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The content of this LPN to B.S. Nursing Program Student Handbook is provided for the information of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the nursing faculty of the Arlene Gates Department of Nursing, Dakota Wesleyan University in order to fulfill its role and mission or to accommodate to circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

Nursing students are responsible to become familiar with and to follow the policies, requirements, standards, regulations, etc. as printed in this LPN to B.S. Nursing Program Student Handbook, the University Catalog, the DWU Student Handbook, and any separate communications issued by Dakota Wesleyan University regarding same.

DWU Nursing Faculty, July 2016
Arlene Gates Department of Nursing
LPN to B.S. Nursing Program

Student Acknowledgement: Receipt and Verification of Reading Student Handbook

Nursing students are responsible to become familiar with and follow the policies, requirements, standards, and regulations as printed in the 2016-2017 LPN to B.S. Nursing Program Student Handbook, the University Catalog, http://www.dwu.edu/academics/catalog/, the DWU Student Handbook, http://www.dwu.edu/currentstudents/studentlife/studenthandbook-1/, and any additional written communications issued by Dakota Wesleyan University and/or the Department of Nursing. Please direct any questions to Diane Sandhoff, Administrative Chair of the Arlene Gates Department of Nursing.

Please read the entire 2016-2017 LPN to B.S. Nursing Program Student Handbook with special attention to policies listed below:

☐ Pages 12-13: Essential Abilities, Skills and Characteristics Required for the Dakota Wesleyan University Nursing Program
☐ Pages 14-15: Professional Standards and Civility Policy
☐ Page 16: SD Board of Nursing Disciplinary Information/Questions
☐ SD Nurse Practice Act and laws related to nursing licensure in South Dakota

☐ Page 24: Progression in the LPN-B.S. Nursing Program
☐ Page 25: Graduation Requirements
☐ Page 28: Nursing Course Grading
☐ Page 29: Dismissal with Eligibility to Request Readmission
☐ Page 30: Dismissal without Eligibility to Request Readmission
☐ Pages 24-48: Academic Integrity Policy

☐ Pages 25-26: Class and Clinical Attendance/Absence Policies
☐ Pages 31-33: Clinical Experiences: Preparation, Practice, Medication Errors & Unsafe Behaviors, Needlesticks, Student Uniform & Dress Code/Grooming
☐ Pages 34-38: Simulation Lab Overview/Student Expectations
☐ Page 39: Confidentiality Statement and Permission for Simulation Videotaping and Recording
☐ Pages 40-43: Guidelines for Evaluation of Student Clinical Experiences
☐ Page 46: Confidentiality Agreement
☐ Pages 49-51: DWU Arlene Gates Department of Nursing ATI Policy

I have access to a copy of the 2016-2017 DWU LPN to B.S. Nursing Program Student Handbook (hard copy or on TigerNet).

By signing below, I am acknowledging that I have read the 2016-2017 LPN to B.S. Nursing Program Student Handbook and understand that I am responsible for following all policies, requirements, standards and regulations of the LPN to B.S. Nursing Program at Dakota Wesleyan University.

Print Name: ________________________________
Signature: ________________________________ Date: ____________
Mission Statement

As an inclusive educational community, Dakota Wesleyan University provides a transformative learning experience that cultivates enduring intellectual growth, ethically grounded leadership, intentional faith exploration, and meaningful service.

Our Mission is informed by our four values of learning, leadership, faith, and service. We implement our values as follows:

Learning
We prepare students for meaningful careers in the context of a liberal arts education, which fosters adaptability, creative and critical thinking, artistic expression, experiential learning, innovation, collaboration, and a deeper understanding of our global community.

Leadership
We challenge all members of our university community to be leaders of character who maximize their strengths in their personal and professional lives. We recognize that students can develop and display leadership skills throughout the entirety of their collegiate experiences.

Faith
As an engaged, faith-affirming community, we embrace John Wesley's Christ-centered model of uniting knowledge, reason, and vital faith in curricular and cocurricular activities. We challenge students to examine their own values, while respecting the diversity on campus and throughout the world.

Service
We inspire and empower our students, faculty, and staff to make a difference through creative, genuine service. Rooted in our Methodist heritage, service is a natural extension of our nurturing community.

Approved by Board of Trustees February 5, 2016
Mission Statement of the Arlene Gates Department of Nursing
The Arlene Gates Department of Nursing at Dakota Wesleyan University aspires to prepare students for a meaningful career in professional nursing in a liberal arts setting. The nursing faculty cultivates a challenging learning environment based on Christian values and acceptance of diversity. The nursing department fosters professional growth, leadership, lifelong learning, and commitment to service.

Philosophy of the Arlene Gates Department of Nursing
The philosophy of the nursing program reflects the mission of the nursing department and DWU. The nursing department offers programs that meet the needs of the community of interest and region. The nursing programs are designed to provide experiences that will challenge students to pursue excellence, self-confidence, fulfilling relationships, and orientation to service. Students are exposed to a liberal arts experience within a Christian setting to encourage spiritual growth and to prepare them for changes in health care.

Education
Education is a continuous process of developing the individual’s potential as a person, as a member of a changing society, and as a professional nurse. Even though values are learned early in life, the formation of a humanistic-altruistic system of values can be influenced by nursing educators (Watson). Learning is the acquisition of knowledge and skills and is evidenced in the learner by a change in behavior. Learning is facilitated by the nursing faculty using the curriculum to promote expected behaviors. At DWU, learning is an active process involving students and faculty in formal and informal settings. The process occurs in an environment which encourages the development of problem solving skills, self-assurance, and self-direction. Adult learning principles are incorporated into the educational process. The learner is prepared to pursue lifelong learning, be accountable for nursing practice, and be responsible for one’s own learning.

Scholarship
Scholarship is defined as those activities that lead to the advancement of the nursing profession and demonstrate inquiry, current clinical competence, excellence in teaching, and the sharing of knowledge to promote health.

Bachelor of Science Nurse
The Bachelor of Science (B.S.) nurse fosters the adaptive abilities of individuals, families, populations, and communities in a caring manner. The nurse partners with diverse populations across the life span to foster positive healthcare outcomes. The roles of the nurse include provider of care, manager of care, and member of a profession. The nurse integrates the nursing process, critical reasoning, evidence-based practice, and quality and safety standards to collaboratively provide healthcare to individuals, families, populations, and communities in a variety of settings and contexts. The nurse incorporates knowledge from a variety of disciplines and serves as a client advocate within the healthcare system. The nurse functions as a member of a profession, leads others by using a legal and ethical framework to guide decisions, and is committed to lifelong learning and the values of learning, leadership, faith and service.
Conceptual Framework
Given the mission, commitments and objectives of the university, and in accordance with the American Nurses Association, Nursing Scope and Standards of Practice, and their own philosophy and beliefs, the nursing faculty has come to consensus regarding the foundational concepts of healthcare consumer/client, environment, health, and nursing, which guide the development, implementation and evaluation of the nursing curriculum. These concepts are defined in the following paragraphs:

Healthcare consumer/Client
A client is the recipient of nursing care or services. “The person, client, family, group, community, or population who is the focus of attention and to whom the registered nurse is providing services as sanctioned by the state regulatory bodies” (ANA, 2015, p. 88).

Environment
Persons respond to a changing environment of both internal and external factors. Environment encompasses all surroundings and influences that correspond with how a person interacts and reacts to the way in which they practice.

Health
“An experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury” (ANA, 2015, p. 87).

Nurse/Nursing
“Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2015 p. 1).

Reference:

Revised April 2015; Reviewed 2016
Health is “an experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury” (ANA, 2015, p. 87). Persons respond to a changing environment of both internal and external factors. Environment encompasses all surroundings and influences that correspond with how a person interacts and reacts to the way in which they practice. “Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2015, p. 1).
Program Purposes

The nursing program is designed to offer the body of knowledge and experiences necessary to prepare individuals for bachelor degree nursing practice. Graduates of Dakota Wesleyan University earn a bachelor of science degree in nursing and will have satisfied the academic requirements necessary for eligibility to take the National Council of State Boards of Nursing Licensing Examination for Registered Nurses (NCLEX-RN).

Program Learning Outcomes

**PROVIDER OF CARE**

The student will:

1. Apply the nursing process and critical thinking skills in the provision of holistic, evidence-based nursing care that promotes partnerships with culturally diverse groups of clients, families, populations, and communities in order to foster the achievement of health and wellness.

2. Design teaching/learning strategies in collaboration with individuals, families, populations, and communities that reflect their holistic learning needs and adaptive capabilities.

3. Formulate primary, secondary, and tertiary preventive strategies that promote adaptive lifestyle behaviors in collaboration with individuals, families, populations, and communities.

**MANAGER OF CARE**

The student will:

1. Design case management strategies in partnership with individuals, families, populations, and communities that reflect effective communication and collaboration with interprofessional teams, effective use of technological resources, and cost-effectiveness.

2. Incorporate servant leadership and management strategies that reflect empowerment of others.

**MEMBER OF A PROFESSION**

The student will:

1. Engage in professional behaviors that encompasses moral, legal, and ethical nursing standards that are utilized in professional care of individuals, families, populations and communities.

Program Outcomes

- The program's 3-year mean for licensure exam pass rate will be at or above the national mean for the same 3-year period.
- 70% of students admitted into the LPN to B.S. Nursing Program will graduate within forty months.
- 90% of graduates who are actively seeking employment in nursing will be employed as a registered nurse (RN) at six to twelve months' post-graduation.
- At six to twelve months' post-graduation, all items on the graduate survey will receive a mean of 3.0 or higher.
- At six to twelve months' post-graduation, all items on the employer survey will receive a mean of 3.0 or higher.
Credit, Classroom and Clinical/Lab Hours  
(Including clock hours)  
LPN to B.S. Nursing Program

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Hours of Credit</th>
<th>Online/Classroom Hours per Week</th>
<th>Total Online/Classroom Clock Hours</th>
<th>Lab/Clinical Hours per Week</th>
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Theory: 1 credit hour is equal to two hours of online instruction per week for 7.5 weeks. Sessions are 8 weeks with 7.5 weeks of formal instruction to satisfy 15 weeks for semester credit.

Clinical: 1 credit hour is equal to three contact hours: For example, 1 credit of clinical x 3 x 7.5 weeks x 2 is 45 hours.

*July 2016*
Arlene Gates Department of Nursing

Essential Abilities, Skills and Characteristics
Required for the Dakota Wesleyan University Nursing Program

According to the law relating to nursing licensure, practice and education, the practice of nursing by a registered nurse means the:

a. Nursing diagnosis of human responses to actual or potential health problems of individuals or groups, providing preventative, restorative and supportive care, health teaching and counseling, case management and referral; and

b. Administration, supervision, delegation, evaluation and teaching of health and nursing practice; which require substantial specialized knowledge, judgment and skill based upon the principles of the biological, physiological, behavioral and sociological sciences, and for which the registered nurse bear responsibility and accountability.

A candidate for licensure as a registered nurse must, therefore, have abilities and skills which enable her/him to acquire essential specialized knowledge and to utilize this knowledge in planning and delivering nursing care. The use of a trained intermediary is not acceptable, in that the candidate's judgment must not be mediated by someone else's power of observation and selection. Faculties of nursing have responsibilities to students, patients and society to prepare the best possible nurses.

