



# STUDENT HANDBOOK

Spring  
2024

DEPARTMENT OF NURSING

The baccalaureate degree in nursing and master's degree in nursing at Belmont Abbey College are pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>), Applying for accreditation does not guarantee that accreditation will be granted.

## **INTRODUCTION**

Welcome to the Belmont Abbey College Department of Nursing. The Department of Nursing supports the mission of Belmont Abbey College. As you begin your nursing education, remember that you are the future of the nursing profession and a representative of the professional image of nursing at Belmont Abbey College and other community settings.

This Handbook provides guidelines, policies, and procedural information specific to the Department of Nursing and nursing programs at Belmont Abbey College. Information contained in this Handbook is a supplement to the:

- Belmont Abbey College Student Handbook
- Belmont Abbey College Academic Catalogue

Students are responsible for keeping themselves up to date with the current information and are accountable for the policies herein.

**\*Note:** The Department of Nursing has the authority to change the contents of this Handbook. Nursing handbooks are reviewed annually by the Department of Nursing leadership, faculty, and staff.

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## **ACRONYMS**

AACN- American Association of Colleges of Nursing  
ANA- American Nurses Association  
AONL- American Organization for Nursing Leadership  
BAC- Belmont Abbey College  
BSN- Pre-licensure Bachelor of Science in Nursing  
CARES- Department of Nursing Core Values Acronym (see Core Values section)  
DON- Department Chair & Program Director of Nursing  
QSEN- Quality and Safety Education for Nursing  
MSN- Master of Science in Nursing  
NCLEX-RN® exam- National Council Licensure Examination for Registered Nurses  
NLN- National League for Nursing  
NSNA- National Student Nurses Association  
RN- Registered Nurse  
RN-BSN- Post-licensure Bachelor of Science in Nursing  
SACSCOC- Southern Association of Colleges and Schools Commission on College

# **BELMONT ABBEY COLLEGE**

## **COLLEGE HISTORY**

Belmont Abbey College (BAC) was founded in 1876 by Benedictine monks of Belmont Abbey, and the College continues to celebrate the 1,500-year-old Benedictine monastic tradition of prayer and learning. Belmont Abbey College is a Catholic, Benedictine liberal arts institution. Located just 10 miles west of Charlotte, NC, Belmont Abbey College is listed on the National Register of Historic Places. The Abbey is the only Catholic college between northern Virginia and Florida. We find our center in Jesus Christ and believe in the development of the whole person—in mind, body, and spirit. Though we are founded on our Catholic, Benedictine traditions, we welcome a diverse body of students regardless of religious affiliation.

## **THE DEPARTMENT OF NURSING**

### **NURSING DEPARTMENT HISTORY & APPROVALS**

Belmont Abbey's Board of Trustees approved the college faculty's decision to start a pre-and post-licensure Bachelor of Nursing program on February 6, 2020. SACSCOC approved the substantive change to create the pre-licensure BSN program on September 11, 2020. The Department Chair & Program Director of Nursing submitted the pre-licensure BSN program application to the North Carolina Board of Nursing on April 16, 2021, with initial program approval granted on January 13, 2022 and the Sacred Heart extension McAuley Hall second floor facility approval on May 24, 2022. Furthermore, the SACSCOC approved the RN-BSN program on August 18, 2022, and the MSN with a Leadership Specialization on October 28, 2022.

### **MISSION**

Belmont Abbey College's Department of Nursing offers excellence in ethical healthcare through professional nursing education, service, and practice. In this work, we are guided by the college's Benedictine spirit and Catholic intellectual tradition as expressed in the Benedictine Hallmarks and the Ethical and Religious Directives for Catholic Health Care Services.

### **VISION**

To be a leader of academic excellence and values in professional nursing.

### **CORE VALUES**

The Department of Nursing's core values at Belmont Abbey College represent vital concepts to guide students, faculty, staff, and leaders. As Department of Nursing representatives, we adhere to these tenets while in our community, on-campus, and within our interactions with each other. Our Core Values entail the acronym CARES and are included in [Table 1](#).

Table 1: Department of Nursing Core Values

|          |   |  |
|----------|---|--|
| <b>C</b> | <b>Compassion, Caring, and Commitment</b> | We will perpetuate an atmosphere of empathy, kindness, and duty through our commitment to learning, practice, and service. |
| <b>A</b> | <b>Accountability</b>                     | We will hold ourselves and others responsible for competence and professionalism.  |
| <b>R</b> | <b>Respect and Resilience</b>             | We will recognize the innate worth of others and ourselves.  |
| <b>E</b> | <b>Excellence</b>                         | We will persistently contribute to and seek quality in academics, service, practice, and nursing science.                  |
| <b>S</b> | <b>Sincerity and Service</b>              | We will pursue opportunities to serve and uphold honesty, promote trust, and engage in ethical practice.                   |

## OUR PHILOSOPHY

Nursing academics at Belmont Abbey reflects a scientific and liberal arts foundation, encompassed within a faith-based setting. Concurrent with professional nursing standards and the mission, vision, and philosophy of Belmont Abbey College, nursing faculty believe that professional nursing practice is grounded in knowledge, theory, research, and evidence. Nursing education is an integrated process through which students attain knowledge, understanding, and competencies necessary for quality and evidenced-based nursing practice. Nurses are in the privileged position of witnessing life's most intimate events when patients, families, and communities are at their most vulnerable. Therefore, Belmont Abbey's nursing faculty teach the practice of nursing's art and science to create an atmosphere of mutual respect, trust, and holistic views. Fundamental beliefs concerning teaching and learning, critical thinking, diversity, nursing science, and the Rule of Saint Benedict guide the faculty's endeavors.

## THE RULE OF ST. BENEDICT INSPIRES AND INFORMS US

St. Benedict mandated, "Care of the sick must rank above and before all else." (RB 35:1). St. Benedict's Rule and Catholic healthcare directives encompass tenets critical in ethical decision-making, integrity, and the nursing profession. These principles permeate Belmont Abbey's nursing curricula, emphasizing the Department of Nursing's core values in conjunction with the Benedictine values of hospitality, respect for the person, prayer, service, moderation, and community. These values guide students to integrate spiritual, emotional, physical, and intellectual characteristics into their personal and professional lives.

## **CODE OF ETHICS**

The BAC Department of Nursing has adopted the following codes of ethics: the National Student Nurses' Association (NSNA) Code of Ethics, the North Carolina Nursing Practice Act for Registered Nurses, and the 2015 American Nurses Association Code of Ethics. These codes and standards provide a foundation and guidance for RN students at all degree levels to agree that they will uphold their academic, clinical, lab, and practice environments within all stages of their nursing career. Furthermore, the development and growth of the holistic self or persons are supported throughout these codes and standards.

## **PROFESSIONAL STANDARDS**

The following professional standards guide the curricula content for the BSN program at Belmont Abbey College:

### **THE ANA CODE OF ETHICS (ANA, 2015)**

The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

The Quality and Safety Education for Nursing (QSEN) Quality and Safety in Nursing: A Competency Approach to Improving Outcomes. (QSEN, 2020)

The following professional standards guide the curricula content for the MSN program at Belmont Abbey College:

- The American Association of Colleges of Nursing (AACN) The Essentials of Master's Education in Nursing (AACN, 2011)
- The National League for Nursing (NLN) Core Competencies for Academic Nurse Educators (NLN, 2020)
- The American Organization for Nursing Leadership (AONL) Nurse Leader Competencies (AONL, 2022)

Table 2: Department of Nursing Programs, Goals, and Outcomes

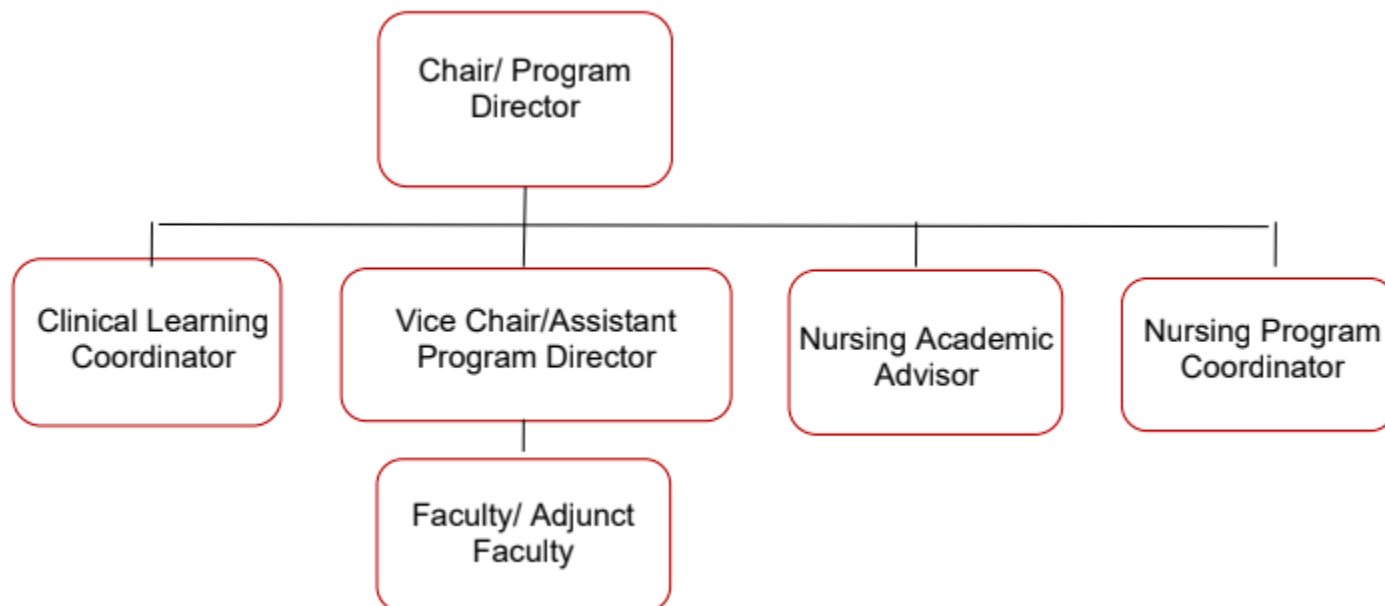
| Program                        | Track         | Purpose   | Program Learning Goals (PLGs)  | Student Learning Objectives (SLOs)   |
|--------------------------------|---------------|---|--|--|
| Bachelor of Science in Nursing | Pre-Licensure | <p>Prepares students for the following:</p> <p>a.) entry to practice as a professional Registered Nurse (RN)</p> <p>b.) for the National Council Licensure Examination (NCLEX-RN® exam)</p> <p>c.) provides a foundation for graduate education</p> | <p>The program curriculum and graduates' performance reflect an education grounded in the Hallmarks of Benedictine Education, faithful to the Ethical and Religious Directives for Catholic Health Care Services.</p> <p>Program graduates will perform at or above the national average on the NCLEX-RN® exam.</p> <p>The graduate will possess the qualifications and skills to uphold the professional and ethical standards of nursing required for successful employment within the healthcare workforce.</p> <p>The program will prepare graduates to provide holistic nursing care grounded in a scientific and liberal arts foundation supporting the diverse needs of all patients.</p> | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and integration of foundational Catholic and Benedictine values in ethical decision-making and leadership.</li> <li>2. Exhibit professional and ethical behaviors in the management and coordination of care.</li> <li>3. Collaborate with patients or their designee and members of the interprofessional healthcare team to advocate for and provide quality, patient-centered care.</li> <li>4. Integrate technology, data, and information as critical tools to manage care, prevent errors, and communicate with the health care team.</li> </ol> |
|                                | RN-BSN        | <p>Prepares associate and diploma degree technical RNs for professional BSN generalist</p>  | <p>The program curriculum and graduates' performance reflect an education grounded in the Hallmarks of Benedictine Education, faithful to the Ethical and Religious Directives for Catholic Health Care Services.</p> <p>The graduate will possess the qualifications and skills to uphold the professional and ethical standards of nursing required for successful employment within the healthcare workforce.</p> <p>The program will prepare graduates to provide holistic nursing care grounded in a scientific and liberal arts foundation supporting the diverse needs of all patients.</p>   | <ol style="list-style-type: none"> <li>5. Apply knowledge and leadership to best practices for holistic care delivery to diverse populations and healthcare policy.</li> <li>6. Apply evidence-based practice to health, wellness, and disease prevention principles to provide competent nursing practice in various settings.</li> <li>7. Demonstrate compassion and respect during all encounters and interactions.</li> </ol>  |
| Master of Science in Nursing   | Leadership    | <p>Prepares professional nurses for advanced nursing roles via the</p>  | <p>The program curriculum and graduates' performance reflect an education grounded in the Hallmarks of Benedictine Education, faithful to the Ethical and Religious Directives for</p>   | <ol style="list-style-type: none"> <li>1. Provide person-centered care based on the integration, translation, and application of current and</li> </ol>  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>synthesis of specialty concepts, nursing science, and translational science and provides a foundation for doctoral study.</p> | <p>Catholic Health Care Services.</p> <p>The program will prepare graduates for advanced nursing roles in leadership that meet professional nursing standards to serve the needs of individuals, families, communities, and populations.</p> | <p>evolving disciplinary nursing knowledge to individuals, groups</p> <p>2. Employ established and emerging principles of safety science and quality in nursing and health care to affect individual and system health care delivery.</p> <p>3. Demonstrate ethical and critical decision-making leadership skills that enhance intentional professional partnerships to inform policy, optimize care, improve outcomes, reduce costs and inform education of nurses.</p> <p>4. Use critical reflection and innovation to develop professional nursing identity and promote lifelong learning and continual improvement.</p> <p>5. Use health care technologies and information communication technologies to manage and improve the delivery of nursing, healthcare services, enhance the education of nurses, and augment professional practice and scholarship.</p> <p>6. Synthesize, apply and disseminate knowledge to improve health and nursing education, and transform health care and education systems.</p> |
|--|--|--|--|--|

## GENERAL INFORMATION FOR ALL NURSING PROGRAMS

### NURSING DEPARTMENT ORGANIZATION STRUCTURE

Table 3: Department of Nursing Organizational Chart



### COMPLAINT REPORTING STRUCTURE FOR NURSING

Nursing students with conflicts or concerns regarding their program plan of study or are undergoing personal issues they want to discuss need to communicate with the Nursing Academic Advisor.

If a nursing student encounters conflicts or concerns in a nursing class, lab, or clinical area, the student should *first* approach the faculty member involved in the class, lab, or clinical experience. If an acceptable resolution is not achieved, the student should follow the hierarchical listing below:

The student is encouraged to discuss the concern with their assigned *Course or Clinical Faculty* when they arise. If this does occur, the student should schedule an appointment as soon as possible to seek an early resolution.

If the student does not feel the suggested resolution or response was adequate, then the student should consult with the *Course Coordinator* only for *nonclinical* concerns or the *Course Coordinator* and *Clinical Learning Coordinator* for *clinical or lab* concerns.

If the student continues to seek a satisfactory resolution or needs additional guidance, then the student follows the Formal Complaint Procedure, outlined below, by contacting the *Department Chair & Program Director of Nursing* in writing.

## **BAC STUDENT COMPLAINT**

BAC is committed to treating all members of its community with justice and respect. We make every effort to resolve student complaints fairly and quickly, with due regard for all parties involved. The College seeks to promote a community of mutual trust, good faith, and courtesy among students, faculty, and staff. However, if any student has a complaint about the institution or some aspect of it or believes they have been treated unjustly or in violation of College policies, they may file a complaint with the College and expect the matter to be resolved appropriately.

Most conflicts and misunderstandings can be resolved without pursuing the formal complaint procedure. Accordingly, the College encourages students to seek resolution informally by first discussing the complaint with the individuals directly involved and/or a direct supervisor. Students are encouraged to pursue the issue orally and by email correspondence through appropriate administrative channels of the area with which the complaint is concerned. In keeping with the Catholic and Benedictine ideal of subsidiarity, we aim to resolve complaints at the closest and lowest relevant level.

If a satisfactory resolution is not reached by these informal means or if a situation does not lend itself to informal resolution, students may seek resolution through the formal complaint process. Students should typically attempt resolution of the issue through the informal process before pursuing the formal complaint procedure. Students may make an inquiry regarding complaint procedures or about issues and concerns that could be considered complaints; however, Belmont Abbey's response and its obligations to meet the specific timetables outlined in these procedures will begin only after the complainant submits a formal written complaint. (See BAC Student Handbook)

## **FORMAL COMPLAINT PROCEDURE**

Formal complaints must be filed within a reasonable time frame whenever possible, usually within ten days if there is a specific incident. College officials will make reasonable efforts to give an initial response to complaints within ten working days of receipt, although the process of resolving a complaint may take longer.

Formal complaints must:

- Specify that a formal complaint is being made and be addressed to the appropriate College official; a printed letter signed by the individual is preferred.
- Describe the situation/incident/event and identify the person or office involved.
- If relevant, indicate how attempts have already been made to resolve the issue.

Formal complaints should be submitted to the appropriate administrator. Students should consult the administrative organization chart in the Catalogue to determine the appropriate administrator for a complaint.

The administrator receiving the complaint will either attempt to resolve and respond to the complaint directly or route the complaint to the director/chair of the appropriate department. The student will receive a response in writing within ten working days.

In the nursing department, if the complaint was routed to the faculty or clinical learning



coordinator and the student believes that the complaint has not been satisfactorily resolved, they may raise the matter again, in writing, with the *Department Chair & Program Director of Nursing*. The latter will give a response within ten working days.

## **ACADEMIC COMPLAINT APPEALS**

In academic matters, the decision of the Vice Provost for Academic Affairs is final. For Non-Academic Complaint Appeals, if a student continues to believe that a grievance exists in a non-academic matter, the student may send a written appeal to the Grievance Committee in care of the President's Office. The President's Office will forward the complaint to the Chair of the Grievance Committee, who will then convene the committee in accordance with the requirements specified in the College Handbook.

**Exclusion Of Appeals** The college-wide complaint policy above excludes some student appeals. The policies and procedures for the following types of appeals can be found in the cited locations: Academic Dismissal Appeals (Academic Catalogue), Academic Dishonesty Appeals (Academic Catalogue), Financial Aid Appeals (Financial Aid Handbook), Student Conduct Sanctions (Student Handbook, Student Conduct Process).

## **POST-SECONDARY EDUCATION COMPLAINTS**

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at <http://www.ncdoj.gov/complaint>.

For residents within North Carolina, please call 1 (877) 566-7226. For those outside of North Carolina, please call (919) 716-6000.

If you choose to mail a complaint, please use the following address: Consumer Protection Attorney General's Office Mail Service Center 9001 Raleigh, NC 27699-9001

## **NON-DISCRIMINATION**

The BAC Department of Nursing admits students of any race, color, age, religion, national and ethnic origin, or sex to all the rights, privileges, and programs. Nursing students must follow the American Nurses Association (ANA) Code of Ethics. Belmont Abbey nursing students care for assigned patients regardless of the patient's illness, religion, sexual orientation, or ethnic origin. Students are expected to consult with a faculty member when encountering personal ethical, moral, or religious questions or concerns during their academic experiences, regardless of the learning experience setting.

Students are entitled to an atmosphere conducive to learning and equitable treatment in all aspects of the teacher-student and student-student relationships. Student-student interactions must be professional, conducted civilly, non-threatening, and absent of bullying characteristics. Faculty members may not refuse to enroll or teach students on the grounds of the students' beliefs. No student should be forced by the authority inherent in the instructional role to make particular personal choices as to political or religious views, or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged

and not on matters irrelevant to that performance, whether of personality, race, religion, degree of activism, or personal beliefs.

## **TITLE IX OR SEXUAL MISCONDUCT**

Students, faculty, and staff are protected under BAC's Title IX policies of misconduct, bullying, or harassment during on-campus and off-campus activities. The Title IX policies are posted on the BAC website with forms for students, faculty, or staff to complete if this unwelcome conduct occurs.

## **ACADEMIC CALENDAR**

The Department of Nursing follows BAC's Academic Calendar published on the BAC website. Refer to this calendar for holidays, breaks, registration dates, class start dates, drop-add dates, withdrawal dates, final exam dates, payment due dates, reading days, final grade due dates, etc.

BAC's clinical partners control the clinical times and availability for student clinical experiences.. The BAC Department of Nursing has limited control over these schedules.

## **ATTENDANCE**

Student attendance and learning engagement, whether face-to-face synchronously or online asynchronously, coincide with course completion, program progression, and successful graduation with degree conferral. Faculty may include attendance, participation, and engagement in class, and other learning activities as criterion in determining the student's final grade.

In accordance with BAC's academic policy, a student must attend at least 75% of each scheduled class to receive credit for the course. For anticipated absences, students must notify course faculty prior to class when possible. For unexpected absences, students must notify course faculty as soon as possible, preferably within 24 hours.

A student illness or emergency may be deemed an excused absence by the faculty and the course coordinator. Student illness is defined as a condition that is contagious or sufficiently debilitating that it renders the student unable to participate in face-to-face or online activities. A note from a provider documenting the illness and that appropriate action was taken is required. There are special circumstances that may be designated by the course faculty and course coordinator as an excused absence with advance notice provided by the student.

In synchronous, face-to-face courses, attendance will be observed each class day. Faculty will document face-to-face class attendance in Canvas. In an asynchronous, online course, attendance will be determined by engagement in class activities. Engagement in activity includes email correspondence, discussion board postings, submitted assignments, and other course activities at a *minimum of 3 times weekly*. An absence of activity over 7 days constitutes an absence for the period of measuring attendance.

A student who expects to miss one or more class days due to participation in college-sponsored activities must notify the faculty member and course coordinator in advance of absence, complete work missed in advance or as directed by course faculty, and maintain satisfactory progress in the course.

It is the student's responsibility to initiate the conversation with the faculty to determine how to make up for missed work. Students are accountable for all classwork and assignments and may receive additional make up assignments for missed classes.

## **EMERGENCY AND SECURITY PROCEDURES**

The security and safety of students, staff, and faculty are of utmost importance. The Department of Nursing follows BAC's Emergency and Security Procedures outlined in the College Student & Faculty Handbook. (See Faculty College Handbook section 2.9) During inclement weather, faculty, students, and staff are in the best position to make individual judgments whether they can safely travel to campus or a clinical site.

Students, faculty, and staff are encouraged to register for the Crusader Alerts. Registering for these alerts enables the College's emergency alert system to notify individuals of any emergency or safety precautions pertaining to the College, nearby community, or severe weather. For any concerning security issues, contact BAC Campus Police at 704-400-6200.

## **TRAVEL AND TRANSPORTATION**

Students are responsible for transportation to all academic and clinical facilities and any other required learning activities. It is the student's responsibility to make travel arrangements and incur any costs associated with travel. The Department of Nursing faculty and staff do not provide accommodations to students with travel and transportation issues. Nursing faculty and staff are prohibited from transporting students for required learning activities.

## **STUDENT, CHILD, OR ADULT HEALTH AND CARE**

Nursing faculty and staff are prohibited from watching over, caring for, prescribing, or treating students, their family, or their friends. Students with physical, emotional, and/or mental health concerns are referred to the College Wellness Center or a local healthcare facility. .

Students with personal child or adult care responsibilities must make care accommodations to fulfill the obligations of their enrolled nursing program. The College and Department of Nursing does not accept or fulfill the duties of a student's personal responsibilities.

## **GIFTS, GRATUITIES, AND ENTERTAINMENT**

In alignment with the BAC faculty handbook, nursing students cannot give BAC employees, administrative staff, leadership, or faculty personal gifts, personal favors, or entertainment gifts. Nursing faculty and staff are prohibited from socializing with enrolled BAC students outside of College or Department of Nursing scheduled events, class, lab, clinical, or other academic learning activities. This includes post-course or post-clinical individual or group celebrations and activities that are not scheduled through the College or the Chair and Program Director of Nursing's office.

## **MALPRACTICE LIABILITY INSURANCE**

The BAC Nursing Department carries liability insurance in the event of litigation. All nursing students have the option to carry personal malpractice liability insurance in addition to the malpractice liability insurance provided by the BAC Nursing Department.

## **MAKE-UP EXAM**

BAC nursing students must notify the course coordinator and faculty 24 hours prior to missing an exam. The student must provide the rationale to the course faculty for missing the exam. A student illness or emergency may be deemed an excused absence by the faculty and the course coordinator. Student illness is defined as a condition that is contagious or sufficiently debilitating that it renders the student unable to participate in face-to-face or online activities. A note from a provider, documenting the illness and that appropriate action was taken is required. If the student's circumstance is not related to illness, then the student is required to have approval from the course faculty before missing the exam. If the student does not receive prior approval or provide a note from a provider, the student receives a grade of "0" for the exam.

All make-up exams consist of differing examination items of the same course content evaluated on the original exam to ensure examination integrity. Unless otherwise specified by the faculty or conflicting with the College calendar, the student has seven college business days to make-up the exam except in extenuating circumstances such as hospitalization. If the student does not meet the specified make-up exam timeline, then the student receives a grade of "0" for the exam.

## **MAKE-UP ASSIGNMENT**

BAC Nursing Students must notify the faculty that they need to turn in an assignment late. If the course faculty approve and are willing to accept the late assignment, the student has up to 3 days to turn in the late assignment. A 10% late penalty will be applied to every day the assignment is late. Therefore, the late submission will receive a 10% penalty for the first day, a 20% penalty for the second day, a 30% penalty for the third day, and a grade of "0" for all dates past the third day. Students are reminded that some points are better than zero points to successfully pass and meet the student learning outcomes of the course.

## **ACADEMIC INTEGRITY, PLAGIARISM, MISCONDUCT, AND CRIMES**

In accordance with the moral and academic standards of Belmont Abbey College and the Department of Nursing, academic dishonesty of any kind will not be tolerated. Please refer to the Belmont Abbey College Academic Catalogue under Academic Dishonesty for related policies and procedures. The Department of Nursing does not. All perceived academic dishonesty situations will be investigated by the Department of Nursing. Students who are found responsible for academic dishonesty may receive a failing grade for the course or be dismissed from the nursing program and college. All nursing program dismissal must be approved by the Department Chair & Program Director of Nursing.

Students who believe that they have been unjustly accused of academic dishonesty have ten calendar days to write a formal letter of appeal. See the BAC student handbook or Belmont Abbey College Academic Catalogue under Appeal Process.

Students arrested or convicted of a crime during enrollment in any BAC nursing program must report this information to the Department Chair & Program Director and Department Vice Chair & Assistant Program Director of Nursing. Students are accountable for reporting any adverse event of a misdemeanor or felonious nature within **48 hours** to the Department Chair & Program Director and Department Vice Chair & Assistant Program Director of Nursing. This information is handled confidentially and evaluated for safe and effective nursing practice. Pre-licensure students are assessed for NCLEX-RN® disqualifiers. The Department Chair & Program Director of Nursing has the right to consult with senior BAC leadership, the NCBON or appropriate state board of nursing, or other regulatory and accrediting agencies for guidance related to a misdemeanor or felony arrest or conviction. Failure to report this information is deemed Academic Dishonesty and may result in dismissal from the program.

Post-licensure BAC nursing students whose nursing license(s) are encumbered during enrollment in any BAC nursing program must report this information to the Department Chair & Program Director of Nursing. This information is handled confidentially and evaluated for safe and effective nursing practice. The Department Chair & Program Director of Nursing has the right to consult with senior BAC leadership, the NCBON or appropriate state board of nursing, or other regulatory and accrediting agencies for guidance related to a misdemeanor or felony arrest or conviction. Failure to report this information is deemed Academic Dishonesty and may result in dismissal from the program.

## **COMMUNICATION AND WRITING EXPECTATIONS**

Course-related communication with faculty and class members is considered professional communication. When posting messages on the course discussion boards or sending class-related email messages to your classmates or instructors, please follow these guidelines:

- Use Canvas Mail ("Inbox" from left-hand navigation) for communicating with the professor. Only email the professor in the event of an emergency.
- Always include a concise and descriptive subject line.

- Always start your message with an appropriate salutation or greeting.
- Be mindful of the tone of your message. Do not post or send messages when you are angry or upset.
- Type or write your communications in black font or ink unless advised otherwise.
- Do not type messages in ALL CAPS as it can be perceived as shouting. All lower-case letters are perceived as whispering.
- Use complete sentences and correct grammar, spelling, and punctuation.
- Carefully review your messages before posting to the discussion board or sending them by email.
- Always sign your messages using your first and last name to avoid any uncertainty about the author.
- Review course communications in Canvas on a regular basis, minimally every three days.

Courses with required online discussions may have additional rules about participation and academic rigor. Unless otherwise specified, all written work must be submitted following the guidelines in the latest edition of the *Publication Manual of the American Psychological Association (APA) Manual*. Course-designated tools to assist with grammar, spellcheck, and plagiarism should also be used.

## **BAC DEPARTMENT OF NURSING CONFIDENTIALITY**

The Department of Nursing maintains strict compliance with all legal, regulatory, accreditation, and policy requirements addressing the confidentiality of student, patient, and research subject records or information such as documents, pictures, videos, computerized data, and verbal communication. The BAC Department of Nursing Confidentiality Agreement (Appendix G) describes expectations and standards of accountability set forth by the nursing department and its leadership.

It is the Department of Nursing's policy that all students, faculty, staff, nursing department leadership, visiting professionals, and visitors of the College conform to the regulations and requirements of this policy. Any person or persons in the aforementioned group is permitted access to confidential information on a need-to-know basis and limited to the minimum amount of information necessary to undertake the intended purpose of the interaction or task.

This policy upholds strict confidentiality requirements and regulations in compliance with the Gramm-Leach-Bliley Act (GLBA), Family Educational Rights and Privacy Act of 1974 as amended (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA) in addition to other federal and state laws. These principles of confidentiality must be strictly adhered to without exception to maintain the privacy of privileged data and information is safeguarded.

## **PROTECTED STUDENT INFORMATION CONSENT**

In accordance with the Family Educational Rights and Privacy Act (FERPA), students must provide written consent before the Department of Nursing leadership, faculty, advisors, or staff discusses student information with a third-party including family members.

Current or past nursing students must request education records via the College outlined procedures. The Department of Nursing does not release student's records to current or past nursing students or third parties.

Current or past nursing students requesting a letter of recommendation or a third-party evaluation must provide written consent. The Department of Nursing leadership, faculty, advisors, or staff require a statement of permission within the written consent before academic information or performance evaluation is divulged to any person or third party.

Refer to the BAC Academic Catalog for full details on FERPA.

## **BREACHES OF CONFIDENTIALITY**

Violations of confidentiality include, but are not limited to, the following:

- Failure to be knowledgeable of, adhere to, and protect the policies of the College, Department of Nursing, and assigned agencies or facilities.
- Accessing or sharing confidential or sensitive data or information that is not within the need-to-know basis or scope of the role or assignment.
- Misuse, disclosure, or alteration of any confidential or sensitive data, information, pictures, videos, electronic access, or restricted areas.
- Use of any electronic or social media means to convey any confidential or sensitive data, information related to clinical, pictures, videos, or student or faculty interactions.

