

SCHOOL OF NURSING STUDENT HANDBOOK



UNIVERSITY OF THE VIRGIN ISLANDS

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WELCOME TO THE SCHOOL OF NURSING

Greetings and welcome to the University of the Virgin Islands School of Nursing (UVI)!

It is a distinct honor and a privilege for me to greet you in my capacity as the Dean of the School of Nursing (SON), but most of all, as an alumna of this School. UVI SON has been a regional leader in nursing education for the past 54 years having shaped the professional careers of many professional nurses in the territory, the US mainland and the Caribbean. We are proud of the many graduates that have walked the halls of the SON on both campuses and we are delighted to be entrusted with the education of some of the best and brightest students anywhere.

The SON is also proud of the part it has played in bringing nursing and health research to life in the territory. We are the home of two research units The Caribbean Exploratory Research Center (CERC) and the Eastern Caribbean Health Outcomes Research Network (ECHORN). Through these research centers faculty members and students are able to participate in research programs that are relevant to the territory and the Caribbean.

You have therefore selected a school with administrators, faculty and alumni that are skilled clinicians and advanced practice nurses, outstanding scholars, educators and researchers. Our administrative staff members are highly qualified with extensive experience in the higher education administration. Our community agencies, alumni and friends are all committed to addressing the challenges we face in delivering a high quality education in a small territory.

The SON is therefore well poised to provide you, the next generation of health care providers, leaders, educators and researchers, with the best education and clinical experiences that would allow you to launch your nursing careers. You will have opportunities to learn among knowledgeable and accomplished experts and I encourage you to engage in the academic and extracurricular programs at UVI.

In keeping with the goals of our strategic plan entitled: "School of Nursing: Transforming Lives Through Excellence in Nursing Education, Practice and Research" 2016-2021, we launched the revised Bachelor of Science in Nursing (BSN) Program in 2016; and, introduced the generic BSN and BSN Completion programs to the Albert A. Sheen campus. We are continuously reviewing the curriculum and made a further revision of the BSN program in Oct 2018. The SON strengthened the academic policies and learning resources to promote attainment of student learning outcome (SLOs). Our mantra "One SON" continues to be the guiding principle to the approach of the faculty in program delivery, continuous quality improvement and initiatives aimed at promoting student success.

As Dean of the SON, our students, our faculty and the vision of the University inspire me, and I am proud to participate in the further development of the SON.

I wish to congratulate you on your accomplishments thus far. I urge you to envision your future as a nursing professional and take advantage of the programs and services UVI-SON

offers you to make a difference in both your personal life and professional career.

Your success is important to us and information is power. Therefore, I invite you to browse through the SON webpages and the SON Student Handbook to be acquainted with the many policies and regulations that guide the delivery of the program.

My best wishes for your success!

Beverley Anne Lansiquot, DNP, RN
Dean, School of Nursing
University of the Virgin Islands

IMPORTANT NOTE

This handbook contains current policies and procedures for the BSN Program. Students should also consult the UVI Student Handbook and the UVI Catalog for policies that apply to all nursing students. All of these documents are available online at <http://uvi.edu>.

The Handbook represents current policies as of June 17, 2019, and will be updated as needed. The SON reserves the right to change any condition, offering, requirement, policy or process at any time and will communicate this information to nursing students. Changes in policy/procedure will be relayed to current nursing students via electronic mail. Orientation sessions will also be scheduled at the beginning of each semester as needed and attendance at these sessions is mandatory so that students can be updated on changes in policy/procedure.

All students are responsible for adhering to current policies and procedures in the School of Nursing.

SCHOOL OF NURSING

School of Nursing Mission, Vision, Core Values, Goals and Objectives

Mission

The School of Nursing, in a **learner-focused** and multi-cultural environment, *educates and empowers* its graduates to meet the health needs individuals, families and communities, with a focus on the U.S. Virgin Islands, the Caribbean *and the world*. Faculty strive for excellence through rigorous academic standards, innovative teaching strategies, research and community engagement. **(Revised March 2019)**

Vision

The SON strives to be an innovative leader for excellence in nursing education, scholarship and practice dedicated to student success and the development of exceptional graduates.

Core Values

We are driven by the universal principles of life that are inherent in our core values of:

1. Students First
2. Teaching, Learning & Scholarship
3. Integrity & Respect
4. Accountability
5. Caring
6. Innovation
7. Safety & Excellence
8. Service
9. Principled Leadership
10. Diversity

Goals and Objectives

Our transformational integrative goal is to become a premier institution for nursing education and practice. In fulfilling this transformational integrative goal, we anticipate the following outcomes:

- Recruitment, retention, and development of excellent and diverse faculty for both campuses.
- Recruitment and retention of a diverse student population and positive overall student experiences.
- Creation, implementation, and evaluate innovation of context-relevant curricula.
- Provision of adequate resources to achieve SON goals by increasing public financial support and private giving through grants, contracts, and donations.

- Expansion of collaborative partnerships with external communities of interest to enhance the educational experience.
- Integration of inter-professional education (IPE) throughout the curricula and across programs.
- Facilitation of student program success, graduation rate and expanded program offerings.
- Enhanced research capacity and productivity.

Structure, Governance and Accreditation

Organizational Structure of the School of Nursing

Within the School of Nursing, there are two nursing programs: The generic Bachelor of Science of Nursing (BSN) Program and the Bachelor of Science of Nursing Degree Completion Program (BSN Completion) for nurses who are graduates of accredited associate degree or diploma nursing programs. The SON is comprised of a dean, program chair, nursing faculty, administrative specialists, and the nursing student bodies on the Albert A. Sheen (St. Croix) and St. Thomas campuses. The dean has administrative responsibilities for the SON and faculty who serve as chair, assist the dean.

Two research programs funded by grants from the National Institute on Minority Health and Health Disparities (NIMDH) also come under the umbrella of the SON and focus their research efforts on health disparities. The Caribbean Exploratory Research Center (CERC) sponsors the annual Health Disparities Institute. The Eastern Caribbean Health Outcomes Network (ECHORN) is exploring factors associated with chronic diseases in the Eastern Caribbean.

School of Nursing and BSN Program Governance

All full-time faculty participate in SON meetings and have voting rights. Student class representatives are welcomed and encouraged to attend SON meetings. Students on both campuses elect representatives from each class (sophomore class [spring only], junior class and senior class) to participate in SON meetings. Students on the St. Thomas Campus share one vote and students on the Albert A. Sheen Campus share one vote. The Dean or designated Chairperson conducts the meetings of the SON. The Dean does not vote, except in the case of an impasse.

Student Participation in Governance at the SON

All student representatives must be in keeping with the Student Representative Guidelines that follow.

Student Representative Guidelines

Roles and Responsibilities:

- Student Representative is a voluntary role that works in partnership with a Faculty Liaison to:

- Enhance the experience of students in each cohort at the SON.
- Act as a liaison between students and faculty.
- Enhance communication within each student cohort.
- Improve student involvement in the decision-making process.
- Ensure the student voice of each cohort is listened to and that concerns of students are presented in an appropriate and objective manner to the School of Nursing (SON) faculty and administration.
- Support, promote and actively engage with initiatives that aim to gather the student voice and enhance the academic experience.
- Deliver productive criticism to SON faculty within and outside of formal meetings to reach workable and mutually satisfactory solutions for each cohort.
- Keep up-to-date with matters affecting your cohort, the School of Nursing and the University.
- Balance their time between the role and the time required to complete their academic workload.