The following abilities and skills are necessary to meet the requirements of the nursing curriculum at Dakota Wesleyan University:

a. **Observation**: The candidate must be able to observe a patient accurately at a distance and close at hand. Observation and assessment necessitates the functional use of the senses of vision, hearing, touch and smell.

b. **Communication**: The candidate must be able to speak, to hear, and to observe patients in order to elicit information; describe changes in mood, activity and posture; and perceive non-verbal communications. Communication includes not only speech, but reading and writing. A candidate must be able to communicate effectively and sensitively with patients and effectively and efficiently with all members of the health care team.

c. **Motor**: The candidate must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other assessment maneuvers. A candidate must have sufficient motor skills to gain access to clients in a variety of care settings and to manipulate the equipment central to the treatment of the patient receiving care by a registered nurse. A candidate must also demonstrate the strength and endurance necessary to perform usual nursing activities for a complete nursing shift. Work can at times be heavy, requiring exerting up to 50 pounds of force occasionally, and/or up to 20 pounds frequently and/or up to 10 pounds consistently to push, pull, lift, carry or otherwise move objects. Majority of work requires manual
dexterity and ability to grasp. Visual acuity and adequate hearing is needed to perform essential job functions.

d. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill

e. **Behavioral and Social Attitudes:** A candidate must possess the emotional health required for full utilization of her/his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of the patients, and the development of mature, sensitive and effective relationships with patients. A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities necessary for nursing.

No applicant is barred from the nursing program because of sex, race, creed, color, marital status or national origin. Individual consideration is given to persons with special circumstances, or those who do not meet the entrance requirements as listed. However, each candidate must display abilities and skills as described in this document. Any handicapped applicant will be given individual consideration for admission according to these guidelines. In addition to the above abilities and skills, a Dakota Wesleyan University nursing student is expected to adhere to the principles of the "Code of Ethics for Nurses with Interpretive Statements," adopted by the American Nurses Association. The Code of Ethics for Nurses communicates a standard of professional behavior expected throughout the total nursing program and during each individual nursing course. Therefore, in addition to the dismissal for academic failure, the faculty and administration of the department of nursing reserve the right to dismiss any student enrolled in the nursing program for incompetent, unethical, dishonest, or illegal conduct academically or clinically that is inconsistent with the Code of Ethics for Nurses.

Laws and rules regulating nursing in South Dakota and most other states list reasons for denial, revocation or suspension of a license to practice nursing. Convictions of a felony or addiction to the habitual use of intoxicating liquors or controlled drugs are among the reasons listed. (Refer to South Dakota Board of Nursing, South Dakota Codified Law, Nurse Practice Act, Chapter 36:9 Registered and Practical Nurses). Applicants must abide by individual state requirements which are available to students upon request.

References:


Arlene Gates Department of Nursing

Professional Standards

Dakota Wesleyan University nursing program students will use the American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements and Nursing Scope and Standards of Practice to guide their practice of nursing. Student’s conduct and behavior is held to these professional standards.

The following definition of nursing serves as the foundation for the ANA’s scope and standards of nursing practice:

“Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2015, pg. 1)

Arlene Gates Department of Nursing Civility Statement

Respect arguably is what differentiates civilization from chaos. Students should expect professors to respect their intelligence, their privacy and their rights as an American and Dakota Wesleyan University student. In turn, students should respect both their classmates and their professors. That means paying attention in class – not checking your text messages or Facebook, not playing games on their computer and not carrying on conversations while the professor is talking or a classmate is presenting. At times, a professor may ask a student to turn off or put away technology so that everyone can focus on the class. Interacting with colleagues with compassion and respect is an essential element of the Code of Ethics for Nurses and your professors are committed to fair treatment, integrity and resolving conflict in a civil manner.

What the professor expects from a student:

- To show respect for nursing professors, for your classmates and for this university in all settings. Civility makes both learning and life more enjoyable.
- To attend all class sessions and arrive to class on time. When a student must be absent for a legitimate reason, the student should contact their professor by email before class.
- To participate in class. Beyond attendance, that means taking notes, listening, answering questions, and taking part in discussions.
- To focus on class and not on a personal computer, phone or social media.
- To check your DWU email and TigerNet regularly and to take part in online discussions.
- To complete assignments by the due date. Late assignments cost students and delay the progress of the course.
- To present college-level, professional writing that is legible and proofread. This applies to both assignments and correspondence e-mail.
- To push yourself, but also to be honest when you don’t know the answer. That may mean a professor needs to clarify the question.
- To have the courage to challenge your assumptions and the courage to challenge the assumptions of others – including nursing professors.
- To enthusiastically employ your curiosity. Wanting to know drives education.
What a student can expect from the professor:

- To be treated with respect. Students are adults whose ideas, skills, and lives have worth. If a professor appears disrespectful to you or others, please let the professor know so the problem can be rectified.

- A plan for courses but to know a plan may be altered as needed. That means class schedules may be juggled to take advantage of unforeseen events or new information.

- Guidance when the organization of the course is not clear to you. The nursing professor will not leave you lost.

- To be challenged to look beyond the obvious and to use all of your intellectual abilities. Critical thinking is key to all scholarship.

- Feedback—both written and oral. If you don’t hear from a professor as expected, please ask the professor.

- Patience when struggling with ideas. That struggle reveals that learning is taking place.

- Clarity and help when you need it. However, nursing professors’ roles are not to give answers, but rather to help a student find the answers they seek.

- Openness to your ideas and to honestly consider your observations.

- To be fair in the grading of assignments. If something seems unfair, ask the professor about it and ask for an explanation to understand the professor’s reasoning.

August 2015; Adopted from University of Missouri (2015)
Reviewed 2016

References on reserve in McGovern Library and available from nursing faculty members:


______________________________  ____________________________
Student’s Signature                  Date
South Dakota Board of Nursing Disciplinary Information

The Nurse Practice Act consists of South Dakota Codified Law, Chapter 36-9: Registered and Practical Nurses, and Administrative Rules, AR 20:48: Nurses. Specifically, Section 36-9-49 outlines grounds for denial, revocation, or suspension of license, certification or application. The content of the Nurse Practice Act is viewable online at the South Dakota Board of Nursing Web site page: [http://doh.sd.gov/boards/nursing/nurseact.aspx](http://doh.sd.gov/boards/nursing/nurseact.aspx).

In South Dakota, the **Application for Registered Nurse Licensure by Examination** includes a Disciplinary Information section that asks an applicant (graduating nursing student) to respond to several questions. These questions are derived from the Nurse Practice Act and are shown below.

Nursing students may contact the South Dakota Board of Nursing at 605-362-2760 for specific questions regarding disciplinary information for licensure. The South Dakota Board of Nursing Web site is: [http://doh.sd.gov/Boards/Nursing/](http://doh.sd.gov/Boards/Nursing/)

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**Disciplinary Information**

If “YES” is answered to any of the below questions, please attach a detailed explanation. You must also submit copies of charges or citations and ALL communication with (to and from) the citing agency AND the court of jurisdiction, including evidence of completion/compliance with court requirements.

1. Have you ever been convicted, pled no contest/nolo contendere, pled guilty to, or been granted a deferred judgment or adjudication, suspended imposition of sentence with respect to a felony, misdemeanor, or petty offense other than minor traffic violations?  
   □ Yes  □ No

2. Is there any pending charge(s) against you with respect to a felony, misdemeanor, or petty offense other than minor traffic violations?  
   □ Yes  □ No

3. Are you currently being investigated or is disciplinary action pending against any professional license(s) or certificate(s) held by you?  
   □ Yes  □ No

4. Has any nursing license or certificate ever held by you in any state or country been denied, revoked, suspended, stipulated, placed on probation, or otherwise subjected to any type of disciplinary action?  
   □ Yes  □ No

5. Have you ever had privileges revoked, reduced, or otherwise restricted at any hospital or other healthcare provider entity?  
   □ Yes  □ No

6. Have you ever been subject to proceedings by a professional society to revoke, reduce, or restrict membership?  
   □ Yes  □ No

7. Have you ever been treated for abuse or misuse of any alcohol or chemical substance?  
   □ Yes  □ No

8. Have you ever experienced a physical, emotional, or mental condition that has endangered the health or safety of persons entrusted in your care?  
   □ Yes  □ No

9. Do you currently owe child support arrearages in the amount of $1,000 or more?  
   □ Yes  □ No

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**AFFIDAVIT (Signed at the time of application for nursing licensure in South Dakota.)**  
I, the undersigned, declare and affirm under the penalties of perjury that this application for licensure in the state of South Dakota has been examined by me, and to the best of my knowledge and belief, is in all things true and correct.

*Revised 2015; Reviewed 2016*
LPN to B.S. Nursing Program

Admission Policies

The LPN-B.S. curriculum is a two-year program designed to build on the firm foundation of nursing skills and mastered by the licensed practical nurse (LPN). The goal is to move the student’s knowledge of human health needs and nursing interventions to a deeper level. The program content is designed to develop leadership and management of care skills needed by the registered nurse (RN) in the current health care practice setting.

Academic policies described in the DWU Student Handbook apply to nursing students; however, because of the nature of the LPN-B.S. Nursing Program, additional academic policies are available to nursing students in the DWU LPN-B.S. Nursing Program Student Handbook.

LPN to B.S. Nursing Program Admission Requirements

First priority for admission to the LPN-B.S. Nursing Program is given to applicants meeting all admission requirements. Qualified applicants will be admitted on a space-available basis. If there is not an available opening for the LPN-B.S. Nursing Program, students who have met admission requirements and have been accepted will be put on a waiting list and will be notified by admissions if an opening becomes available.

Applicants must provide documentation of the following requirements before the Nursing Admission committee will review an application for admission to the LPN to BS Nursing Program.

1. Active, unencumbered LPN license to practice nursing in South Dakota.

2. Licensed Practical Nursing diploma from an accredited higher education institution.

3. Cumulative grade point average of 2.7 or above in college, university, vocational and technical school coursework. No support course can be repeated more than one time. Send an official copy of all college transcripts. If coursework is still in progress, attach a current transcript that documents all of the courses in progress from that institution.

4. Nursing supervisor/manager letter of reference including nursing skill and care competencies, working relationships with health care team members, communication skills, professional conduct and appearance, and attendance.

There are specific laws and rules regulating nursing in South Dakota that list reasons a license to practice nursing may be denied, revoked, or suspended. Questions regarding these rules should be clarified by seeking advice from the South Dakota Board of Nursing at 605-362-2760 before admission into the nursing program. Nursing students from other states who apply to the LPN-B.S. Nursing Program must apply for and have a license to practice nursing in South Dakota.
**LPN to B.S. Transfer Credits**

Dakota Wesleyan University accepts and welcomes students from other accredited colleges and universities approved by the U.S. Department of Education. Students meeting admission requirements for the LPN-B.S. Nursing Program have earned 29 transfer credits for the LPN license. The remaining 49 nursing credits and 47 non-nursing general education and support courses are included in the LPN-B.S. plan of study.

Other coursework completed at other colleges or universities that may meet one or more of the required general education and/or support courses must meet the following:

- The DWU Registrar department will evaluate an official transcript to ensure transferred credits meet one of the general education or support courses required for the degree.
- The credit can be no older than 10 years.
- All other catalog conditions for transfer credits must be followed.

**Admission Appeal Process**

An admission appeal process exists for students who do not meet the above requirements but have extenuating circumstances. Address written requests of appeal to the Nursing Admissions Committee and mail to Admissions, Dakota Wesleyan University, 1200 West University Avenue, Mitchell, SD, 57301.

**Medical Requirements for Incoming Nursing Students**

A student admitted to the DWU nursing program must present evidence of the following medical requirements. All nursing student health records are maintained by the University campus nurse to document compliance with health care facility policies. A nursing student will not be permitted to enter clinical areas of health care facilities until all medical requirements are met.