## **CONFIDENTIALITY AND CONSENT LAB**

Lab learning experiences, group exercises, or role-playing activities may be recorded or photographed by Nursing Faculty or BAC Staff for the purpose of post-scenario debriefing or for marketing. Students involved in group activities will be allowed to view recordings of their assigned lab group only. Students will not be allowed to record each other or save videos of solo recordings or group recordings.

Students are strictly prohibited from sharing recorded videos or photos on any social media or Internet site (such as YouTube, Facebook, Twitter, Instagram, etc.). Videos will only be used for learning purposes and are deleted at the end of the course. If technical issues arise or the faculty exceeds electronic data limits, these learning videos may be deleted earlier. After this time, the Nursing Faculty destroy the learning videos. Photos or videos may be used for marketing purposes to promote the BAC Nursing Program. Students are required to sign *BAC Consent Forms* prior to participating in learning experiences or marketing events held in the Nursing Lab.

## **PATIENT CONFIDENTIALITY AND THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

Consistent with ethical practice, nursing students must maintain the highest level of

confidentiality by following the Health Insurance Portability and Accountability Act (HIPAA) of 1996, Public Law 104.

Students should keep the HIPAA regulations in mind when collecting data regarding their patient assignments. The patient's right to confidentiality and privacy must always be maintained. Students who violate patient privacy are subject to HIPAA infractions by the clinical site or practicum agency, potential ineligibility to take the NCLEX-RN®, possible legal action by other parties, and dismissal from the BSN Program.

All students must read the Universal Confidentiality Policy and Social Media Policy and attest to the Universal Confidentiality Agreement. All student attestations are completed in the student advising course on Canvas.

## **SOCIAL MEDIA**

Social Media is defined as any user-generated data, information, pictures, videos, opinions, comments, content, or online networks, websites, or applications that faculty, staff, or students may provide their personal or professional standpoint. Currently identified modes include, but are not limited to texting, emailing, *TikTok*, *Snapchat*, *Instagram*, *Facebook*, *LinkedIn*, *Twitter*, *Pinterest*, *YouTube*, personal or community blogs, or educational sites. All nursing professionals should be aware and abide by the National Council of State Boards of Nursing position on social media in the profession of nursing.

Students, faculty, and staff are expected to appropriately use social media. The misuse of social media may create slanderous communications, perceived bullying, or harm to professionals, the nursing profession, peers, individual's careers, or business reputations. Students, faculty, and staff represent the College and the Department of Nursing in appearance, communications, behaviors, and actions. This representation must comply with the Universal Confidentiality Policy. Additionally, students, faculty, and staff are required in all communication methods to characterize the College and the Department of Nursing in a manner that is fair, accurate, legal, and protective of the brand or reputation of individual(s) or any affiliated agencies and clinical sites.

The Department of Nursing holds individuals accountable to their responsible use of social media. Disrespectful, bullying, shaming, slanderous, breach of confidentiality, unprofessional, or any form of harmful communications are investigated to identify the source of communication including those using hidden or fake usernames and IP addresses. Identified individuals or groups misusing social media or technical communications may result in course failure, nursing program dismissal, or penalties under Title IX, FERPA, or HIPAA. Legal liabilities may also apply to communications deemed slanderous, defamatory, harassing, bullying, stalking, or in violation of any state or federal laws.

## **STUDENT SUCCESS**

### **ACADEMIC ADVISING**

BAC Department of Nursing is committed to nursing student success and retention. Thus, the department offers specialized advisement for guidance with achieving their academic and career



goals, acquiring relevant information and services, and making responsible decisions consistent with their goals, abilities, professional nursing standards, and the nursing degree requirements. The Nursing Academic Advisor works closely with nursing students from program inquiry to enrollment until graduation.

To meet each student's needs, advising meetings may occur at various times throughout the semester in multiple formats such as phone, virtual meeting rooms, or face-to-face. Advising meetings must occur at matriculation for all nursing students.

Pre-nursing and pre-licensure Bachelor of Science (BSN) students must meet with the Nursing Academic Advisor during each semester's pre-registration period. The post-licensure Bachelor of Science (RN-BSN), Master of Science (MSN) students, and post-Bachelor Certificate students meet with the Nursing Academic Advisor on admission to the program. The RN-BSN, MSN, and post-Bachelor Certificate students meet with the Nursing Academic Advisor during each semester's pre-registration period on an as-needed basis. The RN-BSN, MSN, and post-Bachelor Certificate students must meet with the Nursing Academic Advisor if they elect to change or deviate from their study plan.

Before registration, the Nursing Academic Advisor reviews the student's transcript and grade point average (GPA) and evaluates short and long-term goals. The Nursing Academic Advisor communicates academic success resources, policies, and procedures for completing degree requirements. Students hold the final responsibility for meeting degree requirements.

All nursing students are enrolled in an advising nursing course on Canvas. The student must inform the Nursing Academic Advisor if they cannot access this course. It is also the responsibility of all nursing students to log into their advising course *a minimum of once a week* during the semester to read announcements and postings.

## ACADEMIC SUPPORT SERVICES

**The Hub** and **Self-Service** link students and faculty to the majority of the college's support services including frequently asked questions, IT, campus directory and student accounts.

**Admissions:** Whether students are a new, transfer, online, veteran or international applicant, Belmont Abbey College has easy and accessible admission process information tailored to your specific needs and goals. The admissions department consists of 14 team members.

**The Abbot Vincent Taylor Library** contains more than 150,000 print books, 400,000 eBooks, 100 databases, and other multimedia collections and engages students with tools for academic success. The library also includes a Benedictine Room, which houses a monastic collection, and the Carter Center lab, where reference librarians provide instruction on research skills and information literacy. The nursing department works closely with the BAC Abbot Vincent Taylor Library staff to offer nursing and healthcare online library databases, digital peer-reviewed journals, eBooks, and a minimum of one hard copy of nursing program textbooks. BAC is a member of the NCLIVE and Carolina consortiums providing access to CINHAL Plus, ProQuest, PubMed, EBSCO, Mary Ann Liebert Nursing Collection, etc.

**The Registrar** function is to organize, manage, and maintain the information that constitutes the lifeblood of the College. Students, courses, and the grades received in those courses come together at the beginning of each semester, as students register for courses, and so the term “registrar” arose.

**Belmont Abbey College's Tutoring Services**, a branch of the Center for Student Success, consists of the STEM Learning Lab, the Writing Center, and ThinkingStorm. Our goal is to increase peer and faculty engagement with students that need additional assistance outside of the classroom. The STEM Lab focuses on mathematics and science with an array of student and faculty tutors conducting sessions. The Writing Center aids students in writing-based assignments. Our faculty and peer tutors are able to assist with essays in all subjects, not just English, and at any point in the writing process. From brainstorming to citations, our tutors are here to help! Online tutoring is also offered for our distant education students. All students at Belmont Abbey College have access to Grammarly.

Paying for college is very stressful for students. **Net Partner** allows students easy access to check the status of your financial aid, view outstanding documents or processes, accept or decline financial aid awards, check the current status of loan(s) and review loan history.

**Academic Advising:** The low student-faculty ratio at Belmont Abbey fosters an environment of collaboration and discussion. This environment enables the development of one-on-one relationships between students and faculty. First year traditional students are advised by their First-Year Experience professor or a Professional Academic Advisor until he or she submits a declaration of major. Once a student declares a major, a faculty member from that department is assigned as his or her advisor. The advisor's role is to assist the student in course selection, in choosing a major, and serves as a resource for the full range of academic issues that a student may encounter. Each student is responsible for meeting the requirements for graduation as stated in the catalog. Although an advisor is available for counsel, the ultimate responsibility remains with the student. It shall be the student's responsibility to consult with faculty advisors in the appropriate departments to ensure that all requirements for the student's major(s). Part of the Academic Advising Services is the Accessibility Services who assist students with their various needs of accommodation while at Belmont Abbey College. The Nursing Program is fortunate to have their own academic advisor who works with and guides students from pre-nursing through graduate. Belmont Abbey **IT** Support is here to serve computer and network needs. Their help desk is located on campus and can also be contacted 24 hours a day, 7 days a week for students. Students have access to many computing and communication services on campus.

The **Health and Wellness Center** provides free and confidential health and counseling services to Belmont Abbey's traditional students. Health Services has a Nurse Practitioner, and two part-time Registered Nurses, and an Office Manager, who are on site 9:00 to 5:00 Monday through Friday while school is in session. A collaborating physician is available for contact when necessary. Students are encouraged to come to the Wellness Center for any issues and will be directed to a local family practice, Urgent Care or Emergency Room if necessary.

The Nursing Academic Advisor may refer students to support services, such as Career Services, the Writing Center, the Wellness Center, or Counseling Services. If a student seeks out these services, the Department of Nursing recommends that they communicate this decision to the Nursing Academic Advisor to ensure access to all resources to support the student's overall success.

**The BAC Office of Academic Assistance** is located on the first floor of St. Michael's Hall. This area coordinates tutoring and academic coaching support for pre-nursing courses and can provide additional study tips and workshops to students in the major. All students are encouraged to utilize these services. The Office of Academic Assistance also houses Accessibility Services for any student who may have a diagnosed disability for which accommodations are necessary for access to College programs and services. Students with disabilities are encouraged to contact the Office of Academic Assistance once they have a documented disability diagnosis from a healthcare provider or acceptance to the College to ensure that any approved accommodations are in place when classes begin.

Tutoring for the BAC core courses and nursing prerequisites are available in both online and in-person delivery formats. Tutoring and educational support information is emailed to all students at the start of each term and is available on each student's Canvas homepage.

Nursing students are encouraged to meet with faculty during office hours to discuss questions regarding course content. In addition, faculty may offer additional study sessions throughout the semester on an add-needed basis. In addition, ATI offers additional resources for students through extra modules, videos, and dynamic quizzes designed to support additional learning opportunities.

## **REMEDIATION & LEARNING IMPROVEMENT PLAN**

### **ACADEMIC REMEDIATION**

Academic remediation supports and promotes student success and retention. When a student's work indicates potential academic or clinical failure, course faculty initiate a Remediation Plan by completing the Academic Remediation Form (Appendix D) and/or Clinical Remediation Form (Appendix E). Remediation form(s) must be completed within one (1) college business week of the remediation occurrence. It is preferred that the course faculty member and student meet or conference to collaboratively create the remediation plan. Remediation forms must be signed by the student and faculty. Remediation may lead to the development of a *Learning Improvement Plan* (see *Learning Improvement Plan process below*).

Circumstances for the initiation of the Remediation Plan include but are not limited to:

- A failing grade (<77%) on an assignment or exam in any nursing course.
- A midterm or final clinical evaluation with a grade of "Unsatisfactory".
- A grade of "Unsatisfactory" on any lab or clinical experience.
- A rating of Level two (2) or less on a proctored ATI® exam.
- Any deficiency in the classroom, lab, or clinical setting, as determined by faculty.
- The process for initiating the Remediation Plan is as follows:
- The course faculty member must communicate the need for the Remediation Plan to the Vice Chair & Assistant Program Director within one (1) college business day of the remediation occurrence.
- The course faculty member will meet with the student and complete the Academic and/or Clinical Remediation Form(s) within one (1) college business week of the remediation occurrence. Both the course faculty member and the student will sign the Remediation

Form.

- The course faculty member will upload an electronic file of the signed Remediation Form to the corresponding student's password-protected Faculty Notes Shared Google Drive. The paper form is shredded. The Department Chair & Program Director, Assistant Department Chair & Program Director, Nursing Academic Advisor, and the Clinical Learning Coordinator have access to these files.
- If the course faculty member deems that it necessary, the electronic file of the signed Remediation Form may also be sent to the Nursing Academic Advisor electronically.

## LEARNING IMPROVEMENT PLAN

In the event that the student has received multiple remediation occurrences or is not meeting program, course, lab, or clinical objectives, the faculty member has the discretion to place the student on a *Learning Improvement Plan (LIP)*. The *LIP* will help to facilitate overall student success. The decision to place a student on a *LIP* may also be suggested by the Nursing Academic Advisor, Course Coordinator, clinical faculty member, CLC, the Vice Chair & Assistant Program Director, or the Department Chair & Program Director of Nursing.

Using the Academic Remediation Form (Appendix D) and/or Clinical Remediation Form (see Appendix E), the course faculty completes the *LIP* after meeting and collaboratively creating the plan. The *LIP* is signed by the student and faculty.

The process for initiating the *LIP* is as follows:

- The course faculty member must communicate the need for the *LIP* to the Vice Chair & Assistant Program Director within one (1) college business once identifying the need for a learning improvement plan.
- The course faculty member will meet with the student and will create a *LIP* using the Academic and/or Clinical Remediation Form(s) within one (1) college business week once identifying the need for a learning improvement plan. Both the course faculty member and the student will sign the *LIP*.
- The course faculty member will upload an electronic file of the signed *LIP* to the corresponding student's password-protected Faculty Notes Shared Google Drive. The paper form is shredded. The Department Chair & Program Director, Assistant Department Chair & Program Director, Nursing Academic Advisor, and the Clinical Learning Coordinator have access to these files.
- A *LIP* is not punitive, nor should it be perceived as a punishment. The *LIP* is a collaboratively created plan between the student and the course faculty member that establishes goals and methods to improve the student's identified areas of improvement. The *LIP* addresses concerns related to meeting program, course, or clinical objective(s) and outlines measurable performance objectives using a clearly defined timeline.

Once the student has fulfilled the *LIP* requirements within the defined timeline, it is the student's responsibility to inform the initiating course faculty member that all actionable performance objectives have been completed. The initiating course faculty member will schedule a meeting with the student to assess the student's results. Based on the discretion of the initiating course faculty member, the following may occur:

- The *LIP* is resolved due to meeting performance objectives.
- An updated *LIP* is instituted. This is recommended for students meeting the majority of the *LIP* with one or two outstanding actionable items or performance needs unmet.
- An additional meeting is scheduled with the student and the Vice Chair & Assistant Program Director to further discuss the *LIP*. This is recommended for students not meeting the *LIP* performance objectives.

While the goal of the *LIP* is to support student success, students who are unable to meet the outlined *LIP* performance objectives within the defined timeline may be subject to course failure or program dismissal.

## **PROTECTED STUDENT INFORMATION CONSENT**

In accordance with the Family Educational Rights and Privacy Act (FERPA), students must provide written consent before the Department of Nursing leadership, faculty, advisors, or staff discusses student information with a third-party including family members.

Current or past nursing students must request education records via the College outlined procedures. The Department of Nursing does not release student's records to current or past nursing students or third parties.

Current or past nursing students requesting a letter of recommendation, or a third-party evaluation must provide written consent. The Department of Nursing leadership, faculty, advisors, or staff require a statement of permission within the written consent before academic information or performance evaluation is divulged to any person or third party.

## **TRANSFER CREDIT**

BAC participates in the comprehensive articulation agreement with the North Carolina Community College System. Students transferring from a North Carolina Community College enjoy the terms of this agreement, which permits the transfer of up to 60 credit hours for courses completed at a North Carolina Community College prior to matriculation at Belmont Abbey College. Transfer credits for courses taken at colleges and universities that are recognized as accrediting bodies by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE), are generally accepted. Belmont Abbey College accepts transfer credit for such courses if the student earned a grade of "C" or better. With the exception of an elective course, Belmont Abbey College does not ordinarily allow students to take courses elsewhere after matriculation. Current BAC students should consult the Registrar about transfer classes prior to enrolling for them at another institution.

BAC maintains a residency requirement. Students must earn a minimum of 120 credits, including those in the core curriculum and from all courses required by the department in which a student majors.

Students must take at least the last 30 credits at Belmont Abbey College and complete a

predominance of the major courses at Belmont Abbey College. For non-nursing courses, a waiver of this policy may be requested by a written petition to the office of the Chief Academic Officer. The petition must include the college where the student intends to complete the work and the specific courses to be completed. If a student is planning to take a course at another institution, the student must submit the approval request and receive all approvals before enrolling in the course.

With the exception of an elective course, Belmont Abbey College does not ordinarily allow students to take courses elsewhere after matriculation. Degree-seeking students in good standing at Belmont Abbey College who wish to take courses at another institution for the purpose of transferring those credits toward their degree at Belmont Abbey College. Students should consult with the Registrar and with their academic advisor before registering for such courses (credit hours, not grade points, are transferable).

If a student requests to satisfy requirements of any nursing courses already taken at another institution or nursing courses the student is planning to take at another institution, a formal request in writing must be submitted to the Nursing Academic Advisor. This formally written request or petition should list the name of the BAC nursing course, BAC course number, number of credits requesting for transfer, the name of the other institution, course name, course number, number of credits earned, and course syllabus. If BAC does not have a copy of the transcript for previously earned credits, the official transcript displaying the conferred credit must also be submitted. The Department Chair & Program Director of Nursing and the Chief Academic Officer must approve all nursing course transfer credits. If a student is planning to take a course at another institution, the student must submit the approval request and receive all approvals before enrolling in the course.

## **DROP/ADD AND WITHDRAW FROM COURSES**

Students who decide to drop, add, or withdraw from the agreed course schedule *must* contact first the Nursing Academic Advisor and afterwards, the Registrar's Office. *Dropping or withdrawing from courses may impact time to graduation, scholarships, grants, or financial aid funding.* It is the student's responsibility to contact the Office of Financial Aid or the agency granting their educational funds.

Dropping or withdrawing from *all* courses may result in college withdrawal, and the student will need to explore appropriate procedures for re-entry into their previously enrolled nursing program. *Note that the BSN program has a limited number of seats due to clinical regulations, and re-entry is not guaranteed.* This regulation does not apply to the post-licensure nursing programs; however, these students will need to discuss re-entry procedures with the Nursing Academic Advisor.

After consultation with the Nursing Academic Advisor and the course instructor, students who withdraw from course(s) proceed through the official withdrawal process outlined in the BAC Academic Catalogue. Students are subject to BAC procedures for schedule modification, withdrawal, and grading deadlines.

## **AUDITING NURSING COURSES**

The ability to audit a nursing course is reviewed on a case-by-case basis by the Department Chair and Program Director and the Nursing Academic Advisor.

## **EDUCATION QUALITY AND STUDENT REPRESENTATION**

The Department of Nursing encourages students to participate in courses, clinical, lab, faculty, advisor, and program evaluations. Participation in the evaluation process is anonymous and voluntary. Student feedback embeds quality improvement within classes, the clinical site selection, the programs, and the overall Department of Nursing.

To further ensure quality within the programs, the Nursing Department has established the Nursing Advisory Board (NAB). This board helps to provide insight into trends affecting nursing practice, nursing job development and job placement. NAB members consist of BAC faculty, the Assistant Director, the Clinical Learning Coordinator, student representatives from each track, alumni, nurse leaders, clinical partners, donors, and community members. Quarterly meetings and NAB surveys (every 3 years or as needed) allow opportunities to solicit input on how the mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest. Student representatives will be asked by the Department Chair & Program Director to participate in the NAB until graduation.

To ensure that the Nursing Department's decision-making processes reflect the perspectives and needs of the nursing student body, selected students will serve as representatives on the Nursing Faculty Council (NFC), the faculty-level shared governance body. Student representatives play a crucial role in ensuring NFC's decisions are truly representative of the needs of the nursing student body and that the department's policies and practices effectively support student success.

## **AI ACROSS THE CURRICULUM**

This addendum outlines the guidelines for the integration of Artificial Intelligence (AI) for the BSN and MSN programs within the Nursing Department at Belmont Abbey College. The purpose of this addendum is to ensure that the use of generative AI technologies across the curricula align with not only BAC's Academic Dishonesty statement, but the philosophy of the department and professional and ethical standards. By integrating generative AI as outlined below, the Department of Nursing aims to foster an environment that prepares our students for leveraging AI in a responsible and effective manner in their professional practice, contributing to and improving patient care and healthcare outcomes.

### **BSN PROGRAM:**

#### **PRE-LICENSURE:**

Due to the foundational nature of the pre-licensure program, generative AI will have progressive utilization across the BSN program. Meaning that AI content generation tools (such as ChatGPT,

etc.) will not be permitted for any work, or phase of work, within the junior foundational courses, while limited use of AI will be permissible within inquiry and analysis-based courses (e.g., HC201 and HC302W). In these courses students will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of these specific cases constitutes a violation of the Abbey's Academic Dishonesty policy. As the students' progress to their senior year, the utilization of generative AI will be expanded to all courses; however, its usage will still be limited as to when, where, and how these tools are permitted to be used.

### **RN-BSN:**

The utilization of AI within the RN-BSN will be consistent in courses that are common between the pre-licensure and RN-BSN track, unless an alternative assignment specifically guides the student to a broader use of generative AI in order to meet the assignment and course objectives.

### **MSN PROGRAM:**

AI will be integrated into advanced nursing courses to enhance knowledge relevant to the area of study. Currently, while faculty learn to navigate the technological advancements that generative AI brings to the field of advanced nursing education, the utilization of AI will primarily be limited to specific assignments or projects defined by the course faculty with the intention to move towards full use of AI tools within the program in the future.

The utilization of AI across the curriculum will be reviewed as needed to ensure its alignment with generative AI advancements, program objectives, professional and ethical standards. Revisions will be made as needed to ensure the quality and integrity of the Nursing Department's programs.

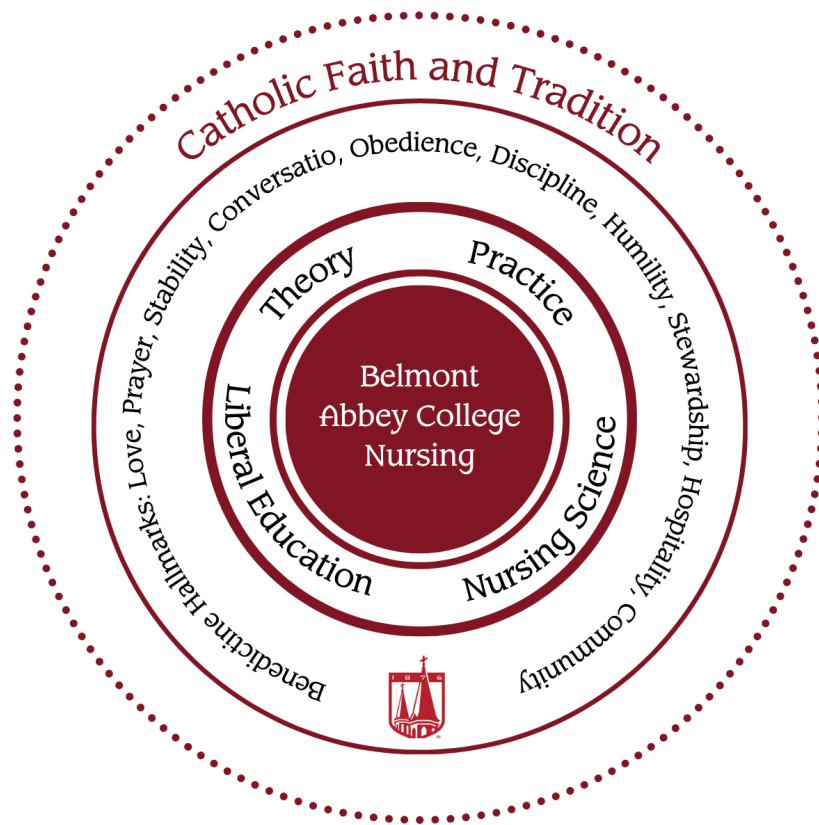
## **CURRICULUM FRAMEWORK FOR THE BAC NURSING PROGRAMS**

The BAC Nursing curriculum has been developed in accordance with the program's mission, goals, and expected outcomes. Within the curriculum, there is congruence with the roles for which the program is preparing its graduates and meeting the needs of BAC Nursing communities of interest. Relevant professional nursing standards have been integrated throughout the curricula and support programmatic student learning outcomes (SLOs) and individual course objectives.

In congruence with the College's mission, the BAC Nursing program keeps students at the center of their nursing education to acquire knowledge and competencies in liberal education, nursing science, nursing theory, and nursing practice. Throughout their educational journey, the Catholic Faith and Tradition and the Benedictine Hallmarks are grounded within the curricula. This framework that guides the BAC Nursing program is demonstrated in the BAC Nursing Learning **MODEL (FIGURE 1).**



**FIGURE 1. THE BAC NURSING LEARNING MODEL**



The pre-licensure BSN nursing program prepares students for entry to practice as a professional Registered Nurse (RN), prepares students for the National Council Licensure Examination (NCLEX-RN® exam), and provides students with a foundation for graduate education. The RN-BSN nursing program prepares associate and diploma degree technical RNs for professional BSN generalists. The MSN nursing program prepares professional nurses for advanced nursing roles via the synthesis of specialty concepts, nursing science, and translational science, and it provides a foundation for doctoral study. Each program follows a logical sequence of increasing rigor in nursing courses supported by BAC foundational liberal arts and science requirements. Table 4, Table 5, and Table 6 demonstrate the typical progression throughout the pre-licensure BSN, RN-BSN, and MSN courses.

Table 4: Pre-Licensure BSN Course Rotation

| Term  | Course   | Term   | Course  |
|---|--|--|---|
| Junior Year (J1), Fall Semester:<br>15 credit hours                 | NU 101: Foundations of Professional Nursing Practice–3 credit hours  | Junior Year (J2), Spring Semester:<br>18 credit hours                                  | HC 201*: Healthcare Informatics–3 credit hours  |
|   | NU 205: Nursing Therapeutic Interventions–3 credit hours   |  | NU 301: Nursing Care of the Adult with Acute and Chronic Conditions I–6 credit hours      |
|   | HC 204: Concepts of Pharmacology I/Pharmacokinetics–3 credit hours   |  | NU 306: Nursing Care of Persons with Psychiatric and Mental Health–3 credit hours         |
|   | NU 201: Health Assessment and Promotion in Nursing Practice–3 credit hours   |  | NU 305*: Nursing Care of the Aging Population–3 credit hours                              |
|   | BI204: Genetics & Genomics (effective through FA 2023; replaced by BI 211: Advanced Physiology and Pathophysiology effective FA 2024)–3 Credit hours |  | HC 302W*: Research for Healthcare Practice–3 credit hours                                 |
| Senior Year (S1), Fall Semester:<br>16 credit hours                 | *NU 300: Clinical Nutrition for Nursing Practice–1 credit hour   | Senior Year (S2), Spring Semester:<br>12 credit hours                                  | NU 307: Population Health: Public, Community, and Global–3 credit hours                   |
|   | NU 303: Nursing Care of the Family–6 credit hours  |  | HC 403*: Leading in Complex Situations–3 credit hours                                     |
|   | HC 402: Concepts of Pharmacology II/Pharmacogenomics–3 credit hours  |  | NU 405: Transitions to Professional Practice I Clinical Practicum Capstone–6 credit hours |
|   | NU 401: Nursing Care of the Adult with Acute and Chronic Conditions II–6 credit hours  |  |   |
| Total Credits for Nursing Major:<br>61 credits (42 NU, 15 HC, 3 BI) |  | *Students may choose to take course in the summer between their junior and senior year |   |

Table 5: 5-Block Plan for RN-BSN

| Block 1: 23 Credit Hours   |                      |
|--|----------------------|
| Course Category  | Credit Hours         |
| English Literature (2 courses)   | 6 (3,3) credit hours |
| Human Anatomy and Physiology I and II with Lab (2 courses)   | 8 (4,4) credit hours |
| Humanities/Fine Arts (1 course)  | 3 credit hours       |
| Psychology–General and Developmental (2 courses)   | 6 (3,3) credit hours |
| Block 2: 18 Credit Hours   |                      |
| Course Category  | Credit Hours         |
| English Literature (2 courses)   | 6 (3.3) credit hours |
| History (1 course)   | 3 credit hours       |
| Humanities/Fine Arts (1 course)  | 3 credit hours       |
| College Transfer Math (1 course)   | 3 credit hours       |
| Sociology (1 course)   | 3 credit hours       |
| Block 3: 17 Credit Hours   |                      |
| Course Category  | Credit Hours         |
| Statistics (1 course)  | 3 credit hours       |
| Microbiology with Lab (1 course)   | 4 credit hours       |
| Chemistry (1 course)   | 3 credit hours       |
| Social Science/Elective (2 courses)  | 6 (3,3) credit hours |
| Block 4 (30 credits): Prior Learning from Diploma or Associate Degree in Nursing   |                      |
| Following the completion of the first semester of nursing courses in the RN-BSN program at BAC, the RN-BSN student will be awarded 30 credit hours for nursing |                      |

coursework taken in their pre-licensure Diploma or Associate Degree as well as their unencumbered RN license.

**Block 5 (34 credits):** The final 34 credits are listed in the below charts to total 122 credits consists of the course credits completed in the RN-BSN program at BAC.

| Course  | Credit Hours   |
|---|----------------|
| NU111: Transition to Professional Practice                          | 3 credit hours |
| NU211: Advanced Health Assessment and Promotion in Nursing Practice | 3 credit hours |
| NU300: Clinical Nutrition for Nursing Practice                      | 1 credit hour  |
| NU305: Nursing Care of the Aging Population                         | 3 credit hours |
| NU307: Population Health: Public, Community and Global              | 3 credit hours |
| NU415: Professional Nursing Capstone                                | 3 credit hours |
| HC201: Healthcare Informatics                                       | 3 credit hours |
| HC302W: Research for Healthcare Practice                            | 3 credit hours |
| HC403: Leading in Complex Situations                                | 3 credit hours |
| BI204: Genetics & Genomics  | 3 credit hours |
| TH220: Theological Anthropology                                     | 3 credit hours |
| TH332: Catholic Bioethics   | 3 credit hours |

**\*Note:** Remaining courses from Blocks 1 - 3 not transferred into BAC can be taken with the above nursing courses.

Table 6: MSN Course Curriculum

| Course   | Credit Hours   |
|--|----------------|
| NU660: Theory of Nursing Practice                | 3 credit hours |
| NU661: Advanced Practice Data Analysis           | 4 credit hours |
| NU662: Ethical Leadership & Systems Organization | 3 credit hours |
| NU663: Healthcare Informatics                    | 3 credit hours |
| NU664: Safety Science                            | 3 credit hours |
| NU665: Person & Population Health                | 3 credit hours |
| NU668: Clinical Dimensions of Advanced Practice  | 3 credit hours |
| NU670: Scholarly Nursing Practice                | 3 credit hours |
| NU677: Advanced Practice Leadership Concepts     | 6 credit hours |
| NU678: Advanced Practice Leadership Residency    | 6 credit hours |
| <b>Total: 37 Credit Hours</b>                    |                |

Using professional nursing standards, the BAC Nursing curriculum prepares learners as professional nurses to use innovative technology, clinical judgment and reasoning, ethical decision-making, interprofessional teamwork, and evidence-based practice to be effective in complex and dynamic healthcare environments. The BSN programs are supported by the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), the Quality and Safety Education for Nursing (QSEN) Competencies (QSEN, 2020) and the ANA Code of Ethics (ANA, 2015). The MSN program is supported by the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (AACN, 2011), the National League for Nursing (NLN) Core Competencies for Academic Nurse Educators (NLN, 2020), and the American Organization for Nursing Leadership (AONL) Nurse Leader Competencies (AONL, 2022).