Selection of Student Representative:

- Each class level within the nursing program (sophomore, junior, senior) will have a student representative and an alternate student representative.
- The student representative position will be held for one semester.
- The student representatives will be **elected** by the each student cohort.
 - Elections will be completed by the end of the second week of each semester.
 - Election results will be shared with the SON faculty and administration by the newly elected student representatives.
- The role of student representative has no specific qualifications but, the student representative should:
 - Have the ability and willingness to use a range of communication methods;
 - Have a calm, approachable and proactive character;
 - Be willing to share relevant information between the University and the Student Body.

Faculty Liaison

- A faculty liaison for the student representatives will be chosen on each campus by students at the beginning of each academic year, in accordance the regulations of the Student Activities Department.
- The Student Representative and the Alternate Student Representative are required to meet with the assigned Faculty Liaison at least twice during each semester to provide support to the students in their roles and address any issues of concern they may have.
- The Student Representative and the Alternate Student Representatives are not necessarily members of the Student Nurses Association (SNA).
- After the meeting with the Faculty Liaison, the Student Representative for each cohort will communicate with members of their cohort a summary of the meeting.

Meetings:

- Student Representatives are invited to attend the following meetings except the executive sessions: BSN SON meetings, SON Curriculum meetings, accreditation meetings. Students do not attend the Admission Progression and Retention meetings.

- Student representative should be assigned to attend only one of the three meetings listed previously. The student faculty liaison will assist students to select the meetings they will attend for the semester.
- If the primary Student Representative cannot attend a meeting, the alternate Student Representative will be required to attend the meeting.
- Prior to the meeting the Student Representative for each cohort will communicate with members of their cohort eliciting any concerns/questions to be brought forth to at the meeting.
- After the meeting the Student Representative for each cohort will communicate with members of their cohort a summary of the meeting and any outcome addressing concerns of the cohort.

Stepping Down From Role:

- If a student representative wishes to step down from their student representative position, this must be communicated to the Faculty Liaison in writing.
- In the event the Student Representative voluntarily leaves the position, the Faculty Liaison is responsible for ensuring that the alternate Student Representative becomes primary and that an alternate representative is elected by the appropriate cohort.
- Faculty may request that a student step-down from Student Representative position if:
 - Student is at-risk for failing
 - Violation of academic integrity
 - Disposition is not conducive to the role
 - Behavioral issues hindering role performance
- Any changes in the Student Representative during an active semester will be communicated to the appropriate cohort by the Faculty Liaison.

Students interested in student representative positions at the SON can reference the Student Representative **Fact Sheet** below for more information.

Student Representative Fact Sheet

Why should I become a student representative?

- Student Representation is founded on the belief that through effective representation, students can become active partners in their education, thus taking ownership of their learning and enhancing their experience at the University of the Virgin Islands.
- Becoming a student representative enables students to develop and strengthen leadership skills, connect with various internal and external agencies, and assist fellow students with having their voice heard.

Becoming a student representative will allow you to:

- Contribute to decision making within the School of Nursing (SON).
- Develop a greater understanding of SON processes and systems.
- Enhance your communication skills by being involved in SON committee work.

- Influence important decisions about the nursing program of study.
- Gain a better understanding of how UVI and the SON operates.
- Serve as liaison between students and faculty by bringing any concerns/suggestions/feedback to the SON faculty and administration.
- Deliver key messages from the SON faculty and administration to the student body.
- Make a difference in the academic experience of current and prospective nursing students.
- Collaborate with other student representatives to coordinate events and enhance the learning experience

Accreditation

The BSN Program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Maintenance of accreditation is the responsibility of the faculty, students and graduates of UVI's nursing programs.

Students have an important role to play in maintaining accreditation. Student evaluations and student participation are essential for improvement of the Programs. Students must familiarize themselves with all phases of their nursing program, including the curriculum, and participate in shaping changes based on evaluation of the various components. In order to have input, students serve as representatives to Program, Curriculum and School of Nursing meetings. Students are also requested to evaluate various components (i.e. faculty, course textbooks, clinical sites) particularly at the end of courses. Exiting seniors are surveyed for satisfaction with various components of both UVI services and the School of Nursing. Responses are also used to identify the Program's strengths and areas needing improvement. Students should give serious consideration and be as specific as possible when they provide input.

Graduates also have a crucial role to play in maintaining accreditation. Graduate performance on the NCLEX-RN licensure exam is the most critical benchmark in the Standards and Criteria issued by ACEN, revised in 2017. The nationwide benchmark for first-time NCLEX-RN performance is 80%. This means that 80% of those who test from a graduating class must pass on the first try for the BSN Program to maintain accreditation. **Considering the importance of first-time performance on this exam, graduates are urged to obtain the "Green Light" from the Virtual ATI educator before attempting the NCLEX-RN exam.** Since this information is required to meet accreditation standards, graduates are asked to authorize the SON to receive information about NCLEX performance from the Virgin Islands Board of Nurse Licensure.

Students/graduates should be aware of their right to make formal complaints about the program. The ACEN requires that the program maintain a list of complaints received and document that they received due process. A written complaint can be filed with the Dean or sent directly to ACEN: 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone: 404.975.5000 Fax: 404.975.5020 <http://acenursing.org/>

BSN PROGRAM CURRICULUM

Statement of Philosophy

Health

Health is a dynamic state of being in which a person moves toward or away from optimal potential or toward a peaceful death. One's level of health is affected by one's personal concept of health and by alterations in the internal and external environments. Each human being is unique and is made up of diverse characteristics, including physical, psychosocial, and spiritual aspects.

The Profession of Nursing

Nursing is both an art and a science and the essence of nursing is a commitment to patient-centered care. Guided by a code of ethics, nursing is a profession based on theory and scientific research. Nursing care is oriented to health promotion, illness prevention and management of acute and chronic conditions for individuals, families, groups, populations, and communities. Nurses also have a unique and primary responsibility for ensuring a peaceful end of life experience.

Nursing practice is grounded in the nursing process. The application of the nursing process takes place through the contributions of the nurse as provider and manager of care in collaboration with other members of the healthcare team, with emphasis on safety and quality as paramount goals through the use of evidence-based practice. The nurse's values, including ethical practice, personal integrity and a commitment to social justice as well as leadership skills are critical to fulfillment of the professional role.

Nursing Education

Nursing education occurs in the context of the natural and social sciences, and a general education program that is multidisciplinary and rooted in the liberal arts. This content permits exposure and sensitivity to the uniqueness of human life and experiences. The nursing program is designed to prepare an entry-level nurse generalist who is able to provide competent care in dynamic and complex health care systems.