1. **Mandatory Health Forms:** The Student Health Form & Physical Evaluation Form can be viewed online at: [https://www.dwu.edu/student-life/campus-health/mandatory-health-forms](https://www.dwu.edu/student-life/campus-health/mandatory-health-forms)

2. **Tuberculin (TB) Skin Test**
   a. Incoming nursing students are required to complete the two-step procedure unless documentation of the results of a TB test completed during the previous twelve (12) months is provided. If this documentation is provided, a one-step TB skin test will be sufficient. **Example:** If a TB skin test was completed in June of last year, a one-step TB skin test must be completed by June 30th of this year; if the TB skin test is done after June 30th, then the two-step procedure must be completed.

   b. All continuing nursing students must present documentation of annual TB skin testing completed by the end of the month of the prior year's TB anniversary date. (See example in 2a.)
3. **Immunization Records – One of the following is required**
   a. Documentation of two MMR vaccines (Measles, Mumps and Rubella); OR
   b. If there is one documented MMR, the student needs to have a 2nd MMR vaccination; OR
   c. Documentation of titers (blood tests) indicating immunity to all three infections; OR
   d. Medical documentation of an allergic reaction that would prevent MMR vaccination

4. **Tdap Injection:** If it has been two or more years since a tetanus booster (Td) was given, the student will need to receive a Tdap Injection (Tetanus, Diphtheria and Pertussis). This is a hospital requirement due to pertussis.

5. **Varicella (Chickenpox) Immunity – One of the following is required**
   a. History of the disease noted in Section II of the Student Physical Form; OR
   b. Documentation of a Varicella titer (blood test) showing immunity; OR
   c. Documentation of two administered doses of Varicella vaccine

6. **Hepatitis B Series and Titer – Provide documentation of each dose and titer results**
   a. First dose: Student must receive the first dose to be permitted to attend clinical experiences.
   b. Second dose – one month after first dose
   c. Third dose – five months after 2nd dose
   d. Titer – 4 to 6 weeks after 3rd dose (titer indicates if immunity has been acquired.)

   **If the student did not complete a titer after 3 doses or the titer was negative after three doses:**
   1. See healthcare provider for booster dose and complete titer 4-6 weeks after booster dose. If titer is positive, student has met requirement.
   2. **If titer is negative after booster dose,** student is to complete another 2 doses and re-titer 4 to 6 weeks after the last dose is received. Student will have met requirement after remainder of doses and titer.

   Students who fail to follow the timeframe for Hepatitis B doses and titer cannot attend clinical experiences. The clinical absence policy will be followed until the student completes the required doses and/or titer. Any exceptions to this policy must be approved by the administrative chair of the department of nursing.

7. **Annual Influenza Vaccination – One of the following is required by November 1**
   a. Written documentation of annual flu vaccination.
   b. Written documentation from a healthcare provider indicating flu vaccination cannot be administered.
   c. A student without documented annual flu vaccination or documentation of why annual flu vaccination cannot be administered is required to wear a mask during clinical rotations.

8. **Major Medical Insurance**
   A copy of the front and back of a major medical insurance card is required by DWU.
9. **CPR Certification/Renewal**
The American Heart Association CPR course, HeartCode® BLS (Basic Life Support), is required. All other CPR courses must be approved by the administrative chair of the nursing department. HeartCode® BLS is an interactive E-learning and E-simulation course.

Renewal: American Heart Association CPR certification must be maintained throughout the nursing program. Nursing students with CPR expiring during the nursing program can access an online renewal option at: [http://www.onlineaha.org/](http://www.onlineaha.org/)

Students who fail to maintain current CPR certification cannot attend clinical experiences. The clinical absence policy will be followed until a student presents documentation of renewal of CPR. Students are responsible for all costs related to initial certification and renewal of CPR, which occurs every two years.

10. **LPN-B.S.** Nursing Program students must provide a copy of a current South Dakota LPN License. LPN licensure must remain current during the LPN-B.S. nursing program, and students are responsible for the costs associated with renewing LPN licensure.

**Criminal Background Check**
The criminal background check has been implemented to protect public/client safety, provide the department of nursing with information related to past behavior of prospective students that will allow for appropriate academic counseling, and meet the requirements of contract clinical agencies.

Dakota Wesleyan University Arlene Gates Department of Nursing requires criminal background checks on all incoming nursing students before beginning clinical rotations in a health care agency. State law authorizes the SD Board of Nursing to take action against nurse licenses for violations. Students will be provided with information regarding Section 36-9-49, Grounds for denial, revocation, or suspension of license, certification or application, *South Dakota Board of Nursing Laws Relating to Nursing Licensure, Practice and Education with Administrative Rules (2004)*. Students with questions regarding issues related to criminal records are to contact the SD Board of Nursing.

Criminal background checks will be completed only after the applicant has received written notice of admission to the nursing program. Each admitted nursing student is required to complete the criminal background check through Verified Credentials before taking the first nursing course.

Students who break enrollment with the DWU nursing program must complete the criminal background check upon reacceptance and enrollment in the nursing program.

Felony convictions may result in revocation of admission to the nursing program. The administrative chair will counsel a student who has a criminal record regarding the implications of specific behavior in relation to:

- the possibility of not being able to attend clinical experiences in contract agencies who have policies regarding specific criminal offenses, and thereby, not being able to progress in the nursing program
• the need for referral to the Health Professionals Assistance Program
• potential problems in being allowed by a State Board of Nursing to write the NCLEX-RN

Any exceptions to the Criminal Background Check policy must be approved by the administrative chair of the nursing department.

**Major Medical Health Insurance**

Dakota Wesleyan University’s contractual agreements regarding practice experiences with cooperating agencies require that all nursing students be covered under a major medical health insurance policy throughout the entire calendar year.

At finalization, all students will be required to provide the name of their major medical health insurance company along with the group number and/or policy number, and a copy of their insurance card.

For questions regarding major medical insurance coverage, please contact Donna Gerlach, Campus Nurse, 605-995-2957, or e-mail dogerlac@dwu.edu.

Nursing students are responsible for their own medical expenses, whether due to an injury in a practice experience agency or elsewhere, or to an illness which requires treatment. Nursing students assigned to any practice experience area are not covered by that institution's workman's compensation liability insurance or by Dakota Wesleyan University. A student who is injured during a practice experience is responsible for his/her own health care costs, even if those costs were incurred due to hospital policy regarding care following an injury or exposure to communicable disease. For example, if a student is involved in an incident or accident in the hospital and is sent to the emergency department (ED) for treatment, the student will have to pay the costs of the ED visit. Dakota Wesleyan University assumes no liability for injury, infection or illness which may occur as a result of practice experience.

**Professional Liability Insurance**

Professional liability insurance for all Dakota Wesleyan University nursing students is purchased by the department of nursing. The student blanket liability insurance plan provides coverage up to $1,000,000 per occurrence and up to $5,000,000 per aggregate.

**Communicable Disease Exposure**

Any nursing program student that suspects they have been in contact with a person with a communicable disease should report this to their immediate supervisor in the clinical area. The student will also contact their physician. If the physician deems isolation or quarantine is needed, the student will be sent home to their permanent address. Isolation or quarantine measures will be addressed individually per case and as recommended by their private physician and under the advice of the South Dakota Department of Health. All students are responsible for their own health costs.

**Change in Health Status**

Nursing students may be required to submit a health care provider’s release allowing the student to return to class/clinical experiences.

*Revised 2016*
Nursing Course Fees
Additional nursing course fees are assessed per credit hour to help defray the cost of the nursing program’s low faculty to student ratio, professional liability insurance for clinicals, and the specific requirements established by the accrediting agencies.

Student Disability Services and the Americans with Disabilities Act (ADA)
Any student who believes she or he may need academic accommodations or access accommodations based on the impact of a documented disability are encouraged to contact and register with Student Disability Services no later than three weeks after the first day of classes. Student Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Student Disability Services must obtain a new accommodation memo each semester.

The Americans with Disabilities Act (ADA) guarantees the privacy of students with disabilities. For more information, questions, and/or accommodation arrangements, please contact:
Coordinator of Student Disability Services
Office: McGovern 231; (605) 995-2931; Fax (605) 995-2660

TRiO Student Support Services (SSS)
The TRiO Student Support Services program provides educational assistance to help students transition from one level of higher education to the next. To be eligible a student must meet Department of Education requirements, be a U.S. citizen or resident alien, and meet one or more of the following:
1. A first generation four-year degree seeking student;
2. An individual with a diagnosed physical or mental impairment which substantially limits their ability to participate in educational experiences and opportunities;
3. An economically disadvantaged individual with taxable income meeting federal guidelines.

For more information and accommodation arrangements, contact Student Support Services, McGovern Library, 605-995-2931 or email: studentsuccess@dwu.edu.

Title IX Sexual Harassment and Misconduct Policy
Dakota Wesleyan University’s Sexual Harassment and Misconduct Policy applies to all forms of sexual violence, sexual assault, and intimate partner violence for students, staff and faculty. Dakota Wesleyan University considers all faculty to be persons of authority thus are mandatory reporters under Title IX. Dakota Wesleyan’s Title IX Coordinator for Students is the director of student life, Rollins Campus Center, 605-995-2160.

Tobacco-Free Environment
In order to protect the health, safety, and comfort of University students, employees and visitors, it is the policy of DWU to prohibit smoking or use of smokeless tobacco products in facilities and on grounds owned and occupied or leased and occupied by the University. DWU supports education programs to provide smoking cessation and prevention initiatives to our students, employees and other academic appointees. This policy supersedes all other tobacco/smoking policies at DWU.
Evacuation Plan
Nursing professors will identify classroom exits for students and provide a specific plan for evacuation. In the event of an evacuation, students are not to leave the site. Nursing professors will establish a meeting area to ensure all students have exited and are present at the planned meeting area. Further instructions will be given to students at the meeting area.

National Council Licensing Examinations (NCLEX-RN) Readiness Policy
Completion of the DWU LPN to B.S. Nursing Program does not guarantee success on the NCLEX-RN licensure examination. It is the responsibility of the student to successfully complete each course and be prepared to write the NCLEX-RN examination.

Use of Technology
TigerNet is the learning management system that is used for online course delivery. Students receive orientation to TigerNet during their general orientation to DWU. In addition, a student TigerNet tutorial is available on the TigerNet student page. Policies regarding online learning will be included within the course syllabus.

Laptop Requirements
Students are required to bring a laptop computer to class to complete an Internet-based nationally standardized assessment in nursing concept areas. These tools can help students prepare more efficiently, as well as increase confidence and familiarity with nursing concepts. Computer system requirements, such as required minimum hardware specifications, type of operating system to use, and software applications, can be accessed at the website: https://tigernet.dwu.edu/ICS/Tech_Help/Internet_and_Network_Access.jnz

PLEASE NOTE: Before installation or use of any Microsoft Office 365 or Office 2016 product, students need to verify their computer meets or exceeds the minimum system requirements for the product. Please refer to the information at this link on the DWU web site: https://products.office.com/en-us/office-system-requirements#SUITE
Systems that do not meet ALL requirements will not be granted network access.
A student is eligible to download the Office software as soon as they are issued a DWU e-mail address.

Technology support for students and faculty is provided through a Helpdesk. The Helpdesk is available anywhere 24/7 through our Web portal at https://helpdesk.dwu.edu. Students and faculty may log into the site with individual Windows account information. This site allows an individual to submit and track requests to the Helpdesk. Any e-mail sent to helpdesk@dwu.edu is also logged in this tool.

