simulation Innovation, Interdisciplinary Education, and Entrepreneurship (CSIIDEE).

This formal remediation may include a one-time evaluation which will address knowledge and/or critical thinking gaps, or 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 the designated time frame. The two nursing faculty evaluators will submit their evaluation to the instructor and the clinical course coordinator. The student will be notified by the clinical course coordinator of the remediation results within 3 business days. If a student fails the evaluation, the student does not pass the clinical course and will not be permitted to repeat the clinical course that failed, resulting in dismissal from the nursing major.

Remediation evaluation results will be kept in the student's permanent file while they are enrolled in the undergraduate nursing program.

CLINICAL DRESS AND EQUIPMENT CODE FOR NURSING MAJORS

All undergraduate UD 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 practicum experiences, and/or other client care activities, as well as loss of credit. Repeated infractions may result in consequences of a more serious nature as described in this manual.

Professional Appearance

Professional appearance must be consistent with clinical agency policy.

- Hairstyles 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. It is expected that professional nurses style their hair in a way that practicing skills may be performed, and client care safely rendered. Hair must be clean and not unnatural in

color. Artificial adhesive, or magnetic eyelashes should not be worn because they could fall off and interfere in the delivery of care.

- Students are expected to be clean-shaven or facial hair/mustache 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 client allergies, odor sensitivities as well as infection control, students must be clean showered and fragrance-free.
- Nail polish, artificial nails, and nail length beyond fingertips are not permitted.
- Jewelry is limited to earring studs and wedding rings. Small, plain, silver or gold post earrings (which do not extend over the ears) are acceptable jewelry in clinical areas. Simple and plain facial jewelry along with clear and small space holders are permitted. Wedding rings are acceptable in some clinical areas. It may be necessary to secure rings in a non-visible area of the uniform for client and/or nurse safety. No bracelets, ear gauges, hoop facial jewelry, ear bars, ear cuffs, necklaces, etc. are permitted. Medical alert bracelet or necklaces are allowed.
- Tattoos are permitted. Visible tattoos must not include offensive language or visual imagery (e.g., genitalia, controversial content, profanity, etc.)

Practicum Uniform

The dress code is subject to change based upon clinical site and agency requirement. The uniform identifies an individual as a student in the UD SON 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 uniforms must be ordered through www.allheart.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. 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 uniform consists of a white top with the UD Insignia on the LEFT sleeve; navy blue pants; non-permeable, non-slip solid-colored (navy blue, black, or white) 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 practicum area – only with patch on the LEFT sleeve. Patches and jackets available through www.allheart.com
- Long sleeved tops may be worn under scrub tops; these tops must be solid white.
- Undergarments (bras, undershirt, etc.) must be neutral in color (inclusive of all skin tones).
- The uniform is to be always neat, freshly laundered, and ironed (if needed) in the laboratory and clinical setting.

- The uniform must be worn whenever the student is in a practicum area and CSIIDEE unless otherwise specified by faculty.
- UD Name tag - The initial name tag will be ordered by the SON through the Barnes and Noble Bookstore. The bookstore will charge your student account for purchase of the name tag. UD photo ID must be in a plastic holder and be worn along with the SON name tag, badge/patch, and Institution ID when in most clinical settings.

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.

Equipment

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

The following must be brought to all practicum 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 includes approved eyewear. (Subject to change based on Delaware State mandates, clinical sites, and/or University Protocol)

CENTER OF SIMULATION INNOVATION, INTERDISCIPLINARY EDUCATION, AND ENTRENEURSHIP (CSIIDEE) STUDENT INFORMATION

General Information

The Center for Simulation Innovation, Interdisciplinary Education, and Entrepreneurship (CSIIDEE) includes all simulated learning experiences. Simulated learning experiences may be procedural simulation in a clinical practicum course or immersive simulation-based learning experiences. Procedural simulation is defined as “The use of a simulation modality (for example, task trainer, manikin, computer) to assist in the process of learning to complete a technical skill(s), or a procedure, which is a series of steps taken to accomplish an end (INACSL).” Immersive simulation-based learning experiences are defined as “An array of structured activities that represent actual or potential situations in education and practice. These activities allow participants to develop or enhance their knowledge, skills, and attitudes, or to analyze and respond to realistic situations in a simulated environment” (Pilcher, Goodall, Jensen, et al., 2012).

Simulated Clinical Practicum courses are courses focused on procedural/skills learning and competency. Each simulated clinical practicum course includes content presentation, demonstration, learner practice, learner competency evaluations, and immersive simulation-based learning experiences(s). Not all procedural skills will be evaluated for competency. Each course syllabus includes the requirements to successfully complete the simulated clinical practicum course. Simulated clinical practicum courses include the following:

- NURS234 Simulated Clinical Practicum I - This course focuses on the essentials of patient safety, communication strategies, basic clinical nursing skills (vital signs, bathing, bed making, toileting, assisting with patient mobility, etc.), patient education related to basic care, and charting in the electronic health record.
- NURS264 Health Assessment Skills Practicum - Application of NURS263 classroom concepts through practice of history taking and physical assessment skills. Practice techniques of risk assessment, health counseling and screening to promote healthy behaviors.
- NURS330 Simulated Clinical Practicum II - Provides opportunities to apply classroom concepts to care of simulated patients. Focuses on the advanced psychomotor and clinical reasoning skills necessary to provide nursing care of patients across the lifespan, in diverse settings from community to acute care.

Immersive simulation-based learning experiences are integrated in select clinical courses. These select inpatient clinical practicum courses will include procedural simulation and scenario-based immersive experiences(s). The complexity and length of scenarios is dependent on course objectives. Debriefing will follow each scenario-based experience. The debriefing period is led by a facilitator to encourage reflection, explore learner performance, develop critical thinking, and promote knowledge to apply to professional clinical practice.