Teaching, being multifaceted, focuses on the acquisition of knowledge, skills and attitudes in a learning environment that accepts diverse views, cultures, and individuals. Faculty believe that students must be actively involved in the learning process and that learners have unique needs and learning styles. Learning experiences should increase in complexity, include interprofessional experiences, and facilitate the development of skills essential to the professional role, such as leadership, the use of technology, critical/analytical thinking, scientific inquiry, and the ability to synthesize varying concepts and ideas. Furthermore, faculty believe in the importance of modeling professional behaviors and encouraging students to engage in lifelong learning as a central feature of continued professional and personal development beyond graduation. (Approved 10/30/15)

Program Concepts, Definitions and Student Learning Outcomes (SLOs)

The new BSN Curriculum was based upon eight essential concepts, drawn from recommendations for nursing education from a variety of professional organizations, including the American Association of Colleges of Nursing, the National League for Nursing, the Institute of Medicine, the Massachusetts Nurse of the Future Core Competencies and the QSEN Institute (Quality and Safety Education for Nurses). These concepts are threaded throughout the curriculum and were used to develop the Student Learning Outcomes (SLOs) for the BSN Program. The table which follows defines the concepts and gives the corresponding SLO for each.

Table: Curriculum Concepts, Definitions and Student Learning Outcomes

Concept	Definition	Level 3 SLOs
Patient-centered Care	The provision of compassionate, age, and culturally sensitive care that is based on a patient's physiological, psychological, sociological and spiritual needs as well as preferences, values and beliefs which respects the patient and designee to promote safe, quality care.	Evaluate nursing care provided to individuals, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
Teamwork and Collaboration	The delivery of a coordinated approach to patient-centered care in partnership with the patient, other nurses, and interprofessional team members, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality care.	Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, groups, populations, and communities
Evidence-Based Practice	The identification, evaluation, and use of the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.	Integrate scientific information and best current evidence with clinical expertise when making clinical judgments in the management of patient-centered care.
Quality Improvement	The use of data and improvement methods consistent with current professional knowledge and evidence to monitor outcomes of care processes for the continuous improvement of health care services.	Use quality improvement measures to evaluate the need for change on the delivery of patient-centered care and patient outcomes.
Safety	The minimization of risk factors and errors of commission and omission that could cause harm to patient, self or others or delay patient recovery through individual, unit, or system performance.	Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
Informatics	The design, development, use, and management of information science and technology as a communication and information management tool to direct care, mitigate error, and support clinical decision making and evidence based nursing practice.	Use empirical and evidence-based information and patient care technology to communicate relevant patient information and mitigate error in the management of safe, quality patient-centered care.
Professionalism	The demonstration of accountable and responsible behavior of the nurse and internalization of core values integral to the profession of nursing that incorporates legal and ethical principles and regulatory guidelines that comply with standards of nursing practice.	Practice in a professional, ethical, and legal manner while managing patient-centered, standard-based nursing care.
Leadership	The process by which nurses influence the behavior of individuals or groups using principles and standards fundamental to the profession of nursing and that facilitate the establishment and acquisition/achievement of shared goals.	Integrate leadership and management theories and principles into practice when managing a caseload of patients and making clinical judgments about their care.

Program Paradigm for Generic BSN

At least 125 credits are required to complete the BSN, with 66 credits in nursing. Required courses for generic BSN students are shown in the following table. While there may be some flexibility with general education course sequencing, nursing courses must be taken as shown in the paradigm. Please note that all nursing courses and many general education courses are only offered once per year. For further information regarding pre-requisites, see the course description section of the UVI Catalog.

FALL Semester			SPRING Semester		
Pre-College Courses	Cr	Pre (Co-req)	Pre-College Courses	Cr.	Pre (Co-req)
ENG 100/ WAC 011	4		ENG 101 / RCA 021	4	
MAT 023 Intro Algebra A	4		MAT 024 Intro Algebra A	4	
Courses	Cr	Pre (Co-req)	Courses	Cr.	Pre (Co-req)
Semester 1			Semester 2		
BIO 151 – Human Anatomy	4	ENG 101 CHE 121 or Placement Test	BIO 152 – Human Anatomy	4	BIO 151
ENG 120 – English Composition	3	ENG 100/101	ENG 201 – Research & Writing	3	ENG 120
MAT 140 – College Algebra	4	ENG 100/101 MAT 023/024	PSY 120 – Intro to Psychology	3	ENG 100/101
SCI – The Natural World	3	ENG 100/101	SCI- The Natural World	3	ENG 100/101
or			or		
SSC 100 – Intro to Social Science			SSC 100 – Intro to Social Science		
FDS – Freshman Dev. Seminar	1	None	COM 119 – Interpersonal Communication & Leadership Skills	3	ENG 100/101
HSC – 100 Medical Terminology	1	None			
credits	16			16	
Semester 3			Semester 4		
BIO 240 – Microbiology	4	BIO 152	NUR 104 – Drug Dosage Calculation	2	Admission to BSN
PSY 202 – Life Span Development	3	PSY 120	NUR 208 – Fundamentals of Nursing	6	Admission to BSN (NUR 104,209, 229)
SPA/FRE 131 – Elem Span/French I	4	None	NUR 209 – Health Assessment	3	Admission to BSN
MAT 235 – Intro Statistics	4	MAT 140	NUR 229 – Pharmacology in Nursing	3	Admission to BSN
credits	15		PLS 200 - Personal Life Skills	2	FDS 100/ENG 100/101
Semester 5				16	
NUR 308 – Adult Health Nursing I	6	All Sem 4 Courses; (Co – NUR 311)	Semester 6		
NUR 311 –	3	Admit to BSN	NUR 319 – Adult Health Nursing II	6	NUR 308; NUR 311
			NUR 321 – Maternal &	4	Sem 4 Courses

Pathophysiology NUR 318 – Mental/Behavioral Health Nursing	4	All Sem 4 Courses; (Co- NUR 308 & 311)	Newborn Nursing NUR 323 Pediatric Nursing NUR 322 – Evidence Based Practice	4 3	& NUR 311 Sem 4 Courses & NUR 311 NUR 208 or admission to BSN Compl.; Mat 235
SPA/FRE 132 – Elem Span/French II	4	Spanish/French 131			
Semester 7	17		Semester 8	17	
NUR 417 – Adult Health Nursing III	6	NUR 319 & NUR 322	NUR 421 – Nursing Leadership	5	NUR 308; NUR 417 or 418
NUR 418 – Community Health Nursing	4	All 300 level courses			
Humanities Elective	3	ENG120/COM 119	NUR 432 – Senior Clinical Practicum	5	NUR 417 & 418 (Co- All Sem 8 courses)
SS Elective	3		NUR 433 – NCLEX Preparation	2	NUR 417 & 418 (Co- All Sem 8 courses)
	16			12	

Program Paradigm for Nurses: BSN Completion Program

At least 125 credits are required for the BSN, including general education credits, earned nursing credits and credits granted to nurses for prior learning. In addition to courses already completed, students who are recent graduates of the ASN Program will need:

- MAT 140 (College Algebra)
- MAT 235 (Statistics)
- COM 119 (Interpersonal Communication)
- Humanities Elective
- Foreign language: two semesters
- Social science elective

Nine nursing courses (26 credits) are required for the BSN Completion Program. These courses can be completed in three or more semesters. Recent ASN graduates will receive 40 credits for NUR 208 (Fundamentals), NUR 104- Drug Dosage Calculation, PLS – 200 Personal Life Skills, NUR 308, 319, 417 (adult health I II II), NUR 318 (mental health), NUR 321 (maternal), NUR 323 (pediatrics) and NUR 433 (NCLEX prep). Credits will be held in escrow until successful completion of NUR 418: Community Health and then added to the student's transcript.