Helpdesk contact information:
Phone: 605-995-2697
Location: Smith Hall 207
Office Hours: Monday – Friday, 8:00 a.m. to 12:00 p.m.; 1:00 p.m. to 5:00 p.m.
Email: helpdesk@dwu.edu
Website: https://helpdesk.dwu.edu

Revised 2014; Reviewed 2015; Revised 2016
Progression in the LPN to B.S. Nursing Program

In addition to all Dakota Wesleyan University policies regarding grading, proficiencies, progression and graduation as contained in the DWU Student Handbook and University Catalog, all Dakota Wesleyan University LPN to B.S. nursing students shall be governed and adhere to the following nursing department policies pertaining specifically to progression, grading, dismissal, and graduation.

LPN to B.S. nursing students must have a cumulative grade point average (GPA) of at least 2.7 in order to register for NUR 230. Students must take nursing courses in sequence. A minimum grade of C- is required in all non-nursing general education and support courses. A grade of B-(79.5%) in nursing theory and a satisfactory rating in clinical must be achieved to successfully complete a nursing course.

NUR 230: Fundamental Nursing Concepts I
NUR 232: Fundamental Nursing Concepts II
NUR 330: Advanced Nursing Concepts in Mental Health
NUR 332: Nutrition Concepts in Health and Illness
NUR 334: Nursing Concepts in Pathophysiology
NUR 336: Nursing Concepts in Pharmacology
NUR 338: Nursing Concepts in Maternal Health
NUR 340: Advanced Nursing Concepts
NUR 430: Nursing Concepts in Research
NUR 432: Nursing Concepts in Community
NUR 434: Nursing Concepts in Pediatrics
NUR 436: Complex Nursing Concepts
NUR 438: Concept Synthesis/Senior Capstone Clinical

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July 2016
Graduation Requirements
Students must meet all University requirements for graduation.

1. The credit requirement for graduation for a bachelor degree in nursing is 125 credits.
   a. 29 non-nursing credits accepted for licensed LPN nursing degree from an accredited nursing program
   b. 49 nursing credits
   c. 47 non-nursing general education and support course credits

2. All official transcripts must be on file and courses recorded by the DWU registrar.

3. All money due to Dakota Wesleyan University is to be paid in full to the business office before a student may make an appointment for their exit interview with the administrative chair (or designate). The certificate of completion of nursing education or the student's official transcript will not be mailed to a Board of Nursing until a student's financial obligation to Dakota Wesleyan University is paid in full.

July 2016

Class Attendance
Learning is an active process. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For class, you are expected to come to class 'prepared' and 'ready to learn,’ which requires you ‘to read’ and ‘to study’ the assigned reading ‘before’ you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests.

Class attendance is required and the roll is entered into TigerNet for each class period. If attendance points are given for a course, there will be no points awarded to any student who is tardy or who leaves before class is concluded. Non-attendance, greater than one week, is required to be reported and may have repercussions; for example, it may affect financial aid, academic performance, etc.

Nursing classes may be scheduled from one to up to three days per week including a clinical day. Clinical rotations may require some travel, and there may be weeks where no travel is required. A calendar will be provided so students can plan accordingly.

Clinical Class Size
Class size is based upon the availability of sites for clinical experiences. The faculty/student ratio in the clinical area will be 1:8, and during NUR438 (Capstone) a 1:10 ratio will be used.

Clinical Absence
Clinical absences pertain to each clinical associated with a nursing course.
1. All clinical experiences are required as assigned, including any clinical held in the nursing lab, simulation experiences, clinical enrichments, competency testing, and ATI testing. If an absence is unavoidable, the student is responsible for notifying the clinical instructor and the DWU faculty clinical coordinator at least one hour BEFORE the scheduled lab time. The student will be given the numbers of the clinical instructors and the numbers of the clinical unit prior to the clinical experience.
2. If a student is unable to perform expected clinical skills per policy (refer to Abilities, Skills and Characteristics), he/she will not be allowed to attend clinical and will be counted absent. A student returning to clinical assignments will need a health care provider release to resume clinical responsibilities.

3. All absences from clinical experiences must be made up. Clinical make-up must be coordinated with the clinical coordinator and will be dealt with on a case by case basis. The make-up, including any written clinical make-up when necessary, must be completed in a satisfactory manner within one (1) week. If the make-up is not completed, the student will be given an "Unsatisfactory" for clinical until the work is completed.

4. If a student is absent from a clinical experience, including clinical held in the nursing lab, simulation experiences, clinical enrichments, competency testing, and ATI testing, for more than one (1) day, the time must be made up at $20.00 an hour and paid to the clinical instructor prior to the clinical make-up. A student will be placed on probation on the 2nd clinical absence. A 3rd clinical absence will result in the student earning a grade of "Unsatisfactory" for clinical and a final grade of "F" for the course.

5. Three times of either being tardy or leaving the clinical area early equals one clinical absence, regardless of the amount of time late or the number of times leaving early. A tardy will turn into a clinical absence if more than one hour of the clinical time for that day is missed.

Plan of Care
A plan of care is due by midnight of the third day from the time care was delivered. A plan of care handed in after the due date will receive no credit.

Tests
1. Tests must be taken when scheduled.
2. A student taking a test at an unscheduled time (make-up test) may be given an alternative test, and the student will miss the opportunity for Cooperative Exam Review.
3. All make-up tests must be completed in a timely fashion as determined by the instructor of record.
4. Test review will not be available until all students have taken the test. Students are encouraged to make an appointment individually to review each test with faculty.
5. Tests may not be repeated.
6. When paper format is used, the Scantron answer sheet is the official record for determining student scores. Test booklets are not used as documentation of a student’s answer.
7. When online testing is used, once the student has chosen to “submit” the test for final grading, the student will not be allowed to change his or her answers.

Written assignments
Written assignments may be scheduled or unannounced and can be expected periodically or daily. Content of quizzes might cover previous, as well as current assignments and objectives. If a quiz is missed, it cannot be made up for any credit. Quizzes are given according to the course guidelines. The instructor of record has final authority in determining/enforcing due dates for all assignments (course and clinical).
Late Assignment Policy: Classroom nursing courses
All assignments (oral or written) including any plan of care, must be submitted on the specified due date. No credit will be given for assignments handed in late, unless the student made arrangements with instructor prior to due date. This policy is enforced as deemed appropriate by the course instructor.

Late Assignment Policy: Online nursing courses
All online assignments must be submitted as scheduled. Any scheduled online assignment that is late will receive a 10% deduction in grade as long as the assignment is submitted within 24 hours after the original due date. The assignment points are first determined, and then a deduction of 10% is subtracted from the points earned to equal the grade for the assignment. If the work is not submitted within 24 hours of the due date, the assignment will receive a zero, which may result in a student failing the course. This policy is enforced as deemed appropriate by the course instructor.

Cell Phones/Electronic Devices in the Classroom
All electronic devices, including cell phones, must be turned off completely in the classroom and during exams.

Classroom and/or Clinical Laboratory Experience
Classes and/or clinical for the LPN to B.S. Nursing Program may be cancelled at the discretion of the nursing program instructors due to weather or other emergencies in the Sioux Falls area. It is possible that when Dakota Wesleyan University cancels classes due to weather or other emergencies, classes and/or clinical will continue for the LPN to B.S. nursing program students.

Revised 2015; Revised 2016

Learning Contract
A nursing student deemed to be at risk may be placed on a learning contract at the discretion of nursing faculty. A learning contract, including learning outcomes to be achieved by the nursing student, along with a specific plan to meet the outcomes, will be drafted by the nursing faculty member with input from the nursing student. The nursing student will receive a copy of the learning contract. The learning contract will be reviewed periodically by the nursing faculty and nursing student. Nursing students will be given verbal and oral feedback regarding his/her progress, along with the opportunity to evaluate his/her own progress each month.

Approved December 17, 2009; Revised July 2016

Nursing Department Grading Scale (2016)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>92.5 &amp; higher</td>
<td>A</td>
<td>72.5 to 77.4</td>
<td>C</td>
</tr>
<tr>
<td>89.5 to 92.4</td>
<td>A-</td>
<td>69.5 to 72.4</td>
<td>C-</td>
</tr>
<tr>
<td>87.5 to 89.4</td>
<td>B+</td>
<td>67.5 to 69.4</td>
<td>D+</td>
</tr>
<tr>
<td>82.5 to 87.4</td>
<td>B</td>
<td>62.5 to 67.4</td>
<td>D</td>
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<tr>
<td>79.5 to 82.4</td>
<td>B-</td>
<td>59.5 to 62.4</td>
<td>D-</td>
</tr>
<tr>
<td>77.5 to 79.4</td>
<td>C+</td>
<td>59.4 and below</td>
<td>F</td>
</tr>
</tbody>
</table>
Nursing Course Grading

1. Course accountability guides regarding grading and course requirements are prepared for each specific nursing course and included in each course syllabus.

2. A passing grade of "B-" (79.5%) in nursing theory and a "satisfactory" in clinical and simulation must be achieved to successfully complete a nursing course. Clinical written work (plan of care, reports, journals, projects, etc.) will be included in the theory grade.

3. A student who earns a grade of "C+ to D+" (79.4% to 67.5%) in any nursing course or has an unsatisfactory in clinical and simulation, regardless of a "B-" or better in theory, shall be required to make application for readmission to the Dakota Wesleyan University nursing program following the steps outlined in "Requests for Readmission."

4. A student who earns a grade of "D" or below (67.4% or below) in any nursing theory course shall not be allowed to repeat that course and shall be dismissed from the Dakota Wesleyan University nursing program.

5. Theory course grades are determined as follows:
   - Tests: 80%
   - Class activities/Quizzes: 10%
   - Clinical documentation/Assignments: 5%
   - ATI: 5%
   - Final Course Grade*: 100%

   All course requirements must be handed in and clinical make-up completed before the final exam in order to receive any credit. *When the final grade in a nursing course is 0.5 or greater of a whole number, the final grade will be rounded up to the next whole number. A percent less than 0.5 will not be rounded up.

6. A "satisfactory" in clinical and simulation is required to progress.

7. In some courses, clinical skills testing is required. A minimum of B- (79.5%) is required on specified skills to successfully complete that nursing course. Students will be allowed one re-test on each skill. The re-test does not change the grade received on the original clinical lab test. If a student does not receive a B- (79.5%) on the re-test, a grade of "unsatisfactory" will be given for the clinical experiences. The student will then be assigned a course grade of C+ (79.4%) or less.

8. Only one nursing course may be repeated one time at Dakota Wesleyan University or at any college or university.

9. A nursing student who earns a “D” or an “F” in a general education or support course required for the nursing program may repeat it one time only. All other policies contained in the DWU Student Handbook and University Catalog pertaining to "repeating a course" apply to DWU nursing students.

Incomplete Grades

A grade of "Incomplete" is only given in very unusual circumstances and is not an option or a means to complete work that the student was unable to do during the regular scheduled semester unless there is a severe medical or related emergency. Incompletes will not be given
in courses that include clinical components that cannot be replicated. A written justification by the course instructor is required.

**Withdrawal from a Nursing Course**
Students have the option to withdraw from a nursing course. However, withdrawing does not guarantee readmission to the nursing program. The reason for withdrawing will be reviewed by nursing faculty, and if a student withdraws due to non-academic extenuating circumstances, the student may apply for readmission to the nursing program. A withdraw does not count as a repeat of a course.

**Credit/No Credit**
All courses listed in any nursing plan of study must be taken for a grade. Courses taken as credit/no credit will not be accepted towards the major.

**Grade Appeal**
Students have the right to appeal a grade. Refer to the Dakota Wesleyan University Online Catalog, 2016-2017.