Pre-licensure BSN, RN-BSN, and MSN BAC Nursing programs each have separate program learning goals (PLGs). The pre-licensure BSN and RN-BSN programs share the same student learning outcomes (SLOs), and the MSN program has SLOs. It is the expectation that by the time of graduation, all PLGs and SLOs have been met. All PLGs clearly align with the Belmont Abbey College Nursing Department mission and delineate expected programmatic outcomes for graduates of these programs. PLGs are achieved by students in the form of meeting individual course objectives and competencies. All SLOs enable measurement of both student performance and program effectiveness. Exemplar courses and assignments that best demonstrate the

achievement of SLOs have been selected for each program. SLO benchmark criteria has been established to ensure ongoing program improvement by the means of data collection. Tables 7-9 demonstrate the pre-licensure, RN-BSN, and MSN exemplar courses, assignments, and benchmark criteria.

**Table 7: Pre-licensure BSN SLO Exemplar Courses, Assignments, & Benchmark Criteria**

| <b>SLO</b> | <b>SLO Exemplar Course</b> | <b>SLO Exemplar Assignment</b>                  | <b>SLO Benchmark Criteria</b>  |
|------------|----------------------------|---|--|
| SLO 1      | NU405                      | Focused Client Care Experience Clinical Journal | 80% of students will make > 80% average on the complication of their Clinical Journal entries. |
| SLO 2      | NU301                      | Weekly Clinical/Lab Performance Evaluation      | 90% of students will make a satisfactory on all Weekly Clinical/Lab Performance Evaluations.   |
| SLO 3      | NU401                      | Weekly Concept Map                              | 90% of students will make a satisfactory on the last Weekly Concept Map.                       |
| SLO 4      | HC201                      | Discussion Forums 2, 3, & 6                     | 80% of students will make > 80% combined average on Discussion Forums 2, 3, & 6.               |
| SLO 5      | HC403                      | Policy & Advocacy Assignment                    | 80% of students will make > 80% average on the Policy & Advocacy Assignment.                   |
| SLO 6      | NU405                      | Evidence Based Practice Project                 | 80% of students will make > 80% on the Evidence Based Practice Project.                        |
| SLO 7      | NU307                      | Service Learning Share (Discussion Forum 4)     | 80% of students will make > 80% on the Service Learning Share (Discussion Forum 4)             |

Table 8: RN-BSN SLO Exemplar Courses, Assignments, & Benchmark Criteria

| SLO   | SLO Exemplar Course | SLO Exemplar Assignment                     | SLO Benchmark Criteria  |
|-------|---------------------|---|---|
| SLO 1 | NU 415              | AACN & Benedictine Hallmark Paper           | 80% of students will make > 80% average on the AACN & Benedictine Hallmark Paper  |
| SLO 2 | NU111               | Essentials and Competency Paper             | 80% of students will make > 80% on the Essentials and Competency Paper            |
| SLO 3 | NU111               | Essentials and Competency Paper             | 80% of students will make > 80% on the Essentials and Competency Paper            |
| SLO 4 | HC201               | Discussion Forums 2, 3, & 6                 | 80% of students will make > 80% combined average on Discussion Forums 2, 3, & 6.  |
| SLO 5 | HC403               | Policy & Advocacy Assignment                | 80% of students will make > 80% average on the Policy & Advocacy Assignment.      |
| SLO 6 | NU415               | EBP Project                                 | 80% of students will make > 80% average on the EBP Project                        |
| SLO 7 | NU307               | Service Learning Share (Discussion Forum 4) | 80% of students will make >80% on the Service Learning Share (Discussion Forum 4) |

Table 9: MSN SLO Exemplar Courses, Assignments, & Benchmark Criteria

| SLO   | SLO Exemplar Course | SLO Exemplar Assignment  | SLO Benchmark Criteria   |
|-------|---------------------|--|--|
| SLO 1 | NU 665              | Community Assessment & Windshield Assessment                                   | 80% of students will make > 80% average on the Community Assessment & Windshield Assessment  |
| SLO 2 | NU 664              | Bullying & Incivility Assignment and Enhancing Psychological Safety Assignment | 80% of the students will score > 80% average on the Bullying & Incivility Assignment and Enhancing Psychological Safety Assignment |
| SLO 3 | NU 662              | Systems Thinking Mapping and Critical Reflection Ethical Nurse assignments     | 80% of the students will score > 80% average on the System Thinking Mapping and Ethical Nurse Reflection assignments               |
| SLO 4 | NU 660              | Concept Analysis   | 80% of students will make > 80% average on the Concept Analysis  |
| SLO 5 | NU 663              | Wiki and Wiki Reflection assignments   | 80% of the students will score > 80% average on the Wiki and Wiki Reflection assignments   |
| SLO 6 | NU 677<br>NU 678    | Clinical Project Scope and Plan Paper  | 80% of students will make > 80% average on the Clinical Project Scope and Plan Paper   |



## PRE-LICENSURE BACHELOR OF SCIENCE IN NURSING (BSN)

Table 10: PRE-LICENSURE BSN PROGRAM CURRICULUM

| Term   | Course   | Term   | Course  |
|--|--|--|---|
| Freshman Year,<br>Fall Semester:<br>16 - 19 credit hours | FYE101: First Year Experience – 1 credit hour  | Freshman Year,<br>Spring Semester:<br>18 credit hours  | FYE102: First Year Experience – 1 credit hour   |
|  | BI108 & BI108L: Anatomy & Physiology I – 4 credit hours<br><i>Nursing Prerequisite</i> |  | BI110 & BI110L: Anatomy & Physiology II – 4 credit hours<br><i>Nursing Prerequisite</i> |
|  | RH104: Rhetoric, Logic, Grammar, & Writing – 4 credit hours                            |  | PC300: Statistics for Psychology – 3 credit hours<br><i>Nursing Prerequisite</i>        |
|  | PC201: Introduction to Psychology – 3 credit hours<br><i>Nursing Prerequisite</i>      |  | PO201: The American Constitution – 3 credit hours                                       |
|  | TH105: Introduction to Scripture – 3 credit hours                                      |  | PH200: Intro. to Philosophy – 3 credit hours  |
|  | (Courses may be adjusted to include math prerequisite(s) if needed)                    |  | Fine Arts Core Requirement - 3 credit hours   |
| Sophomore Year,<br>Fall Semester:<br>18 credit hours     | CH103: Principles of Chemistry – 3 credit hours<br><i>Nursing Prerequisite</i>         | Sophomore Year,<br>Spring Semester:<br>16 credit hours | TH332: Catholic Bioethics - 3 credit hours  |
|  | PC301: Developmental Psychology – 3 credit hours<br><i>Nursing Prerequisite</i>        |  | BI200 & BI200L: Microbiology 4 credit hours<br><i>Nursing Prerequisite</i>              |
|  | EN211: Literary Classics – 3 credit hours  |  | HI102: Western Civilization II - 3 credits hour   |
|  | HI101: Western Civilization I – 3 credit hours   |  | EN212: Literary Classics - 3 credit hours   |
|  | PH250: Ethics – 3 credit hours   |  | SO201: Principles of Sociology – 3 credit hours   |
|  | TH205: Intro. to Theology - 3 credit hours   |  |   |
| Total Hours: 66 - 69 hours                               |  |  |   |

**\*\*Students must complete all courses by the end of Spring semester Senior for NCLEX success**

Table 11: PRE-LICENSURE BSN COURSE DESCRIPTIONS

| Nursing Course Rotation   |  |  | Course Description   |
|---|--|--|--|
| <b>15 Credit Hours (9 NU, 3 HC, and 3 BI Genetics/Genomics [effective 2024: pathophysiology])</b> | Fall 1                                       | NU101: Foundations of Professional Nursing Practice- 3 credit hours        | This course will introduce foundational knowledge of the evolving nursing profession. Person-centered care and the application of the nursing process will be emphasized.  |
|   | Fall 1                                       | NU205: Nursing Therapeutic Interventions- 3 credit hours                   | This course will introduce the nursing student to principles of evidence-based practice, nursing interventions, and policies and procedures to promote safe and positive care outcomes. Professional written, oral, and therapeutic communication skills are enhanced, and psychomotor skills are developed for clinical site preparation.   |
|   | Fall 1                                       | HC204: Concepts of Pharmacology I /Pharmacokinetics- 3 credit hours        | This course is part one of a two-part course series focusing on pharmacology in nursing. This course will focus on the basic concepts of pharmacology including pharmacokinetics and pharmacodynamics while examining different pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness across body systems. An emphasis will be placed on dosage calculation and safe medication administration. |
|   | Fall 1                                       | NU201: Health Assessment and Promotion in Nursing Practice- 3 credit hours | This course will cultivate core techniques of health assessment. Holistic assessment concepts of healthy individuals with a focus on the integration of assessment techniques, therapeutic communication, and health maintenance and wellness.   |
|   | Fall 1<br>(no longer required after FA 2023) | BI204: Genetics & Genomics- 3 credit hours                                 | This course will focus on concepts related to human genetics and genomics across the lifespan within society and healthcare settings. Students focus on molecular genetics, gene expression, genomic health issues, genomic influences on complex health problems, disease management via genomics, nutrigenomics, pharmacogenetics, and global genomic issues.  |
|   | Fall 1<br>(Replacing BI204)                  | BI211: Advanced Physiology and Pathophysiology- 3                          | This course reviews and consolidates physiology from a systems approach, as seen in BI 108 and BI 110. Extra emphasis will be placed on system interdependence and the effects of deviations away from homeostasis. We will also look at pathophysiological contributions to this loss of  |

|  |                    |  |  |
|--|--------------------|--|--|
|  | effective<br>2024) | credit hours   | homeostasis within each system and how these are identified and possibly treated.  |
| <b>18 Credit Hours<br/>(12 NU, 6 HC)</b> | Spring 1           | HC201*: Healthcare Informatics- 3 credit hours                                     | This course will explore the basis for healthcare information management and data science. A focus will be placed on the understanding of the clinical application of electronic health records, healthcare software applications, patient privacy, and security related to health informatics. Effective use of information systems in complex health care organizations is necessary for decision-making to impact safety science. |
|  | Spring 1           | 301: Nursing Care of the Adult with Acute and Chronic Conditions I- 6 credit hours | This course will provide a focus of nursing care for the adult client with a concentration on the nursing process and an understanding of the physiological, psychosocial, safety and comfort needs of adult clients. Health promotion and maintenance will be integrated.   |
|  | Spring 1           | NU306: Nursing Care of Persons with Psychiatric and Mental Health- 3 credit hours  | This course will provide the learner with the knowledge to deliver nursing care to individuals and families experiencing alterations in mental health. Mental health disorders, treatment, and nursing interventions will be covered.  |
|  | Spring 1           | NU305*: Nursing Care of the Aging Population- 3 credit hours                       | This course will provide an understanding of the process of aging. Evidenced-based care of the older adult promoting health and wellness along with alterations in health for this population will be covered.   |
|  | Spring 1           | HC302W*: Research for Healthcare Practice- 3 credit hours                          | This course will explore research methodologies, evidence, and clinical guidelines relative to healthcare practice. An added emphasis will be on new knowledge acquired from research and the translation of evidence into practice. This is a writing intensive course that fosters lifelong learning.  |
|  | Fall 2             | NU303: Nursing Care of the Family- 6 credit hours                                  | This course will provide a foundational understanding of the role of the nurse in assessment, health promotion and wellness during pregnancy, birth and the transition to parenthood. The course will also cover the assessment, growth and development, health promotion and wellness   |

|  |          |   |  |
|--|----------|---|--|
| <b>15 Credit Hours<br/>(12 NU, 3 HC)</b> |          |   | for the child from infancy to adolescence. Alterations in the status of the childbearing family and child health status will be covered.   |
|  | Fall 2   | HC402: Concepts of Pharmacology II/ Pharmacogenomics- 3 credit hours                      | Part two of a two course series focusing on pharmacology. This course will focus on the pharmacotherapy used to treat complex disease processes with an integral understanding on how genes affect the selection and response to medications.  |
|  | Fall 2   | NU401: Nursing Care of the Adult with Acute and Chronic Conditions II- 6 credit hours     | This course will expand on concepts related to the care of the adult client with complex multi-system healthcare needs. This course adds a progressive and rigorous concentration in safety, quality, teamwork, prioritization, holistic care, and evidence- based practice concepts.  |
|  | Fall 2   | NU300: Clinical Nutrition for Nursing Practice- 1 credit hour                             | This course will explore nutritional principles across the lifespan to include wellness, growth and development, aging, fetal development, and disease pathology. Students will apply the professional nursing role by demonstrating clinical reasoning within nutritional assessments, evidence-based practice, improving client outcomes, and incorporating cultural preferences.  |
| <b>12 Credit Hours (9 NU, 3 HC)</b>      | Spring 2 | NU307: Population Health: Public, Community, and Global- 3 credit hours                   | This course examines diverse cultural principles and population-focused interventions. The focus is on health promotion in vulnerable populations, social determinants of health, and identification of protective and predictive factors in individuals, families, groups, communities, and populations. Values and ethics in decision-making related to health care preferences and equality among diverse cultures and populations. |
|  | Spring 2 | HC403*: Leading in Complex Situations- 3 credit hours                                     | This course is designed to develop contemporary leadership competencies, professional behaviors, conflict management, policy, and health care staffing and budgeting. An additional focus on the core competencies for interprofessional collaborative practice allows learners to follow team collaboration processes for decision-making in complex systems of health care.  |
|  | Spring 2 | NU405: Transitions to Professional Practice I Clinical Practicum Capstone- 6 credit hours | This course will provide a synthesis of nursing knowledge reflective of critical thinking, interprofessional teamwork, research evidence, and leadership. The student will develop, lead, and integrate an interprofessional project in the clinical setting that will improve client safety or outcomes. This project will be approved by the nursing faculty.  |

# **ADMISSION, PROGRESSION, GRADUATION, AND DISMISSALS**

## **ADMISSION TO PRE-LICENSURE BSN**

The nursing program admits students annually into the nursing major. The number of available seats determines the annual number of students admitted. Admission into the nursing major is competitive.

Admission decisions stem from student academic history and the ranking of applicants during each admission cycle. Meeting minimum criteria does not guarantee admission into the nursing major. Pre-nursing applicants admitted into the nursing program who do not start the courses in the nursing major during the following entry semester will be required to re-apply to enter on a later date.

The Nursing Admissions Committee (NAC), designated by the NFC, conducts the student selection process. The NAC is made up of the Nursing Academic Advisor (non-voting member) and three faculty members (voting members). All applicants for the nursing major are ranked and reviewed by the Nursing Academic Advisor and admission decisions are made by the nursing faculty on the NAC. The applicant's rank is not shared with the student.

Nursing program admission preference is given to students currently enrolled in pre-nursing at BAC. If seats are available after BAC students are admitted, transfer students who have completed pre-nursing course requirements are considered for entry into the nursing major.

To be considered for admission into the nursing major, a student must do the following:

- Current Belmont Abbey College Students—apply to the nursing major by submitting their application with any supplemental information required by the nursing application.
- Transfer students into BAC—apply to the nursing major and submit all required admission materials, including official transcripts, by the application deadline.
- Students apply to the nursing major by March 15th of every year. Nursing applicants with incomplete BAC applications or failure to submit their application by the designated deadline are not considered for admission into the nursing major. Individuals who do not meet minimum nursing admission criteria will not be considered for admission into the nursing major.

## **ADMISSION CRITERIA**

Students who meet the below minimum criteria are encouraged to apply to the major:

Minimum cumulative GPA of 2.8 or higher (unweighted) from the most recent 30 credit hours or three semesters of coursework, whichever is greater.

Completion of Core Curriculum coursework by the end of Spring Semester preceding admission to the major is highly preferred. No more than 9 credit hours of core requirements may be outstanding at the start of the nursing program.

The following prerequisite courses must be completed with a minimum grade of C (Students may earn a grade of C- in any prerequisite course taken at Belmont Abbey College), with no more than two attempts:

- BI 108 - Anatomy & Physiology I
- BI 110 - Anatomy & Physiology II
- BI 200 - Microbiology
- CH 103 - Principles of Chemistry
- PC 201 - Introduction to Psychology
- PC 301 - Developmental Psychology
- PC 300 - Statistics for Psychology

Nursing program admission preference is given to those students with the highest grades in the above prerequisites. All nursing prerequisite courses ***must*** be completed before the nursing major classes start.

Value-added activities that will enhance nursing applications:

- Service-oriented activities (volunteer work, participation in school/community/organizational activities, demonstrated past leadership roles), or enrollment in the Belmont Abbey Honors College.
- Work experience as a CNA/EMT/LPN, or other applicable healthcare experience (volunteer and/or paid), or active-duty military or veteran.
- Any academic achievement awards.
- Students previously enrolled in a pre-licensure level nursing program may submit the following:
  - Students have the option to write a statement addressing why they did not continue their program and why we should consider their application.

Students offered full or conditional admission into the nursing major must submit compliance materials such as criminal background checks, drug screening, immunizations, etc., in sufficient time for review before the ***compliance deadline of August 1***. Students who fail to do so will have their offer of admission into the nursing major rescinded.

## **BSN PROGRAM PROGRESSION**

- Must meet course pre-requisite requirements before enrollment of each NU and HC course.
- A minimum grade of C+ (77-79) is required in all NU and HC courses.
- Students must complete all course clinical and lab hours and achieve an overall grade of 'satisfactory' for clinical and lab hours in each clinical course. These hours also include virtual simulation and service learning hours.
- Only one NU or HC course may be failed to earn a grade of C+ (77-79) or better to remain eligible for progression in the nursing major.
- Repeating a failed NU or HC course is not guaranteed.
- Students must complete and pass clinical courses before progressing to the next clinical course.
- Students must maintain clinical access requirements to progress from one semester to the

next.

- Only one NU or HC course may be repeated to earn a grade of C+ (77-79) or better to remain eligible for progression in the nursing major.
- All students must maintain a minimum 2.67 (B-) institutional cumulative GPA to maintain good standing in the nursing program. The ***Nursing Academic Advisor*** reviews grades at the end of each semester. Students with less than a 2.67 (B-) institutional cumulative GPA are placed on probation within the Department of Nursing for one semester but may continue to take all required courses. If, at the end of the probationary semester, the student's institutional cumulative GPA is still less than 2.67 (B-), students are administratively ***removed*** from the nursing major.
- From the date of entry into the nursing major, the student has *five years* to complete the nursing major graduation requirements.

## INCOMPLETE COURSES

If a student receives a grade of 'incomplete' for a nursing course (NU or HC), the student may experience progression or time-to-graduation issues and financial aid or scholarship issues.

If a student receives a grade of 'incomplete' for a nursing course (NU or HC), the 'incomplete' must be satisfied with a minimum grade of C+ (77-79).

If the incomplete course is a clinical course, the student cannot progress to the next clinical course. Students must meet course pre-requisite requirements before enrollment of each NU and HC course.

## REPEATING A PREVIOUSLY FAILED COURSE

Students must achieve a **C+ (77-79)** or greater in all NU or HC courses to pass the course. If a student receives a failure, they must repeat the course to meet the graduation requirements of the degree.

Failure to achieve a **C+ (77-79)** or greater in any nursing (NU) clinical course will result in repeating the entire course, including clinical hours. A student failing a nursing (NU) clinical course for unsafe practice may not withdraw from the course. If a failure for unsafe clinical practice occurs, the Department Chair & Program Director of Nursing defines the conditions under which the student may repeat the course.

Students cannot repeat more than one unsatisfactory completed nursing (NU and HC) course. If a course required for graduation is failed, the course *must be repeated at the next available* offering, and an overall satisfactory grade must be achieved in all clinical, lab, virtual simulation, and service learning requirements.

Repeating a failed NU or HC course is not guaranteed. The Pre-licensure BSN program has a specified seat capacity. Therefore, the *Department Chair & Program Director of Nursing* determines if a student can repeat a previously failed course. A student must formally request in writing to the

Department Chair & Program Director of Nursing their intentions to repeat a previously failed course within three weeks of the course start date. The Department Chair & Program Director of Nursing will notify the student as soon as possible with their eligibility to repeat the course.

If a student chooses to not repeat the course at the next available offering, they are dismissed from the BSN program. Students who elect to repeat the failed course at the next available course offering and the course does not have an available seat, they will be dismissed from the BSN program.

Students who are unable or elect to not repeat a failed nursing (NU and HC) course at the next available offering are eligible for readmission to the Pre-licensure BSN program. Students who are interested in readmission to the Pre-licensure BSN are required to re-apply.

## **DISMISSAL FROM THE BSN PROGRAM**

The BSN program retains in the nursing major only those students who demonstrate personal and behavioral characteristics necessary to assume the role of the professional nurse.

The Nursing Department leadership and faculty may dismiss a student from the BSN program for any of the following reasons:

- Unsatisfactory completion of two nursing (NU and HC) courses.
- Unsatisfactory completion of one repeated nursing (NU and HC) course.
- Inability or elects to not repeat a failed nursing (NU and HC) course at the next available offering.
- Unsafe nursing practice performance (see unsafe practice).
- Breach of Academic Honesty, HIPAA, Title IX, Professional Behavior Policies, Ethical Standards.
- Any health-related problem that prevents the student from satisfactorily meeting the course or clinical objectives consistent with the Americans with Disabilities Act
- A positive result on a drug screen.
- Violation of the Nursing Practice Act or practicing outside the scope and standards of a professional RN.
- Dismissal determined by the professional judgment of the nursing leadership or faculty to ensure patient safety and protection from patient endangerment.
- Banned from the clinical site due to unprofessional, unethical, or illegal behavior.
- Suspension, revocation, restriction, or probation of any healthcare licensing or certifying granting authority.
- Involvement in behaviors deemed NCLEX-RN® disqualifiers.
- Students who decide to change majors or withdraw from the College.
- Students who exceed five years from the date of entry into the nursing major to complete graduation requirements.



## **APPEALS PROCESS FOR PROGRAM DISMISSAL**

Appeals for program dismissal will follow the Academic Complaint Appeal through the Office of the Vice Provost for Academic Affairs.

## **APPEALS PROCESS FOR REINSTATEMENT INTO BSN PROGRAM**

Appeals for program dismissal will follow the Academic Complaint Appeal through the Office of the Vice Provost for Academic Affairs.

## **PRE-LICENSURE BSN GRADUATION REQUIREMENTS**

- Overall institutional GPA of 2.67 or higher
- Completing all required coursework with a grade of C+ (77-79) or higher in major courses
- Completion of all professional practice experience hours (clinical, lab, service learning, and virtual simulation hours)

It is the student's responsibility to fulfill all degree requirements for graduation.

## **PRE-LICENSURE BSN GRADING THRESHOLD**

For the Pre-licensure BSN program, the Department of Nursing utilizes the grading system and grade conversation table adopted by the College. In each NU and HC course, the student must receive a minimum grade of C+ (77-79) and one or fewer "Unsatisfactory" clinical/lab performance days to pass the course. Grades reflect class attendance, class participation, clinical and lab performance, virtual simulation, service learning, ability to work in teams, examination grades, quality of work, performance on course assignments, and any additional criteria set by the faculty of record teaching the course.

## **BAC PRE-LICENSURE BSN NURSING PASSING THRESHOLD**

Final Grade to Pass this Course and Progress to the Next Semester:

- 77% and above
- No more than one Unsatisfactory clinical or lab grade
- All clinical and lab hours must be completed to pass the course

## **GRADE ROUNDING**

- All grades are recorded to the hundredth (two decimal points).
- Individual grades are not rounded.
- No extra credit or grading curves are given for the NU and HC course.

- The final grade is rounded according to the following rubric:
- .01 to .49 rounds down to the nearest whole number; for example, 72.49 equals 72.
- .50 to .99 rounds up to the nearest whole number; for example, 72.50 equals 73.

Table 12: PRE-LICENSURE BSN AND RN-BSN GRADING & GPA

| Letter Grade | Percentile Range | GPA  | Nursing Department Evaluation                    |
|--------------|------------------|--|--|
| A            | 93-100           | 4.0  | Excellent  |
| A-           | 90-92            | 3.67   |  |
| B+           | 87-89            | 3.33   | Good   |
| B            | 83-86            | 3.0  |  |
| B-           | 80-82            | 2.67   | Fair   |
| C+           | 77-79            | 2.33   |  |
| C            | 73-76            | 2.0  | Failing  |
| C-           | 70-72            | 1.67   |  |
| D+           | 67-69            | 1.33   |  |
| D            | 63-66            | 1.0  |  |
| D-           | 60-62            | 0.67   |  |
| F            | 0-59             | 0.00   |  |
| U            | Unsatisfactory   | Failure due to clinical or lab performance         |  |
| FA           |                  | Failure due to absence                             |  |
| P            | Pass             | Credit, no quality points                          | Passing  |
| S            | Satisfactory     | Passing due to clinical or lab performance         |  |
| I            |                  | Incomplete   | See 'Incomplete Courses' section                 |
| W            |                  | Voluntary withdrawal, no credit, no quality points | See 'Drop-Add and Withdraw from Courses' section |

## COURSE FAILURE AND GRADING

Students cannot receive more than one Unsatisfactory clinical or lab grade per course, regardless of the numeric grade earned in the course. The Unsatisfactory grade cannot include a competency validation in lab.

Students must complete all clinical, lab, virtual simulation, and service learning requirements to pass NU or HC courses, regardless of the numeric grade earned in the course.

A NU or HC Course grade less than C+ (77-79) results in a course failure.

If a course required for graduation is failed, the course must be repeated at the next available offering, and an overall satisfactory grade must be achieved in all clinical, lab, virtual simulation, and service learning requirements. Any courses for which the failed course is a prerequisite may not be taken until a satisfactory grade in the pre-requisite course has been attained. Failing grades remain on student transcripts after the student has repeated the course and obtained at least the minimum passing grade. The failing grade is not calculated in the cumulative GPA.

Failure to earn a satisfactory evaluation in the clinical component of the class results in a course failure regardless of other grades earned in the course. A clinical failure may occur at any time during the semester. Students will receive a **"D+"** in clinical nursing (NU) course if they fail to meet the course objectives or if they are removed from the clinical setting for unsafe practice or unprofessional activities at any point during the semester. *Violation(s) of the Nurse Practice Act will be reported to the Board of Nursing.*

All clinical/lab/virtual simulation/service learning experiences must be completed for each course. Students who are unable to complete these requirements have the following options: receive an incomplete course grade to extend time for successful completion of clinical/lab/virtual simulation/service learning or schedule additional time within the timeline parameters of the course offering with both the faculty member and the Clinical Learning Coordinator to complete clinical/lab/virtual simulation/service learning requirements.

The ability to extend experiential nursing student time is contingent upon the availability of the clinical site, nursing faculty, or nursing preceptors. Therefore, faculty will provide student guidance regarding feasibility. Students who missed extensive experiential hours that impact successful completion of the course prior to withdrawal deadlines set forth by the College, may be encouraged to withdraw from the course with the option to retake the course at the next available course offering. Students who have missed the course withdrawal timeframe and cannot complete the required clinical/lab/virtual simulation/service learning experiential hours within the timeframe of an incomplete course grade extension will fail the course due to lack of successful completion of clinical/lab/virtual simulation/service learning experiential requirements. Students with an unsatisfactory lab or clinical performance evaluations due to lack of completed hours will receive a grade of **"D+"** for the course and are not eligible for progression to the next clinical nursing course.

## **GRADE DISAGREEMENT**

The Assistant Department Chair & Program Director and the Department Chair & Program Director of Nursing guides faculty regarding the process utilized to determine grades. The Vice Chair & Assistant Program Director will perform an investigation for any grading disagreement concerns. The Assistant Department Chair & Program Director has the right to consult the Department Chair & Program Director during a grade disagreement investigation. The Assistant Department Chair & Program Director also advises nursing faculty members with perceived problems regarding the application of the grading process outlined in the syllabi or any other concerns of unfairness. *The course faculty make the final determination and judgment of awarded grades.*

## **APPEALING A COURSE GRADE**

Any student who wishes to appeal a grade for a nursing course must follow the Formal Complaint Process. The student will formally request a grade appeal in writing to the Department Chair & Program Director of Nursing through email, and a formally written and signed letter must be submitted to the Department Chair & Program Director of Nursing's office.

Subsequently, the Department Chair & Program Director, the Assistant Department Chair & Program Director, and two faculty members who did not teach the course will evaluate the grade appeal. The Department Chair & Program Director of Nursing submits the final decision in writing via email to the student within seven college operating business days of reception of the written appeal request. If the student disagrees with this decision, they may file an Academic Complaint Appeal through the Office of the Vice Provost for Academic Affairs. (See undergraduate catalogue Academic Complaint Appeals)

## **TESTING**

Testing and Exam schedules and the breakdown of course grade percentages are listed in the course syllabus. Course faculty provide instructions within the course and during the course orientation of the expectations of examination. Course orientation occurs at the beginning of each course either in- class or a recorded online video by the course faculty of record.

Most testing and examinations are used to assess knowledge of course content; however, some online quizzes may be used as a learning tool. Testing and exams utilized to assess knowledge and clinical judgment of case studies prepare students for the NCLEX-RN® or other nursing examinations. Quizzes used as a learning tool may be used for class preparation, reinforcement of student learning outcomes and key course content, may count as participation grades, may not require lockdown browsers or monitoring, or may be taken more than once. Students are expected to carefully listen to the course orientation and read the instructions provided by the course faculty.

Students who are absent and approved for a make-up exam take an alternate version of the exam. This practice preserves the integrity of the testing process and the prevention of peers communicating test content, items, or answers. Refer to the Make-up Exam section.

## **SYNCHRONOUS TESTING**

All student belongings must be placed along the room perimeter during in-class testing. Students must silence all sounds to all electronic devices before leaving possessions along the room perimeter. Students are not allowed to have purses, hats, caps, coats, hoods, book bags, laptops, iPads, smart watches, smart phones, drinks, snacks, food, etc. If the test is administered in an online or electronic format, faculty or proctors inform students of the approved electronic device.

Students must report to the correct testing location, be seated, and prepared to begin the exam at the appointed time during on campus or in-class examinations.

Students who are late taking the test may receive a '0' for the exam. Students arriving late to the testing location for in-class examinations may be denied room access to take the exam to minimize testing interruptions.

If necessary for the exam, faculty provide students with non-programmable calculators. Students may not use personal calculators. Students may have a pencil, calculator (provided by the faculty or proctor), and blank piece of notepaper (provided by the faculty or proctor) during testing.

Students, faculty, and staff are expected to respect their peers during in-class examinations. Interruptions during in-class testing or examinations will not be allowed, barring extenuating circumstances.

Students are prohibited from asking questions about test content. If a student has a question such as missing test question answer selection or missing test questions, the student must write the question on the paper provided by the faculty or proctor and raise their hand. The student must remain in their seat. The faculty proctoring the examination answers student questions in the order that students raise their hands. Faculty use their judgment regarding the answers or inability to answer the student's question based on the nature of the question. Faculty or proctors do not give hints or answers to any question items.