Nursing courses required for BSN Completion for RNs		Credits
<u>Semester 1: Spring Semester</u>		
NUR 209	Health Assessment	3
NUR 210	Bridge to Professional Nursing	2
NUR 229	Pharmacology	3

NUR 322	Evidence-Based Practice	3
<u>Semester 2: Fall Semester</u>		
NUR 311	Pathophysiology	3
NUR 418	Community Health	4
<u>Semester 3: Spring Semester</u>		
NUR 421	Leadership	5
NUR 434	RN Clinical Practicum	<u>3</u>
Total Credits in Nursing		26

Working nurses may choose to progress at a slower pace. Below is a sample of a five semester plan:

<u>Semester 1: Spring Semester</u>		
NUR 209	Health Assessment	3
NUR 210	Bridge to Professional Nursing	2
NUR 433	NCLEX Preparation*	(2)
NUR 104	Drug Dosage Calculation**	(2)
<u>Semester 2: Fall Semester</u>		
NUR 311	Pathophysiology	3
<u>Semester 3: Spring Semester</u>		
NUR 229	Pharmacology	3
NUR 322	Evidence-Based Practice	3
<u>Semester 4: Fall Semester</u>		
NUR 418	Community Health	4
<u>Semester 5: Spring Semester</u>		
NUR 421	Leadership	5
NUR 434	RN Clinical Practicum	<u>3</u>
		24-26

*RN License Required: Unlicensed nurses who are accepted must enroll in NUR 433: NCLEX Preparation and subsequently pass the licensure exam. Proof of licensure is required prior to the beginning of the next semester. Unlicensed nurses may not continue and must re-apply to the BSN Completion Program once licensed.

**Drug Dosage Calculation Competency Required: Drug Dosage Calculation competency is a requirement for all BSN Completion students. During orientation week, BSN Completion students will be given a comprehensive exam, which must be passed with a grade of 90% or better. Two additional opportunities to test will be offered during the first week of classes.

Those scoring <90% on the exam are required to register for NUR 104 (Drug Dosage Calculation) along with NUR 210: Bridge to Professional Nursing. BSN Completion students will also be tested in NUR 434: RN Clinical Practicum.

ACADEMIC POLICIES

Academic Rights and Responsibilities

Students' academic rights (e.g. ADA, FERPA) and responsibilities are delineated in the UVI Catalog, particularly in the section entitled “Academic Information and Regulations”. Academic integrity is critical to the profession of nursing and policies will be enforced in the School of Nursing. Students’ rights to grieve and appeal the grades assigned are outlined in the Catalog. The UVI Catalog is available online at <http://www.uvi.edu> under the section entitled “Enrollment”.

Advisement

All nursing majors are assigned a nursing faculty advisor. Students are **expected** to confer with a faculty advisor regarding registration, scheduling of classes, academic performance, and progression through the Program. Nursing faculty members are required to keep office hours and post them for students to see availability. It is the student’s responsibility to schedule appointments with their faculty advisor or come for advisement during designated advising time slots.

Prior to the advisement period in March and October, the Administrative Specialists on each campus will prepare sign-up sheets for individual faculty members. The sign up sheets are posted on the office doors of the faculty where students can schedule an appointment. Advisors are given a confidential PIN number for each student each semester. PINs are used by students to register online and are shared with students upon completion of advisement sessions. If the student has already met with an advisor and has lost their PIN, faculty may provide the PIN by phone if requested. Faculty do not give out PIN numbers without advisement to ensure that courses selected by students are appropriate and that prerequisites are met. If the student is not currently registered for classes, faculty must obtain a PIN number from Academic Services.

Nursing majors will only be seen by nursing faculty members during the designated advisement period, which normally extends for three weeks. In the event that students fail to register during the advisement periods in March and October, the advisors in the Center for Student Success are available to meet with nursing majors for advisement, pin receipt and registration.

Testing Policies

Test Administration

It is expected that students maintain professional integrity during the testing process. Students are required to place **all** personal items (i.e. purses, cell phones, wearable electronic

devices such as Apple watch, book bags, textbooks, notebooks) at the back/front of the room or in a designated area before the testing period begins. Cell phones must be turned off during the testing period so that other students are not disturbed. Seating is arranged as directed by faculty. Faculty will decide and inform students if they are required to remain in their seats for the entire testing period or will be allowed to leave after completing and turning in their answer sheet. Unaccompanied bathroom breaks are not allowed.

During exams, students must keep test papers and answers sheets on the desk at all times. Answer sheets must be covered. Students must keep their eyes on their own paper. Any suspicious behavior detected by a faculty proctor will be cause for the test paper to be collected and a score of zero may be earned on the exam.

Collaborative Testing

Collaborative testing is designed to provide students with the opportunity to apply critical thinking and group collaboration and to improve performance on multiple choice testing. Collaborative testing is utilized on all exams, **except for finals**. The time allowed for collaborative testing will be 50% of the time allowed for the exam. Students can earn extra points up to **1%** on individual exam scores. The percentage added to individual exam scores will be based on the percentage (%) of improvement and according to the scale below. The % of improvement is calculated by subtracting the initial exam class average and the collaborative exam average.

<i>% of Improvement</i>	<i>% Added</i>
1-4%	Add 0.2%
5-9%	Add 0.4%
10-14%	Add 0.6%
15-19%	Add 0.8%
20% or more	Add 1%

Upon collection of all answer sheets, students are divided into faculty-assigned small groups (2-4 persons/group) and separate collaborative answer sheets are distributed. Group members' names are noted on the collaborative answer sheet. Using textbooks, notes, hard copies of Power Points etc., the group retakes the exam. NO electronic resources are allowed. Voting on the correct answer does not promote critical thinking or collaboration and is discouraged.

Students who are absent from the exam will not earn collaborative points. Students who leave prior to collaborative testing will not earn collaborative points.

Exam Absences

If a student is unable to take an exam, the student is responsible for notifying faculty **before** the exam. Failure to notify the instructor in advance constitutes an unauthorized absence. The faculty may require documentation, such as a medical provider excuse for illness or police record in case of accident. No make-up exams will be allowed for unauthorized absences.

For authorized absences a make-up exam will be scheduled, and students should contact the instructor as soon as possible to arrange to take the exam. **Students are required to take the make-up exam within one week of their return to class/clinical.** Format for make-up exams may be different from the original.

Exam Review

Faculty members will determine how exam review will be conducted. Some faculty prefer to give the correct answers to students while they review their test booklets. Scan-Tron or Answer Sheets must be turned in prior to exam review. Faculty will inform students the acceptable method for contesting specific test items.

Review of exam questions will be delayed until all students have tested. Grades will be posted once item analysis is complete.

Online Testing Policy

Respondus test authoring software (browser lockdown), located within Blackboard Learn, is the online testing modality utilized within the School of Nursing (SON). Online testing setup includes the following selections: options for feedback on individual test items, due date, restriction by location, testing timer, multiple attempts for same test, and presentation modes for testing. The types of questions available within Respondus include: essay, fill-in-the-blank, matching, multiple answer, multiple choice, and true/false.