*Revised 2012; Reviewed 2015; Revised 2016*

**Dismissal with Eligibility to Request Readmission**
Any student who earns a "C+" to a "D+" (79.4% to 67.5%) in any nursing course, or a final rating of "unsatisfactory" in a clinical component of a nursing course, including simulation, shall be dismissed from the Dakota Wesleyan University Nursing Program. However, said student may make application for readmission to the Dakota Wesleyan University LPN to B.S. Nursing Program. A student's request for readmission to the nursing program must be received by the administrative chair by week two (2) of the next eight (8) week session. The request must outline the basis for desiring an exception to the department of nursing policies, requirements, standards, or regulations.

Students seeking readmission will be considered on an individual basis by the nursing faculty based on the following criteria:
1. Qualified candidates making initial application for admission to the DWU nursing program will be given priority for available slots.
2. Satisfactory grades in general education and support courses.
3. Re-evaluation of the guidelines for admission to the nursing program.
4. Clinical space available.
5. Professional judgment of the nursing faculty as to potential for successful completion of the nursing program and passing the NCLEX-RN (review of clinical achievement and evaluations, ATI scores, nursing exams, and other academic work).

Nursing faculty will also consider student’s attendance in course/clinical, attitude, dependability, and responsibility. Nursing faculty reserve the right to approve, admit conditionally, or deny a student’s request for readmission.

Requests for readmission to the nursing program must include:
1. An explanation of the circumstances surrounding the student earning an unsatisfactory nursing course grade or nursing course cumulative grade point average (GPA); and
2. An explanation of how the student's circumstances are different now; and
3. An explanation of how the student plans to be successful if readmitted.

Conditional readmission status may be granted after careful consideration by nursing faculty based upon the criteria set forth in policies regarding student requests for exceptions or readmission.

a. A contract of objectives to be achieved by the nursing student shall be drafted by the nursing faculty with input from the student, to be reviewed every month to evaluate successful completion of the contract.

b. Nursing students shall be kept informed in writing by nursing faculty regarding his or her progress toward completion of the contract objectives.

c. Said objectives shall be reviewed on at least a monthly basis between the student and the faculty and may be reviewed on a more frequent basis if necessary as determined by the nursing faculty.

d. Any readmitted nursing student may be dismissed from the Dakota Wesleyan University nursing program at any review if the objectives set forth in the contract have not been met by the nursing student.

Dismissal without Eligibility to Request Readmission

A student will be dismissed from the nursing program, and will not be permitted to return for unsatisfactory academic performance or for disciplinary reasons including, but not limited to:

1. A final grade of "D" or below in any nursing course.
2. A final grade below "B-" in the second attempt (repeat) of any nursing course. A nursing course may be repeated only once and only one course in the nursing curriculum may be repeated.
3. A final grade below a "C-" in the second attempt (repeat) of a general education or support course.
4. Failure to meet the objectives set forth in the contract of a conditionally readmitted student.
5. Failure to continue to meet the abilities, skills, and characteristics essential for admission to and retention in the DWU Nursing Program outlined in this handbook.
6. Incompetent, unethical, dishonest, or illegal conduct, academically or clinically, that is inconsistent with the ANA Code of Ethics for Nurses.
7. Being found guilty of any act as outlined in the DWU Student Handbook or University Catalog as published by the University, including, but not limited to sections labeled Administrative Withdrawal, Academic Integrity Policy, Academic Probation and Suspension, and Community Expectations and Responsibilities.
Appeal Process for Readmission/Requests for Exceptions to Nursing Program Policies

An appeal process exists for students who are denied requests for readmission or exceptions to nursing program policies. Written requests for reconsideration of nursing faculty denials for readmission or exceptions to nursing policies should be addressed to the administrative chair, department of nursing, and mailed to Dakota Wesleyan University, 1200 W University Avenue, Mitchell, SD, 57301. The request will be taken to the entire nursing faculty for consideration and final decision. The decision of the nursing faculty will be final.

Revised 2012; Reviewed 2015; Revised 2016

Clinical Experiences

Preparation for Clinical Experiences
1. Introduce herself/himself to the client.
2. Inquire if the client has any objection to his/her giving nursing care.
3. Interview the client, read the chart and other relevant materials.
4. Prepare a plan of care for assigned client(s).

Practice for Nursing Techniques
Students may use a member of his/her peer group as a subject for practicing nursing techniques, (i.e. assessments and non-invasive techniques) provided:
1. The subject is provided an opportunity for verbal consent or refusal to participate.
2. There is no implied or stated prejudice if the student denies consent.

Medication Errors/Variance Reports
1. If the nursing faculty has determined that a medication error constitutes unsafe clinical performance, the student will be placed on clinical probation. Refer to “Guidelines for Evaluation of Student Clinical Experiences.”
2. The individual health care facility’s procedure for dealing with incidents is to be followed. If more than one incident occurs in one semester for any student, the nursing faculty will give consideration to appropriate action, such as suspension or dismissal from the nursing program.

Unsafe Behaviors
1. The primary concern at all times in any clinical experience is to promote the safety and well-being of clients. It is essential that nursing students caring for clients be physically and mentally alert and healthy. If in the clinical instructor’s judgment, the student does not meet the above criteria, dismissal from clinical may result. This will be counted as a clinical absence.
2. Mental alertness and physical well-being are jeopardized by the use of mood and/or perception altering chemicals such as alcohol, marijuana and other drugs. A nursing student who reports to the clinical area, and who, in the judgment of the clinical instructor, demonstrates mental and/or physical signs of chemical use, such as odor of breath, dilated pupils, apathy, etc., will be referred out of the clinical area immediately. In addition, immediate referral will be made to the administrative chair of the nursing department and to the DWU director of student life. Absence from the clinical area for this reason will be handled
as any other clinical absence. Further action in this matter is subject to the policy of the University.

3. Grossly unsafe or irresponsible behavior could result in immediate “probation” for the student. If deemed necessary, the clinical instructor may direct the student to leave the clinical area. The administrative chair of the nursing department will be notified of any student being placed on probation and may request to meet with this student to discuss his/her behavior.

4. A student may be immediately dismissed from the nursing program if he/she displays incompetent, unethical, dishonest, or illegal conduct, academically or clinically, that is inconsistent with the ANA Code of Ethics for Nurses with Interpretive Statements and ANA Nursing Scope and Standards of Practice.

Needlesticks in a Clinical Facility
If a student gets stuck with a needle or exposed to a significant body fluid, the policy for the institution should be followed by the student. The student should immediately report the incident to the clinical instructor and appropriate action initiated. The student is responsible for any expenses associated with the incident.

Needlesticks in the onsite Nursing Lab
If a student gets stuck with a sterile needle during practice in the onsite nursing lab, the area will be washed with soap and water and a band-aid applied. If the needle is contaminated from a non-body substance source the area will be washed with soap and water, cleaned with Betadine and a band-aid applied. The student will be instructed to observe the area for any redness, warmth or other signs of infection or complications. The student may choose to go directly to his/her healthcare provider. DWU is not responsible for any medical expenses that may occur.

Nursing Student Uniform and Dress Code
The nursing student uniform and dress code provides guidelines that assist the student to recognize and adopt an appropriate professional appearance. The uniform standards were developed to comply with requirements of the health care settings in which student clinical learning experiences take place. Wearing the complete clinical uniform during clinical experiences allows recognition by others that the student is a member within the nursing profession and provides for safety and infection control in the health care environment.

1. The required clinical uniform is a royal blue scrub top and pants; a long-sleeved royal blue jacket may be purchased but is optional.

2. All nursing students are required to wear photo identification during clinical experiences. Each student’s photo is taken at registration or finalization for their DWU ID card. This same photo is used for the student’s clinical ID. The nursing department provides the clinical photo ID for each student.

3. Pants must be hemmed to an appropriate length and not dragging on the floor.
4. Clean, solid white or black tennis/athletic shoes and white or black socks are appropriate. Sandals, booties, Crocs, or any shoes with holes are not acceptable. Toes must be covered; only clogs with heel straps may be worn.

5. When in uniform all students must wear identification, have a black ink pen, a watch with a second hand, and a bandage scissors.

Grooming for Nursing Students
1. Good oral hygiene and a clean body are essential qualities in a nursing student. Nurses and nursing students serve as role models to clients in regard to personal hygiene. Apply a deodorant daily and as needed. Avoid the use of colognes, perfumes, and aftershave lotions; a student will be dismissed from the clinical setting if the odor of cologne, perfume or aftershave lotion is present. A student will also be dismissed from the clinical setting if the odor of tobacco products is present.

2. Hair, clothing and jewelry should not get in the way of patient care. A solid white or solid black headband is allowed to be worn. Jewelry should be limited to a watch and one ring. No necklaces or decorative pins may be worn with the uniform.

3. No visible body piercing is allowed except in the ears. Nose, tongue, and/or eyebrow earrings must be removed during clinical experiences.

4. Any tattoos must be covered.

5. Candy and chewing gum are prohibited during patient care activities.

6. Only clear fingernail polish is appropriate. Artificial nails and nail tips are not allowed by the health care facilities.

Parking in Clinical Areas
Students will be advised prior to clinical days where to park. This is determined by location of assigned clinical.

Cell Phones/Electronic Devices in Clinical Areas
All electronic devices, including cell phones, are not to be carried, turned on, and/or used in patient care areas.

Smoking during Clinical Rotations
Students and clinical instructors are prohibited from smoking or using smokeless tobacco products immediately prior to and during clinical experiences. A student or clinical instructor will be dismissed from the clinical setting if the odor of tobacco products is present.

Revised 2014; Reviewed 2015, 2016
Simulation Lab Overview

Student Expectations

As part of your clinical experiences, you will be involved in simulation exercises at different points during your academic year. The goals of these experiences are to offer you the opportunity to practice synthesizing and applying concepts and principles of nursing care delivery in a safe environment. Simulation experiences have been integrated into your curriculum as a way to develop and refine your clinical decision making skills. These experiences should be seen as unique and complex learning opportunities in which you will be allowed to make mistakes, and learn from them, without the risk of physical harm to patients. The following list is a general guide of student expectations in the Simulation Lab. Your instructors may have further expectations as outlined to you prior to your specific experience.

- Please wear your DWU nursing scrubs and name badges. The lab is considered an extension of your clinical setting and professional conduct is expected.
- Bring your stethoscope, pen, paper, and any reference books you would like. (Drug handbooks will be available).
- Simulation lab days are treated as clinical days. If you are absent, you will be required to make up the time. Any absences will be recorded as clinical absence time. Please refer to the DWU Arlene Gates Nursing Student Handbook for clinical absence criteria.
- You will be assigned one of 4-6 roles during your lab experience. You will learn your role the day you arrive for the simulation. Roles may include: primary nurse, secondary nurse, patient care tech, family member, observer/evaluator, or other members of the healthcare team.
- Prior to coming to your assigned simulation day, you will be expected to research the specific topic/diagnosis being covered that day. This is to better prepare you for the encounter in order to enrich the overall experience.
- After each scenario we will “debrief” in your small group. This will be a time to identify “positives” from the experience, as well as, areas for possible improvement/change. We will focus on the “group process” not individual student performance.
- During debriefing we will address pathophysiology, lab values, medications, priority nursing diagnoses, collaborative problems, delegation, supervision, professional communication, therapeutic communication, priority setting, sorting out relevant data, etc. Each scenario will contain these elements.
- Your patient may not survive…be prepared to know how to respond to potential complications in your scenarios.
- Students are not expected to be “expert clinicians”. Simulation scenarios are for practice and role playing. The goal is that this practice will help your performance during complicated situations in the “real” clinical setting.
The following analogy has been shared regarding simulation experiences in healthcare: “Think about an athletic team… they practice and practice some more…preparing for the real game. When they have practiced diligently and learn from their mistakes, they are better able to perform in the real game where the pressure is greater and the stakes are higher.” Simulation is a lot like practicing for the real game.