It is the course faculty and proctor's discretion to determine if students who complete and submit their exam early are to remain quietly in their seats until the end of the examination time or are allowed to leave the room. If students are allowed to leave the room, they must leave as quietly as possible and are not allowed to stand outside the door in groups talking about the exam or making any noise that may interrupt students who continue to test.

Course faculty will review the exam item analysis and will not release grades until 3 days after the exam date, as this allows for the proper review of each exam item.

## **ASYNCHRONOUS TESTING**

Online tests or exams that are not administered in a classroom setting will be completed per faculty instructions and timelines. If the tests are administered online and remote, then lockdown browsers and exam monitoring may be required.

Technical issues for online and remote examinations must be reported immediately to the faculty

with details related to the situation.

Failure to submit or turn in an exam during the allotted testing timeframe may result in a grade of '0' for the exam.

Course faculty will review the exam item analysis and will not release grades until 3 days after the exam date, as this allows for the proper review of each exam item.

## **ASSESSMENT TECHNOLOGIES INSTITUTE (ATI®)**

Professional nurses require critical thinking, clinical reasoning, and clinical judgment skills. Students need to apply nursing knowledge to recognize health status changes, analyze data, prioritize problems and care, identify expected outcomes, select the best evidence-based intervention, and deliver safe and optimal care for the best possible outcomes. The *Assessment Technologies Institute (ATI®)* is used to support student learning and success throughout the pre-licensure BSN program to prepare for professional nursing practice and the end-of-program comprehensive assessment. The product design and tools support the student's goals to identify their strengths and weaknesses, to improve clinical judgment and test taking skills, and successfully pass the NCLEX-RN exam for licensure.

ATI® is a supplement to the curriculum to reinforce nursing content through various modes of learning and technology. These supplemental resources include nursing knowledge enhancements, tutorials, case studies, clinical judgment support, review materials, practice assessments, proctored assessments focused on content mastery, and predictive data benchmarking of student performance. ATI® is also a supplemental evaluation method embedded within relevant courses throughout the program.

Students will complete the ATI Capstone Comprehensive Content Review in the final semester. This review delivers a personalized study plan for students to engage and for nursing faculty to identify remediation-specific content. Students are instructed to sit for the NCLEX-RN® exam as soon as possible after completing the ATI NCLEX-RN® Review. This recommendation supports historical NCLEX-RN exam pass rates.

ATI® resources enhance the BSN theory, lab, or clinical requirements. Many courses within the BSN will include ATI® products as course supplements through assignments. The nursing faculty believe the ATI® resources and products are effective learning tools that support students as they progress academically and transition to nursing practice. The faculty with guidance from ATI nurse educators make decisions about ATI® placement, assignments, and administration of proctored ATI® testing. Threading the ATI® supplemental tools throughout the curriculum requires students to participate and utilize ATI® tools. Faculty indicate the assignments and percentage of the overall course grade related to the ATI® products on the course syllabi.

Table 13: ATI® Testing Tools for BSN Courses

| Nursing Course Rotation                                      |          |   | ATI® Testing and Tools   |
|--|----------|---|--|
| 15 Credit Hours<br>(9 NU, 3 HC, and 3 BI Genetics/ Genomics) | Fall 1   | NU 101: Foundations of Professional Nursing Practice- 3 credit hours                          | RN Fundamentals (70 items)<br><br>Engage Fundamentals<br><br>Self-Assessment Inventory (optional)<br><br>Critical Thinking Entrance(optional)<br><br>Anatomy & Physiology (optional) |
|  | Fall 1   | NU 205: Nursing Therapeutic Interventions- 3 credit hours                                     | Skills Modules   |
|  | Fall 1   | HC 204: Concepts of Pharmacology I /Pharmacokinetics- 3 credit hours                          | Pharmacology Made Easy<br><br>Dosage Calculations & Safe Medication Administration<br><br>Dosage Calculation Fundamentals Exam   |
|  | Fall 1   | NU 201: Health Assessment and Promotion in Nursing Practice- 3 credit hours                   | Health Assess  |
| 18 Credit Hours<br>(12 NU, 6 HC)                             | Spring 1 | HC 201*: Healthcare Informatics- 3 credit hours   |  |
|  | Spring 1 | NU 301: Nursing Care of the Adult with Acute and Chronic Conditions I- 6 credit hours         | Test-Taking Strategies Seminar<br><br>Engage Medical Surgical<br><br>Targeted Medical Surgical<br><br>Dosage Calculation Medical Surgical Exam                                       |
|  | Spring 1 | NU 306: Nursing Care of Persons with Psychiatric and Mental Health- 3 credit hours Conditions | RN Mental Health (70 items)<br><br>Dosage Calculation Mental Health Exam   |
|  | Spring 1 | NU 305*: Nursing Care of the Aging Population- 3 credit hours                                 |  |

|  |          |  |   |
|--|----------|--|---|
|  | Spring 1 | HC 302W*: Research for Healthcare Practice- 3 credit hours                                 |   |
| <b>15 Credit Hours<br/>(12 NU, 3 HC)</b> | Fall 2   | NU 303: Nursing Care of the Family- 6 credit hours   | RN Maternal Newborn (70 items)<br>RN Pediatric Nursing (70 items)<br>Dosage Calculation Nursing Care of Children Exam<br>Dosage Calculation Maternal Newborn Exam |
|  | Fall 2   | HC 402: Concepts of Pharmacology II/ Pharmacogenomics- 3 credit hours                      | RN Pharmacology (70 items)  |
|  | Fall 2   | NU 401: Nursing Care of the Adult with Acute and Chronic Conditions II- 6 credit hours     | RN Medical-Surgical (100 items)<br>Learning Systems Adaptive Quizzes<br>Dosage Calculation Medical Surgical/ Critical Care Exam                                   |
|  | Fall 2   | NU 300: Clinical Nutrition for Nursing Practice- 1 credit hour                             | RN Nutrition (70 items)   |
|  |          |  |   |
| <b>12 Credit Hours<br/>(9 NU, 3 HC)</b>  | Spring 2 | NU 307: Population Health: Public, Community, and Global- 3 credit hours                   | RN Community Health (60 items)  |
|  | Spring 2 | HC 403*: Leading in Complex Situations- 3 credit hours                                     | RN Leadership and Management (70 items)   |
|  | Spring 2 | NU 405: Transitions to Professional Practice I Clinical Practicum Capstone- 6 credit hours | BoardVitals<br>12 Week ATI Capstone Review /Live Review/ Virtual ATI<br>RN Comprehensive Predictor (180 items)<br>Critical Thinking Exit (Optional)               |



## **ASSESSMENT TECHNOLOGIES INSTITUTE (ATI®) REMEDIATION**

In keeping with the *Nursing Academic Support and Success Program*, students, faculty, and staff follow the *Academic and Clinical Remediation* for student remediation. Students who receive multiple remediation occurrences or are not meeting program, course, lab, or clinical objectives may be placed on a *Learning Improvement Plan (LIP)* to help facilitate student success.

Students must complete ATI practice assessments in a proctored setting. Practice Assessment A and Practice Assessment B will open and close according to the course calendar and students will have one attempt for each Practice Assessment. Both Practice Assessment A and B will have rationales turned off. Students will complete an individual focused review (1- hour minimum) and an active learning template in the 3 lowest scoring major content areas for both Practice Assessment A and B. The due dates for the focused review and active learning template assignments will be indicated on the course calendar.

Upon completion of the remediation process for both Practice Assessments, faculty will reopen both Practice Assessment A and B with rationales turned on and with unlimited attempts in preparation for the Proctored Assessment.

The course calendar will specify the date and time of the Proctored Assessment.

## **ATI PRACTICE & PROCTORED ASSESSMENT SCORING**

The ATI practice and proctored assessment are combined in the following courses: Foundations (NU101), Adult Health (NU301), Mental Health (NU306), Nursing Care of Family (NU303), Nutrition (NU300), Pharmacology (HC402), Community Health (NU307), and Nursing Leadership (HC403) theory courses. The due date for the focused review and remediation assignment will be indicated on the course calendar.

See Content Mastery Series grading rubric for practice and proctored grading guidelines.

Table 14: CONTENT MASTERY SERIES GRADING RUBRIC

| Practice Assessment (In proctored environment)   |  |   |  |
|--|--|---|--|
| 5 points   |  |   |  |
| Complete Practice Assessment A   |  | Complete Practice Assessment B  |  |
| <b>Remediation:</b><br>Minimum of one-hour focused review on initial attempt.<br><br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process. |  | <b>Remediation:</b><br>Minimum of one-hour focused review on initial attempt.<br><br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process |  |
| Take post-test quiz (if available)   |  | Take post-test quiz (if available)  |  |
| Standardized Proctored Assessment  |  |   |  |
| Level 3 = 3 points   | Level 2 = 2 points   | Level 1 =1 point  | Below level 1 = 0 points   |
| Remediation = 2 points<br><br>Minimum 1-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process.                       | Remediation = 2 points<br><br>Minimum 1-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process. | Remediation = 2 points<br><br>Minimum 1-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process                       | Remediation = 2 points<br><br>Minimum 1-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process. |
| 10/10 points total   | 9/10 points total  | 8/10 points total   | 7/10 points  |
| Proctored Assessment Retake***   |  |   |  |
| No retake required   | No retake required   | Retake required   | Retake required  |

\*\* Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation). If no quiz is generated, faculty may choose one of the alternative remediation methods, see the forms section at the end of this handbook.

\*\*\* If a student meets the program benchmark on the retake of a Proctored Assessment, that student can earn an additional percentage point (for example, a Level 1 student can now earn 9 points).

## ATI COMPREHENSIVE PREDICTOR ASSESSMENT SCORING

The ATI Comprehensive Predictor practice and proctored assessment are completed in NU405: Transition to Professional Practice I Clinical Practicum Capstone. The due date for the focused review and remediation assignment will be indicated on the course calendar. See the Comprehensive Predictor grading rubric for practice and proctored grading guidelines:

Table 15: COMPREHENSIVE PREDICTOR GRADING RUBRIC

| Practice Assessment  |  |   |  |
|--|--|---|--|
| 5 points   |  |   |  |
| Complete Practice Assessment A   |  | Complete Practice Assessment B  |  |
| Remediation:<br>Minimum of one-hour focused review on initial attempt<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process.<br>Take post-test quiz (if available) |  | Remediation:<br>Minimum of one-hour focused review on initial attempt<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process<br>Take post-test quiz (if available) |  |
| Standardized Proctored Assessment  |  |   |  |
| 95% or above passing predictability<br>= 3 points  | 90% or above passing predictability = 2 points   | 85% or above passing predictability = 1 point   | 84% or below passing predictability = 0 points   |
| Remediation = 2 points<br><br>Minimum 1-hour Focused Review<br>For each topic missed, complete an active learning template as part of the required remediation process.  | Remediation = 2 points<br><br>Minimum 2-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process. | Remediation = 2 points<br><br>Minimum 3-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process.  | Remediation = 2 points<br><br>Minimum 4-hour Focused Review<br>Complete an active learning template for the 3 lowest scoring NCLEX content areas as part of the remediation process. |
| 10/10 points total   | 9/10 points total  | 8/10 points total   | 7/10 points  |
| Proctored Assessment Retake***   |  |   |  |
| No retake required   | No retake required   | Retake required   | Retake required  |

Students who do not complete Practice Assessment A, Practice Assessment B, and the focused review and learning improvement assignments will receive 0 points/0% for the ATI course grade.

Unexcused absence from the scheduled ATI Proctored Assessment will be handled according to the School of Nursing Testing policy.

Students with an excused absence from the scheduled ATI Proctored Assessment will be required to arrange to take the proctored Assessment with the course coordinator.

## **NCLEX-RN® REVIEW COURSE**

The ATI® Capstone Review and the ATI® NCLEX-RN® Review are pre-graduation offerings of a comprehensive content review program for students to prepare for the NCLEX-RN® exam. This content is embedded in the final course of the BSN program to support graduation readiness and success on the NCLEX-RN exam. Student participation in the ATI® Capstone Review and ATI® NCLEX-RN® Review is mandatory for NU 405: Transitions to Professional Practice and Clinical Practicum Capstone. This review occurs before completion of NU 405, the program, and BAC graduation ceremonies. The latest the ATI® NCLEX-RN® Review is scheduled is the week of finals during NU 405. Students are highly encouraged and recommended to take the NCLEX-RN® exam immediately after the completion of NU 405 to improve their prospect to pass the NCLEX-RN® exam.

## **JUST CULTURE**

A “Just Culture” is often used in healthcare clinical settings for improving processes and systems and identifying risks. The North Carolina Board of Nursing (NCBON) through promoting a “Just Culture” offers tools for critical analysis and constructive feedback. In an effort to move away from a shame and blame culture, the Department of Nursing utilizes the NCBON “Just Culture” tools during student remediation or Learning Improvement Plans. This provides an opportunity to learn from unanticipated outcomes or errors.

A “Just Culture” encourages patient safety while assigning accountability for behavioral choices. The Department of Nursing uses “Just Culture” concepts when reviewing practice events or errors. This culture is also used to identify learning needs and the suitable resolution(s) to enhance nursing practice and patient safety. The concepts of a “Just Culture” are defined on the NCBON website: Just Culture Concepts & Definitions. Furthermore, the ANA has adopted a Just Culture Position Statement that can be retrieved at the following website:

[https://www.nursingworld.org/~4afe07/globalassets/practiceandpolicy/health-and-safety/just\\_culture.pdf](https://www.nursingworld.org/~4afe07/globalassets/practiceandpolicy/health-and-safety/just_culture.pdf)

For nursing students, the Student Practice Event Evaluation Tool (*SPEET*), is applied in conjunction with the Remediation Form (see Remediation Form process) as an essential tool for learning, investigation, and review of practice situations. Depending on the situation, the *SPEET* may be required for a class event. The *SPEET*, however, is required for clinical or lab events. A copy of the *SPEET* (NCBON, 2022) is available at: <https://www.ncbon.com/education-resources-for-program-directors-just-culture-information>.

## **BECOMING LICENSED AS A REGISTERED NURSE**

Upon graduation, students are awarded a Bachelor of Science in Nursing degree. The State Board of Nursing (BON) uses the NCLEX-RN® exam to measure the minimal competency of entry-level RN practice for graduates of BON-approved programs of nursing education. Students should begin the application process with their state of residence during their last semester in the program. Students are responsible for completing and submitting the required documents to the BON including accommodation forms and other forms as required by the BON.

Completing an NCLEX-RN® exam review course is recommended to pass the exam successfully. Students who take the NCLEX-RN® exam shortly after completing the nursing program and the NCLEX-RN® review exam review courses perform better than students who delay taking the exam. The Department of Nursing provides BAC students the ATI® Capstone Review and the ATI® NCLEX-RN® Review are pre-graduation offerings embedded in NU 405: Transitions to Professional Practice and Clinical Practicum Capstone. Upon successful completion of the NCLEX-RN® exam, the BON grants the privilege to practice as an RN.

## **GENERAL BEHAVIORS FOR NURSING STUDENTS**

Students must adhere to all College and Department of Nursing policies and procedures:

- Prepares adequately for nursing responsibilities: class, clinical, lab, etc.
- Shows respect for patients, visitors, college staff, faculty, peers, the clinical site staff, and others.
- Knock before entering a faculty or staff offices or a patient rooms.
- Identify yourself and state the purpose for your visit after entering a faculty or staff office or a patient room.
- Acknowledge the presence of patients, visitors, faculty, staff, peers, etc.
- Do not conduct personal conversations or business during class, lab, or clinical.
- No inappropriate language, jokes, behaviors, attitude, etc.
- Address patients and their families by their names
- Acknowledge patient and family complaints and concerns.
- Communicate with principles of health literacy.
- Attends class/clinical/lab on time.
- Stays awake during class/clinical/lab hours.
- Maintains appropriate demeanor during class/clinical/lab.
- Keeps a positive attitude toward learning.
- Upholds confidentiality.
- Does not use social media or any other outside communication during class/clinical/lab experiences.
- Stays in the class/clinical/lab setting until the dismissal.
- Informs faculty or preceptor nurse when leaving the unit for any reason.
- Returns from breaks on time.
- Identifies own learning goals..
- Uses class/clinical/lab time to maximize learning.
- Participates in clinical conferences.

- Participates verbally during lab briefs and debriefs.
- Seeks the instructor's help and supervision appropriately.
- Seeks help appropriately to manage the stress that may affect performance.
- Identifies own strengths and limitations.
- Completes all class/clinical/lab work by specified date and time.
- Sexual, physical, mental, emotional, verbal, or written harassment will not be tolerated.

A student will verbally notify their clinical instructor at least 1 hour before the absence and inform the course coordinator within 24 hours. Faculty may require the withdrawal of any student who has missed enough clinical/lab experiences to prevent the completion of clinical objectives.

Electronic devices of any kind will not be brought into the clinical area unless under your faculty member's direction. This includes but is not limited to I-watches, smartphones, EarPods, iPads, tablets, etc.

Misuse of social media, phones, or other technology: No student shall misuse or abuse, breach patient confidentiality, or assist in the misuse or abuse of communication equipment at BAC or clinical site settings. Such activity includes, but is not limited to, using any form of communication equipment to breach patient confidentiality, cybersecurity or digital attacks, harass or threaten any person or persons, or use any form of communication equipment to disrupt the normal operations or activities of any person, organization, or the College. Communication equipment includes, but is not limited to, social media, electronic mail, texting, pagers, voice mail, computers, printers, etc. Cell phones and pagers must be turned off or to silent operation during class, lab, or clinical and may not be used during class, lab, or clinical except in extreme circumstances and with permission of faculty. Students must obtain permission from the instructor to use any video, audio, or dictation recording devices in the classroom. Students will automatically be dismissed from the program for recording video, audio, or taking pictures in the clinical setting.

Students, faculty, and staff must abide by the BAC DEPARTMENT OF NURSING CONFIDENTIALITY POLICY AND AGREEMENT (Appendix F) outlined in this handbook for appropriate handling of confidential data and information and information security. Students, faculty, and staff must also abide by BAC's Title IX policy.

The faculty members of the prelicensure BSN Program have an academic, legal, and ethical responsibility to prepare competent and safe graduates to protect the public and health care community from unsafe nursing practices. Students can be disciplined or dismissed from the BSN Program for practice or behavior that threatens or has the potential to endanger the safety of a patient, family member, another student, faculty member, or health care provider.

## **SAFE PRACTICE**

To ensure that safe nursing practice is maintained and upheld, the student should adhere to the following at all times:

- Practice within the scope of the North Carolina current [Nursing Practice Act](#).
- Practice within the guidelines and outcomes of the BSN Program.
- Practice within the affiliating health care agencies' rules, policies, and regulations.
- Practice within the American Nurses Association (ANA) Code of Ethics.

- Remain accountable for continuity in preparation, care of patients, and communication.
- Adherence to the Reporting Malfunctioning Equipment: Safe Medical Devices Act (SMDA) through the appropriate and careful use of equipment and devices. Do not use and report unsafe medical equipment and devices.

## **UNSAFE PRACTICE**

Students must demonstrate behavior or actions that conflict with safe nursing practice. Incidents involving unsafe practice or misconduct are evaluated by the clinical instructor, Clinical Learning Coordinator, Interim Vice Chair & Assistant Program Director, and, if necessary, by other faculty members or the provost's office. Actions will depend upon circumstances, the student's academic level, and the actual or potential consequences of the incident.

Unsafe practice includes but is not limited to the following:

- Violation of the [Nursing Practice Act](#).
- Failure to use the nursing process effectively demonstrated by such behaviors as:
- a lack of knowledge of the patient's diagnosis, treatments, or medications.
- failure to follow safety precautions for patients such as side rails, restraints, and proper patient positioning.
- misuse of medical equipment or devices.
- acts of omission, including utilization of correct principles in the implementation of medication.
- Failure to take nursing action when such action is essential to the health and safety of the patient.
- Performing nursing activities that are detrimental to the health and safety of the patient.
- Acting in an abusive, neglectful, or unethical manner toward the patient, family, etc.
- Failure to recognize the influence of one's attitude, values, beliefs, and behavior on patient care.
- Deliberately giving false or inaccurate information regarding nursing care.
- Failure to assume responsibility for completing nursing care.
- Performing interventions without adequate preparation or needed supervision.
- Suspension, revocation, restriction, or probation of any healthcare licensing or certifying granting authority. Failure to report these circumstances to the Vice Chair & Assistant Program Director will be considered Academic Dishonesty.
- Performing a breach of confidentiality or privacy.
- Banned from the clinical site due to unprofessional, unethical, or illegal behavior.
- Attending any Belmont Abbey Nursing learning experience, including class, lab, clinical, or off- campus activities, while under the influence of alcohol or drugs.

## **STUDENT MEDICATION ERROR**

It is the expectation that medications are accurately administered in a safe and timely manner. Students will receive the appropriate didactic and clinical instructions according to course objectives:

- The nursing student will report all medication errors immediately to the clinical instructor

- or preceptor.
- Failure to report a medication error is considered academic dishonesty.
- The patient's condition is assessed, and the error is reported to the charge nurse and nurse manager.
- The student making the medication error or discovering an error completes the clinical site's required documentation with faculty or preceptor assistance.
- Errors in medication documentation are considered unsatisfactory student performance with faculty feedback provided on the clinical evaluation form. Examples include (but are not limited to):
  - Failure to complete documentation of medication administration
  - Omission of a co-signature on narcotic waste or medications that require co-signatures for administration purposes such as heparin, insulin, etc.
  - Absence of the documented reason for omitting a medication
- Failure to acquire and communicate appropriate assessment data as indicated by the healthcare institution policy.
- The assigned clinical faculty counsels the student after each medication error. Depending on faculty judgment, medication errors result in clinical failure for the course. Examples of medication errors include (but are not limited to):
  - Not following all rights of medication administration.
  - Inability to calculate the correct dosage.
  - Omission of an ordered medication.
  - Duplication of a previously administered medication.
  - Administration of a discontinued medication.
  - Leaving medication at the patient's bedside.
  - Failure to check healthcare provider orders, take an apical pulse, B/P, check lab values or other appropriate assessment data before giving medication.
  - Unsafe practices such as recapping needles, etc.
  - Medication errors that endanger the patient's life or cause patient harm are grounds for immediate termination from the course and program dismissal.

Note: Assigned clinical faculty hold students accountable for medication errors even if the clinical instructor, preceptor, or any staff nurse prevents the error from occurring. Two or more medication errors will result in a meeting with the Clinical Learning Coordinator or the Vice Chair & Assistant Program Director.

## **CONSEQUENCES OF UNSAFE PRACTICE**

The consequences of unsafe practice or misconduct are determined by the nature of the incident, including:

- Dismissal from the clinical/lab experience with an unsatisfactory grade for the day.
- Failing grade for the course.
- Dismissal from the BSN program.
- Legal action by the clinical facility, patient, or other parties.
- Counseling by the Clinical Learning Coordinator, Vice Chair & Assistant Program Director, or clinical faculty.
- Violation(s) of the Nurse Practice Act must be reported to the Board of Nursing.



For all events related to unsafe practice, medication errors, or near miss events students, faculty, and staff must abide by the EVENT REPORTING outlined in this handbook.

## **CLINICAL AND LAB EXPERIENCE INFORMATION**

### **CLINICAL AND LAB ACCESS REQUIREMENTS**

Belmont Abbey College, Department of Nursing will defer to the requirements of our Clinical Partners with respect to required immunizations, forms and orientation activities in preparation for clinical placement and lab access. As such, these requirements may be different from clinical partner to clinical partner and may change during the academic year based on the prevailing science from trusted sources such as the CDC, WHO or the Health Department at the local and State level. Students will be notified of changing requirements and given ample opportunity to meet the new requirement.

BAC maintains clinical compliance data in the Complio program, serviced by American Databank. The cost of the account is covered by BAC. All documentation of clinical requirements are to be housed in the student's Complio file. Failure to maintain a completed file for clinical compliance may result in the removal of the student from the clinical rotation.

### **COVID-19 VACCINATION**

Students are required to maintain documentation of their vaccination status for Covid-19 in their Complio compliance file. Students receiving the vaccine should take whatever vaccination is currently being offered. Students receiving a Covid Vaccine should refer to [Vaccine Recommendations from the CDC](#) for the most up to date information on availability and recommendations for Covid vaccine.

Students not able or not desiring to receive any Covid-19 vaccine must file a documented Request for Waiver form (Appendix C) in the Complio File. This form will be reviewed by the Clinical Learning Coordinator for completeness and the inclusion of a short personal statement. Students who receive the Covid vaccine should enter the date received, manufacturer, lot number and the name of the provider or facility administering the vaccine, in the space provided in the Complio detail. Each vaccine should be entered separately, with supporting documentation attached.

If Covid vaccination requirements are published by our Clinical Partners, BAC will re-establish specific matching requirements. While the option of medical or conscientious waiver will be supported by BAC, Clinical Partners retain the right to refuse clinical assignments for students not meeting their criteria.

The Clinical Learning Coordinator will maintain a relationship with the Clinical Partners and be aware of the present requirements for student placement. It is not possible to forecast vaccine requirements for any student, clinical cohort or clinical site.

## **MEDICAL OR CONSCIENTIOUS EXEMPTION**

Belmont Abbey does not require the Covid vaccine for admission to the nursing program. However, many of our clinical partners require Covid vaccine before students are allowed to be scheduled for clinical rotations at their facilities. Students who wish not to be vaccinated, for whatever reason, are encouraged to have an authorized request for waiver on file at BAC. Approval of the waiver falls with the clinical partner, NOT BAC. Students should clearly understand that Covid vaccine policies for our clinical partners are based on science and are subject to change. BAC will work to provide alternative clinical experiences when students cannot be placed at a clinical site, related to their vaccine status. However, students should understand that this may not be wholly possible, given the availability of clinical sites, number of students and faculty resources. This could affect the student's ability to complete the scheduled course or in fact, the program. Students wishing to request a vaccine waiver, should set up an appointment with the Clinical Learning Coordinator to receive the paperwork and to review the current status of Covid vaccine requirements.

## **SEASONAL FLU VACCINE**

Flu season typically occurs between October and March each year. In order to be compliant with this vaccine, students **MUST** be vaccinated during the specific timeframe. Vaccination outside of this time frame is optional.

- Influenza vaccine – between 10/1 – 3/31 annually
  - Submit proof vaccine received
  - Must repeat this process annually

## **MEDICAL OR CONSCIENTIOUS EXEMPTION**

All medical exemptions are required to have a note from the student's provider listing their health reasons for medical exemption. The provider cannot be a relative to the student.

Before selecting and completing any exemption options, students are encouraged to meet with the CLC to understand their risks and responsibilities for compliance.

Students selecting exemption status must complete forms located under the form section at the end of this handbook.

All exemptions are reviewed for compliance approvals by the nursing department and clinical sites. If a clinical site does not approve the student's exemption, the student must obtain clinical site approval before entering the clinical setting.

## TUBERCULOSIS (TB)

Students must submit either option A or B, depending on TB exposure in the past.

- A. Student has NEVER had a positive TB skin test (PPD) or active TB in the past.
  - *TB Risk Assessment and Attestation Form*
  - PPD skin test #1
  - PPD skin test #2 – administered 1-3 weeks after 1<sup>st</sup> PPD test is read.
  - Complete *TB Risk Assessment and Attestation Form* annually thereafter  
or
  - TB Risk Assessment and Attestation Form
  - TB Blood test (IGRA) \*(this is the preferred option, rather than the 2-step PPD skin test)
  - Complete *TB Risk Assessment and Attestation Form* annually thereafter
- B. Student HAS had positive TB skin test (PPD) or active TB infection in the past.
  - *TB Risk Assessment and Attestation Form*
  - TB Symptom evaluation & clearance– Performed by Healthcare provider.
  - Chest X-Ray – negative for TB disease within last 5 years
  - TB clearance from Healthcare Provider will be required annually thereafter.

## HEPATITIS B

The student will have 3 options to ensure compliance. Choose from Option A, B or C (only 1).

- A. Completed Series of Hepatitis Vaccine
  - Hepatitis B – Series of 3 shots or Heplisay – Series of 2 shots
- B. Proof of Positive Hepatitis B Titer
  - This option is typically for individuals who have had Hepatitis B or the Hepatitis B Vaccine in the past. A positive titer indicates that the individual has immunity against Hepatitis B.
- C. Hepatitis B Immunity Waiver
  - This option is ONLY for individuals who have received the Hepatitis B vaccine in the past but did NOT receive immunity against the virus.
  - This waiver is provided if ALL of the following steps have already been followed:
    - Received initial Hepatitis B vaccine series
    - Completed Hepatitis B titer which shows NO immunity
    - Repeated second Hepatitis B vaccine series
    - Completed Hepatitis B titer which shows NO immunity (2<sup>nd</sup> time)
    - Resistance against the Hepatitis B vaccine is rare but possible. ONLY those individuals who have completed ALL of these steps are eligible for the waiver.

## **MMR (MEASLES, MUMPS, RUBELLA)**

This vaccine is typically given to infants and children as part of routine childhood vaccinations. Students have the option of completing either option A or B to meet this requirement.

- A. Documentation of completion of 2 dose MMR series
  - Typically this can be obtained from pediatrician or current Physician
  - If records cannot be located, proceed to option B
- B. Positive blood titer results that show immunity against MMR

## **VARICELLA (CHICKEN POX)**

The Varicella-Zoster virus is responsible for causing Chickenpox and Shingles. Individuals may receive immunity through infection with the virus or through vaccination. Students can meet this requirement by completing either option A or B:

- A. Documentation of completed Varicella vaccine series – 2 dose
  - If you are just now starting your dose series you will have temporary compliance for 1 month after your first dose.
- B. Positive blood titer result for Varicella

## **DTP (DIPHTHERIA-TETANUS-PERTUSSIS)**

The DTap vaccine is a routine childhood vaccine that is given as a series of 5 injections at the following ages: 2 mos., 4 mos., 6 mos., 15-18 mos., 4-6 years. Following this initial vaccine series, the Tdap (booster shot) is given at age 11-12. After that, boosters are recommended every 10 years with either the Tdap or the Td (only tetanus and diphtheria) booster. Students can meet this requirement by doing the following:

- Submit proof (documentation) of Tdap vaccine AND Td booster, received within past 10 years

## **ADDITIONAL REQUIREMENTS**

### **BACKGROUND CHECK**

Order and complete a Criminal Background Check through American DataBank (Complio). Once completed this will automatically upload into your tracking record in Complio.

Background check includes the following:

- 7-year criminal background check
- National sex offender registry check

- Office of the Inspector General check

## **DRUG SCREEN**

Order and complete a Drug Screen through American DataBank (Complio). You will receive an email confirmation of this test with a barcode for the lab to scan. Once completed the results will automatically upload into your tracking record in Complio. If the student misses the appointment for the Drug Screen, or the order for the Drug Screen expires before the student can successfully provide a urine sample, the student should meet with the Clinical Learning Coordinator for a reschedule of the test. BAC will cover the cost of a ONE TIME reschedule of the drug screen.

Students may pay for additional reschedule if needed.