Best Practices for online testing will be utilized by faculty, including:

- Using Respondus test authoring software when creating test questions to limit formatting issues.
- After creating an online test, the faculty member will take the test “as a student” to scrutinize the questions, confirm that all questions are displayed properly, and to ensure that the correct answers are indicated.
- After the faculty completes the practice test, they must preview what and how the system shows results and feedback to students.
- As part of the orientation to online testing, faculty will create a practice test for students to help them identify and solve technical issues before the actual online testing begins.

Online tests may be given in class (proctored) and are considered “hard” points or outside of class (unproctored) which is considered “soft” points. Students who are traveling outside of the territory or live outside of the territory must find an approved proctor for scheduled proctored examinations. If technical issues occur during in-class online testing, faculty will make available a hard copy of the test so students can still test at the scheduled time.

Tips for Online Testing are to be utilized to limit student cheating during online testing:

- Purposefully select assessment methods
- Mix objective and subjective questions, use question pools,
- Randomize questions and responses

- Limit feedback
- Set timer
- Display questions one at a time

Instances of student cheating with online testing will be handled in the manner outlined in the SON Student Handbook and the UVI Handbook for academic dishonesty.

Blackboard Help:

- See Blackboard online for step-by-step instructions, concise descriptions, and videos that will help with online testing.
- Video: Tips for assessing student learning using blackboard. <https://youtu.be/5Y-cmLDYRUk>

ACADEMIC INTEGRITY STATEMENT FOR ONLINE COURSES/EXAMS:

I have read the Academic Integrity policy in the current SON Student Handbook and the UVI catalog and will not engage in any form of academic dishonesty in this course. According to the UVI 2019-2020 Catalog, academic dishonesty includes, but is not limited to the following examples of offenses, committed or attempted:

- Appear to turn your computer or device for others to see it;
- Look at another individual's device;
- Use of a source that is not approved by the course instructor, such as a cell phone, watch, or tablet, and to not have it on or near my workspace, on me or in my clothes while an examination is in progress;
- Have any paper, books, notes, or other resources on, near or under my desk that is not approved by my instructor; or
- Wear any headphones or head gear that is not religiously-affiliated during an exam.
- Use books or references when taking closed book quizzes and exams
- Talk to or discuss any quizzes or exams with others during the quiz or exam
- Take screen shots with a smartphone or camera of any content displayed on Blackboard
- Distribute cheat sheets or answers to quizzes or tests

Penalties for any of these infractions are listed on p. 64-65 in the UVI 2019-2020 Catalog and will be upheld if any of the above stated behaviors are witnessed.

Assessment Technologies Institute (ATI)

ATI is a program adopted by the faculty as a valuable educational resource. The goal of integrating ATI in the curriculum is to enhance student success, both in the nursing courses and on the licensure exam, NCLEX-RN. Students are strongly encouraged to take the ATI program seriously, making ATI a routine part of study. Students access the online components at www.atitesting.com.

Most nursing courses incorporate ATI components. Students are expected to become familiar with all ATI components, particularly the required learning activities and assessments as outlined in each course syllabus and/or content outline. Orientation videos and handouts are available on the ATI website under the Help tab. For additional assistance, students should contact the ATI Coordinator on their campus.

SON Policy on Assessment Technologies Inc. (ATI):

The ATI resources are used as a component of admission, progression, and graduation requirements of the BSN Program. This policy defines a review and remediation process intended to enhance students' success in the nursing program and on NCLEX-RN licensing examination to be completed after graduation.

- The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. Students must earn a basic score on the TEAS test to be considered for admission into the SON.
- The ATI review and remediation Content Mastery Series is used as a component for promoting success. Students are required to take the non-proctored exam one week prior to the scheduled proctored exam.

The faculty are currently evaluating the use of the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in Introduction to Nursing, and Critical Thinking Exit Exam in Nursing Care of the Complex Adult.

Course Credit for Proctored Examinations:

In courses in which ATI Proctored Assessments are given, meeting ATI requirements is mandatory for course completion. (see table below).

1. In those courses where there is more than one ATI examination, all exams will be averaged and will count for a total of one ATI exam grade. In NUR 417, there are two ATI proctored assessments
2. Grading will be based on the achievement of levels of proficiency as indicated by ATI and are available on the ATI website.
3. Students are required to print and submit documentation of completed remediation activities to course prior to the first proctored assessment.

The schedule of ATI proctored assessments is as follows:

Course Number	Course Name	Proctored Assessments
NUR 308	Adult Health Nursing I	Fundamentals (60 Qs)
NUR 319	Adult Health Nursing II	Nutrition (60 Qs)
NUR 318	Mental/Behavioral Health Nursing	Mental Health (60 Qs)
NUR 321	Maternal Child Nursing	Maternal/Newborn (60Qs)
NUR 323	Pediatric Nursing	Care of Children (60 Qs)
NUR 417	Adult Health Nursing III	RN Pharmacology (60 Qs) Medical-Surgical (90 Qs)
NUR 418	Community Health Nursing	Community Health (50 Qs)
NUR 421	Nursing Leadership	Nursing Leadership (60 Qs)
NUR 433	NCLEX Preparation	Comprehensive Predictor (180 Qs)

Scoring of Proctored Examinations:

1. Students scoring at or above Level 3 will receive a grade of 100%.
2. Students scoring at or above Level 2 will receive a grade of 87%
3. Any Student who scores Level 1 or below will be required to complete remediation as prescribed by the course coordinator. (Refer to ATI Policy Algorithm)
4. Students are given one opportunity for retake
5. Students scoring at Level 2 or above on the second attempt will receive 76%.
6. Students scoring Level 1 or below on the second attempt will receive a 67%.

Remediation for Proctored Examinations:

1. Students not achieving a Level 2 on a proctored examination are required to complete remediation.
2. The remediation activities assist in the identification of students' strengths and areas needing further development.
3. 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.
4. It is intended to help the student review important information to be successful in courses and on the NCLEX-RN®.
5. The student's test report called their **individual performance profile** will contain a listing of the **topics to review**.
6. From their test results the student can remediate these **topics to review** by using a **focused review** which contains links to ATI review modules, media clips and active learning templates.

7. The remediation program provides students with various learning tools that assists them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-RN for professional licensure.
8. The course instructor is responsible for organizing and implementing the remediation process. The course instructor will review the student's remediation work prior to administration of the second proctored exam.
9. Students must provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page.

Retesting after remediation: After documentation of required remediation have been submitted, students will have one last opportunity to retest the relevant Proctored Examination(s).

Should a student with a passing grade in the course be unable to meet the ATI requirement prior to the end of the semester, a grade of "I" (incomplete) will be recorded. **If the course where a grade of "I" is recorded is a prerequisite for another nursing course, the student must retest prior to the beginning of the next semester in order to enroll.**

If the course where a grade of "I" is recorded is NOT a prerequisite, the student may progress and enroll in the next class.

Students who fail the course based on exams and other assignments and are unable to meet the ATI requirement the earned grade will be recorded.