Please also refer to sections: VI. Mandatory Requirements; VII. Professional Behavior; X. Clinical Dress; XIII. Emergency Dismissal.

[Procedure for Addressing Student Competency in Simulated Clinical Practicum Courses](#) Procedural Skills (Psychomotor skills) Practice

Each procedural practice lab experience is a 2-hour session. The initial skills practice for each skills module will consist of a short review of complex content only and requires the student to complete all preparatory work as listed in the syllabus. The remaining procedural skills (psychomotor skills) experiences are 2 hour guided practice sessions. Students are required to complete all procedural skills (psychomotor skills) practice experiences prior to completing the High-stakes procedural skills (psychomotor skills) evaluation of that particular skill module.

Procedural skills (psychomotor skills) checklists are available through student access to the course text.

High-stakes Procedural Skills (Psychomotor skills) Evaluation

To successfully complete a procedural skill (psychomotor skills) high-stakes evaluation, the student needs to demonstrate critical thinking skills, verbalize understanding of the principle behind each skill, and successfully perform a demonstration of the skill indicating mastery under the supervision of a CSIIDEE instructor. Another CSIIDEE instructor may be assisting in your evaluation. Procedural skills (psychomotor skills) checklists will be used for grading and coaching to address knowledge gaps. Each checklist also includes critical behaviors which are steps that are essential for demonstration of procedural skill competency. Evaluation checklist grades will be pass/ fail. If one skill is not successful, that individual skill will be given a score of zero until the remediation is complete.

- Unsuccessful procedural skills (psychomotor skills) evaluations will be assigned a **zero** until the second evaluation or final remediations are completed.
- Failure to complete one or more critical behaviors will result in a procedural skill failure.

Remediation: Remediation is required for any failed procedural skills (psychomotor skills) evaluation. Students are required to attend an open lab to practice before the second evaluation and final skills evaluation. This remediation will be recorded.

- If a pass is earned during the second evaluation and final remediation, students will be assigned 70% for the completed second attempt.
- If a grade below 70% is earned on the second attempt on the procedural skills (psychomotor skills) evaluation, the result is course failure. This applies regardless of the overall numeric course grade. These procedural skills (psychomotor skills) are essential for the clinical practice of a professional nurse.

CSIIDEE's Video Recording Policy

Simulated experiences may be video recorded. Video recording 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.

- 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.
- Video Distribution: Videos will be used internally for education and teaching purposes only. For instances where scenario-based simulations may be shared outside of the University, participant consent must be acquired before releasing any simulation-based recording(s).
- Duration: Video Recordings of students will be archived until the time of graduation when videos will be permanently deleted.

Handbook Acknowledgement

I have read, accept, and will abide by the policies and standards as documented in the Student Handbook, including but not limited to the Technical Standards and Professional Behaviors. Further, I have knowledge of the implications resultant from deviation from the academic and professional standards outlined within this Policy Document.

I recognize that it is my responsibility to review the Student Handbook on the UD SON website ([Student Resource page](#)) on a yearly basis to ascertain pertinent updates. I also understand that policy and/or curricular changes may be instituted during my tenure as a student in this program that might alter my plan of study.

Appendix A: 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, the student will be required to follow the **appropriate chain of command** to handle client, peer, supervisor, and system issues. Be attentive to the organizational structure in the SON. Use the following chain of command for handling any questions or issues within the SON. 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.

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

Appendix B: Essential Functions

Essential Function	Standard (Performed consistently and dependably)	Examples of necessary activities (not all inclusive)
Visual	Visual ability sufficient for observation and assessment necessary in the nursing care of clients	Observe client responses, read medication labels, measure drainage.
Hearing	Auditory ability sufficient for monitoring and assessing the health needs of clients	Hear monitor alarm, emergency signals, auscultatory sounds, and cries for help.
Tactile	Tactile ability sufficient for physical assessment and intervention in the nursing care of the client	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 clients appropriately.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces, as well as for lifting and transferring of clients	Move around in client's room, workspaces 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 client responses.
Critical thinking	Critical-thinking ability sufficient for clinical judgment in a timely manner	Identify cause/effect relationships in 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 clients and colleagues. Maintain appropriate affect levels.
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Sources:

AACN Guidelines for Accommodating Students with Disabilities

New York University - Student Guide to Disability Center

Dundee University - Student Guide to Disabilities

ADA 1990

Appendix C: Professional Behavior Feedback Form (PBFF)

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.

<input type="checkbox"/> Arrival time/Attendance	<input type="checkbox"/> Interactions with patients/ Interpersonal skills	<input type="checkbox"/> Safety
<input type="checkbox"/> Commitment to learning	<input type="checkbox"/> Problem-solving	<input type="checkbox"/> Skills/Knowledge
<input type="checkbox"/> Communication	<input type="checkbox"/> Professionalism	<input type="checkbox"/> Stress Management
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Time and Resources
<input type="checkbox"/> Other _____		
<input type="checkbox"/> 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 the 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 while enrolled in the nursing program in which you received the feedback form.

Description of Professional Behavior Categories

1. **Arrival Time and Attendance**- The ability to arrive on time to didactic courses, any practicum course, field/observational 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 Clients and Interpersonal Skills** – The ability to interact effectively with clients, 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 clients 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 in practicum 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, 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.

Appendix D: 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 Community Standards & Conflict Resolution. 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](#). (Section 3.1.10)

Appendix E: 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, and 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](#)

[TimelyCare](#)

APPENDIX F: 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 the Bloodborne [Pathogen Exposure and Injury Policy and Procedure](#) page for the steps to treat a BBP exposure or injury, as well as the exposure and injury report forms.