Drug Screen includes the following:

- AMP amphetamine
- BAR barbiturates
- BZP benzodiazepines
- COC cocaine
- MTD methadone
- METH methamphetamines
- MDMA ecstasy
- OPI opiates (including heroin)
- OXY oxycodone
- PCP phencyclidine
- PPX propoxyphene
- THC marijuana

## **ON-LINE CORE ORIENTATION – FOR CLINICAL SITE ENTRY**

All students must complete an on-line core orientation prior to entering the clinical sites. This is an on-line training course that is mandatory and must be completed annually.

Access training from the 3CEP website listed below. When completed click “DONE” button

- Click on link to access certificate of completion (on Thank You page) Download blank certificate to your computer
- Open downloaded certificate
- Type in your name/date completed
- Save completed document on your computer
- Upload completed certificate with your name/date into Complio

Additional information on Clinical Requirements for students can be found on the **3CEP** website: <https://www.charlotteahec.org/student-services/3cep>

Students assigned to clinical rotations at Novant Health, will be assigned a facility specific core orientation.

## BASIC LIFE SUPPORT (BLS)/ CPR CERTIFICATION

Students must successfully complete their BLS certification through American Heart Association (AHA). This certification is valid for 2 years. BLS/CPR certification through the American Red Cross will not be accepted. Obtaining this certification is a two-part process:

1. Complete on-line portion of course and obtain certificate of completion
  1. Purchase *HeartCode BLS eLearning* course
  2. <https://shopcpr.heart.org/courses/bls>
  3. Purchase BLS Provider Manual eBook
  4. Upon completion of course, print out certificate & bring to skills validation
  5. On-line portion must be completed within **30-DAYS** of skills validation
2. Complete in-person hands-on skills validation session (2 hours)
  - BAC will offer skills validation sessions on campus prior to the start of each fall session. Students may complete skills validation from any AHA credentialed source, outside of BAC, but should take care that they do not expire in the middle of the semester.
  - Students will receive BLS certification eCard approximately 2 weeks later

## OTHER INFORMATION:

Please submit all test results, records, scanned documents that you may receive into Complio. Series of vaccines/boosters must be submitted as they are received (don't wait until series is complete). All vaccines, immunizations, forms, etc must be entered separately with distinct documentation attached to each entry. All documentation should include the student's full name, the provider's full name, date of service and the service provided.

For questions or concerns about this process or the requirements, please reach out to:

- Clinical Learning Coordinator
- Nursing Academic Advisor

Use the *Nursing Program Requirements Checklist Form* (Appendix P) to help keep you organized. This form is for your personal use only. You do not have to submit it to anyone.

Demonstration of the following by August 1 preceding the fall semester of entry to the Pre-licensure BSN:

- Completion of satisfactory criminal background check
- Documentation of Health and Physical exam with current immunizations (must be maintained throughout the program)
- Completion of an acceptable drug screen
- Current CPR/BLS certification (must be maintained throughout the program)
- All documents must be uploaded to Complio
- Access to myClinicalExchange application for clinical scheduling
- Personal transportation to classes, labs, and clinical sites

- Refer to the following website for the Centralina Consortium for Clinical Education and Practice
  - Student Passport Initiative for regional student clinical access information:  
<https://www.charlotteahec.org/student-services/3cep.cfm>

\*Requirements are subject to change based on clinical access requirements of contracted clinical facilities, with students notified of changes immediately.

## HEALTH AND PHYSICAL EXAMINATIONS FOR STUDENTS

Good physical, emotional, and mental health is required for admission and progression throughout the nursing program. Before entry into the pre-licensure BSN program, the student's health status must be documented on the form provided by BSN Program with other supplementary materials as indicated. Good health is defined as the absence of a health hazard. It encompasses the emotional and physical ability to assess, plan, implement, and evaluate individuals' care for whom nurses are professionally responsible.

### HEALTH CLEARANCE REPORT

You must submit a completed *Health Clearance Report* prior to entry into the program. The report can be found in Complio and must be completed by a Healthcare provider (MD/PA/NP). Upload completed form into Complio. This report will be reviewed for clearance for clinical and lab experiences by the clinical site and the nursing department.

In specific circumstances, students may be required to provide additional validation of physical, emotional, or mental health at any time before entry or while enrolled in the pre-licensure BSN program. ***Students must meet the BSN program technical standards for safe patient care performance expectations.***

Any alteration in an enrolled BSN student's health status, which requires limitations of activities or alterations in clinical or campus lab assignments, must be reported immediately to the Vice Chair & Assistant Program Director, the Clinical Learning Coordinator, Course Coordinator, and all clinical instructor(s). The student must provide documentation from their health care provider identifying the limitation(s) that details the student's ability to perform technical standards for continued enrollment. Before a student can re-enter a clinical setting, on-campus labs or off-campus clinical site, they must provide documentation on the BAC *Health Clearance Report* with resubmission to Complio from their provider. Eligibility to re-enter a clinical setting will be re-evaluated to ensure patient and student safety. All BSN students must complete all clinical, lab, service learning hours for progression and graduation.

Students with known or suspected communicable or other serious illnesses are ethically and legally obligated to consider their health status in light of patient safety. The student must also present a healthcare provider's statement documenting that the illness is cured or adequately controlled on the BAC *Health Clearance Report* with resubmission to Complio. Failure to manage or report such conditions may result in dismissal from the program, ineligibility to take the NCLEX-RN® and possible legal action by others.

## TECHNICAL STANDARDS

The nursing profession encompasses technical standards as essential components to perform psychomotor skills to support safe and effective nursing practice. Technical standards are the required abilities for effective performance within the BSN Program at BAC; these include general aptitudes, communication, sensory functions, critical thinking, and professional conduct. **These skills are required to ensure the health and safety of patients, students, faculty, and other health care providers.**

The BSN Program acknowledges its legal obligation to provide appropriate and reasonable accommodations for students with documented disabilities. If a student has a disability and is seeking accommodations, they should contact the Office of Academic Assistance. Students should initiate this process as soon as possible, allowing sufficient time to request an accommodation to be considered. Clinical settings may not provide or permit nursing student accommodations equal to BAC classroom accommodations, which may hinder the student from completing the nursing program successfully.

A student must meet all course outcomes and demonstrate the essential clinical competencies to complete each course. All students are held accountable to the same minimum functions, standards, and competencies for successful program completion.

Some clinical and lab situations may require the nursing student to meet additional standards based on nursing practice requirements.

The following abilities are evaluated throughout the BSN program:

- Visual, Auditory, Tactile, and Olfactory Abilities
  - Sufficient abilities to allow them to gather data from written reference materials, oral presentations, demonstrations, and observations of a patient and their environment.
  - Sufficient ability to perform health assessments and interventions; obtain diagnostic specimens and information from digital, analog, and waveform representations of physiologic phenomena to determine a patient's condition.
  - Example of relevant activities:
  - Detect changes in patient and environment through medical record review, physical assessment, and other health parameters
  - Assess and intervene safely on the patient's behalf
- Communication Abilities
  - Ability to communicate, comprehend, read, and write in English at a level that allows for accurate, precise, and effective communication.
  - Ability to communicate accurately, clearly, and efficiently with patients, their families, and other health care team members (including verbal and non-verbal communications, such as interpretation of the facial expression, affect, and body language).
  - Required communication skills include reading, writing, language skills, and



- computer literacy.
  - Examples of relevant activities:
  - Retrieve, understand, and use information (e.g., lab reports, computer data, progress reports, care plans) to communicate effectively with others.
- **Motor Abilities**
  - The student must have the strength, mobility, and endurance to perform psychomotor skills required for nursing care in any setting.
  - Examples of relevant activities:
  - Perform CPR
  - Safely move or transfer patients
  - Lift or carry objects weighing 25 pounds
  - Manipulate small equipment such as syringes, vials, and ampules
  - Complete assigned period of clinical practicum (from 5-12 sequential hours)
  - Assessment and therapeutic procedures
- **Behavioral, Interpersonal, and Emotional Abilities**
  - Students must adapt to ever-changing environments, display flexibility, and function effectively during stressful situations inherent in clinical experiences involving patients and families.
  - Students must be able to accept criticism and respond by appropriate behavior modification.
  - Examples of relevant activities:
  - Adhere to the professional nursing and student honor code
  - Remain calm, exercise good judgment, and promptly complete all responsibilities in the care of patients
  - Exhibit mature, sensitive, and effective therapeutic relationships with others
- **Cognitive, Conceptual, and Quantitative Abilities**
  - Students must be able to read and comprehend written documents in English, including measurement, calculation, reasoning, analysis, and synthesis.
  - Students must have the aptitude to process and understand information, demonstrate competencies in establishing a plan of care, set priorities, develop problem-solving skills, and make decisions that reflect consistent and thoughtful analysis of appropriate information throughout the BSN program.
  - Examples of relevant activities:
  - Accurately calculate and administer medications
  - Collect, analyze and prioritize data
  - Synthesize and apply theory to patient situations

## **CRIMINAL BACKGROUND CHECK**

Before acceptance into the pre-licensure BSN program and for continued program progression, students must submit a satisfactory criminal background check via Complio. Students with a criminal background checks that indicate an offense. The Vice Chair & Assistant Program Director evaluates information obtained from the student's criminal background check. The Vice Chair &

Assistant Program Director has the right to consult the Department Chair & Program Director of Nursing regarding any concerning information found in the student's criminal background check. Severity and nature of the offense as it applies to nursing practice.

- Date of offense
- Number and frequency of offenses
- Comparison of offense to any established statutory law
- Verification of violation through public records
- Student responsibility and punishment are associated with the offense
- Ensure offense does not impact ability to take the NCLEX-RN®

The final decision is communicated by the Assistant Department Chair & Program Director or Department Chair & Program Director of Nursing, who will notify the appropriate institutional parties.

## **DRUG SCREENING**

The BSN program must protect and maintain a healthy and safe learning environment. Therefore, nursing students are required to adhere to the following:

Students in the pre-licensure BSN program must submit a satisfactory drug screen on admission to Complio. The BSN program reserves the right to request students to provide a current urine drug screen at any time during their enrollment in the BSN program. Students are responsible for all costs associated with additional drug screenings.

Students with a drug screen analysis with confirmed positive results for controlled substances will be evaluated by the Vice Chair & Assistant Program Director and the Chair & Program Director for admissions recommendations or for progression in enrolled courses.

It is the responsibility of the Vice Chair & Assistant Program Director and Chair & Program Director to evaluate information obtained from the student's drug screen and their academic performance.

The following criteria will be used to guide the evaluation of an unsatisfactory drug screen:

- Valid and verified healthcare provider prescription for the substance.
- Dosage and treatment regimen according to healthcare provider orders.
- Use of illegal substance(s).

The final decision of the unsatisfactory drug screen review will be communicated to the student in writing with sanctions including but not limited to prevention of entry to the nursing major, dismissal from the clinical site, dismissal from the nursing program, notification to the State Board of Nursing, referral for counseling or other appropriate measures.

Following notification of the unsatisfactory drug screen review, the student can choose to accept the sanctions, leave the program pending confirmation testing, or appeal through standard BAC procedures. All costs incurred for confirmation drug screening procedures are the student's responsibility.

## PROTECTION AGAINST COMMUNICABLE DISEASES

Pre-licensure BSN students are required to complete clinical partner education that include standard precautions and blood-borne pathogens, a requirement of the Occupational Safety and Health Administration (OSHA). Students must complete this education before clinical experiences. Instructions on how to meet these requirements will be available in your Advising Course on Canvas or communicated to you by the Clinical Learning Coordinator or Clinical Faculty. Nursing practice and clinical experiences expose nurses and nursing students to patient illnesses.

It is recommended that students utilize all protection methods against communicable diseases, such as vaccinations, standard protections, adherence to clinical environment isolation precautions, etc. BAC is not responsible for any contracted infectious diseases, adverse reactions the student may have to any vaccination, or liability if the student declines a vaccination and contracts a communicable disease. At all times, students must utilize standard precautions and equipment available to protect themselves and others. If such equipment is not available, the student should notify their assigned Clinical Faculty. *Failure to use standard or isolation precautions may result in an unsatisfactory clinical grade or program dismissal.*

## STUDENT MEDICAL VACCINE EXEMPTION

BAC nursing students are required to complete **ALL** clinical experience hours for eligibility to graduate. These same requirements are applied for clearance to take the NCLEX-RN®. Due to these NCBON requirements, BAC pre-licensure nursing program uses local and regional clinical sites to acquire clinical experience hours for their students. These clinical sites have specific requirements for clinical site access, which include vaccinations.

The following outlines considerations for student medical vaccine exemption:

- A non-family member provider must document medical vaccine exemptions.
- The clinical site may require approval of the medical exemption.  
Some BAC clinical site partners automatically exclude students with medical exemptions from clinical experiences, which limits the student's clinical experience opportunities. The limitation of clinical site locations may impact the student's clinical site experiences (Clinical experiences are linked to NCLEX-RN® pass rates and graduation success).
- Unvaccinated students with approved medical exemptions will follow the requirements for masking as set forth by the clinical partner.
- BAC does not currently provide fit testing for students. Students should, therefore, not be assigned to patients or particular clinical areas where use of an N95 mask is required.
- Should community requirements for PPE change, BAC will accommodate accordingly.

## CLINICAL ETHICS AND ASSIGNMENTS

Nursing students are expected to follow the American Nurses Association (ANA) Code of Ethics. BSN nursing students care for assigned patients regardless of illness, religion, sexual orientation, or ethnic origin. Students are expected to consult with their assigned faculty member when encountering ethical questions or concerns in practice. Students are not expected to assist or execute any nursing practices that are considered against their religious beliefs. If encountering

religious or ethical concerns, the student must immediately discuss with their assigned Clinical Faculty. Clinical Faculty support students by creating a reasonable learning environment in the lab or clinical setting.

## CLINICAL & LAB ATTENDANCE

Students are expected to attend **ALL** clinical and lab hours. Unavoidable absences, such as student illness or emergency may be deemed an excused absence by the faculty in collaboration with the Clinical Learning Coordinator. Student illness is defined as a condition that is contagious or sufficiently debilitating that it renders the student unable to perform in the clinical or lab space without risk of harm to self or others. A note from a provider, documenting the illness and that appropriate action was taken is required. Rarely, special circumstances may also be designated by the faculty as an excused absence with advance notice provided by the student. As such, the excused clinical or lab experience may be completed as an external clinical replacement activity, designed by the faculty and approved by the Course Coordinator. Requests for clinical replacement should be initiated by the student and completed in a timely manner. Unexcused absences will be graded as unsatisfactory and are not eligible for clinical replacement.

Lab and clinical experiences are an integral part of the student learning experience. As such, students, including student athletes, will prioritize clinical experiences. Students with an unexcused absence, or more than one excused absence during any course, will have a formal discussion with faculty to discuss the learning plan for success. The Academic Advisor and or Clinical Learning Coordinator may be included in the discussion as necessary. Failure to complete clinical or lab hours may result in course failure, a grade of incomplete, retaking the course, financial aid/scholarship issues, program progression issues, or program dismissal.

## PROCEDURE FOR CLINICAL & LAB ABSENCE/TARDY

If students find that they will be absent or tardy to lab or clinical, they **must** contact their assigned clinical faculty prior to the start of class. Appropriate faculty contact information is available in the syllabus. Sending a message by another student is unacceptable. The student and clinical faculty should connect as soon as possible after the absence or tardy occurs for next steps. Failure to contact faculty or to be present for the scheduled lab or clinical will result in a grade of unsatisfactory.

## PROMPTNESS EXPECTATIONS

Students are expected to arrive on time to the clinical site or scheduled lab. Students are encouraged to arrive early and must be appropriately attired, with any assigned pre-work completed.

Students arriving late but before the beginning of the pre-clinical conference may complete the clinical experience. Students arriving after the beginning of pre-clinical activities, such as clinical assignments, are not permitted to complete the clinical day. They must leave the clinical setting and will receive an *unsatisfactory* grade for the day.

The student will receive verbal counseling and written documentation via the Remediation Form (Appendix E) from their clinical faculty for the first offense of failing to inform faculty of their tardiness. For the second offense, the student will receive verbal counseling, written documentation, and an *unsatisfactory* grade. For the third offense, the student will receive a *course failure*. (Lab and clinical experience offense counts are combined.)

## DRESS CODE

Neatness, cleanliness, and professionalism appropriate to the time, place, and situation are guiding norms for dress on campus. Attire insensitive or disrespectful to BAC's Catholic Benedictine identity, community members, faculty, or other students are not permitted. Discretion of appropriateness lies within the judgment of the Vice Chair & Assistant Program Director.

Students must remember that they represent BAC at all times and that their attire, both on-campus and off-campus, reflects the College and Department of Nursing. A dress code ensures a positive, professional image for nursing students. The appearance and behaviors of the nursing student may impact the nurse-patient relationship positively or negatively, based on the perceptions of the patient, their family members, community members, or clinical partners.

The following general dress code must be adhered to while in the clinical environment for scheduled coursework or participating in activities in the nursing lab:

- The official Belmont Abbey Nursing Program uniform includes:
- Approved uniform top with Belmont Abbey Nursing monogram.
- Approved uniform pants.
- Approved uniform lab coat.
- Black or white socks or black or white hose.
- Solid black, closed-toe leather shoes.
- A watch with a second-hand or digital clock.
- Stethoscope.
- Student lab supply bag (lab only with some supplies requested by Clinical Faculty for clinicals).
- BAC or clinical site ID badge.
- Comply with the dress code policy of BAC and the clinical site.

## UNIFORM DRESS CODE DETAILS

Shoes worn with the uniform must be solid black. These may be professional nursing shoes or all black, low top, leather tennis shoes with a closed toe. Due to infection control standards, no shoes with holes, canvas, or cloth are permitted. Shoes should be cleaned and polished as needed. Women must wear white or black hose or solid black socks or white socks with their uniforms. Men must wear solid black or white socks.

Solid black or white undershirts may be worn under the nursing top.

**\*Lab only:** Because of the time spent in lab and clinical, students will be allowed to wear solid black scrub tops and bottoms when in lab.

Hygiene, grooming, and professional presentation for clinical and lab settings, including Cologne, aftershave, perfume, scented lotion, etc., are not allowed. No tattoos may be visible.

Hair must be clean, neat, away from the face, above the collar, and without decoration. Beards must be short and neatly trimmed. We recommended that men shave their beards for infection control purposes.

Fingernails must be short, neatly trimmed, and clean. Nail polish that is chipping and artificial nails are not allowed.

The following jewelry is permitted: One wedding band without any stones or jewels protruding from the band. One stud-type earring per ear, not extending beyond the ear lobe. No gauged or stretched earrings. No other visible body piercing (e.g., nose ring/stud) or jewelry is allowed.

Clinical faculty has the authority to deem student attire as unprofessional or inappropriate. The student wearing clothing deemed unprofessional or inappropriate attire or uniforms may receive an *unsatisfactory* grade for the day. The offense(s) are documented via *Remediation Forms*.

Due to safety precautions, students *should not wear lanyard type ID badges*. Clip on ID badges should be worn at all times in the clinical area. Faculty should dress professionally both in the classroom and in the clinical area. BAC scrubs or BAC lab jackets should be worn in the clinical areas.

## EVENT REPORTING

The Department of Nursing reports adverse events for safe handling of equipment, supplies, and improvement of patient safety and quality or to ensure employee or student safety. Event reports are utilized as a learning tool for students, faculty, staff, and other healthcare providers lending support to college or agency quality and safety initiatives. This policy and the accompanying form are to be used only for the purpose of education of involved parties, the trending of data to improve policies, or compliance with regulatory guidelines that require reporting, such as faulty medical equipment.

An adverse event is any occurrence that is inconsistent with standard, routine operations of Belmont Abbey College, the Department of Nursing, or a clinical facility and the facility's policies and procedures *that may result in or have potential for injury or property damage*. This definition includes *near-miss situations* (situations with the potential to result in harm and did not cause any harm to the patient, student, staff, faculty, etc.). All or potential events occurring in the classroom, nursing lab, or at a clinical site must be reported via the BAC Nursing Department Incident Report Form (Appendix A). The event reporting document is a student education record protected as confidential under the Family Educational Rights and Privacy Act. This event reporting form may be associated with nursing practice errors, environmental risks, or malfunctioning equipment or supplies.

According to the Safe Medical Devices Act, adverse event reports must be filled out if there is a malfunction of a piece of medical equipment. The FDA requires healthcare facilities to report when circumstances "reasonably suggest" that a medical device has caused or contributed to the death, serious injury, or serious illness of a patient. This type of event must be reported to the manufacturer and/or the FDA.

The procedure for reporting adverse events includes the following:

- For Belmont Abbey faculty and staff injuries, the injured person or designee must contact Human Resources within 24 hours. For student injuries, the student is referred to the Wellness Center. For any life-threatening injuries, 911 is called immediately. If the event results in a patient injury at the clinical site, the clinical site policies are followed.
- The person (student, faculty, or staff) discovering the event should report the event according to the Department of Nursing and facility policies. Students are to report the event immediately to their assigned faculty. The faculty supports the student by guiding them through this policy and procedure.
- If the student is at Belmont Abbey College, the BAC Nursing Department Incident Report Form is completed. If the event occurs at a clinical site, this form is completed in addition to the clinical facilities' document according to their policy.
- Clinical site forms must be submitted to the clinical site via their policy and procedure before leaving the clinical site. All incidents, both on campus and in the clinical site, should be reported to the CLC
- The BAC Nursing Department Incident Report Form must be submitted via email to the CLC and the Vice Chair & Assistant Program Director within 24 hours of the event. The Vice Chair & Assistant Program Director maintains these forms on a password protected e- file.
- A copy of the Incident Report Form will not be placed in the student's file. The event will not be recorded within the student clinical evaluation anecdotal notes.
- If circumstances documented suggest the need, the report will be discussed by the Vice Chair/Assistant Director, the Chair/Program Director, and the Provost's Office.

## NURSING LAB

The purpose of the nursing lab is to enhance the educational experience by providing the opportunity to practice clinical skills and clinical judgment in a safe environment. The nursing lab offers a variety of manikins, equipment, and supplies to reinforce the learning of new skills, concepts, and clinical reasoning.

Nursing faculty and students engage in varied learning methods. This will include but will not be limited to the following: use of props and models for the performance of procedures and skills, high- tech scenarios, case studies, active learning and demonstration, group activities, and debriefing.

During your time in the nursing lab, you will work with the nursing faculty as well as your student peers to learn and practice clinical skills. This process includes the identification of needed supplies and equipment, performance of clinical skills, clinical judgment and reasoning, integration with other methods of learning, observation and application of new skills, and the evaluation of clinical performance. *Students must always be accompanied by BAC Nursing Faculty or Staff when going into the lab.* In order to keep the space clean, food and drink are not allowed during clinical skills practice in the lab. At the discretion of the instructor, food and covered drinks may be consumed in the lab space during designated lunch time or during didactic sessions. It is expected that the area be appropriately cleaned at the end of the clinical day.

Students, faculty, or staff using nursing lab equipment or supplies for any purpose beyond learning activities is considered misconduct or unprofessional behavior. Students, faculty, or staff removing

equipment or supplies from the nursing lab will be investigated and possibly deemed as misconduct or theft. The misuse or removal of equipment and supplies may result in program dismissal.

## OPEN LAB TIME

There is no “open lab” time offered. Additional practice lab time may be scheduled, at the discretion and availability of the student, faculty, and lab space. Students may ask their professor for additional lab time but must be accompanied by the professor while in the lab.

## LAB & CLINICAL PREPARATION

The expectation is that all students come prepared for their time in the lab or at clinical. The course syllabus and Canvas course materials outlines expectations and directions for how to prepare each week. It is the student's responsibility to ensure completion of all pre-lab or pre-clinical work prior to the scheduled lab or clinical day. The BSN Clinical Performance Attestation Form (Appendix Q) is reviewed by each pre-licensure BSN student at the beginning of the lab or clinical course stating they have reviewed the performance evaluation items and behavioral expectations. Completion of all pre-work is evaluated by the Clinical and Lab Daily Evaluation Tool (Appendix L). Without proper preparation prior to lab or clinical, students may receive an *‘Unsatisfactory’* grade for the clinical or lab experience.

## LAB & CLINICAL EVALUATION

Nursing faculty will provide students with feedback regarding their lab or clinical observation and post-lab or post-clinical assignments before the students' next lab or clinical experience or within one-week, whichever time frame is shorter. Student performance will be evaluated by nursing faculty for every lab or clinical day using the Daily Clinical and Lab Performance Evaluation Tool. This daily evaluation tool is utilized toward the final grade in the course. Nursing Faculty provide feedback, counseling, and a satisfactory or unsatisfactory grade to the student, as outlined in the course syllabus. Students may only receive one (1) “Unsatisfactory” lab or clinical performance evaluations for the course. Students with two (2) or more “Unsatisfactory” lab or clinical performance evaluations will receive a grade of *“D+”* for the course and are **not** eligible for progression to the next clinical nursing course.

During Midterm and Finals, students will complete a clinical performance self-evaluation reflection on the Midterm/Final Clinical/Lab Performance Evaluation Tool (Appendix M). Clinical instructors then reviews the self-reflection so that encouragement or remediation can be provided to students on their progression in nursing skills, clinical judgment, critical thinking, and clinical performance. The Midterm and Final Clinical/Lab Performance Evaluation Tool demonstrates progression within the program and is aligned with the AACN Essentials, QSEN Competencies, and ANA Code of Ethics to demonstrate how students are meeting professional nursing standards. Students who fail to submit Midterm/Final Clinical/Lab Performance Evaluation Tool at the designated time will receive an “unsatisfactory.”



## FOCUSED CLIENT CARE EXPERIENCE

For the NU 405: Transitions to Professional Practice and Clinical Practicum Capstone course, students will complete a *Focused Client Care Experience (FCCE)* involving 120 direct patient care hours with an approved clinical preceptor. The North Carolina Board of Nursing defines the *FCCE* as a clinical experience that simulates an entry-level work experience aiming to assist the senior student in transitioning to entry-level practice nursing. While it is the responsibility of the BAC clinical partners to identify and manage eligible preceptors, the CLC will support the student in completing the BSN Preceptor Information Form (Appendix I). The BSN Preceptor Information Form outlines preceptor, student, and BAC faculty roles and obtains preceptor demographics to ensure that the mission, goals, and expected student outcomes can be met.

The *FCCE* preceptor holds an invaluable role in a senior student's educational journey, instilling confidence, validating knowledge, and supporting clinical nursing growth and development toward a successful NCLEX experience. It is the expectation that preceptors provide ongoing performance-based feedback and feedback at midterm and final points of the semester. At the midterm and final points, preceptors will evaluate the student's performance in accordance with the Quality and Safety Education for Nurses (QSEN) Competencies (Cronenwett et al., 2007) and the ANA Code of Ethics (ANA, 2015). The BSN Preceptor Evaluation Tool (Appendix N) outlines the performance criteria preceptors will be evaluating students within the NU405 course.

## RN-BSN CAPSTONE EXPERIENCE

In the final semester of the RN-BSN program, students will complete NU415, the Professional Nursing Capstone course. Students will be responsible for completing a 45-hour evidence-based practice project. This project requires students to log hours that include direct and indirect patient care. All logged project hours are completed outside of work hours. Students are permitted to use their workplace, if in a clinical setting, as long as these hours are completed outside of assigned clinical shifts.

## EQUIPMENT

### MANIKINS

There are several manikins available for you to use during your lab time. Each manikin serves a different purpose for learning across the lifespan.

All manikins, equipment, and supplies are to be treated with proper care and respect, just as you would treat a live human being. Manikins should remain in the position and location you found them in upon entry to the lab. Manikins should be properly cleaned after each use using the appropriate cleaning agents. Gowns should be placed back on manikins after use. Do not attempt to disassemble, remove parts from or interchange manikins. Do not use adhesive tape, markers, betadine or any other unapproved solutions on the manikins. Always consult with your Nursing Faculty when using the manikins to validate that you do not damage them.

## BEDS

Beds should be returned to the lowest position upon completion of activity. Students are not allowed to lay in, sit on, jump on, or stand on the beds.

## MISC. EQUIPMENT

The BAC Nursing lab has a variety of medical equipment. This includes: walkers, crutches, canes, wheelchairs, geri-chairs, bedside tables, blood pressure cuffs, stethoscopes, glucometers, headwalls with simulated medical gasses and more. The Nursing Faculty will select the most appropriate equipment for the skills, case studies, or scenarios you are working on. Always consult with Nursing Faculty if you have any questions about how to use any of the equipment.

## DAMAGED OR MALFUNCTIONING EQUIPMENT

The nursing faculty will do their best to ensure that students always have properly functioning equipment in the Nursing Lab, however, equipment sometimes becomes damaged or malfunctions without warning. If/when you encounter a piece of equipment that is malfunctioning or if you unintentionally damage any equipment please report it to the nursing faculty as soon as you notice it. Faculty will complete the Damaged/Malfunctioning Equipment Form provided by the CLC. Damage from day-to-day usage or malfunctioning equipment is normal within the life cycle of technology and equipment. Intentional damage or theft of manikins, equipment, or supplies results in *immediate dismissal* from the nursing program.