RN-Comprehensive Predictor

This exam is administered during the final semester in NUR 433: NCLEX Preparation, approximately one month prior to end of classes. Students will participate in the ATI Capstone Review as scheduled in order to prepare for and sit for the Comprehensive Predictor. **Failure to complete the review assignments on time will result in ineligibility to sit the Comprehensive Predictor Examination.** Achievement of the benchmark is required in order to successfully complete the course and receive the Certificate of Readiness required by the Virgin Islands Board of Nurse Licensure to authorize NCLEX-RN testing.

Benchmark

The benchmark for the RN-Comprehensive Predictor is a score of 90th percentile or greater designated by ATI as the *Predicted Probability of Passing NCLEX on the First Try*. Three (3) testing opportunities are provided in NUR 433. The Students are required to pay for the third and last attempt. Students who do not meet the benchmark are required to remediate and retest until the benchmark is met. Specific information about remediation will be included in the syllabus for NUR 433: NCLEX Preparation. Should a student be unable to achieve the required level of readiness after three attempts by the end of the semester, a grade of "F" (Fail-) will be given.

Grades in NUR 433 will be assigned based on predicted probability of passing NCLEX-RN and the number of attempts:

ATTEMPT	PREDICTABILITY OF PASSING NCLEX	LETTER GRADE
First	95% -100% 90% - 94%	A A-
Second	95% -100% 90% - 94%	B B-
Third	95% -100% 90% - 94%	C+ C

Fees for Additional ATI Assessments

Only two attempts are included in the ATI fees paid by students. Those who need more than two (2) proctored assessment attempts (e.g. Comprehensive Predictor) will be responsible for paying the additional testing fee for the third attempt., The cost determined by ATI. Credit card information is required upon sign-in in order to pay the additional testing fee. Students without access to a credit card will pay the UVI Cashier and bring a copy of the payment receipt to the testing session.

Attendance

Students are expected to regularly and punctually attend classes, clinical/laboratory sessions and clinical conferences. The student must **notify the professor and instructor or preceptor in advance** of absence or tardiness from classroom or clinical sessions. Students should also **notify the nurse manager** at the clinical site of absence or tardiness from clinical sessions. Students should follow faculty instructions for notification of absence or tardiness. Faculty specifically design clinical experiences to allow students to meet course objectives.

- Students should notify **the professor and instructor or preceptor** of anticipated absence known in advance as soon as the information is known. For authorized clinical absences, the faculty may provide alternate assignments based on the availability of the experiences and the required supervision. . Failure to notify the **professor and instructor or preceptor** in advance constitutes an **unauthorized absence**. There shall be NO make-up exams or clinical experiences will be allowed for unauthorized absences.
- For authorized exam absences, students should contact the instructor as soon as possible to arrange to take the exam. Upon return to class/clinical, students will be required to take the make-up exam within one week.
- Until all students complete the exam, there will be no exam review.

The faculty reserves the right to request a physician's statement for absences. All students who are absent from class or clinical/laboratory due to a pregnancy, extended illness, hospitalization, surgical procedure, injury, or impairment must complete the Certificate to

Return to School Form, obtained from the Administrative Specialist, prior to returning to the classroom or clinical.

Recording Clinical Attendance

Students are required to complete the Clinical Attendance Form for all clinical experiences. Students shall submit the form at the request of the faculty and at the end of the semester.

Return to School Policy

To promote the safety of UVI nursing students and the patients/clients for whom they provide care, clinical faculty must be immediately informed of any condition such as pregnancy, chronic illness, or any other health issues, which may compromise the student's health and safety in the clinical setting.

All students who are absent from class or clinical due to a pregnancy, extended illness, hospitalization, surgical procedure, injury, or impairment must complete the Certificate to Return to School Form prior to returning to the classroom or clinical.

The student must:

- Print the Return to School Form (see next page)
- Advise the healthcare provider about the usual level of function required in the clinical setting, including length of clinical day and expected duties.
- Request completion of this form by the appropriate healthcare provider
- Submit the completed form to the classroom or clinical faculty prior to being permitted to return to any course.
- When restrictions are identified/required, faculty reserve the right to allow, disallow, or accommodate the restrictions.

**UNIVERSITY OF THE VIRGIN ISLANDS
SCHOOL OF NURSING
RETURN TO SCHOOL FORM**

Instructions: Please complete this form and indicate whether any restrictions are recommended.

Name of Student: _____ **Date:** _____

The above individual has been under my care from (dates) _____ to _____ and is able to return to class on _____(date). Indicated below are

Clinical restrictions:

- Able to return to clinical for _____ hours a day on the _____
(unit)
- Limitations to physical activity related to patient care, including: _____

- List any prescribed medications that could potentially alter the student's clinical performance _____

- No restrictions are needed.

Classroom restrictions:

- No restrictions are needed.
- As follows: _____

Healthcare Provider: Print Name

Signature

Date

Code of Conduct for Nursing Students

All nursing students should be familiar with the policies contained in the University of the Virgin Islands Catalog and the UVI Student Handbook, which is available online. In addition to UVI policies, the School of Nursing has adopted a Code of Conduct for Nursing Students.

Code of Conduct Philosophy

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and value of the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Nursing Student Code of Conduct is designed to promote this environment within the School of Nursing.

The Nursing Student Code of Conduct sets forth the standards of behavior expected of students who have chosen UVI and the School of Nursing to achieve their educational objectives. Students who violate these standards may be subject to disciplinary sanctions in order to promote their own personal development, to protect the Program, university community, and to maintain order and stability on campus.

Instructional Rules and Decorum Policy

The School of Nursing promotes a teaching/learning environment free of major disruptions and has adopted this policy to establish decorum in the instructional setting. The policy seeks to promote respectful and courteous interactions among students and faculty to maximize appropriate classroom expression and discussion as part of the teaching/learning process.

Faculty members have the authority and responsibility to effectively manage their classroom environments and should establish, communicate and enforce reasonable rules of classroom behavior via the syllabus and classroom discussion. Faculty may determine the time and manner for student questions and expression of points of view in the instructional setting. Students are expected to use well modulated, polite speech and non-verbal communication that denotes civility when interacting in the learning environment with fellow classmates and faculty. This policy is not intended to discourage appropriate expression, discussion or disagreement, but to promote respectful interactions. Behavior that interferes with or obstructs the teaching/learning process will not be tolerated.

Children are not allowed in classrooms during instructional time or clinical laboratories at any time.

Disruptive Behavior in an Instructional Setting

"Disruptive behavior" means conduct that substantially interferes with or obstructs the teaching or learning process and is prohibited in the teaching/learning environment. Disruptive behavior includes conduct that distracts or intimidates another person(s) in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University. Examples of prohibited disruptive behaviors in the instructional setting include:

- Communicating using cell phones or other electronic communication devices in class or clinical;
 - Note: The use of clinical references on smart phones is permissible.
- Using recording devices without express permission of the instructor;
- Talking to other students during lectures;
- Excessively interrupting the instructor or peers;
- Entering the classroom late;
- Leaving the classroom early without authorization;
- Conduct that distracts or intimidates others;

Students who engage in disruptive behavior may be directed by the instructor to leave the classroom for the remainder of the class period. If the student refuses to leave, the instructor may summon UVI campus security.