General Instructions for Student Participants

- Treat the manikin like a real client. Talk to it, explain what you are doing, respect privacy, communicate therapeutically, demonstrate caring, etc.
- Treat the "family member" with respect and understanding.
- Perform nursing assessments and conduct your health history as you would with a real client. You will have to prioritize interventions. Don't tell your instructor your interventions; actually do them.
- Anticipate client and family needs.
- Implement physician orders (prioritized appropriately).
- Assess as often as appropriate (time may be sped up by your instructor with statements such as “an hour has passed”, etc.). Remember vital signs, lung sounds, O₂ sats, heart rhythm, etc. may change with interventions needed based on changes.
- As lab results come back, interpret significance and intervene if necessary.
- Communicate with the physician as needed, either when he/she comes to the unit or via telephone.
- Assess the whole environment—don’t assume equipment, etc. will be correct.
- Several students will be assigned various roles in the simulation experience. If you are assigned to the primary nurse role, remember that you may have a charge nurse you can ask for help as needed, and also an LPN or nursing assistant you can delegate to.
- The evaluators (usually 1-2) are assigned the task of assessing and critiquing the situation. This is a VERY important role. They will be leading the debriefing process following the simulation. Critique is for learning purposes, not a time to be negative.
- When assigned the role of a family member, have fun, but also think about how a family member really does feel, what would be helpful to you, how is the nurse communicating with you, etc.
- You may be asked to perform a “handoff” report in which you will give verbal report to the next caregiver(s). Be prepared to use your SBAR communication strategies.
- Respect confidentiality as you would for a real client. Please do not share information with your peers, in order to preserve the best learning experience for everyone.
- Respect your peers, interact professionally, help each other, and learn from each other. We don't expect you to be clinical experts at this point, but we do expect you to be prepared for and engaged in your learning experience, no matter your assigned role.
During debriefing, we will explore what happened during the simulated experience. We expect lots of question and high level critical thinking, as well as, discussion regarding the synthesis and application of data.

- We hope to offer a challenging, yet fun experience to all students.

Questions you should be asking yourself prior to, during, and after simulated experiences

- What is my foundational knowledge regarding the pathophysiology of this disease, standards of practice as a Registered Nurse, skills required to care for this type of patient, and other professional roles related to the care of this type of patient?
- What should I know about lab values?
- What should I know about diagnostic tests?
- What should I know about expected medical interventions?
- What should I know about specific nursing interventions?
- What should I know about specific medications?
- What are the potential complications r/t this diagnosis?
- What other members of the healthcare team would be important to collaborate with?
- What cues am I receiving from the patient and/or family member?
- Based on my observations, what decisions should I be making: wait/watch? Should I inform someone, if so, whom? Who should I be consulting with?
- Has the patient’s condition changed based on interventions made?
- How can therapeutic communication be integrated into this situation?
- What strengths do I bring to this scenario? What weaknesses?

Role Descriptions and Functions

**Primary Nurse**

- You are the nurse assigned to this patient situation. You may delegate to other staff; however, do not assume they know what you are asking them to do.
- You must perform a focused assessment and health history based on the patient’s priority needs; as you would in a real situation.
- Implement dependent, interdependent, and independent interventions in priority order.
- Communicate with others involved (i.e. physician, family, other staff, etc.).
- You may be receiving and implementing new physician orders.
- Remember that the client’s condition may change, necessitating modifications in your plan and interventions.
You are not expected to be a clinical expert, but you must be prepared.

Be prepared to discuss and/record your self-evaluation following the experience. In particular, take note of things you know you did well, as well as, areas you need to continue to grow and learn.

**Family Member**

- Remember you are to observe as a person who cares deeply about the patient in the scenario.
- You do not have a medical background or understand medical jargon.
- Be prepared to discuss your observations of the situation during debriefing.
- What were some helpful things nursing staff did for you during the simulation experience?
- What was your perception of the nurse’s caring and concern for you and your family member?
- Do you believe you were well informed of what was going on in this situation? What was helpful r/t communication? What was not so helpful?
- Did the staff’s behavior make you feel confident in the care your family member was provided?
- What could nursing do better to help families in this situation?

**Supporting roles (Resource nurse, LPN, nursing assistant, etc.)**

- Come prepared to support the care of the patient based on direction from the primary nurse.
- Have a basic knowledge of the diagnosis and be prepared to contribute to the scenario based on that knowledge.
- Was I utilized to my role’s full potential? If not, how could I have been utilized in a more meaningful way?
- How can nursing staff delegate care effectively?
- Was delegation utilized in an effective way during the scenario? If not, how can we do better with this?

**Evaluator Role**

Record your observations related to prioritization, delegation and/or supervision, therapeutic communication, professionalism, nursing interventions/care/knowledge (anything relevant to delivering quality care).
You will fill in a form such as this:

- Positive things I observed occurring:
  - Prioritization
  - Delegation/Supervision
  - Communication
  - Nursing Intervention/care/knowledge

Areas/issues where further teaching/reinforcement could be helpful: How would you address this?

- Prioritization
  - Delegation/Supervision
  - Communication
  - Nursing Intervention/Care/knowledge
Confidentiality Statement and Permission for Simulation Videotaping and Recording

I, ________________________________, agree to keep the information derived from this scenario confidential. I will not share the scenario details with other students, and I will not discuss the performance of my classmates during the scenario with others. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences. Students are not to share information about their simulation experience with other students, so everyone gets an equal opportunity for learning. Violation of this confidentiality statement is a violation of the DWU Nursing Program’s Professional Conduct/Confidentiality Agreement and will lead to consequences for the student, possibly up to and including dismissal from the nursing program.

I also give permission to be recorded during the simulation scenario. I understand that this recording will be used for educational purposes only and that other classmates and instructors may view this recording. By critically evaluating my performance through the viewing of the recordings, I understand that my learning can be maximized.

I acknowledge that I am at least eighteen (18) years old, I have read and understand this Confidentiality Statement and Permission for Simulation Recording Form, and I am voluntarily signing it. This statement is binding to all users of the Arlene Gates Department of Nursing Simulation Lab.

__________________________________  ________________________
Signature                                                        Date

May 2014; Reviewed 2015; Reviewed 2016
Guidelines for Evaluation of Student Clinical Experience

The Dakota Wesleyan University LPN-B.S. Nursing Program clinical evaluation system is designed to assist the nursing student in meeting standards necessary to provide safe, high quality nursing care. Evaluation of student clinical performance is used to support student progress toward attainment of course learning outcomes.

Evaluation is an ongoing process with the final decision regarding student achievement of clinical learning outcomes is made at the completion of the course. The role of the clinical instructor is to observe and evaluate clinical performance by gathering and analyzing data to determine if the desired outcomes of the clinical course have been successfully achieved by the nursing student.

Each nursing course has a specific clinical evaluation tool which includes the course clinical learning outcomes. All clinical learning outcomes must be met at a satisfactory level at the end of the course for the student to receive a final grade of “Satisfactory” for the clinical portion of the course. Also, the student is required to adhere to the program requirements as outlined in the DWU LPN to B.S. Nursing Program Student Handbook and the ANA Code of Ethics for Nurses with Interpretive Statements and the ANA Nursing Scope and Standards of Practice.

The “Evaluation of the Student’s Achievement of Clinical Learning Outcomes” form is a record of the clinical instructor’s/instructors’ observations and indicates the instructor’s/instructors’ professional judgment of a student’s performance in the clinical setting. The form identifies the course learning outcomes which are to be successfully met at the completion of the course. Listed under each outcome are behaviors which lead to attainment of the outcome. The behaviors may be considered critical and marked with an asterisk (*) and must be satisfactorily attained by the completion of the course to verify safe nursing practice. Those behaviors not marked with an asterisk (*) are highly desirable for competent nursing care and are strongly recommended for progression. At the completion of each week’s clinical experience, the clinical instructor makes an evaluation of the performance of the behaviors by making comments in the spaces provided.

Use of Conference Form

Students may request a conference with their clinical instructor to review their progress at any time during clinical rotations. Students are encouraged to meet with their clinical instructor at any time for assistance and/or clarification of any comments which appear on their clinical evaluation form. A conference form will be utilized for student/clinical instructor meetings to discuss areas of nursing care that need improvement and recommendations for the student to improve nursing abilities. The student is responsible for following through on instructor recommendations before the next scheduled clinical.

In addition to the clinical evaluation form, a “Conference Form” may be utilized for “Needs Improvement” and will be utilized for all “Probation/Unsatisfactory” ratings. The conference form will indicate the problem, when it occurred, and the instructor’s description of the problem. The form will be signed by the instructor and placed in the student’s folder. The instructor will keep a copy in the student’s personal file (kept in a locked cabinet in the nursing
office). The student has the responsibility to act on the “Needs Improvement” or “Probation” rating before the next scheduled clinical time.

The conference form provides space for the student to document his/her perception of the problem and their signature verifying that they have read the evaluation. The student signature does not indicate that he/she agrees with the instructor’s documentation. It is the student's responsibility to contact the individual instructor for discussion of the problem and to problem-solve appropriate interventions to rectify the unsatisfactory behavior. Before the next scheduled clinical the student must confirm with the clinical instructor that any required remediation was implemented. If required remediation has not been accomplished, the student will not be allowed to return to the clinical setting.

Summary of Student Clinical Evaluations

A summative clinical evaluation will be completed by clinical instructors. It is expected that the student achieves a minimum score of “3” in each criterion on the evaluation form. It is the student’s responsibility to review the summary of student clinical evaluations and add his/her signature. The clinical instructor(s) meet(s) individually with each student receiving any score below 3 to document a plan for student improvement for the next semester. Failure to improve scores in subsequent semesters places the student at risk for earning an unsatisfactory grade for clinical performance and dismissal from the nursing program. The student must have a satisfactory rating in clinical criteria to pass a nursing course.

Grading Criteria for Student Clinical Performance

Grading of clinical performance on all levels will be based on criteria described below. Letter grades will not be used to grade clinical performance. Students will be expected to achieve a "Satisfactory" final evaluation to progress to the next level. The final evaluation of the student’s course clinical performance is indicated by a “Satisfactory” or “Unsatisfactory” rating. An unsatisfactory rating in clinical performance will result in a final grade of “F” in the nursing course and dismissal from the nursing program without eligibility to apply for readmission to the nursing program.

The student's weekly clinical performance will be evaluated at designated intervals throughout the clinical experience as follows: Satisfactory (S), Unsatisfactory (U), Needs Improvement (NI), Not Observed (N/O), or Probation (PR). Student behaviors which have not been observed will not penalize the student's clinical grade. Below are the clinical grading rubrics:

Satisfactory

- Adequately applies the nursing process and critical thinking skills in the provision of holistic, evidence based nursing care that promotes the adaptive capabilities of culturally diverse groups of clients throughout the lifespan, in order to enhance their achievement of integrated wholeness.

- Demonstrates safe performance of psycho-motor nursing skills in providing adaptive nursing care.

- Effectively implements teaching that reflects the holistic learning needs and adaptive capabilities of individuals.
• Usually able to provide cost efficient care for groups of clients through integration of technology, collaboration, prioritization, delegation and effective communication. Usually accepts responsibility and accountability for service to others, life-long learning, and the maintenance of high standards of nursing within an ethical-legal framework.