## POST-LICENSURE BACHELOR OF SCIENCE IN NURSING (RN-BSN)

### RN-BSN PROGRAM CURRICULUM

Table 16: RN-BSN CURRICULUM OVERVIEW RN-BSN PLAN OF STUDY

| RN-BSN Fall Entry | Fall A | Fall B | Spr A | Spr B  | Sum   | Fall A |
|-------------------|--------|--------|-------|--------|-------|--------|
|                   | HC403  | TH220  | TH332 | NU305  | NU300 | NU415  |
|                   | NU111  | NU307  | HC201 | HC302W | NU211 | BI204  |

| RN-BSN Spring Entry | Spr A | Spr B  | Sum   | Fall A | Fall B | Spr A |
|---------------------|-------|--------|-------|--------|--------|-------|
|                     | HC201 | NU305  | NU300 | BI204  | TH220  | TH332 |
|                     | NU111 | HC302W | NU211 | HC403  | NU307  | NU415 |

Table 17: RN-BSN COURSE REQUIREMENTS

| Course Number | Course   | Credit Hours | Course Description  |
|---------------|--|--------------|---|
| NU111         | Transition to Professional Practice                        | 3            | This course will explore the role of the professional nurse in a continuously changing healthcare system and other healthcare settings. An emphasis on models related to theory and ethics will be explored.  |
| NU211         | Advanced Health Assessment & Promotion in Nursing Practice | 3            | This course will provide advanced concepts and techniques of health assessment. Holistic assessment concepts with a focus on integrating assessment techniques, therapeutic communication, and health promotion and maintenance will be emphasized.   |
| TH220         | Theological Anthropology                                   | 3            | The course explores the way Scripture and the Catholic tradition describe the human person, her sacredness, and her divine calling. Starting from the conviction that "only in the mystery of the incarnate Word does the mystery of human beings take on light," (Gaudium et Spes, no. 22) the class considers how Creation, the Trinity, and Christ's words and deeds manifest the person's true nature and vocation. |
| BI204         | Genetics & Genomics  | 3            | This course will focus on concepts related to human genetics and genomics across the lifespan within society and healthcare settings. Students focus on molecular genetics, gene expression, genomic health issues, genomic influences on complex health problems, disease management via genomics, nutrigenomics, pharmacogenetics, and global genomic issues.   |
| HC302W        | Research for Healthcare Practice                           | 3            | This course will explore research methodologies, evidence, and clinical guidelines relative to healthcare practice. An added emphasis will be on new knowledge acquired from research and the translation of evidence into practice. This is a writing intensive course that fosters lifelong learning.   |
| TH332         | Catholic Bioethics   | 3            | This course explores the foundations, methods, and most relevant issues in Catholic Bioethics. The course begins by comparing a view of the human person drawn from the Catholic Intellectual tradition with some dominant secular views. It continues by comparing principles from Catholic medical ethics with secular principles and, finally, considers challenging bioethical issues and cases.                    |
| NU300         | Clinical Nutrition for Nursing Practice                    | 1            | This course will explore nutritional principles across the lifespan to include wellness, growth and development, aging, fetal development, and disease pathology. Students will apply the professional nursing role by demonstrating clinical reasoning within nutritional assessments,   |

|                       |  |           |  |
|-----------------------|--|-----------|--|
|                       |  |           | evidence-based practice, improving client outcomes, and incorporating cultural preferences.  |
| NU305                 | Nursing Care of the Aging Population             | 3         | This course will provide an understanding of the process of aging. Evidenced-based care of the older adult promoting health and wellness along with alterations in health for this population will be covered.   |
| NU307                 | Population Health: Public, Community, and Global | 3         | This course examines diverse cultural principles and population-focused interventions. The focus is on health promotion in vulnerable populations, social determinants of health, and identification of protective and predictive factors in individuals, families, groups, communities, and populations. Values and ethics in decision-making related to health care preferences and equality among diverse cultures and populations. |
| HC201                 | Healthcare Informatics                           | 3         | This course will explore the basis for healthcare information management and data science. A focus will be placed on the understanding of the clinical application of electronic health records, healthcare software applications, patient privacy, and security related to health informatics. Effective use of information systems in complex health care organizations is necessary for decision-making to impact safety science.   |
| HC403                 | Leading in Complex Situations                    | 3         | This course is designed to develop contemporary leadership competencies, professional behaviors, conflict management, policy, and healthcare staffing and budgeting skills. An additional focus on the core competencies for interprofessional collaborative practice allows learners to follow team collaboration processes for decision-making in complex systems of healthcare.   |
| NU415                 | Professional Nursing Capstone                    | 3         | This course will provide a synthesis of nursing knowledge reflective of critical-thinking processes in the delivery of care, nursing research, leadership, and professionalism. The student will develop, lead, and integrate a professional nursing project. This project must be approved and guided by the nursing faculty.   |
| <b>Total Credits:</b> |  | <b>34</b> |  |

## **RN-BSN ADMISSION, PROGRESSION, GRADUATION, AND DISMISSALS**

### **ADMISSION TO RN-BSN**

RN-BSN Applicants must meet the following requirements:

1. Submission of an RN-BSN application.
2. Graduation from an accredited Associate or Diploma degree of Nursing program with a minimum cumulative GPA of 2.0.
3. Hold a current unencumbered license as a Registered Nurse with no charges by a state board of nursing.
4. Earn at least a "C" in all required nursing RN-BSN prerequisites.
5. Have a grade point average of 2.0 or better in all college coursework eligible for transfer to BAC.

On admission to the RN-BSN program, applicants are required to have completed an accredited Associate or Diploma-level nursing degree with a minimum cumulative GPA of 2.0. Additional admission requirements include a "C" or better in the nursing prerequisites: Human Anatomy I, Human Anatomy II, Microbiology, Introduction to Psychology, and Developmental or Lifespan Psychology. Associate or Diploma-level nursing degrees are assessed via official transcript submission to the college.

RN Licensure is assessed via the student's corresponding state board of nursing and/or nursys.com website. An unencumbered RN license is required for admission into the RN-BSN program. The nursing department uses nursys.com to monitor student RN licenses after course enrollment. Associate or Diploma-level nursing degrees are assessed via official transcripts by the registrar's office for transfer credit. The registrar's office at BAC will review transcripts and award transfer credits as permitted by the BAC Transfer Credit policy. Prospective RN-BSN students will be informed by the BAC Registrar's office or the Nursing Academic Advisor of any outstanding general education requirements for admission to the RN-BSN program.

The Nursing Academic Advisor will utilize the information provided by the registrar's office to assess the core curriculum general education needs of the prospective student based on the BAC policies for distance program students and the Uniform Articulation Agreement between North Carolina Independent Colleges and Universities (NCICU) for RN-BSN programs. For students with a degree earned outside of North Carolina or a diploma degree, the same standards for evaluating the RN-BSN needs will be applied.

Following the completion of the first semester of nursing courses in the RN-BSN program at BAC, the RN-BSN student will be awarded 30 credit hours for nursing coursework taken in their pre-licensure Diploma or Associate Degree as well as their unencumbered RN license. The nursing coursework is completed at an accredited institution and is supported by the terms of the NCICU. The unencumbered RN license is verified via national examination. (For further information, see the rationale discussed under prior learning is required as a condition of admission).

### **RN-BSN PROGRAM ADMISSION PREREQUISITES:**

- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- Microbiology
- Introduction to Psychology
- Developmental or Lifespan Psychology

## **RN-BSN PROGRAM INFORMATION**

The RN-BSN program is online in an 8-week accelerated format. Belmont Abbey College participates in the Uniform Articulation Agreement between [North Carolina Independent Colleges and Universities \(NCICU\)](#).

NCICU agreement lists the RN-BSN general education requirements outlined in Blocks 1-3. Following completing the first semester of nursing courses in the RN-BSN program, RN-BSN students are awarded 30 credit hours from prior learning in their previous nursing degree with competencies demonstrated via an unencumbered RN license.

Students must complete a minimum of 30 credit hours at Belmont Abbey College to graduate from the RN- BSN program.

The RN-BSN is 122 total credits stemming from the general education NCICU agreement requirements, prior learning, and RN-BSN degree requirements

### **GRADE ROUNDING**

- All grades are recorded to the hundredth (two decimal points).
- Individual grades are not rounded.
- No extra credit or grading curves are given for the NU and HC course.
- The final grade is rounded according to the following rubric:
- .01 to .49 rounds down to the nearest whole number; for example, 72.49 equals 72.
- .50 to .99 rounds up to the nearest whole number; for example, 72.50 equals 73.

Table 18: PRE-LICENSURE BSN AND RN-BSN GRADING & GPA TABLE

| Letter Grade | Percentile Range | GPA  | Nursing Department Evaluation                    |
|--------------|------------------|--|--|
| A            | 93-100           | 4.0  | Excellent  |
| A-           | 90-92            | 3.67   |  |
| B+           | 87-89            | 3.33   | Good   |
| B            | 83-86            | 3.0  |  |
| B-           | 80-82            | 2.67   | Fair   |
| C+           | 77-79            | 2.33   |  |
| C            | 73-76            | 2.0  | Failing  |
| C-           | 70-72            | 1.67   |  |
| D+           | 67-69            | 1.33   |  |
| D            | 63-66            | 1.0  |  |
| D-           | 60-62            | 0.67   |  |
| F            | 0-59             | 0.00   |  |
| U            | Unsatisfactory   | Failure due to clinical or lab performance         |  |
| FA           |                  | Failure due to absence                             |  |
| P            | Pass             | Credit, no quality points                          | Passing  |
| S            | Satisfactory     | Passing due to clinical or lab performance         |  |
| I            |                  | Incomplete   | See 'Incomplete Courses' section                 |
| W            |                  | Voluntary withdrawal, no credit, no quality points | See 'Drop-Add and Withdraw from Courses' section |

## **RN-BSN PROGRESSION REQUIREMENTS**

The progression requirements for the RN-BSN are:

- Students must maintain a program GPA of 2.67 or higher.
- Students who have less than a 2.67 program GPA are placed on probation within the Department of Nursing for two semesters but may continue to take all required courses. If at the end of the probationary period their program GPA is still less than 2.67, students are administratively removed from the RN-BSN program.
- No more than one C in one nursing course (NU or HC) at the time of graduation from the program. Courses may be repeated once during the next available offering.
- No more than two nursing courses (NU or HC) can be repeated in the program.
- From the date of entry into the RN-BSN, the student has 7 years to complete the RN-BSN graduation requirements.

## **INCOMPLETE COURSES**

- If a student receives a grade of 'incomplete' for a nursing course (NU or HC), the student may experience progression or time-to-graduation issues and financial aid or scholarship issues.
- If a student receives a grade of 'incomplete' for a nursing course (NU or HC), the 'incomplete' must be satisfied with a minimum grade of C.
- If the incomplete course is a clinical course, the student cannot progress to the next clinical course.

## **RN-BSN GRADUATION REQUIREMENTS**

The graduation requirements for the RN-BSN program are:

- Completion of the RN-BSN degree requirements
- Overall institutional GPA of 2.67 or higher
- Completion of all professional practice experience hours (clinical, lab, service learning, and virtual simulation hours)
- It is the student's responsibility to fulfill all degree requirements for graduation.



## MASTER OF SCIENCE IN NURSING (MSN)

### MSN PROGRAM CURRICULUM MSN CURRICULUM OVERVIEW

Table 19: PLAN OF STUDY FOR MSN LEADERSHIP

|                   | Fall A | Fall B | Spr A | Spr B | Sum   | Fall A | Fall B |
|-------------------|--------|--------|-------|-------|-------|--------|--------|
| Fall Admission    | NU660  | NU670  | NU663 | NU664 | NU668 | NU678  |        |
| MSN Plan of Study | NU661  | NU665  | NU677 |       | NU662 |        |        |

|                   | Spr A | Spr B | Sum   | Fall A | Fall B | Spr A | Spr B |
|-------------------|-------|-------|-------|--------|--------|-------|-------|
| Spring Admission  | NU660 | NU664 | NU662 | NU661  | NU670  | NU678 |       |
| MSN Plan of Study | NU663 | NU665 | NU668 | NU677  |        |       |       |

Table 20: MSN COURSE REQUIREMENTS AND DESCRIPTIONS

| Course                                    | Course Number | Credit Hours | Course Description   |
|---|---------------|--------------|--|
| Nursing Practice Theory                   | NU 660        | 3            | This course integrates the translation and application of nursing knowledge and the ways of knowing into nursing practice. Students are introduced to nursing theory, professionalism from an advanced nursing perspective, and nursing's identity with a reflection on the profession's characteristics, norms, and values.   |
| Ethical Leadership & Systems Organization | Nu 662        | 3            | This course develops professional leadership through self-reflection, systems thinking, and integration of Catholic and Benedictine values into ethical decision-making within complex health and educational systems. Topics include leading interprofessional teams; building resilience; fostering lifelong learning; and influencing health care policy within organization structures and operations.                             |
| Scholarly Nursing Practice                | Nu 670        | 3            | This course examines the generation, synthesis, translation, application and dissemination of nursing knowledge with an emphasis on leading transformation and improvement of the healthcare system, nursing practices, and nursing education.   |
| Healthcare Informatics                    | NU 663        | 3            | This course emphasizes the use of health informatics, data science, information communication, advanced intelligence, information security, and health care technology to improve healthcare services, education outcomes, patient safety, and clinical practice.  |
| Safety Science                            | NU 664        | 3            | This course explores patient safety science, and interprofessional collaboration to optimize health care outcomes, enhance experiences, and reduce errors, near misses, harms, litigation, costs, and waste.   |
| Person and Population Health              | NU 665        | 3            | This course focuses on holistic and just care for individuals and populations by offering students an opportunity to demonstrate compassion and respect while acknowledging patient preferences, population values, and needs in terms of system resources. Topics such as social determinants of health, global issues, disasters, epidemiology, comparisons of national health systems, and global health policy are also discussed. |
| Clinical Dimensions of Advanced Practice  | NU 668        | 3            | This course focuses on the application of advanced pharmacological principles with emphasis on patient adherence, cost and resource management, educational outcomes. Implications related to adverse reactions, ethics, omics, and symptom science.<br>Health assessment and pathophysiology knowledge and experiences to prepare for advanced nursing roles are  |

|  |        |   |  |
|--|--------|---|--|
|  |        |   | also discussed. Holistic assessment includes physical, psychosocial, spiritual, and functional dimensions among individuals, communities, and populations.   |
| Advanced Practice Data Analysis        | NU 661 | 4 | This course presents quality metrics, including statistical analytics, and builds on prior statistical knowledge by introducing and applying data interpretation about phenomena relevant to clinical practice and research appraisal. Leadership competencies such as finance, budgeting, staffing, data visualization, data calculations and trends, and analytics for safety science and outcomes management are also evaluated.  |
| Advanced Practice Leadership Concepts  | NU 677 | 6 | Part I of II, this course underpins key concepts in the student's selected nursing leadership specialty focus in one of the following areas: Informatics Leadership, Executive Leadership, Clinical Leadership, Academic Leadership, or Clinical Education Leadership. A deep analysis of the advanced practice role is performed through mentored and guided experiences to develop, implement, and evaluate initiatives for continuous improvement and outcome achievements within the selected specialty.<br>Students initiate their immersion experience during this course.<br>Students will complete 150 practicum hours in this course. |
| Advanced Practice Leadership Residency | NU 678 | 6 | This course is Part II of the dual leadership specialty focused-practice courses. This course establishes advanced nursing leadership practice skills and competencies through a continuation of immersion experiences. Students are expected to comprehensively demonstrate acquired advanced practice proficiencies via innovations, efficiencies, improved outcomes, strategies, project management, and other leadership initiatives.<br>Students will complete 150 practicum hours in this course.  |

## MSN CURRICULUM

The MSN Leadership educational content conforms to graduate-level professional nursing standards, competencies, and practices related to advanced nursing practice specialties. It is designed to prepare learners as professional nurses with an advanced practice specialty with a core foundation to use innovative technology, ethical judgment, interprofessional teamwork, and evidence-based practice to be effective in complex and dynamic healthcare environments. To ensure a contemporary focus on this MSN Leadership, the curriculum was developed in alignment with The American Association of Colleges of Nursing (AACN) The Essentials of Master's Education in Nursing (AACN, 2011). These graduate essentials help guide the BAC MSN curriculum.

In addition to the AACN Graduate Essentials, the American Organization for Nursing Leadership (AONL) Nurse Leader Competencies and the National League for Nursing (NLN) Core Competencies

for Academic Nurse Educators complement the curriculum with the specialty competencies to assume advanced nursing specialty roles and practice. The AACN Graduate Essentials, the AONL Nurse Leader Competencies, and NLN Core Competencies for Academic Nurse Educators guide faculty knowledge, assessment, and the evaluation of students throughout the curriculum with an immersion residency clinical experience and quality improvement project.

## **STUDENT LEARNING ACTIVITIES AND TEACHING STRATEGIES**

Examples may include: Multimedia lectures, readings, online discussions and activities, “check your knowledge” quizzes, scholarly writing exercises, collaborative projects and presentations, peer and instructor feedback.

## **STUDENT-CONTENT INTERACTIONS**

Examples may include: Students will engage with course content by completing weekly reading assignments; viewing weekly lectures and videos; completing quizzes and other online activities and participating in online small group discussions. Students will engage in formative assessments to guide learning and summative assessments to measure the mastery of learning standards and curriculum essentials.

## **STUDENT-INSTRUCTOR INTERACTIONS**

Examples may include: Students will watch the instructor’s lectures online and will interact with the instructor through the class discussion board. Every week, the professor will provide feedback to students on completed learning activities and assignments in the multimedia format.

## **STUDENT-STUDENT INTERACTIONS**

Examples may include: At the beginning of the semester, students will introduce themselves on the class discussion board. Throughout the semester, students will be encouraged to ask questions about the course on the class discussion board and answer their peers’ questions as appropriate. Students will participate in small group assignments or discussion boards.

## **MSN PROGRAM FORMAT**

The didactic course content is asynchronous online and in an 8-week format with the same number of contact hours as a traditional 15-week format with a few exceptions.

The first exception is the 8-week online NU665 Person and Population Health with 45 hours of advanced practice faculty guided experiences emphasizing a windshield or walking epidemiology survey, state or federal population health policy, disaster planning, and social determinants of health. The second exception entails the 8-week online NU668 Clinical Dimensions of Advanced Practice with 45 hours of advanced practice faculty guided experiences that integrate the ‘3Ps’ (advanced physical assessment, pharmacology, and pathophysiology) into a real-world holistic approach to advanced nursing practice and leadership specialty roles in diverse care settings.

The final exception includes NU677 Advanced Practice Leadership Concepts and NU678 Advanced

Practice Leadership Residency courses. These two courses are in a 15-week format with online didactic content and each course has 150 hours of faculty guided, led, and evaluated immersion experiences to develop competencies associated with the advanced nursing leadership specialty. The clinical preceptor provides students with the opportunity to shadow a real-life advanced practice nurse leader and complete an evidenced-based Quality Improvement Project related to the nursing leadership and selected leadership area.

## **MSN CLINICAL PLACEMENT, HOURS, & EVALUATION**

Students are required to complete all clinical hours required for their degree or certificate conferral. Due to malpractice insurance and other standards, students are not allowed to begin counting or working their clinical hours prior to the first day of the clinical classes.

Students will be required to complete an attestation that they are aware of the program requirements including the 150 practicum hours for each NU 677 and NU 678 (Appendix K). Students will be required to choose their practicum site and preceptor as well as complete all requirements including Complio clinical access clearance (where applicable), mCE, clinical site preceptor, and clinical topic or project prior to starting their NU677 Advanced Practice Leadership Concepts prior to the end of the previous semester. Preceptors must complete the MSN Preceptor Information Form (Appendix H) as it obtains preceptor demographics to ensure that the mission, goals, and expected student outcomes can be met. The MSN Preceptor Information Form also outlines preceptor, student, and BAC faculty roles. Securing a clinical site preceptor prior to beginning NU677 will allow students to begin their practicum experience day one of the following semester. Clinical contracts may take time to obtain an agreement. Therefore, students selecting a clinical site that does not have a current contract with Belmont Abbey College are encouraged to initiate this process with Belmont Abbey's CLC as soon as possible after admission to the program. Per nursing accreditation standards, students who are unable to obtain a clinical site to complete their required clinical hours, the BAC CLC provides student support for clinical placement.

Throughout the NU677 and NU678 immersion practicum experience, the preceptor will provide frequent, ongoing feedback to both the student and the BAC course faculty member. Feedback can be expected in both in-person and written formats. At the midterm and final points of the semester, preceptors will evaluate the student's performance based on performance criteria provided by the American Organization for Nursing Leadership's (AONL) 2022 Nurse Leader Competencies. The MSN Preceptor Evaluation Tool (Appendix O) outlines the performance criteria preceptors will be evaluating students in both NU677 and NU678 courses.

# **MSN ADMISSION, PROGRESSION, GRADUATION, AND DISMISSALS**

## **ADMISSION TO MSN CURRICULUM**

### **ADMISSION TO MSN REQUIREMENTS**

- Graduation from an accredited nursing program
- Hold a current unencumbered license to practice nursing as an RN
- Education Requirements:
  - A Baccalaureate degree in nursing; OR
  - A baccalaureate degree or higher from another field combined with an associates or diploma in nursing
- Must meet one of the following:
  - GPA of 2.5 or above in the last 60 credits for the baccalaureate program
  - GPA of 2.5 or above in last 60 hours of undergraduate and graduate coursework
  - GPA of 2.5 or above in all undergraduate coursework
- No GRE or pre-requisites required
- After admission, completion of criminal background check, current immunizations, malpractice insurance, and drug screen

### **GRADE ROUNDING**

- All grades are recorded to the hundredth (two decimal points).
- Individual grades are not rounded.
- No extra credit or grading curves are given for the NU and HC course.
- The final grade is rounded according to the following rubric:
  - .01 to .49 rounds down to the nearest whole number; for example, 72.49 equals 72.
  - .50 to .99 rounds up to the nearest whole number; for example, 72.50 equals 73.

### **MSN PROGRAM GRADING & GPA SCALE**

#### **MSN Grading Scale**

A = 90 – 100  
B = 80 – 89  
C = 70 – 79  
D = 60 – 69  
F = 59 and Below

#### **MSN GPA Scale**

A = 4.0 GPA B = 3.0 GPA C = 2.0 GPA D = 1.0 GPA F = 0.0 GPA

## **MSN PROGRESSION REQUIREMENTS**

The progression requirements for the MSN Leadership are:

- Students must maintain a program GPA of 3.0
- Students who have less than a 3.0 program GPA are placed on probation within the Department of Nursing for two semesters but may continue to take all required courses. If at the end of the probationary period their program GPA is still less than 3.0, students are administratively removed from the MSN program.
- No more than one C in one course at the time of graduation from the program. Courses may be repeated once during the next available offering.
- No more than two courses can be repeated in the program.
- From the date of entry into the MSN, the student has 7 years to complete the MSN graduation requirements.

## **INCOMPLETE COURSES**

- If a student receives a grade of 'incomplete' for a nursing course (NU), the student may experience progression or time-to-graduation issues and financial aid or scholarship issues
- If a student receives a grade of 'incomplete' for a nursing course (NU), the 'incomplete' must be satisfied with a minimum grade of C
- If the incomplete course is a clinical course, the student cannot progress to the next clinical course

## **MSN GRADUATION REQUIREMENTS**

- The graduation requirements for the MSN Leadership programs are:
- Completion of the MSN Leadership degree requirements
- Program GPA of 3.0 or greater
- Completion of all clinical hours

It is the student's responsibility to fulfill all degree requirements for graduation.

## REFERENCES

- American Association of Colleges of Nursing, (2021). *The essentials: Core competencies for professional nursing education*. Retrieved from: <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-Final-Draft-2-18-21.pdf>
- American Nurses Association, (2010). *Just culture position statement*. Retrieved from: [https://www.nursingworld.org/~4afe07/globalassets/practiceandpolicy/health-and-safety/just\\_culture.pdf](https://www.nursingworld.org/~4afe07/globalassets/practiceandpolicy/health-and-safety/just_culture.pdf)
- American Organization for Nursing Leadership, (2022). *AONL nurse leader competencies*. Retrieved from: <https://www.aonl.org/resources/nurse-leader-competencies>
- Assessment Technologies Institute (ATI®), (2021). *ATI guide for clinical judgment*. Retrieved from: [www.atitesting.com](http://www.atitesting.com)
- Institute of Medicine, (2010, October). *The future of nursing: Focus on education*. Retrieved from <https://www.mapn.org/Resources/Documents/IOM%20Report%20on%20Nursing.pdf>
- National League for Nursing,(2022). *NLN core competencies for academic nurse educators*. Retrieved from: <https://www.nln.org/education/nursing-education-competencies/core-competencies-for-academic-nurse-educators>
- North Carolina Board of Nursing, (2022, May). *Just culture*. Retrieved from: <https://www.ncbon.com/education-resources-for-program-directors-just-culture-information>
- North Carolina Board of Nursing, (2016, Dec). *NC Office of Administrative Hearings, 21NCAC36.0317*. Retrieved April 2017, from NC Office of Administrative Hearings: <http://reports.oah.state.nc.us/ncac.asp?folderName=\\Title%2021%20-%20Occupational%20Licensing%20Boards%20and%20Commissions\\Chapter%2036%20-%20Nursing>
- North Carolina Board of Nursing, (2022, April). *Registered nurse*. Retrieved from: <https://www.ncbon.com/practice-registered-nurse>
- Oermann, M. (2017). *A Systematic Approach to Assessment and Evaluation of Nursing Programs*. Washington, DC: National League for Nursing.

### Hyperlinks to Nursing Ethics Resources

<https://www.nsna.org/nsna-code-of-ethics.html>

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>





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## INCIDENT REPORT FORM

### INSTRUCTIONS:

Complete this form for any incidents involving personal injury, exposure to hazardous substances, and/or damaged or malfunctioning equipment. Complete the form as soon as possible after the incident occurrence and submit the form to the Clinical Learning Coordinator and Dean of Nursing.

Nursing Faculty or students may complete the form. \*Note: If a student completes the form, Nursing Faculty must co-sign it before submitting it.

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Person(s) Involved:

\_\_\_\_\_

Location of Incident:

\_\_\_\_\_

Description of Incident:

Was there any Equipment involved in the incident?

YES

NO

If YES, which piece(s) of equipment were involved? \_\_\_\_\_



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## INCIDENT REPORT FORM

Was there harm done to any individuals as a result of this incident?      YES      NO

If YES, list name(s) of individuals that were harmed:

Please describe the TYPE of harm:

What actions were taken as a result of this incident?

Faculty Name: \_\_\_\_\_ Faculty Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_



### Health Clearance Report

The COMPLETED Health Clearance Report must be submitted on or before the designated due date to start the Nursing program. In order to ensure the safety of students and patients, a recent (within 12 months of beginning a clinical course) Health Clearance Report is required for continued enrollment and clinical access.

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Date of Birth: (MM/DD/YYYY): \_\_\_\_\_

Vision: Corrective Lenses ☐ Yes ☐ No

Hearing: WDL ☐ Yes or ☐ No

Ability to lift or carry 25lbs: ☐ Yes or ☐ No

Is Colorblind present: ☐ Yes ☐ No

Hearing Aids Used: ☐ Yes or ☐ No

Fine/Gross Motor Skills: WDL ☐ Yes or ☐ No

- Does the individual report a health history of any mental, emotional, or physical conditions or substance abuse? ☐ Yes or ☐ No  
If "yes", explain: \_\_\_\_\_
- Does the individual have any allergies; include medications, latex, and life-threatening allergen(s)? ☐ Yes or ☐ No  
If "yes" list allergen(s): \_\_\_\_\_
- Does the individual require use of Epipen? ☐ Yes or ☐ No
- Does the individual require any other prescribed medications for life threatening allergen(s)? ☐ Yes or ☐ No  
If "yes", list medication(s) required: \_\_\_\_\_

| Body System                    | Within Defined Limits | Exceptions | Describe |
|--------------------------------|-----------------------|------------|----------|
| Head, Ears, Eyes, Nose, Throat |                       |            |          |
| Neurological                   |                       |            |          |
| Respiratory                    |                       |            |          |
| Cardiovascular                 |                       |            |          |
| Gastrointestinal               |                       |            |          |
| Genitourinary                  |                       |            |          |
| Musculoskeletal                |                       |            |          |
| Metabolic/Endocrine            |                       |            |          |
| Mental and Emotional Health    |                       |            |          |
| Integumentary                  |                       |            |          |

- Is the individual currently under any medical treatment for any mental, emotional, or physical conditions? ☐ Yes or ☐ No  
If "yes" explain: \_\_\_\_\_

| NC 90-171.37 Based on this examination, this individual has been examined and found to be: (Check One) |   |
|--|---|
| <input type="checkbox"/>   | Able to participate <b><i>WITHOUT RESTRICTION</i></b> in the activities of a health professional in a clinical setting; including the clearance of mental, emotional, or physical disability or the uses of any drug or substance to a degree that interferes with fitness to practice. |
| <input type="checkbox"/>   | Unable to participate without restrictions in the activities of a health professional in a clinical setting.  |

Signature of MD/PA/NP: \_\_\_\_\_ Date: \_\_\_\_\_  
(Verify NC 90-171.37 box above is checked)

**Students:** Submit completed forms to your COMPLIO account. Required clinical site clearance forms: health clearance report, vaccination record, drug test, criminal background check, etc. Students must keep a copy of each document for their records. Email [nursing@bac.edu](mailto:nursing@bac.edu) with any questions.



### CONSCIENTIOUS OR MEDICAL VACCINE EXEMPTION

This form is a student education record protected as confidential under the Family Educational Rights and Privacy Act.

I, (print name) \_\_\_\_\_ have read, had the opportunity to ask questions, and understand the following related to my vaccine declination:

- The completion of all clinical hours are required for graduation from the pre-licensure BSN program at Belmont Abbey College (BAC)
  - BAC is not liable for any exposure or contracted illnesses or communicable diseases.
  - Submission of my vaccination exemption documentation does not guarantee BAC's clinical partners will approve my exemption request.
  - My vaccination exemption documentation may be required more frequently than annually.
- The clinical site holds the authority to change their policies at any time and I may be required to be vaccinated to access clinical sites to complete my required clinical hours.
- National Standards, Guidelines, and Laws may change governmental policy and I may be required to be vaccinated to access clinical sites to complete my required clinical hours.
- I must immediately comply to clinical site or governmental policy changes to access clinical sites to acquire clinical hours for continued progression within the nursing program.
- I am not provided extensions or make up time for my inability to access a clinical site if policies change during the semester.
- My clinical experiences will be limited to clinical site locations willing to approve my exemption request. I understand my clinical experiences will be limited due to my exemption status and not due to BAC nursing program operations.
- Due to my limitations of clinical experiences, I may experience a negative impact:
  - in my success in the classroom, clinical, or lab.
  - to my ability to pass the NCLEX-RN®.
  - to my ability to find a job after graduation that permits vaccination declination.
- Students who choose not to be vaccinated (annual influenza vaccine or required COVID vaccine) may sign an exemption request, supported by proper documentation.
  - Vaccination status for all students must be submitted to the clinical partner, who may, by their own criteria, accept or reject the student for clinical placement at their facility.
  - All students with approved exemptions must comply with the PPE standards set by the clinical partner when in the clinical area.

#### Student Attestation of Waiver:

I choose not to be vaccinated for:

**Influenza**

**COVID**

My exemption request is:

**Conscientious**

**Medical**

By signing this contract, I acknowledge that I have read and understood the above expectations and agree to abide by the terms of this Agreement.

**Student Name:**

**Signature:**

**Date:**



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**CONSCIENTIOUS OR MEDICAL VACCINE EXEMPTION: Religious Leader Statement**

This form is a student education record protected as confidential under the Family Educational Rights and Privacy Act. It is to be completed by senior religious leadership at the below named institution.

Student statement of conscientious waiver: I choose not to receive the flu / covid vaccine because:

**Religious Leader statement:** Name:

Position:      Pastor      Priest      Clergy      Reverend      Deacon      Brother      Other

I attest that I have discussed the subject of conscientious objection to receiving the flu / covid vaccine with (Student Name):      I have provided sound information and have given the student the opportunity to ask questions and be provided with answers. This student is making an informed conscientious objection to receiving the vaccine decision related to matters of conscience.

This student is a member, visitor, or other      relationship to our institution.

Institution Name:

Institution Street:

Institution City:

Institution State:

Institution Zip:

Senior Leader Phone number:

Senior Leader Email:

By signing this form, I attest the information provided on this form is truthful and accurate.