(Adapted from Arizona State University)

Social Media

The School of Nursing takes the use of social media by students very seriously. There are personal as well as professional implications of the use of social media. Derogatory posting, cyberbullying or negative comments about clinical settings will not be tolerated. The posting of any information of a personal nature about patients violates HIPAA. The following link provides access to a document prepared by the National Council of State Boards of Nursing for guidance on the use of social media in clinical settings: https://www.ncsbn.org/Social_Media.pdf Students are required to read and follow the guidelines in this document.

Depending upon the situation, a violation of the social media policy could result in failure of the clinical component of a course or may result in dismissal from the SON. Documentation of the offense will be entered into the student's official SON record.

Complaints and Grievances

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Appropriate, genuine and respectful dialogue between students and faculty is critical to the enrichment of the learning experience. To facilitate open communication between students and faculty, the School of Nursing has outlined a pathway for communication to resolve issues that may arise in the classroom and/or clinical site. Issues must be communicated by the individual student with the concern, utilizing the established line of communication.

The Right to Appeal a Grade Assignment

Students who wish to appeal a grade should follow the procedure outlined in the UVI Catalog under Academic Standards.

Other Concerns

The management of other student concerns/issues is a two-step process. First, the student should address the problem with the faculty member involved. If the issue remains unresolved after verbal communication with the instructor, the course leader (if applicable) and then the Chair, should be involved.

If the concern/issue remains unresolved, the student may submit a written complaint detailing the problem and steps taken to resolve the problem to the Dean. **E-mail complaints are not acceptable and will not be considered. Dialogue with the subsequent individual will not be entertained unless the correct line of communication has been followed.**

The following represents the appropriate pathways of communication for resolution of complaints:

Student → Course Instructor or Clinical Instructor

If no resolution: → Course Team Leader

If no resolution: → Program Chair

If no resolution: → Dean

Grievance Policy

If the student complaint is not resolved, the student may file a grievance with the Dean. A grievance is a written complaint submitted by a student regarding perceived unreasonable, unfair or unjust treatment in violation of policies, practices, behavioral or ethical standards. This grievance is commonly against a particular faculty member but may be against several faculty members or some aspect of the program itself.

When a grievance is filed, the School of Nursing elects a Grievance Committee comprised of two faculty members, one from each campus. Two student representatives, one from each campus, who are in good standing and are upperclassmen, are selected by their peers. In the event of a complaint, the two faculty members and one of the student representatives (the one who does not reside on the campus where the complaint originated) will be impaneled to review the complaint and pass judgment. The determination of the Committee will be forwarded to the dean who will inform the complainant of the outcome. Redress through appeal is handled at the level of the provost.

Grievance Procedure

The Grievance Procedure is available to resolve student concerns regarding perceived inequitable treatment that have not been satisfactorily resolved through the appropriate line of communication (faculty member, course leader, Chair, Dean). The student may request a

hearing before the School of Nursing (SON) Grievance Committee. If the issue remains unresolved, the student may appeal the decisions to the SON Grievance Committee, to the Dean and through him/her, to the Provost. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

1. A grievance must be initiated no later than ten (10) working days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Dean of the School of Nursing (SON).
2. The written grievance shall include:
 - a. A statement that the student wishes a review of the situation by a Grievance Committee
 - b. The identification of the person or group at whom the grievance is directed
 - c. The specifics of the perceived inequitable treatment
 - d. Evidence in support of the student's belief that he or she has been treated inequitably
 - e. The outcome or resolution desired by the student
3. Within ten (10) working days after receiving the grievance, the Dean of the SON shall convene the SON Grievance Committee. The Committee will elect a chair whose responsibilities include writing and submitting a report of the proceedings to the Dean.
4. Within ten (10) working days after being convened by the Dean, the Committee must meet to discuss the case.

The Committee may:

- Request a written response from the person or group at whom the grievance is directed
- Ask for additional information from any or all parties involved
- Request that the parties involved appear before the Committee
- Take other steps in attempting to resolve the grievance
- Dismiss the case if the grievant does not attend a scheduled hearing or fails to submit requested documentation within the specified time frame.

After considering all the information presented, in a private deliberation, the Grievance Committee will determine by majority vote, whether or not the student has been treated unfairly. Within ten (10) working days after the Grievance Committee meets, a written report of the Committee's recommendations will be sent to the Dean of the SON. The faculty member and the student grievant will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal the Committee's recommendation to the Provost.

A student wishing to appeal the Committee's recommendation to the Provost must submit a written request to the Provost through the Dean within ten (10) working days of the date of the Committee's report. The request must state the explicit reason(s) for appeal and identify the specific aspects of the Committee's recommendation that he or she believes are the subject of the bases for appeal. Where an appeal is filed with the Provost, a copy of the Committee's report shall be provided to the Provost for review. Only facts presented to the Committee may be introduced to and considered by the Provost. The appeal process shall comply with the University policy related to student grievance. The Provost shall notify the appellant and the Committee in writing within thirty (30) working days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.

Drug Dosage Calculation Competency Policy

At the beginning of each semester, all students enrolled in clinical courses must take and pass a drug dosage calculation exam to ensure continuing competency in this vital area. Students have three opportunities to achieve a passing grade of 90% or better. Students are allowed to use calculators during the exam. To permit students to meet UVI add/drop deadlines, the first testing opportunity will be scheduled during student orientation week and two additional testing opportunities during the first week of class. Students unable to demonstrate continued competency on the third attempt must withdraw from the course. Students returning to repeat NUR 208 (Fundamentals of Nursing) who are unable to demonstrate competency in dosage calculation by examination are required to enroll in NUR 104: Drug Dosage Calculation in order to continue in the program, even if they have previously passed this course.

Grading, Progression and Academic Standing in Nursing

Theory Grading

Within the School of Nursing, a “C” grade is defined as 75%. In order to progress in the nursing sequence, students must achieve at least a “C” (2.0) in all required nursing courses and maintain a cumulative GPA of 2.0. In accordance with SON policy, no more than 20% of total course points can be derived from “soft points” (e.g. online quizzes, case studies, term papers, class activities, presentations) in all courses except NUR 210 (Bridge to Professional Nursing in BSN Completion) and NUR 434 (Senior Clinical Practicum) and NUR 434 (RN Clinical Practicum). At least 80% of the course grade must be from proctored exams or closed-book quizzes. Students must also achieve 90% or better on the Drug Dosage Calculation exam in order to be enrolled in clinical nursing course (see policy above).

Based upon student achievement of individual course requirements at the end of each semester, the percentage achieved is converted into a letter grade and submitted to the Registrar’s office.

Rounding

Faculty in the School of Nursing, when calculating grades with partial numbers, will hold two decimal places throughout the semester. No rounding will occur during the semester. Final grades will be rounded to the nearest whole number; for example 74.49% rounds to 74% and 74.51% rounds to 75%.

The School of Nursing uses the following scale for grading:

Letter Grade	Percentage	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	78-79	2.33
C	75-77	2.00
C-	70-74	1.67
D+	67-69	1.33
D	63-66	1.00
F	62 and below	0.00

Academic Standards

To meet accreditation standards and promote success on NCLEX-RN, grading within the School of Nursing must be rigorous. **Practices which decrease rigor will not be permitted**, including, but not limited to:

- offering retakes of nursing examinations for a higher grade;
- adding extra credit questions to exams;
- giving extra credit assignments to increase course grades;
- removing portions of exams solely due to poor student performance;
- providing students with detailed information about “what will be on the test” or “study guides.”