Needs Improvement
• Sometimes is able to provide holistic individualized nursing care for individual/groups of clients exhibiting a variety of common, complex needs while adapting to stressors throughout the life span.
• Most of the time demonstrates safe performance of psycho-motor nursing skills in providing adaptive nursing care, but may require additional practice to improve skills.
• Most of the time is able implement teaching that reflects the holistic learning needs and adaptive capabilities of individuals.
• Sometimes is able to provide cost efficient care for groups of clients through integration of technology, collaboration, prioritization, delegation and effective communication.
• At times accepts responsibility and accountability for service to others, life-long learning, and the maintenance of high standards of nursing within an ethical-legal framework.

All “Needs Improvement” behaviors should be addressed by the student. Students receiving "Needs Improvement" are expected to take necessary steps to seek assistance to improve nursing skills and/or behaviors.

Not Observed
The instructor has not been able to observe a designated behavior. Most behaviors should be observed at some time during the clinical rotation. It is understood that not every clinical day will lend itself to observation by the instructor of every clinical behavior. However, it is the shared responsibility of the student and the instructor for this interaction to take place. If behaviors are consistently not observed, students may be requested to notify instructor if opportunities arise during clinical day.

 Unsatisfactory
• Seldom able to apply the nursing process and critical thinking skills in the provision of holistic, evidence based nursing care that promotes the adaptive capabilities of culturally diverse groups of clients throughout the lifespan, in order to enhance their achievement of integrated wholeness.
• Seldom able to demonstrate safe performance of psycho-motor nursing skills in providing adaptive nursing care.
• Unable to implement teaching that reflects the holistic learning needs and adaptive capabilities of individuals.
• Seldom able to provide cost efficient care for groups of clients through integration of technology, collaboration, prioritization, delegation and effective communication.
• Lacks initiative in accepting responsibility and accountability for service to others, life-long learning, and the maintenance of high standards of nursing within an ethical-legal framework.
Probation

- Unable to demonstrate the performance of safe and/or adequate nursing care. Usually this evaluation will be utilized for students who have received "Needs Improvement" and have been unable to demonstrate improvement and/or have been unwilling to seek assistance to improve clinical skills.

Grossly unsafe or irresponsible behavior could result in immediate probation for the student. If deemed necessary, the clinical instructor may direct the student to leave the clinical area. Any student who demonstrates unprofessional behavior, including but not limited to: breach of confidentiality, unprofessional conduct or communication will be reviewed by the nursing faculty of that course, in consultation with the administrative chair.

A conference form will be completed and the faculty member will meet with the student on probation. The administrative chair will be notified of any student being placed on probation and may request to meet with this student to discuss his/her behavior. A student on probation is at risk to receive an "Unsatisfactory" grade for the final clinical grade and must take immediate steps to demonstrate ability to provide safe and competent nursing care. An unsatisfactory grade in clinical performance will result in a final grade of "F" in that nursing course and dismissal from the nursing program without eligibility to apply for readmission to the nursing program.

Dismissal

The administrative chair reserves the right to immediately dismiss a nursing student from the nursing program, when in the professional judgment of the administrative chair, in consultation with the nursing faculty of the nursing course(s), the student:

- Fails to comply with or meet the established probation requirements.
- Fails to comply with regulations regarding client confidentiality. All the information regarding clients, clinical staff, clinical agencies and fellow students is confidential and is to be discussed only in the formal learning environment. Nursing students are required to sign a confidentiality agreement annually before beginning clinical experiences. Any breach of confidential information in an unauthorized manner can result in immediate termination as a student at the clinical agency and may result in dismissal from the DWU nursing program.
- Displays behaviors which jeopardize client safety or the safety of others.
- Displays incompetent, unethical, dishonest, or illegal conduct, academically or clinically, that is inconsistent with the ANA Code of Ethics for Nurses and ANA Nursing Scope and Standards of Practice.

References on reserve in McGovern Library and available from nursing faculty members:


Revised 2015; Reviewed 2016
Student Concerns and Formal Complaints

A student should first contact and share concerns with the nursing faculty involved in a specific situation. If the issue is not resolved, or the student is uncomfortable approaching the faculty member involved in the situation, the student should next share concerns with the administrative chair of the nursing department, who will mediate and work towards resolving the concern. If the issue is not resolved to the satisfaction of all parties, the student may submit a signed written statement describing the concern to the dean, College of Adult and Professional Studies, for further action.

Student concerns may also be referred to either of the two student representatives whom are selected by classmates. Student representatives are invited to attend level/faculty meetings where nursing student(s) concerns are presented to nursing faculty. Student concerns are reviewed by faculty and a response and resolution related to the issue is shared with students by the administrative chair of the nursing department. If the issue is not resolved to the satisfaction of all parties, the student may submit a signed written statement describing the concern to the dean, College of Adult and Professional Studies, for further action.

Formal Complaint

A formal complaint is defined as a written statement of an alleged unfair, biased treatment, or lack of due process related to a policy and/or procedure of the nursing program. Any party who has a formal complaint will need to submit a timely and thorough written description of the complaint to the administrative chair of the nursing department, who will present the complaint to the nursing faculty for review and discussion.

If the party who has a formal complaint is uncomfortable submitting it to the administrative chair, the party may submit the formal complaint to the college dean, who will facilitate the review and resolution process.

A response and resolution shall be decided upon by the nursing faculty. The administrative chair will share this information with the party initiating the complaint. If the complaint is not resolved to the satisfaction of the party initiating the complaint, the party may appeal to the college dean for further action. Formal complaints and documentation of the response and resolution shall be kept in a locked filing cabinet in the department of nursing office.

Informing Students of Policy Changes

1. All nursing policies are reviewed annually by nursing faculty for congruency and accurateness. Policy revisions are included in nursing program faculty and student handbooks published each academic year.

2. Any policy change directly affecting nursing students is presented either in writing through mail, e-mail, or in person by the administrative chair or designee as deemed appropriate before implementation of the new policy.

3. Policy changes related to student admission into the nursing program are forwarded to the admissions office for inclusion in promotional materials.

4. Policy changes related to student health requirements are referred to the campus health nurse.

Revised 2016
Reference and Recommendation Letter Writing

Clinical instructors complete a summary of student clinical evaluations at the completion of the nursing program. Nursing students may request a copy of the summary of student clinical evaluation to serve as a letter of recommendation.

Students may sign a release form authorizing the nursing faculty at DWU to release written personal information about students for the purpose of scholarship applications, announcements, media releases, awards, organizations or recommendations solicited by a potential employer, etc. This will become part of the student’s permanent educational file for one year after graduation.

Nursing Students who plan to use nursing faculty as references are encouraged to obtain permission from the faculty members to do so. Nursing faculty can provide written or oral (telephone) references for DWU nursing students/graduates who have signed a release of information consent form.

Revised 2014; Reviewed 2015, 2016

Release Form for Student Information

Having knowledge of the provisions of the Family Educational Rights and Privacy Act of 1974 ("FERPA"), §513 of P.L. 93-380, as amended, and outlined in the University Catalog and DWU Student Handbook which provides that the institution will maintain the confidentiality of student education records and includes: “...the right to prevent disclosure, with certain exception, of personally identifiable information....”

In compliance with FERPA, as amended, I authorize the disclosure of personally identifiable information contained in my student education record while enrolled in the nursing program at Dakota Wesleyan University by the nursing faculty and administrative chair.

RELEASE OF INFORMATION for such purposes as: Scholarships, Honors, Awards, Media Releases, Activities, Recommendations solicited by potential employers and/or other academic institutions, etc.

OFFICIAL STUDENT NAME: __________________________________________________

SIGNATURE: ____________________________________________ ID#: __________________

DATE: __________________________

NOTE: This release form will be maintained as part of your nursing educational file for one year after graduation.

Confidentiality Agreement

I understand confidential care and treatment is the right of all patients. All information, including names, room numbers, diagnosis, treatment and all other information concerning a patient is considered confidential. I understand that even the presence of a patient in a clinical agency or their ability to pay their bill is considered to be confidential information.

In addition, I understand confidential information also includes information:
1. concerning an employee or job applicant;
2. physician or other practitioner;
3. concerning quality of care.

I agree that I will not at any time disclose or discuss any part of my experience which is of a confidential nature to anyone other than those involved in that person’s care. I also agree not to seek or obtain information regarding confidential matters which is not necessary to perform my assigned duties or observation.

I recognize my disclosure of confidential information may cause irreparable injury to an individual and/or clinical agency, and may result in a civil lawsuit. I understand my disclosure of any confidential information in an unauthorized manner can result in my immediate termination as a student at the clinical agency. In addition, a breach of confidentiality may result in dismissal from the DWU Nursing Program.

By my signature below I certify that:
1. I have read this Confidentiality Agreement;
2. I have had the chance to ask any questions I might have;
3. I understand the Agreement; and
4. I agree to be bound by its terms.

__________________________________________  ______________________
Nursing Student Signature                  Date

Please Print Name__________________________________________

__________________________________________  ______________________
Witness Signature                  Date
Academic Integrity Policy

Dakota Wesleyan University is dedicated to the achievement of academic excellence, the building of character and the pursuit of life-long learning. To be successful in realizing these goals, honesty and integrity must be a part of every learning opportunity on campus. Academic dishonesty breaks the trust necessary for the building of community and the promotion of learning and spiritual values. All members of the institution, including faculty, staff, and students share the responsibility to report incidents of academic dishonesty.

Academic dishonesty includes, but is not limited to, any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, sabotage, and any act of facilitating or aiding any of the foregoing.

The following definitions are listed to clarify this policy, not to define all possible situations:

- Cheating is using or attempting to use unauthorized materials, electronic devices, information or study aids in any academic exercise. 
  *Examples*: copying homework, copying someone else’s test, using unauthorized information such as a cheat sheet, using a cell phone during an exam.

- Fabrication is the falsification or invention of any information or citation in any academic exercise. 
  *Examples*: making up a source, giving an incorrect citation, misquoting a source.

- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise.

- Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise. 
  *Examples*: fabricating excuses for such things as missing classes, postponing tests, handing in late papers; turning in a paper for one class that was originally written for another class (when original work is requested).

- Abuse of resources is the damaging of any resource material or inappropriate limiting of access to resource material which is necessary for academic work. 
  *Examples*: destroying or hiding library materials; removing noncirculating material from the library; hiding or stealing another person's textbook, notes or software; failure to return library materials when requested by the library.

- Forgery of academic documents is the unauthorized changing or construction of any academic document. 
  *Examples*: changing transcripts, changing grade books, changing grades on papers that have been returned, forging signatures, signing other students in to class when they are not present.

- Aiding and abetting academic dishonesty is knowingly facilitating any of the acts described in this policy or any other incidents of academic dishonesty not specifically described.

Instructors are encouraged to discuss this policy with their classes at the start of each term and to list the first paragraph of this policy in their syllabi, with references to the complete listing of the policy in the DWU Catalog and the DWU Student Handbook.
Violations of Academic Integrity Policy
Violations of this Academic Integrity policy will, at the discretion of the faculty member, result on the first offense with one of the following:
- a reprimand (written or verbal) for unintentional violations;
- a zero for the assignment (paper, exam, or project) for intentional or flagrant violations; or
- a grade reduction or failing grade in the course for intentional or flagrant violations.

Unintentional infractions may be reported to the college dean at the discretion of the faculty member. All infractions deemed by the faculty to be intentional must be reported in writing to the college dean, and the student will be notified. The college dean shall keep a record of reported infractions and sanctions in the office of the provost. At the dean’s discretion this information may be released to selected faculty.

Any appeal of this decision will be reviewed by an academic integrity committee consisting of the department head, college dean, student life director and provost. Any subsequent violations will be reviewed by this committee to consider penalties in addition to those imposed by the instructor, including a failing grade for the course or possible suspension from the institution. Any student has the right to appeal the decision of the academic integrity committee, in writing, to the provost, whose decision is final.