Religious Leader Signature:

Date:

Student Signature:

Date:



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**CONSCIENTIOUS OR MEDICAL VACCINE EXEMPTION: VACCINE - MEDICAL EXEMPTION**

This form is a student education record protected as confidential under the Family Educational Rights and Privacy Act. It is to be completed by the student's primary care provider or other Licensed Independent Professional Medical Provider statement:

I attest that I have examined (Student Name) and have reviewed the applicable health history. I have provided sound information and have given the student the opportunity to ask questions and be provided with answers. Given all of the relevant facts, this student should NOT receive the following vaccines:

COVID

FLU

By signing this form, I attest the information provided on this form is truthful and accurate.

Provider Signature:

Printed Name:

Office Address and Contact information:

Address:

Phone/email:

Student Signature:

Printed Name:



This form is a student education record protected as confidential under the Family Educational Rights and Privacy Act. Faculty complete a remediation plan within one (1) college business week of the occurrence. The completed Remediation Plan form is given to the Nursing Academic Advisor by the faculty, the Advisor uploads the form to the student's electronic file. Then, the paper form is shredded. The electronic file is password protected.

|                     |                       |
|---------------------|-----------------------|
| Student Name:       | Date:                 |
| Report Prepared by: | Course Number & Name: |

| REASON FOR REMEDIATION   |   | ACTIONS TAKEN (CHECK ALL THAT APPLY) |  |
|--------------------------|---|--------------------------------------|--|
| <input type="checkbox"/> | Level 2, 1, or Below ATI testing        | <input type="checkbox"/>             | Faculty conference with student: (Date/s):_____            |
| <input type="checkbox"/> | Test/Exam Score below 77%               | <input type="checkbox"/>             | Review of test   |
| <input type="checkbox"/> | Writing problems                        | <input type="checkbox"/>             | Explain study strategies                                   |
| <input type="checkbox"/> | Clinical Judgment problems              | <input type="checkbox"/>             | Discuss stress reduction strategies                        |
| <input type="checkbox"/> | Stress or anxiety                       | <input type="checkbox"/>             | Review test taking principles                              |
| <input type="checkbox"/> | Classroom attitude or behavior problems |                                      | Suggest decreasing amount of time working (if employed)    |
| <input type="checkbox"/> | Difficulty working in teams and groups  |                                      | Suggest balance of college activities and academics        |
| <input type="checkbox"/> | Late Assignment(s)                      | <input type="checkbox"/>             | Discuss testing accommodations                             |
| <input type="checkbox"/> | Other: (Explain)                        | <input type="checkbox"/>             | Referral to College counseling services at Wellness Center |
|                          |   | <input type="checkbox"/>             | Referral to College Academic Resource Center               |
|                          |   | <input type="checkbox"/>             | Time management and prioritization of studies              |
|                          |   | <input type="checkbox"/>             | ATI® Resources (details listed under assignments)          |
|                          |   | <input type="checkbox"/>             | Learning Improvement Plan instituted                       |

**OTHER ACTION(S)**

|   |  |
|---|--|
| <input type="checkbox"/> Nursing Academic Advisor notified:<br>(Date/s):_____ | <input type="checkbox"/> If applicable, Team or Clinical Group meeting<br>(Date/s):_____ |
| <input type="checkbox"/> Contacted course coordinator:<br>(Date/s):_____      | <input type="checkbox"/> Other action(s):  |
| <input type="checkbox"/> Contact Dean of Nursing:<br>(Date/s):_____           | <input type="checkbox"/> Other action(s):  |
| <input type="checkbox"/> Conference with Dean of Nursing:<br>Date(s):_____    | <input type="checkbox"/> Other action(s):  |

**ASSIGNMENTS OR REQUIREMENT(S) FOR STUDENT IF APPLICABLE****RESULTS & FOLLOW UP (INCLUDE DATE):**

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

INITIATING FACULTY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

SIGNATURE OF FACULTY MEMBER(S) INVOLVED IN ASSESSING RESULTS OF ACTION:

\_\_\_\_\_  
DATE: \_\_\_\_\_\_\_\_\_\_  
DATE: \_\_\_\_\_\_\_\_\_\_  
DATE: \_\_\_\_\_**Remediation recommendations:**

- Review material before and after class
- Schedule daily study times
- Practice NCLEX-RN® questions every day (ATI®)
- Apply clinical judgment model, case study, and prioritization to course content
- Work on activities provided in course textbook and associated website
- \*Students scoring a Level 2 or less are required to complete focused reviews and remediate their content deficiencies before the end of course to achieve points for Level 2, 1, or below on proctored exams. The remediation of content deficiencies includes the completion of active learning templates for each topic missed.





## REMEDIATION FORM: CLINICAL OR LAB

This form is a student education record protected as confidential under the Family Educational Rights and Privacy Act. Faculty complete a remediation plan within one (1) college business week of the occurrence. The completed Remediation Plan form is given to the Nursing Academic Advisor by the faculty, the Advisor uploads the form to the student's electronic file. Then, the paper form is shredded. The electronic file is password protected.

### GENERAL INFORMATION

|                     |                       |
|---------------------|-----------------------|
| Student Name:       | Course Number & Name: |
| Report Prepared by: | Date:                 |
| Clinical facility:  | Unit:                 |

### REASON FOR REFERRAL (CHECK ALL THAT APPLY)

|  |   |
|--|---|
| Lack of familiarity with clinical skill  | Urinary catheterization                 |
| Needs increase in confidence with skill  | Tube feedings/Nutrition Activities      |
| Needs practice with procedure: see below | Fundamental skills (bedmaking/ hygiene) |
| IV insertion/ IV therapy                 | Vital signs                             |
| Sterile technique                        | Trach care/ suctioning/O2 therapy       |
| NG insertion or care                     | Behavior issues                         |
| Ostomy care                              | Dress Code Violation                    |
| Medication administration                | Communication problems                  |
| IM Injections                            | Transfer techniques                     |
| Wound care                               | Nursing Documentation                   |
| RN Assessments                           | Prioritization or Clinical Judgment     |
| Isolation protocols                      | Other: (Explain)                        |

### Detailed Description of student need:

**PRIOR ACTION(S) TAKEN BY CLINICAL FACULTY**

|  |   |
|--|---|
| Nursing Academic Advisor notified:<br>(Date/s):_____ | Faculty conference with student:<br>(Date/s):_____              |
| Contacted course coordinator:<br>(Date/s):_____      | If applicable, Team or Clinical Group meeting<br>(Date/s):_____ |
| Contact Dean of Nursing:<br>(Date/s):_____           | Previously instituted Learning Improvement<br>Plan              |
| Conference with Dean of Nursing:<br>Date(s):_____    | Other action(s):  |

**REQUIREMENT(S) FOR STUDENT**

|   |
|---|
| Referral to skills lab (Clinical Faculty work with student in skills lab) |
| Referral to ATI® clinical tools (details listed under assignments)        |
| Learning Improvement Plan instituted                                      |
| Referral to Dean of Nursing   |
| NCBON SPEET attached and completed by:                                    |
| Other action (assignment, etc.) explain:                                  |

**ASSIGNMENTS OR REQUIREMENT(S) FOR STUDENT IF APPLICABLE:****RESULTS & FOLLOW UP (INCLUDE DATE):**

STUDENT SIGNATURE:\_\_\_\_\_DATE:\_\_\_\_\_

INITIATING FACULTY SIGNATURE:\_\_\_\_\_DATE:\_\_\_\_\_

SIGNATURE OF FACULTY MEMBER(S) INVOLVED IN ASSESSING RESULTS OF ACTION:

\_\_\_\_\_  
DATE:\_\_\_\_\_\_\_\_\_\_  
DATE:\_\_\_\_\_\_\_\_\_\_  
DATE:\_\_\_\_\_



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## **BAC DEPARTMENT OF NURSING CONFIDENTIALITY AGREEMENT**

*This form should be completed and submitted to the student's advising course.*

I attest that I have read, understand, and agree to comply with the ***Belmont Abbey College Department of Nursing Confidentiality Policy***.

- Further, I will read and comply with all College, Clinical Site, and Agency policies and standards relative to confidentiality and information security, misuse of information, or security breach.

I understand and agree that violation of the Universal Confidentiality Policy may constitute grounds for corrective action up to and including loss of clinical or agency privileges, academic or employment suspension, or termination from the Nursing Department in accordance with applicable agency/facility, Department or College procedures, as set forth in the ***Belmont Abbey College Department of Nursing Confidentiality Policy***.

- I also understand and agree that unauthorized release of confidential information may subject me to personal, civil, or criminal liability and legal penalties.
- I further understand that violation of this policy by any member of the nursing student body, faculty, or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the College, clinical site, or the agency.
- Further, I understand that a breach in confidentiality or misuse of security may result in notifications to regulatory or licensing bodies, nursing program dismissal, or employment termination.
- I understand and agree to the terms set forth by this policy, acknowledge my role and duty to adhere to these terms.

Name:

Signature:

Date:



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## **BAC DEPARTMENT OF NURSING CONFIDENTIALITY AGREEMENT AND PHOTOGRAPHY RELEASE**

*This form should be completed and submitted to the student's advising course.*

During your time in the BAC Nursing Program, you will participate in various learning experiences in the Nursing Lab. During these activities, you will be in the role of both the participant and the observer. These activities allow you to collaborate with your student peers, develop competencies in nursing skills and clinical judgment, participate in group scenarios, and evaluate the performance of both you and your peers in a controlled environment with the guidance of the Nursing Faculty.

Most Nursing Lab learning activities conclude with debriefing sessions. A debriefing session is a post-activity review and discussion by students and faculty to improve practice and generate further knowledge inquiry. As a standard of practice, all debriefing sessions occur under the protection of confidentiality and in a professional, non-judgmental manner.

One learning tactic employed by Nursing Faculty is recording learning experiences in the Nursing Lab. The purpose of video recording of an individual or group during a learning experience is to allow students to observe themselves and their peers, with the guidance of the Nursing Faculty, to evaluate their clinical skills and practices for continuous improvement. It is critical that the content and subsequent discussion of the content of these video recordings are kept confidential. Students will not be allowed to save copies or share these video recordings. The recordings will only be used as a learning tool and are destroyed at the end of the course. It is the expectation that students will always maintain the privacy and confidentiality of their peers and are banned from sharing information about other students, their performance, grades, their skill set, discussions about the scenario, or the overall lab experience. Violations of this expectation will be subject to disciplinary action for the offending student(s) that may include dismissal from the program.

The BAC Marketing Department may take still photographs or videos of the Nursing Lab as a marketing tactic to promote the BAC Nursing Program. Students may be asked to participate in photos. These photos are shared publicly at the discretion of the BAC Marketing Department. However, students are not obligated to participate in these activities, and any identification of students by name would only occur with your permission.

By signing this contract, I acknowledge that I have read and understood the above expectations and agree to abide by the terms of this Agreement.

Student Name:

Signature:

Date:



## **Belmont Abbey College Nursing Department MSN Preceptor Information Form**

### **MSN Preceptor Courses:**

NU 677 Advanced Practice Leadership Concepts

NU 678 Advanced Practice Leadership Residency

### **Mission**

Belmont Abbey College's Department of Nursing offers excellence in ethical healthcare through professional nursing education, service, and practice. In this work, we are guided by the college's Benedictine spirit and Catholic intellectual tradition as expressed in the Benedictine Hallmarks and the Ethical and Religious Directives for Catholic Health Care Services.

### **Vision**

To be a leader of academic excellence and values in professional nursing.

### **Core Values**

The Department of Nursing's embraces the following 5 core values: Compassion, Caring, and Commitment; Accountable; Respectful and Resilience; Excellence; Sincerity and Service

### **Course Student Learning Objectives**

- Explain how the Essentials: Core Competencies for Professional Nursing Education, AONL Nurse Leader Competencies, and NLN Core Competencies for Academic Nurse Educators connect to the MSN program and personal learning experience.
- Identify stakeholders, mentors, pathways, and a leadership project.
- Design a graduate-level project plan utilizing data, resources, timelines, sustainability, and advanced interventions beyond education.
- Defend project plan with supportive evidence for faculty and mentor approvals.
- Organize immersion experience with the MSN PLGs and SLOs, the Essentials: Core Competencies for Professional Nursing Education, AONL Nurse Leader Competencies, and NLN Core Competencies for Academic Nurse Educators.
- Lead project team development, implementation, and evaluation.
- Identify supportive evidence to assemble a professional portfolio to comprehensively demonstrate the student has met the PLGs and SLOs of the MSN program.

### **The Role of the Student**

Students bring a variety of previous health care experiences to their clinical sites and are responsible for connecting new learning with these previous experiences. The student will function in a responsible manner that is consistent with the clinical agency philosophy and policies. Students will participate with the preceptor in clinical decision-making and learn the role of collaboration among health care providers.

### **Guidelines for Selecting a Preceptor:**

- A nurse leader working in area of focus such as staff development, client education, higher education, or an area of specific interest to the student.

- A nurse leader with expertise that aligns with the educational goals of the student: classroom teaching, online education, staff development, community education, etc.
- A nurse leader who is well established in the clinical or educational agency and can assist student in networking with other professionals.
- A nurse leader who has experience mentoring new graduates and/or graduate level nurses and understands the implications of the preceptor role.
- A nurse leader who has the time and resources to allocate to the preceptor role.

**The student will:**

- Share course and learning objectives and academic requirements with the clinical preceptor.
- Demonstrate self-directed behavior in meeting learning needs.
- Maintain an up-to-date record of licensure, insurance and health screening requirements needed for clinical practice in the Office of Student Services.
- Meet each clinical agency's requirements for clinical practice.
- Negotiate a mutually acceptable schedule for completion of clinical time and activities with the preceptor.
- Communicate regularly with the preceptor and faculty regarding clinical activities.
- Submit clinical logs and other course requirements to faculty per class schedule.
- Function as liaison between faculty and preceptor to determine site visits by clinical faculty.
- Complete an evaluation of the clinical agency and preceptor at the end of the experience.
- Function responsibly in the clinical agency by:
  - Maintaining confidentiality
  - Treating all clients with respect
  - Being on time for all scheduled activities
  - Maintaining appropriate professional appearance and demeanor
  - Communicating appropriate information using established forms and procedures.

**The Role of the Preceptor**

The role of the preceptor is essential in implementing an advanced practice nursing curriculum, and is in accordance with *AACN's Standard II, key element II f*. The guidance that preceptors provide assists the student in successfully preparing for roles in advanced practice. An essential aspect of the advanced practice role is the ability to demonstrate valuable knowledge and skills to lead change, promote health, and elevate care in various roles and settings. The preceptor serves as a role model and resource person as well as a teacher. They guide the student into the real world of advanced practice, and allow the student to try new skills, gain confidence and validate knowledge.

**Preceptor Qualifications:**

- Current license in state where practicum is located.
- Master of Science degree
- Minimum of three years of leadership experience in educational or clinical setting
- Employed at the educational or clinical site where practicum will be completed.

**The preceptor will:**

- Discuss the student's learning objectives and academic requirements within the context of the Essentials of Master's Education in Nursing, located at: <https://www.aacnnursing.org/Portals/0/PDFs/CCNE/Standards-Final-2018.pdf> which informs the student's program.
- Discuss their expectations of the student relevant to their practice and agency.
- Provide an orientation to the clinical agency.
- Function as a liaison between the student and clinical agency.
- Assist the agency staff and patients in accepting the role of the student.
- Assist the student in meeting any agency requirements.

- Provide opportunities for attaining the student's goals and objectives.
- Communicate with faculty to assure that students who are having performance problems are identified as quickly as possible.
- Give performance-based feedback to the student on an on-going basis.
- Provide feedback to faculty for the mid-term evaluation identifying areas that need improvement.
- Complete an evaluation of the student's learning experiences, performance, knowledge, attitudes, and skills at the conclusion of the experience.

### **The Role of the Faculty**

Course faculty and the Clinical Learning Coordinator have the responsibility for overall functioning of each clinical course. The faculty is responsible for developing and implementing mechanisms for evaluation, and for communicating with the preceptor and student regarding student performance.

#### **The faculty will:**

- Determine that appropriate contracts are in place for each clinical experience.
- Consider each student's needs and course objectives in determining the appropriateness of specific clinical sites.
- Review and give feedback to students about clinical logs and clinical experiences.
- Make recommendations about continued use of clinical sites and preceptors for specific courses.

### Preceptor Demographics

The completed form below will be held on file by Belmont Abbey College. Eligibility and approval of all preceptors is completed by the Clinical Partner in collaboration with the BAC Clinical Learning Coordinator and/or course Faculty.

| Attestation of Preceptor  |       |
|---|-------|
| Full Name:  |       |
| RN License Number:  |       |
| Email Address:  |       |
| Phone Number:   |       |
| Highest Nursing Degree: ADN    BSN    MSN    DNP    PhD<br>(please circle)  |       |
| Degree earned where?  |       |
| Years as a Registered Nurse:  |       |
| Primary Employer:   |       |
| Primary Nursing Unit:   |       |
| Primary Nursing Role:   |       |
| Years in Current Unit/Role:   |       |
| Nursing Certifications:   |       |
| Previous Experience as Preceptor:    Yes    No<br>(please circle)   |       |
| I have been informed of Belmont Abbey College's Mission, Vision, and Core Values. I will support the student in meeting course objectives. I attest to the accuracy of the above information. I understand that I will be asked for feedback on the student and will be given feedback on my performance as clinical partner. |       |
| Signature:  | Date: |

| Attestation of Clinical Partner  |   |
|--|---|
| Is this candidate a nurse in good standing at your institution?                                      | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Is this candidate eligible to serve as a clinical preceptor for students from Belmont Abbey College? | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Has this candidate completed training as a preceptor as required by your institution?                | <input type="checkbox"/> Y <input type="checkbox"/> N |



I attest that this Preceptor meets the requirements for the role and has agreed to partner with the student for the entirety of the clinical rotation.

Signature:

Date:



**Belmont Abbey**  
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## **Belmont Abbey College Nursing Department BSN Preceptor Information Form**

**BSN Focused Client Care Experience Preceptorship Course:**  
NU405: Transitions to Professional Practice I Clinical Practicum Capstone

### **Mission**

Belmont Abbey College's Department of Nursing offers excellence in ethical healthcare through professional nursing education, service, and practice. In this work, we are guided by the college's Benedictine spirit and Catholic intellectual tradition as expressed in the Benedictine Hallmarks and the Ethical and Religious Directives for Catholic Health Care Services.

### **Vision**

To be a leader of academic excellence and values in professional nursing.

### **Core Values**

The Department of Nursing's embraces the following 5 core values: Compassion, Caring, and Commitment; Accountable; Respectful and Resilience; Excellence; Sincerity and Service

### **Course Student Learning Objectives**

- Identify the leadership skills necessary to lead improvement efforts in professional nursing practice.
- Apply current research evidence and best practice to improve outcomes for patients or diverse populations.
- Create a professional portfolio and capstone project that demonstrates personal growth and development as a professional nurse.
- Evaluate process efficiency or quality improvement efforts.
- Demonstrate interprofessional collaboration to improve outcomes for patients.
- Employ proficiency in clinical reasoning and critical thinking in nursing practice through the provision of safe and quality care, evidence-based nursing judgement, advocacy, caring behaviors, integrity, and health promotion of the individual, family, community, or population.
- Determine priority needs for multiple patients and nursing interventions of patients with complex, multi-system health problems.
- Successful completion of a capstone comprehensive assessment and review.

### **The Role of the Student**

Students are responsible for building new learning upon previous clinical experiences while preparing for entry-level nursing practice. The student will function in a responsible manner that represents College and Department standards and is consistent with the clinical agency philosophy and policies. Students will participate with the preceptor in clinical decision-making and learn the role of collaboration among healthcare providers.

### **The student will:**

- Share course and learning objectives and academic requirements with the clinical preceptor.
- Demonstrate self-directed behavior in meeting learning needs.
- Maintain an up-to-date record of licensure, insurance, and health screening requirements needed for clinical practice in the Office of Student Services.
- Meet each clinical agency's requirements for clinical practice.
- Adhere to the preceptor's schedule for completing clinical time and activities.
- Communicate regularly with the preceptor and faculty regarding clinical activities.
- Submit clinical assignments and meet other course requirements as assigned by the course faculty.
- Function as a liaison between BAC Nursing faculty and the preceptor to determine site visits by clinical faculty.
- Complete an evaluation of the preceptor and clinical agency at the end of the experience.

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- Function responsibly in the clinical agency by:
  - Maintaining confidentiality
  - Treating all clients with respect
  - Being on time for all clinical shifts
  - Maintaining appropriate professional appearance and demeanor
  - Communicating appropriate information using established forms and procedures.

#### **The Role of the Preceptor**

The role of the preceptor is essential in implementing a learning experience that prepares senior students to successfully transition to entry-level professional nursing practice. Preceptors must support students in accordance with *AACN's Standard II, key element II f*. The preceptor serves as a role model and an educator. Preceptors hold an invaluable part of a student's educational journey, instilling confidence, validating knowledge, and supporting clinical nursing growth and development toward a successful NCLEX experience.

#### **Preceptor Qualifications:**

- Hold an unencumbered license to practice as a Registered Nurse in North Carolina
- BSN preferred, ADN required
- Employed at the educational or clinical site where practicum will be completed
- Compliant with clinical site requirements

#### **The preceptor will:**

- Discuss the student's learning objectives and academic requirements.
- Discuss their expectations of the student relevant to their practice and agency.
- Provide an orientation to the clinical agency.
- Function as a liaison between the student and clinical agency.
- Assist the agency staff and patients in accepting the role of the student.
- Assist the student in meeting any agency requirements.
- Provide opportunities for attaining the student's goals and objectives.
- Communicate with faculty to assure that students who are having performance problems are identified as quickly as possible.
- Give performance-based feedback to the student on an on-going basis.
- Provide feedback to faculty for the mid-term evaluation identifying areas that need improvement.
- Complete an evaluation of the student's learning experiences, performance, knowledge, attitudes, and skills at the conclusion of the experience.

#### **The Role of the Faculty**

Course faculty and the Clinical Learning Coordinator have the responsibility for overall functioning of each clinical course. The faculty is responsible for developing and implementing mechanisms for evaluation, and for communicating with the preceptor and student regarding student performance.

#### **The faculty will:**

- Determine that appropriate contracts are in place for each clinical experience.
- Consider each student's needs and course objectives in determining the appropriateness of specific clinical sites.
- Review and give feedback to students about clinical expectations and clinical experiences.
- Make recommendations about continued use of clinical sites and preceptors for specific courses.



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#### Preceptor Demographics

The completed form below will be held on file by Belmont Abbey College. Eligibility and approval of all preceptors is completed by the Clinical Partner in collaboration with the BAC Clinical Learning Coordinator and/or course Faculty.

| Attestation of Preceptor  |       |
|---|-------|
| Full Name:  |       |
| RN License Number:  |       |
| Email Address:  |       |
| Phone Number:   |       |
| Highest Nursing Degree: ADN    BSN    MSN    DNP    PhD<br>(please circle)  |       |
| Degree earned where?  |       |
| Years as a Registered Nurse:  |       |
| Primary Employer:   |       |
| Primary Nursing Unit:   |       |
| Primary Nursing Role:   |       |
| Years in Current Unit/Role:   |       |
| Nursing Certifications:   |       |
| Previous Experience as Preceptor:    Yes    No<br>(please circle)   |       |
| I have been informed of Belmont Abbey College's Mission, Vision, and Core Values. I will support the student in meeting course objectives. I attest to the accuracy of the above information. I understand that I will be asked for feedback on the student and will be given feedback on my performance as clinical partner. |       |
| Signature:  | Date: |

| Attestation of Clinical Partner  |       |
|--|-------|
| Is this candidate a nurse in good standing at your institution? <input type="checkbox"/> Y <input type="checkbox"/> N                                      |       |
| Is this candidate eligible to serve as a clinical preceptor for students from Belmont Abbey College? <input type="checkbox"/> Y <input type="checkbox"/> N |       |
| Has this candidate completed training as a preceptor as required by your institution? <input type="checkbox"/> Y <input type="checkbox"/> N                |       |
| I attest that this Preceptor meets the requirements for the role and has agreed to partner with the student for the entirety of the clinical rotation.     |       |
| Signature:   | Date: |



**Belmont Abbey**  
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NURSING

## STUDENT HANDBOOK AGREEMENT FORM

**This form should be completed and submitted to the student's advising course.**

I, (print name):

agree that I:

- have **received** the BELMONT ABBEY COLLEGE DEPARTMENT OF NURSING STUDENT HANDBOOK.
- am aware that the handbook is **available** for review on the BELMONT ABBEY COLLEGE NURSING STUDENT ADVISING COURSE.
- have **read** the BELMONT ABBEY COLLEGE DEPARTMENT OF NURSING STUDENT HANDBOOK in its entirety.
- acknowledge that I am responsible for its contents and for adhering to the policies therein.

**BSN**

**RN-BSN**

**MSN**

**Name:**

**Signature:**

**Date:**



**Belmont Abbey**  
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NURSING

### **MSN STUDENT Preceptorship Attestation**

I acknowledge that I am responsible for completing 150 practicum hours for NU 677

Agree

Disagree

I acknowledge that I am responsible for completing 150 practicum hours for NU 678

Agree

Disagree

I acknowledge that I am responsible for developing, implementing and analyzing an Evidence-Based Quality Improvement Project during my preceptorship in NU 677 & NU 678.

Agree

Disagree

Student Name:

Signature:

Date:



### Clinical/ Lab Experience Performance Evaluation Tool

Student Name: \_\_\_\_\_ Faculty Name: \_\_\_\_\_ Date: \_\_\_\_\_ Weekly Grade: \_\_\_\_\_

| Evaluation Items  | Satisfactory             | Unsatisfactory           | Non-Applicable           | Faculty Comments |
|---|--------------------------|--------------------------|--------------------------|------------------|
| <u>Professional Behaviors</u><br><i>[Examples: Dress code, Attitude, HIPPA, Attendance, Timeliness, Integrity, Communication, ANA Code of Ethics, Exhibits Belmont Abbey College Nursing's Core Values]</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| <u>Safety</u><br><i>[Examples: Patient safety, Medication Safety, Infection Prevention, Delegates Appropriately, Communication Evidenced Based Practice]</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| <u>Nursing Skills</u>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| <u>Preparation for Clinical</u><br><i>[Examples: Knowledge of Patient's Diagnosis, Procedures, Nursing Interventions, Medications, Utilizing and Prioritizing Data, and Patient's Therapies]</i>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| <u>Participation</u><br><i>[Examples: Teamwork, Interprofessional, Engaged in Learning]</i>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| <u>Documentation</u><br><i>[Examples: Timely Documentation, Faculty, Utilizes Nursing Process]</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| <u>Care Plan / Concept Map</u>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |

*Faculty will assign an “S”, Satisfactory, or “U”, Unsatisfactory, based on observations for each clinical/lab week. Students must earn an “S” on each evaluative item to obtain an overall “S” for the clinical/lab experience. Two or more “U” for the semester will result in an overall course failure of “D+”.*

Adapted From:

McDonald, M. E. (2018). *The nurse educators guide to assessing learning outcomes* (4<sup>th</sup> ed.). Jones & Bartlett Learning.

Oermann, M. H., & Gaberson, K. B. (2016). *Evaluation and testing in nursing education* (5th ed.). Springer Publishing Company. <https://doi.org/9780826194886>





## Clinical/Lab Performance Evaluation Tool

|          |  |                          |  |
|----------|--|--------------------------|--|
| Course   |  | Student Name             |  |
| Semester |  | Clinical Instructor Name |  |

**Overview:** The nursing program at Belmont Abbey College supports growth in clinical performance and safe nursing practice by program and professional standards. For all clinical courses within this program, the evaluation of clinical performance is guided by the alignment of student learning objectives based on a student's demonstration of the Hallmarks of Benedictine Education and professional nursing standards. Professional nursing standards used to support evaluation measures for clinical performance include the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), the Quality and Safety Education for Nurses (QSEN) Competencies (Cronenwett et al., 2007), and the ANA Code of Ethics (ANA, 2015).

A minimal numerical score for each semester of the curriculum allows this tool to be used throughout the nursing curriculum, demonstrating growth in clinical performance and progression within the program. Throughout their clinical progression, this tool allows students to focus on consistent goals of safe, holistic nursing care and to remain faithful to the ethical and religious directives of Catholic health care services. Minimal numerical scores appropriate for each semester of the curriculum are formulated by the Curriculum Committee of the nursing program.

**Directions:** Students complete one Mid-term reflective self-evaluation and one Final reflective self-evaluation. Students submit completed forms to their assigned clinical instructor on the due dates listed in the syllabus. Using the Rating Scale below, students must evaluate the quality of their performance and the amount of guidance required to perform each evaluation measure by denoting a numerical score of 0-4. Students must also complete a reflection on their strengths and areas of development at the end of the form. Within one week after the due date listed in the syllabus, clinical instructors will provide feedback regarding student performance by providing both a numerical score of each evaluative measure and written feedback. To receive a passing, satisfactory "S" grade for the Clinical/Lab Performance Evaluation Tool, the following scores must be achieved each semester (*varies per semester*):

- Junior I Clinical/Lab: A minimal numerical score of 22 or higher must be achieved at mid-term and at the end of the semester.
- Junior II Clinical/Lab: A minimal numerical score of 24 or higher must be achieved at mid-term and at the end of the semester.
- Senior I Clinical/Lab: A minimal numerical score of 26 or higher must be achieved at mid-term and at the end of the semester.
- Senior II Clinical/Lab: A minimal numerical score of 28 or higher must be achieved at mid-term and at the end of the semester.

## Rating Scale

| Self-Directed (4)                         |            |   |                               |
|---|------------|---|-------------------------------|
| Almost Never Requires (<10% of the time)  |            | Almost Always Exhibits (>90% of the time) |                               |
| • direction                               | monitoring | • a focus on the client or system         | • efficiency and organization |
| • guidance                                | support    | • accuracy, safety, and skillfulness      | • an eagerness to learn       |
|   |            | • assertiveness and initiative            |                               |
| Supervised (3)                            |            |   |                               |
| Occasionally Requires (25% of the time)   |            | Very Often Exhibits (75% of the time)     |                               |
| • direction                               | monitoring | • a focus on the client or system         | • efficiency and organization |
| • guidance                                | support    | • accuracy, safety, and skillfulness      | • an eagerness to learn       |
|   |            | • assertiveness and initiative            |                               |
| Assisted (2)                              |            |   |                               |
| Often Requires (50% of the time)          |            | Often Exhibits (50% of the time)          |                               |
| • direction                               | monitoring | • a focus on the client or system         | • efficiency and organization |
| • guidance                                | support    | • accuracy, safety, and skillfulness      | • an eagerness to learn       |
|   |            | • assertiveness and initiative            |                               |
| Novice (1)                                |            |   |                               |
| Very Often Requires (75% of the time)     |            | Occasionally Exhibits (25% of the time)   |                               |
| • direction                               | monitoring | • a focus on the client or system         | • efficiency and organization |
| • guidance                                | support    | • accuracy, safety, and skillfulness      | • an eagerness to learn       |
|   |            | • assertiveness and initiative            |                               |
| Dependent (0)                             |            |   |                               |
| Almost Always Requires (>90% of the time) |            | Almost Never Exhibits (<10% of the time)  |                               |
| • direction                               | monitoring | • a focus on the client or system         | • efficiency and organization |
| • guidance                                | support    | • accuracy, safety, and skillfulness      | • an eagerness to learn       |
|   |            | • assertiveness and initiative            |                               |

1. The program curriculum and graduates' performance reflect an education grounded in the Hallmarks of Benedictine Education, faithful to the Ethical and Religious Directives for Catholic Health Care Services.
2. Program graduates will perform at or above the national average on the NCLEX-RN® exam.
3. The graduate will possess the qualifications and skills to uphold the professional and ethical standards of nursing required for successful employment within the healthcare workforce.
4. The program will prepare graduates to provide holistic nursing care grounded in a scientific and liberal arts foundation supporting the diverse needs of all patients.