DWU Catalog, 2016-2017
DWU Arlene Gates Department of Nursing

ATI Policy

DWU has adopted the use of the Assessment Technology Institutes (ATI) Comprehensive Assessment and Review Program (CARP). The CARP will be used to complement the DWU nursing program curriculum.

What is ATI?

- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student homepage. It is highly recommended that you spend time navigating these valuable orientation materials found on your ATI student homepage.

Modular Study

ATI provides review modules in all major content areas. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers many unique online tutorials. The tutorial Nurse Logic for instance teaches nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Other tutorials may be available and will be assigned as appropriate.

Assessments

Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that will be scheduled during courses.

Active Learning/Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s test report called their individual performance profile will contain a listing of the topics to review. From their test results the student will remediate these topics to review by using a
**focused review** which contains links to ATI review modules, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required.

**Grading Rubric:**
All practice and proctored ATI assessments will be graded as outlined below and account for 5% of the student’s total grade. Tutorials (for example: ATI Plan, Nurse Logic, Learning System RN, Dosage Calculation, & Pharmacology Made Easy), targeted practice assessments, and professor created practice assessments may also be utilized and be calculated into the student’s quiz grade. Students will be required to provide results and/or validation of remediation of all ATI work that was completed/ assigned. These results will be uploaded to TigerNet in the area designated by the professor.

**The goal, or benchmark, for the DWU Nursing Program is Level 2 Proficiency on all ATI Proctored Assessments. The Proficiency Levels are as described below:**

**Criterion-Referenced ATI Proficiency Levels:**
A student meeting the criterion for Proficiency **Level 3:**
- is expected to exceed NCLEX-RN® standards in this content area.
- demonstrates a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- exceeds most expectations for performance in this content area.

A student meeting the criterion for Proficiency **Level 2:**
- is expected to readily meet NCLEX-RN® standards in this content area.
- demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- exceeds minimum expectations for performance in this content area

A student meeting the criterion for Proficiency **Level 1:**
- is expected to just meet NCLEX-RN® standards in this content area.
- demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- meets the absolute minimum expectations for performance in this content area

A student scoring **below** the criterion established for **Level 1:**
- Does not meet minimal NCLEX-RN® standards and may be indicative of significant risk in this content area
- ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.
Each nursing student is required to take the ATI RN Comprehensive Predictor Assessment. The goal, or benchmark, for the DWU Nursing Program is that each nursing student must attain a minimum score of 90% Predicted Probability of Passing the NCLEX-RN. Any student not attaining a 90% or above Predicted Probability is required to complete a NCLEX-RN review course approved by the nursing faculty before completion of their exit interview. The RN Comprehensive Predictor is described below:

This 180-item test offers an assessment of the student’s comprehension and mastery of basic principles including fundamentals of nursing, pharmacology, adult medical-surgical nursing, maternal newborn care, mental health nursing, nursing care of children, nutrition, leadership, and community health nursing. The percentage of questions from all major NCLEX-RN® Client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation) will be similar to the percentage of questions on the NCLEX-RN®. This test will generate the following data:

- Individual Score (% Correct)
- Predicted Probability to Pass NCLEX-RN®, National and Program Means
- Individual Scores (% Correct) within Content Topic Categories
- Topics to Review
- Individual Scores (% Correct) within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN® Client Need Categories, Clinical Areas, QSEN and Remediation Template).

The student has 180 min (3 hrs.) to complete this assessment.

Student Acknowledgement
Initial all and sign below:

_____ I have received a copy of and have read the ATI Assessment and Review Policy.

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI.

Student signature __________________________ Student printed name __________________________ Date __________

ATI Topic Review Template

<table>
<thead>
<tr>
<th>Topic to Review</th>
<th>Critical Point #1</th>
<th>Critical Point #2</th>
<th>Critical Point #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example) Legal and Ethical Issues: Client right to refuse treatment</td>
<td>Clients with a diagnosis of a mental health disorder have the right to refuse treatment</td>
<td>The client must also accept the consequences of those decisions.</td>
<td>The nurse needs to help the client explore all alternatives and arrive at a choice.</td>
</tr>
</tbody>
</table>

May 2014; Revised 12-18-14; Reviewed 2015, 2016
## Writing Rubric with APA Guidelines

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weak</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format/Layout</strong></td>
<td>Does not follow all the requirements related to format and layout. Some requirements are not followed.</td>
<td>Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.</td>
<td>Closely follows all the requirements related to format and layout.</td>
</tr>
<tr>
<td>• Presentation of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Structuring of text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follows requirements of length, font and style per APA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Title page, Running Head, References, and/or Abstract per APA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content/Information</strong></td>
<td>The provided information is not necessary or not sufficient to discuss these issues. Supporting details are generally missing. Wording is unclear or inappropriate for topic. Reflects a lack of effective, clear thinking.</td>
<td>The provided information is, for the most part, necessary and sufficient to discuss these issues. Supporting details are generally evident and usually support the topic. Wording is generally clear, specific and appropriate for the topic and audience, and occasionally strays from the topic. Effective, clear thinking is demonstrated.</td>
<td>The provided information is necessary and sufficient to discuss these issues. Supporting details are generally appropriate and completely support the topic. Wording is clear, specific and appropriate for the topic and audience, and stays on the topic. Reflects evidence of effective, clear thinking.</td>
</tr>
<tr>
<td>• All elements of the topics are addressed</td>
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<td></td>
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<tr>
<td>• The information is technically sound</td>
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<tr>
<td>• Information based on careful research</td>
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<td></td>
<td></td>
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<tr>
<td>• Coherence of information</td>
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</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.</td>
<td>The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.</td>
<td>The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.</td>
</tr>
<tr>
<td>• Clarity of sentences and paragraphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No errors and spelling, grammar and use of English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organization and coherence of ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References and use of references</strong></td>
<td>References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</td>
<td>Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</td>
<td>All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</td>
</tr>
<tr>
<td>• Scholarly level of references; published within 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• APA style in reference list and for citations</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Weight 15% for Format/Layout

*Weight 50% for Content/Information

*Weight 20% for Quality of Writing

*Weight 15% for References and use of references
**Overriding criterion: Originality and authenticity.** If the essay is identified as not being original, and/or not done by the student, the instructor will utilize guidelines in the DWU Academic Integrity policy.

<table>
<thead>
<tr>
<th>Major or Minor Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor Assignment:</strong> This writing assignment will be graded according to the above rubric <em>WITHOUT</em> the inclusion of a Title page, Running Head, and/or Abstract per APA</td>
</tr>
<tr>
<td><strong>Major Assignment:</strong> This writing assignment will be graded according to the above rubric <em>WITH</em> the inclusion of a Title page, Running Head, and/or Abstract per APA</td>
</tr>
</tbody>
</table>

**Assignments will be designated Major or Minor by instructor.**

<table>
<thead>
<tr>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hodges University. (n.d) Hodges University Written Communication Assessment/Grading Rubric. Retrieved from <a href="http://lgdata.s3-website-us-east-1.amazonaws.com/docs/180/172700/Written_Communication_Assessment_Rubric_with_4_point.pdf">http://lgdata.s3-website-us-east-1.amazonaws.com/docs/180/172700/Written_Communication_Assessment_Rubric_with_4_point.pdf</a></td>
</tr>
</tbody>
</table>

*May 2013; Reviewed 2014, 2015, 2016*
Use of Websites When Researching Information

Points to remember:
- There is a tremendous amount of information on the web.
- There are no organizations or agencies overseeing or reviewing information for accuracy or objectivity.

Telltale markers to help you rate the quality of information on websites:
- **Peer review**
  All major professional journals have a peer review process. This means that prior to a journal publishing an article, etc. it is reviewed by two to three professionals who are considered experts in the subject matter. When looking at a web source, try to find a clear source of the information and how it is reviewed. Also examine the format and writing style. If it appears the style, tone or person changes throughout the article, chances are it is not peer reviewed and should be avoided.

- **Author credentials**
  The author’s credentials and his or her titles should be listed. Use caution if no author is listed. Possibly looking up the author for other articles will help to establish accuracy. Also establishing whom the website belongs to. The last three letters of the website itself ending in .gov, .edu, or .org usually has higher quality information. Also check to see if the information has a copyright. This means that the author feels strong enough about what he or she is posting to prevent others from using it as their own.

- **Prejudice and Bias**
  There can be a small amount of bias in all material but most credible authors strive to be objective. Personal websites are less likely to obtain high quality objective information. Check to see if the author has a vested interest in the content of the site. An article about smoking and its affects written by someone employed by a tobacco company can have a different viewpoint than a health care professional.

- **Timeliness**
  Never assume that because the information is posted on the Web that it is the most recent. Some websites have been around for 10 years and information can be outdated. It usually takes 6 to 9 months for partial or full text articles to be posted on their website. Hardcopy articles in the library are still the most recent. Many websites have links for further information. If those links send you to a message that states “Page discontinued” or “Link no longer available,” the information should be questioned for accuracy. Good sites should connect you to other reliable sites.


*Revised 2015; Reviewed 2016*
Nursing Resources

Course assignments are intended to assist nursing students in the learning process by requiring the use of a variety of available resources. Nursing journals and reference books are available at McGovern Library and may also be accessed online: http://library.dwu.edu/c.php?g=543483&p=3726929

CINAHL Complete is a very valuable database related to nursing and allied health. Searching tips and basic and advanced searching video tutorials related to the use of CINAHL Complete are available on the nursing resource web page. Students wishing to use any resource material published more than five years previously need to consult their nursing instructor.

APA Format

Every time a scholarly resource is used in an assigned paper, it must be cited and referenced using APA format. Citations and references are required to protect you from legal issues related to copyright infringement which is similar to stealing an original work from someone and using it as your own. It is important to always cite and reference any work. If in doubt of copyright, cite and reference it.

The Publication Manual of the American Psychological Association is the manual that provides clear guidance on grammar and the preferred style of referencing resources used in writing nursing assignments. Copies of the APA manual are available for nursing students and nursing faculty use in McGovern Library. This is how the manual is referenced:


In order to guide students in using APA format correctly, examples of APA format guidelines for referencing resources are included below.

Periodicals

Name of journal and volume are italicized. Indent the second line (in Microsoft Word use hanging indentation found on the Paragraph dropdown menu, Indentation section, under Special option).


**Books**
Same as periodicals except italicize the book title and indent the second line.


**Electronic References**


**Purdue OWL (Online Writing Lab)**
Purdue OWL is a general format and APA guidelines resource. Students can access their website at this web address: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

*Revised 2015; Reviewed 2016*
**Conference Form**

Theory__________  Clinical__________  Other__________

Student Name_____________________________________________________

Subject___________________________________________________________

I have discussed the information above with the student.

Faculty Signature__________________________  Date__________

I have read the information above.

Student Signature__________________________  Date__________

**STUDENT COMMENTS:**

Learning Contract

Reason for contract: __________________________________________
________________________________________________________________
________________________________________________________________

Student personal goals to achieve success in this course: _________________
________________________________________________________________
________________________________________________________________

Plan of action for course/clinical:
Instructor input: _________________________________________________
________________________________________________________________

Student input: _________________________________________________
________________________________________________________________

Conference form completed: ___________ (attach to copy of learning contract if applicable)

Next meeting scheduled: _____________

Referral to tutors: _____________ Follow-up completed of contact: _____________

Referral to other support system/s: ___________ (which system/s): ______________
________________________________________________________________

Student adviser notified:

__________________________________________________________________________  __________
Adviser signature                                      Date

__________________________________________________________________________  __________
Student Signature                                      Date

__________________________________________________________________________  __________
Instructor Signature                                   Date