#### **Belmont Abbey College Pre-licensure RN-BSN & BSN Program Student Learning Objectives (SLO)**

---

1. Demonstrate knowledge and integration of foundational Catholic and Benedictine values in ethical decision-making and leadership.
2. Exhibit professional and ethical behaviors in the management and coordination of care.
3. Collaborate with patients or their designee and members of the inter-professional healthcare team to advocate for and provide quality, patient-centered care.
4. Integrate and use technology, data, and information as critical tools to manage care, prevent errors, and communicate with the health care team.
5. Apply knowledge and leadership to best practices for holistic care delivery to diverse populations and healthcare policy.
6. Apply evidence-based practice to health, wellness, and disease prevention principles to provide competent nursing practice in a variety of settings.
7. Demonstrate compassion and respect during all encounters and interactions.

#### **Course Student Learning Objectives (CO)**

---

*Objectives listed will vary per clinical/lab course.*

**Patient-Centered Care (SLO: 1, 7; AACN Essential: II)**

**Description:** Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Exemplars:**

- Elicits patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care.
- Communicates patient values, preferences and expressed needs to other members of health care team.
- Provides patient-centered care with sensitivity and respect for the diversity of human experience.
- Assesses presence and extent of pain and suffering.
- Assesses levels of physical and emotional comfort.
- Elicits expectations of patient & family for relief of pain, discomfort, or suffering.
- Initiates effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs.
- Removes barriers to presence of families and other designated surrogates based on patient preferences.
- Assesses level of patient's decisional conflict and provide access to resources.
- Engages patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management.
- Recognizes the boundaries of therapeutic relationships.
- Assesses own level of communication skill in encounters with patients and families.
- Participates in building consensus or resolving conflict in the context of patient care.
- Communicates care provided and needed at each transition in care.

**Midterm Evaluation**

**Final Evaluation**

**Student Rating:** 1 2 3 4

**Faculty Rating:** 1 2 3 4

**Student Rating:** 1 2 3 4

**Faculty Rating:** 1 2 3 4

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Student Comments:</b> | <b>Faculty Comments:</b> | <b>Student Comments:</b> | <b>Faculty Comments:</b> |
|                          |                          |                          |                          |

#### Teamwork and Collaboration (SLO: 3, 4, 7; AACN Essential: VI)

**Description:** Functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

**Exemplars:**

- Demonstrates awareness of own strengths and limitations as a team member.
- Initiates plan for self-development as a team member.
- Acts with integrity, consistency and respect for differing views.
- Functions competently within own scope of practice as a member of the health care team.
- Assumes role of team member or leader based on the situation.
- Initiates requests for help when appropriate to situation.
- Clarifies roles and accountabilities under conditions of potential overlap in team member functioning.
- Integrates the contributions of others who play a role in helping patient/family achieve health goals.
- Communicates with team members, adapting own style of communicating to needs of the team and situation.
- Demonstrates commitment to team goals.
- Solicits input from other team members to improve individual, as well as team, performance.
- Follows communication practices that minimize risks associated with handoffs among providers and across transitions in care.
- Asserts own position/perspective in discussions about patient care.
- Chooses communication styles that diminish the risks associated with authority gradients among team members.
- Participate in designing systems that support effective teamwork.

| Midterm Evaluation      |                         | Final Evaluation        |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Student Rating: 1 2 3 4 | Faculty Rating: 1 2 3 4 | Student Rating: 1 2 3 4 | Faculty Rating: 1 2 3 4 |
| Student Comments:       | Faculty Comments:       | Student Comments:       | Faculty Comments:       |
|                         |                         |                         |                         |

| Evidence-Based Practice (SLO: 6; AACN Essential: III)  |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|
| <p><b>Description:</b> Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p> <p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>• Participates effectively in appropriate data collection and other research activities.</li> <li>• Bases individualized care plan on patient values, clinical expertise and evidence.</li> <li>• Reads original research and evidence reports related to area of practice.</li> <li>• Locates evidence reports related to clinical practice topics and guidelines.</li> <li>• Participates in structuring the work environment to facilitate integration of new evidence into standards of practice.</li> <li>• Questions rationale for routine approaches to care that result in less-than-desired outcomes or adverse events.</li> <li>• Consults with clinical experts before deciding to deviate from evidence-based protocols.</li> </ul> |                         |                         |                         |
| Midterm Evaluation   |                         | Final Evaluation        |                         |
| Student Rating: 1 2 3 4  | Faculty Rating: 1 2 3 4 | Student Rating: 1 2 3 4 | Faculty Rating: 1 2 3 4 |

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Student Comments:</b> | <b>Faculty Comments:</b> | <b>Student Comments:</b> | <b>Faculty Comments:</b> |
|                          |                          |                          |                          |

| Quality Improvement (SLO: 5; AACN Essential: II, VII)  |                                |                                |                                |
|--|--------------------------------|--------------------------------|--------------------------------|
| <p><b>Description:</b> Uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p> <p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>• Seeks information about outcomes of care for populations served in care setting.</li> <li>• Seeks information about quality improvement projects in the care setting.</li> <li>• Uses tools (such as flow charts, cause-effect diagrams) to make processes of care explicit.</li> <li>• Participates in a root cause analysis of a sentinel event .</li> <li>• Uses quality measures to understand performance.</li> <li>• Uses tools (such as control charts and run charts) that are helpful for understanding variation.</li> <li>• Identifies gaps between local and best practice.</li> <li>• Designs a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act).</li> <li>• Practices aligning the aims, measures and changes involved in improving care.</li> <li>• Uses measures to evaluate the effect of change.</li> </ul> |                                |                                |                                |
| Midterm Evaluation   |                                | Final Evaluation               |                                |
| <b>Student Rating:</b> 1 2 3 4   | <b>Faculty Rating:</b> 1 2 3 4 | <b>Student Rating:</b> 1 2 3 4 | <b>Faculty Rating:</b> 1 2 3 4 |
| <b>Student Comments:</b>   | <b>Faculty Comments:</b>       | <b>Student Comments:</b>       | <b>Faculty Comments:</b>       |

|  |  |  |  |
|--|--|--|--|
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|--|--|--|--|

**Safety (SLO: 2, 4; AACN Essential: II, V)**

**Description:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

**Exemplars:**

- Demonstrates effective use of technology and standardized practices that support safety and quality.
- Demonstrates effective use of strategies to reduce risk of harm to self or others.
- Uses appropriate strategies to reduce reliance on memory (such as. forcing functions, checklists).
- Communicates observations or concerns related to hazards and errors to patients, families and the health care team.
- Uses organizational error reporting systems for near miss and error reporting.
- Participates appropriately in analyzing errors and designing system improvements.
- Engages in root cause analysis rather than blaming when errors or near misses occur.
- Uses national patient safety resources for own professional development and to focus attention on safety in care settings.

| Midterm Evaluation             |                                | Final Evaluation               |                                |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>Student Rating:</b> 1 2 3 4 | <b>Faculty Rating:</b> 1 2 3 4 | <b>Student Rating:</b> 1 2 3 4 | <b>Faculty Rating:</b> 1 2 3 4 |
| <b>Student Comments:</b>       | <b>Faculty Comments:</b>       | <b>Student Comments:</b>       | <b>Faculty Comments:</b>       |



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| Informatics (SLO: 4; AACN Essential: IV)  |                                |                                |                                |
|---|--------------------------------|--------------------------------|--------------------------------|
| <p><b>Description:</b> Uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</p> <p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>• Seeks education about how information is managed in care settings before providing care.</li> <li>• Applies technology and information management tools to support safe processes of care.</li> <li>• Navigates the electronic health record.</li> <li>• Documents and plan patient care in an electronic health record.</li> <li>• Employs communication technologies to coordinate care for patients.</li> <li>• Responds appropriately to clinical decision-making supports and alerts.</li> <li>• Uses information management tools to monitor outcomes of care processes.</li> <li>• Uses high quality electronic sources of healthcare information .</li> </ul> |                                |                                |                                |
| Midterm Evaluation  |                                | Final Evaluation               |                                |
| <b>Student Rating:</b> 1 2 3 4  | <b>Faculty Rating:</b> 1 2 3 4 | <b>Student Rating:</b> 1 2 3 4 | <b>Faculty Rating:</b> 1 2 3 4 |
| <b>Student Comments:</b>  | <b>Faculty Comments:</b>       | <b>Student Comments:</b>       | <b>Faculty Comments:</b>       |

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| Benedictine Hallmarks (SLO: 1, 2, 5; AACN Essential: I, IX)  |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|
| <p><b>Description:</b> Belmont Abbey College follows Benedictine monastic tradition by seeking God by living, working, and praying in community. The core values that embody the 10 hallmarks of Benedictine education include the following: Love, Prayer, Stability, Conversatio, Obedience, Discipline, Humility, Stewardship, Hospitality, and Community.</p> <p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates outward love of Christ and toward others</li> <li>• Engaged in active prayer life</li> <li>• Committed in creating meaningful relationships with others</li> <li>• Seeks out learning opportunities and frequently asks questions</li> <li>• Respects others and portrays integrity in daily work</li> <li>• Demonstrates self-discipline in the pursuit of personal goals</li> <li>• Shows receptiveness to instructor feedback &amp; willingness to improve work</li> <li>• Utilizes resources appropriately and respectfully</li> <li>• Recognizes and embraces gifts and talents of those individuals of differing capacities, races, cultures, and backgrounds</li> <li>• Seeks out opportunities to engage in self-less acts of caring for those in deeper, broader ways</li> </ul> |                         |                         |                         |
| Midterm Evaluation   |                         | Final Evaluation        |                         |
| Student Rating: 1 2 3 4  | Faculty Rating: 1 2 3 4 | Student Rating: 1 2 3 4 | Faculty Rating: 1 2 3 4 |
| Student Comments:  | Faculty Comments:       | Student Comments:       | Faculty Comments:       |

|  |  |  |  |
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**ANA Code Of Ethics (SLO: 1-7; AACN Essential: I, VIII, IX)**

**Description:** The ANA Code of Ethics is a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. Consists of 9 provisions that include the following: Respect for Others, Commitment to the Patient, Advocacy for the Patient, Accountability and Responsibility for Practice, Duty to Self and Duty to Others, Contribution to Healthcare environments, Advancement of the Nursing Profession, Promotion of Community and World Health, Promotion of the Nursing Profession

**Exemplars:**

- The student nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
- The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
- The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

| Midterm Evaluation      |                         |                         |                         |  | Final Evaluation |  |  |  |  |
|-------------------------|-------------------------|-------------------------|-------------------------|--|------------------|--|--|--|--|
| Student Rating: 1 2 3 4 | Faculty Rating: 1 2 3 4 | Student Rating: 1 2 3 4 | Faculty Rating: 1 2 3 4 |  |                  |  |  |  |  |
| Student Comments:       | Faculty Comments:       | Student Comments:       | Faculty Comments:       |  |                  |  |  |  |  |

Total Numerical Score/Grade: \_\_\_\_\_

Grading Scale (*varies per semester*):

J1:

|                         |           |
|-------------------------|-----------|
| Pass/Satisfactory Grade | $\geq 22$ |
| Fail/Unsatisfactory     | $< 22$    |

J2:

|                         |           |
|-------------------------|-----------|
| Pass/Satisfactory Grade | $\geq 24$ |
| Fail/Unsatisfactory     | $< 24$    |

S1:

|                         |           |
|-------------------------|-----------|
| Pass/Satisfactory Grade | $\geq 26$ |
| Fail/Unsatisfactory     | $< 26$    |

S2:

|                         |           |
|-------------------------|-----------|
| Pass/Satisfactory Grade | $\geq 28$ |
| Fail/Unsatisfactory     | $< 28$    |

Student Reflective Comments (with strengths and areas for development):

Faculty Feedback Comments (with strengths and areas for development):

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Adopted From:**

American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author.

American Nurses Association. (2015). *Code of ethics for nurses*. American Nurses Publishing.

Belmont Abbey College Benedictine Hallmarks

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131.

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer Publishing.



**Belmont Abbey College Nursing Department  
BSN Preceptor Evaluation Tool**

Student: \_\_\_\_\_ Midterm Date: \_\_\_\_\_  
Clinical Site: \_\_\_\_\_ Final Date: \_\_\_\_\_  
Preceptor: \_\_\_\_\_

**Overview:** Belmont Abbey College Nursing is dedicated to fostering safe nursing practice and growth in clinical performance and is aligned with current program and professional standards. The role of the preceptor is invaluable to a student's clinical growth to meet program learning goals, student learning outcomes, and course objectives.

NU405 consists of a *Focused Client Care Experience (FCCE)* which includes 120 direct patient care hours. Upon completion of the FCCE, students will be able to “employ proficiency in clinical reasoning and critical thinking in nursing practice through the provision of safe and quality care, evidence-based nursing judgment, advocacy, caring behaviors, integrity, and health promotion of the individual, family, community, or population” (Course Objective 6). Preceptors will evaluate students' performance at midterm (60 hours) and final (120 hours) FCCE hours. The student's clinical competencies will be evaluated in accordance with the Quality and Safety Education for Nurses (QSEN) Competencies (Cronenwett et al., 2007) and the ANA Code of Ethics (ANA, 2015).

**Directions:**

- Using the rating key below, evaluate the student's clinical skill and performance for the following competencies:
  - o **Satisfactory (S):** Safe clinical performance; demonstrates expected skills, synthesis of learning, and application of nursing principles at expected level.
  - o **Area of Concern (AOC):** Does not consistently perform satisfactorily in identified clinical behaviors.
  - o **Unsatisfactory (U):** Clinical performance is inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurses at this level.
  - o **Not Observed (N/O)**
- All **Areas of Concern** or **Unsatisfactory** performance will be addressed by the assigned BAC clinical faculty member for remediation at midterm evaluations or sooner, if warranted by the preceptor.
- **Unsatisfactory** performance at the final evaluation will prevent the student from passing the course.
- Schedule a time with your student to discuss Midterm and Final evaluations.
- Preceptor and student signatures are required at the conclusion of this evaluation form. Email the completed form to the appointed BAC clinical faculty member.

**Clinical Competency 1: Patient-Centered Care**

Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care, based on respect for the patient's preferences, values, and needs.

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Communicates patient values, preferences and expressed needs to other members of health care team. |         |     |   |     |       |     |   |     |



|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| B. Provides patient-centered care with sensitivity and respect for the diversity of human experience.                                     |  |  |  |  |  |  |  |  |
| C. Assesses presence and extent of pain and suffering.  |  |  |  |  |  |  |  |  |
| D. Assesses levels of physical and emotional comfort.   |  |  |  |  |  |  |  |  |
| E. Initiates effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs.              |  |  |  |  |  |  |  |  |
| F. Engages patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management. |  |  |  |  |  |  |  |  |
| G. Assesses own level of communication skill in encounters with patients and families.  |  |  |  |  |  |  |  |  |
| H. Communicates care provided and needed at each transition in care.  |  |  |  |  |  |  |  |  |

**Comments:**

### **Clinical Competency 2: Teamwork and Collaboration**

Functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Demonstrates awareness of own strengths and limitations as a team member.  |         |     |   |     |       |     |   |     |
| B. Acts with integrity, consistency and respect for differing views.  |         |     |   |     |       |     |   |     |
| C. Functions competently within own scope of practice as a member of the health care team.                                      |         |     |   |     |       |     |   |     |
| D. Initiates requests for help when appropriate to situation.   |         |     |   |     |       |     |   |     |
| E. Integrates the contributions of others who play a role in helping patient/family achieve health goals.                       |         |     |   |     |       |     |   |     |
| F. Communicates with team members, adapting own style of communicating to needs of the team and situation.                      |         |     |   |     |       |     |   |     |
| G. Follows communication practices that minimize risks associated with handoffs among providers and across transitions in care. |         |     |   |     |       |     |   |     |
| H. Participate in designing systems that support effective teamwork.  |         |     |   |     |       |     |   |     |

**Comments:**

### **Clinical Competency 3: Evidence-Based Practice**



Integrates best current evidence with clinical expertise and patient/family preferences and values, for delivery of optimal health care.

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Participates effectively in appropriate data collection and other research activities.                                 |         |     |   |     |       |     |   |     |
| B. Locates evidence reports related to clinical practice topics and guidelines.   |         |     |   |     |       |     |   |     |
| C. Participates in structuring the work environment to facilitate integration of new evidence into standards of practice. |         |     |   |     |       |     |   |     |
| D. Consults with clinical experts before deciding to deviate from evidence-based protocols.                               |         |     |   |     |       |     |   |     |

Comments:

#### **Clinical Competency 4: Quality Improvement**

Uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to improve the quality and safety of health care systems continuously.

| Clinical behaviors:  | MIDTERM |     |   |     | FINAL |     |   |     |
|--|---------|-----|---|-----|-------|-----|---|-----|
|  | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Seeks information about quality improvement projects in the care setting. |         |     |   |     |       |     |   |     |
| B. Participates in a root cause analysis of a sentinel event.                |         |     |   |     |       |     |   |     |
| C. Uses quality measures to understand performance.                          |         |     |   |     |       |     |   |     |
| D. Identifies gaps between local and best practice.                          |         |     |   |     |       |     |   |     |

Comments:

#### **Clinical Competency 5: Safety**

Minimizes risk of harm to patients and providers through system effectiveness and individual performance.

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Demonstrates effective use of technology and standardized practices that support safety and quality. |         |     |   |     |       |     |   |     |
| B. Demonstrates effective use of strategies to reduce risk of harm to self or others.                   |         |     |   |     |       |     |   |     |





|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| C. Uses appropriate strategies to reduce reliance on memory (such as. forcing functions, checklists).                                      |  |  |  |  |  |  |  |  |
| D. Communicates observations or concerns related to hazards and errors to patients, families and the health care team.                     |  |  |  |  |  |  |  |  |
| E. Uses organizational error reporting systems for near miss and error reporting.  |  |  |  |  |  |  |  |  |
| F. Uses policies and other patient safety resources for own professional development and to focus attention on safety in the care setting. |  |  |  |  |  |  |  |  |

**Comments:**

**Clinical Competency 6: Informatics**

Uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Seeks education about how information is managed in care settings before providing care. |         |     |   |     |       |     |   |     |
| B. Applies technology and information management tools to support safe processes of care.   |         |     |   |     |       |     |   |     |
| C. Navigates the electronic health record efficiently.                                      |         |     |   |     |       |     |   |     |
| D. Documents and plan patient care in an electronic health record.                          |         |     |   |     |       |     |   |     |
| E. Employs communication technologies to coordinate care for patients.                      |         |     |   |     |       |     |   |     |
| F. Uses information management tools to monitor outcomes of care processes                  |         |     |   |     |       |     |   |     |

**Comments:**

**Clinical Competency 7: ANA Code of Ethics**

The ANA Code of Ethics provides a foundation for quality nursing care and the ethical obligations of the nursing profession. The ANA Code of Ethics consists of 9 provisions that include the following: Respect for Others, Commitment to the Patient, Advocacy for the Patient, Accountability and Responsibility for Practice, Duty to Self



and Duty to Others, Contribution to Healthcare environments, Advancement of the Nursing Profession, Promotion of Community and World Health, Promotion of the Nursing Profession.

| Clinical behaviors:  | MIDTERM |     |   |     | FINAL |     |   |     |
|--|---------|-----|---|-----|-------|-----|---|-----|
|  | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.  |         |     |   |     |       |     |   |     |
| B. Remains committed to the patient, whether an individual, family, group, community, or population.   |         |     |   |     |       |     |   |     |
| C. Promotes, advocates for, and protects the rights, health, and safety of the patient.  |         |     |   |     |       |     |   |     |
| D. Demonstrates authority, accountability and responsibility for their nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.   |         |     |   |     |       |     |   |     |
| E. Participates in the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth. |         |     |   |     |       |     |   |     |
| F. Helps to establish, maintain, and improve the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care  |         |     |   |     |       |     |   |     |
| G. Promotes the advancement of the profession through research and scholarly inquiry, professional standards development, and/or nursing health policy.  |         |     |   |     |       |     |   |     |
| H. Collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.   |         |     |   |     |       |     |   |     |
| I. Demonstrates nursing values, maintains the integrity of the profession, and integrates principles of social justice into nursing and health policy.   |         |     |   |     |       |     |   |     |

**Comments:**

**Midterm Comments** *(Please use this space to elaborate on strengths and areas of improvement)*



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**Final Comments** (*Please use this space to elaborate on strengths and areas of improvement*)

Midterm Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Midterm Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Midterm BAC Clinical Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final BAC Clinical Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Adopted From:**

American Nurses Association. (2015). *Code of ethics for nurses*. American Nurses Publishing.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007).  
Quality and safety education for nurses. *Nursing Outlook*, 55,122-131.



**Belmont Abbey College Nursing Department  
MSN Preceptor Evaluation Tool**

Student: \_\_\_\_\_ Midterm Date: \_\_\_\_\_  
Clinical Site: \_\_\_\_\_ Final Date: \_\_\_\_\_  
Preceptor: \_\_\_\_\_

**Overview:** The nursing program at Belmont Abbey College supports growth in clinical performance and safe nursing practice by program and professional standards. The role of the preceptor and preceptor feedback is invaluable to a student's clinical growth towards meeting program learning goals, student learning outcomes, and course objectives.

NU677 and NU678 courses require BAC graduate nursing students to partake in an immersion practicum experience. The Overview and Description for these courses are *"a deep analysis of the advanced practice role is performed through mentored and guided experiences to develop, implement, and evaluate initiatives for continuous improvement and outcome achievements within the selected specialty."* At the Midterm and Final points of the semester, preceptors will evaluate the student's performance based on performance criteria provided by the American Organization for Nursing Leadership's (AONL) 2022 Nurse Leader Competencies.

**Directions:**

- Using the rating key below, evaluate your students clinical performance for each competency:
  - **Satisfactory (S):** Safe clinical performances; demonstrates expected skills, synthesis of learning, and application of nursing principles at expected level.
  - **Area of Concern (AOC):** Does not consistently perform at a satisfactory level in identified clinical behaviors.
  - **Unsatisfactory (U):** Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.
  - **Not Observed (N/O)**
- For the Midterm Evaluation, all **Areas of Concern** or **Unsatisfactory** evaluations will be addressed by BAC course faculty member for remediation. For the Final Evaluation, **Unsatisfactory** evaluations prevents the student from passing this course.
- Utilize the comments section for each competency to elaborate on **Areas of Concern** or **Unsatisfactory** evaluation.
- Utilize the Midterm and Final comments section to elaborate on strengths and areas of improvement.
- Schedule a time to meet with your student to discuss your Midterm and Final evaluation. Provide your signature and your student's signature at the conclusion of this evaluation form. Send an electronic copy to the BAC course faculty member.



**Clinical Competency 1: Professionalism**

- Profession Accountability
- Advocacy
- Health Equity and Social Determinants of Health
- Governance

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Aligns behavior with personal values and determines fit with the organization's culture.   |         |     |   |     |       |     |   |     |
| B. Ensures the voice of the patient is central and present in decision-making.  |         |     |   |     |       |     |   |     |
| C. Exhibits leadership presence.  |         |     |   |     |       |     |   |     |
| D. Implements and maintains optimal, culturally competent health care across the lifespan, in all settings, addressing social determinants of health and health equity. |         |     |   |     |       |     |   |     |
| E. Interacts and educates the organization's governing body regarding health care, the value of nursing, and quality and patient safety principles.                     |         |     |   |     |       |     |   |     |

Comments:

**Clinical Competency 2: Communication & Relationship Management**

- Effective Communication
- Influencing Behaviors
- Relationship Management

| Clinical behaviors:  | MIDTERM |     |   |     | FINAL |     |   |     |
|--|---------|-----|---|-----|-------|-----|---|-----|
|  | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Communicates with clarity and integrity to build trust with all stakeholders.   |         |     |   |     |       |     |   |     |
| B. Practices transparency and truth telling.   |         |     |   |     |       |     |   |     |
| C. Understands diverse communication styles.   |         |     |   |     |       |     |   |     |
| D. Develops and fosters relationships across the care continuum to build alliances and strategic partnerships to achieve common goals. |         |     |   |     |       |     |   |     |
| E. Engages and manages conflicts and disagreements in a constructive manner.   |         |     |   |     |       |     |   |     |

Comments:

**Clinical Competency 3: Knowledge of the Health Care Environment**

- Nursing Practice and Application
- Economics and Policy
- Regulation
- Evidence Based Practice
- Patient Safety and Quality



| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Formulates objectives and priorities, implementing plans across the continuum of care and practice settings consistent with long-term interests of the organization. |         |     |   |     |       |     |   |     |
| B. Leads/translates evidence-based research into practice.  |         |     |   |     |       |     |   |     |
| C. Ensures the use of patient safety and care improvement sciences.   |         |     |   |     |       |     |   |     |

Comments:

**Clinical Competency 4: Business Skills and Principles**

- Financial Management
- Strategic Management
- Human Resource Management

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Actively engaged in learning about the organization's financial processes.                 |         |     |   |     |       |     |   |     |
| B. Contributes to a safe and healthful work environment, promoting self-care and empowerment. |         |     |   |     |       |     |   |     |

Comments:

**Clinical Competency 5: Leadership**

- Systems and Complex Adaptive Thinking
- Change Management
- Diversity, Belonging, and Inclusion
- Decision Making
- Transformation and Innovation

| Clinical behaviors:   | MIDTERM |     |   |     | FINAL |     |   |     |
|---|---------|-----|---|-----|-------|-----|---|-----|
|   | S       | AOC | U | N/O | S     | AOC | U | N/O |
| A. Identifies and objectively analyzes problems.  |         |     |   |     |       |     |   |     |
| B. Evaluates relevance and accuracy of information.   |         |     |   |     |       |     |   |     |
| C. Generates and evaluates alternative solutions, making recommendations and decisions.     |         |     |   |     |       |     |   |     |
| D. Fosters a culture of inquiry, innovation, and transformation with a focus on the future. |         |     |   |     |       |     |   |     |
| E. Acts as a catalyst for change by seeking new information and ideas.                      |         |     |   |     |       |     |   |     |
| F. Rapidly adapts to new information, changing conditions, and unexpected obstacles.        |         |     |   |     |       |     |   |     |
| G. Demonstrates visionary thinking to build a shared vision that is articulated to others.  |         |     |   |     |       |     |   |     |

Comments:



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**Midterm Comments (including strengths and areas of improvement):**

**Final Comments (including strengths and areas of improvement):**

Midterm Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Midterm Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Midterm BAC Clinical Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Final Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Final Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Final BAC Clinical Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_



### NURSING PROGRAM REQUIREMENTS CHECKLIST

| Program Requirement                       | Frequency   | Completed                |
|---|---|--------------------------|
| Background Check                          | Once  | <input type="checkbox"/> |
| Drug Screen                               | Once  | <input type="checkbox"/> |
| Health Form (Health Clearance Report)     | Once  | <input type="checkbox"/> |
| On-line Core Orientation                  | Annually  | <input type="checkbox"/> |
| MMR (Measles, Mumps, Rubella)             | Once  | <input type="checkbox"/> |
| Varicella (Chickenpox)                    | Once  | <input type="checkbox"/> |
| DTP (Diphtheria, Tetanus, Pertussis)      | Once  | <input type="checkbox"/> |
| Hepatitis B                               | Once  | <input type="checkbox"/> |
| TB (Tuberculosis)                         | Once/then annual attestation  | <input type="checkbox"/> |
| Flu (Influenza)                           | Annually<br>(in the fall, when vaccine becomes available)                             | <input type="checkbox"/> |
| Covid-19 Vaccination                      | Initial vaccine series<br>(Booster recommended)                                       | <input type="checkbox"/> |
| Create ATI account                        | Once  | <input type="checkbox"/> |
| Create Complio account                    | Once  | <input type="checkbox"/> |
| Create My Clinical Exchange (mCE) account | Account will be created and paid for by BAC. Please do not create a separate account. | <input type="checkbox"/> |
| Uniforms – get fitted & order             | Once, then as needed  | <input type="checkbox"/> |



## Belmont Abbey College Nursing Department Clinical Performance Attestation

I have read the Weekly Lab/Clinical Experience Performance Evaluation in full and understand the student exemplars demonstrating each evaluation item listed below. I understand that one or more "U" (unsatisfactory) earned for the lab or clinical day will result in a "U" for the week. Two or more "U" within the semester will result in an overall course failure with a D+.

| Evaluation Items           | Student Exemplars  |
|----------------------------|--|
| Professionalism            | <ul style="list-style-type: none"> <li>· Adheres to dress code stated in BAC Student Handbook</li> <li>· Maintains a professional attitude</li> <li>· Upholds standards of HIPPA</li> <li>· Arrives to clinical/lab in a timely manner</li> <li>· Demonstrates honest behavior</li> <li>· Communicates professionally and therapeutically with peers, faculty, and patients</li> <li>· Follows the ANA Code of Ethics</li> <li>· Exhibits Belmont Abbey College Nursing's Core Values</li> </ul> |
| Safety                     | <ul style="list-style-type: none"> <li>· Prioritizes patient safety (fall prevention, medication safety, etc.)</li> <li>· Participates in infection prevention practices (hand hygiene, PPE, etc.)</li> <li>· Applies safe principles of safe delegation</li> </ul>  |
| Nursing Skills             | <ul style="list-style-type: none"> <li>· Actively seeks out learning opportunities and resources</li> <li>· Performs nursing skills and therapeutic procedures safely and competently</li> <li>· Utilizes nursing process to guide nursing care</li> <li>· Identifies situations in which assistance is needed and seeks assistance</li> </ul>   |
| Preparation                | <ul style="list-style-type: none"> <li>· Completes and submits pre-lab/pre-clinical work, as assigned, in a timely manner</li> <li>· Arrives to clinical/lab with personal nursing equipment and resources</li> </ul>  |
| Participation              | <ul style="list-style-type: none"> <li>· Engaged in active learning opportunities (discussions, skills, etc.)</li> <li>· Collaborates with peers/other members of the team to meet patient goals</li> <li>· Participates in interprofessional communication</li> </ul>   |
| Documentation              | <ul style="list-style-type: none"> <li>· Performs accurate and timely documentation</li> <li>· Writing (electronic or hand-written) is clear, organized, and thorough</li> </ul>   |
| Care Plan /<br>Concept Map | <ul style="list-style-type: none"> <li>· Completes a care plan/concept map, per rubric and grading criteria</li> <li>· Care plan/concept complete, following the feedback provided by instructor</li> </ul>  |