Clinical Grading

There will be no letter or numerical grade assigned to the clinical component of clinical courses. The categories of evaluation for clinical performance are: Satisfactory (S), Needs Improvement (NI) and Unsatisfactory (U). In order to pass the clinical component on each course, where applicable, the student must achieve a satisfactory rating on each clinical Behavioral Performance Objective (BPO). Each course has its own clinical BPO form, guidelines and criteria for a satisfactory rating. Percentages needed for a satisfactory rating vary as the student progresses through the program and appear next to each objective on the BPO/Guidelines.

Student Instructions for Behavior Performance Objectives Form

Each nursing course with a clinical component has a Behavior Performance Objective (BPO) form which is utilized to document students' level of function in all clinical settings and grade clinical performance. The form is divided into sections that include Concepts (Program Learning Outcomes-PLO) and Outcomes (Student Learning Outcomes -SLO) identified in shaded and bolded areas, which guide the curriculum. In addition, there are behaviors in the non-shaded, non-bolded areas that fall within each SLO and PLO. Students must demonstrate achievement of each behavior to pass the clinical component of each course. Each behavior has a percentage of clinical days per semester that students must demonstrate satisfactory behavior based on the amount of clinical experiences for the semester. The percentages change as students' progress through the curriculum. Each BPO has accompanying guidelines that must be utilized by both students and faculty to accurately assess clinical behaviors.

Grading of BPOs: Evaluation ratings used are as follows:

- **S**= Satisfactory -functions as expected for clinical level
- **NI**=Needs Improvement- unable to perform skills or has knowledge deficit in areas expected for clinical level. Self identifies weaknesses and practices safely with guidance. *An NI is not counted in the total percentage of the "S" ratings for the course clinical grade.*
- **U**=Unsatisfactory-unable to identify weaknesses or areas of knowledge deficit. Performs unsafe practice. An earned assessment of "U" must be remediated however, the "U" cannot be changed on the behavior that had already occurred

Based on faculty discretion:

- A "NI" rating may be changed to "S" upon on successful student remediation.
- A "NI" rating may be changed to "U" if the student fails to remediate
- Remediation is tailored to situation/behavior and may occur in the clinical setting or in the Skills Lab.
- Timeframe for remediation should not exceed a two-week period.

Students regularly address each BPO section. Example: "Demonstrate psychomotor skills appropriate to course level, practice setting, and specialty area" is a section under the **Concept: Patient-centered Care Outcome: Develop a plan of care for adults and older adults from diverse backgrounds that is compassionate, age appropriate, culturally sensitive and based on a patient's preferences, values and needs.** In NUR 208: Fundamentals of Nursing the expected level of achievement for this outcome is 80%. That means that if there are ten clinical experiences, the student must achieve a satisfactory (S) rating for **eight out of the ten** experiences. If a student self-evaluates a behavior as "needs improvement" (NI) or receives that evaluation from faculty, the student will have one opportunity to correct the deficiency. If uncorrected, and behavior is repeated, student will earn an unsatisfactory (U) rating. Ratings are cumulative in each section to which they apply. **If the number of U ratings in any one section exceeds the percentage of satisfactory ratings required, the student will fail the course and may not return to clinical or class.**

Process: After each clinical experience, utilizing the guidelines, students must write a brief,

descriptive narrative of how at least three (3) behaviors were met. Students should consistently utilize the accompanying BPO Guidelines that provide examples of expected behaviors in each section. Use of the guidelines will facilitate determination of the most appropriate behavior section in which to document comments. If more room for comments is needed, students should use the reverse side of the BPO page and identify which behavior is being addressed. The entry must be dated and must not repeat wording used in the behavior description. Example: "Use the nursing process to develop individualized patient-centered plans of care" is a behavior under **Patient-centered Care**. When addressing this behavior, a student could write, "I assessed that the patient was hard of hearing so I will face the patient when speaking". The student should not write, "I used the nursing process to develop individualized patient-centered plan of care". Students must self-evaluate **each behavior** for **each clinical experience** with "S", "NI", or "U". Students **must not enter** "NA", Not Applicable, for any section. Faculty reviews student entries and either agrees with the student self-evaluation or changes the student's self-evaluation rating to accurately reflect the clinical behavior(s).

BPOs must be submitted with the required clinical paperwork by the deadline established by the clinical faculty member. Once the faculty reviews the student entries, makes comments, and returns the BPO with the graded clinical paperwork, it is the student's responsibility to read BPO faculty remarks **prior to the next clinical experience** in that course. If a student earns an "NI" in any section, remediation must occur prior to the next clinical experience as directed by the clinical faculty member so that behavior becomes satisfactory.

Faculty will provide additional blank BPO forms during the semester when the number of clinical experiences exceeds five weeks of clinical. The entire BPO becomes part of the student record and must be submitted by the end of each semester or, when a student has earned U ratings resulting in course failure prior to the end of the semester.

If a student exceeds the number of unsatisfactory ratings allowed for any one clinical performance objective, the student will immediately be dismissed from the course and may not return to class or clinical. If this occurs prior to the last day to drop a course, the student will earn a theory grade based on the number of points earned divided by the possible points at the time of dismissal, not to exceed C-. For example, if the student earns an "A", "B", or "C" in the theory component of the course, an "Unsatisfactory" clinical evaluation will result in a final course grade of "C-".

Late Assignments: Written assignments are to be submitted on the date specified and it will be the professor's discretion whether to lower the student's grade if assignments are late or not turned in.

Academic Standing within the School of Nursing

The School of Nursing has rigorous academic standards.

Good Standing: Students who pass all nursing courses are in "Good Standing" in the BSN Program.

Suspension: Students who fail two (2) courses will be suspended from full-time enrollment in the BSN Program.

The Conditions of Suspension includes the following:

- 1) Suspension for two consecutive semesters after failing two (2) courses.
The suspension may be extended for no more than a third consecutive semester.
- 2) Students will complete and follow an Academic Success Plan that would include the following conditions:
 - a) Register for no more than 6 credits in Nursing. **A student can register for other UVI courses to maintain full-time status.** Students may consider pursuing a Minor.
 - b) Time management calendar to include +/- 20 hours of work; study periods, tutoring, etc.;
 - c) Mandatory meetings with SON faculty advisors, CCS advisor, and Peer Tutors, UVI Counselor;
 - d) Mandatory ATI assignments as indicated by the SON Faculty advisor. Note that reports will be submitted on your compliance with these requirements.
- 3) Evaluation
Based on academic performance and reports from advisors at the end of the second semester, the student may:
 - a) Resume full-time status in the BSN Program;
 - b) Suspension may be extended for no more than one semester;
 - c) Dismissal for failure to comply with the Academic Success Plan by the 3rd semester or failure of a third NURSING course.

Course Repetition

Students who withdraw failing (“WF”) or fail a nursing course are permitted to re-enroll only one time during their tenure in the program. The semester before the failed course will be offered again, the student must register to ensure a place in that course. The second failure of a nursing course results in dismissal from the program.

Dismissal from the School of Nursing

Students who fail three nursing courses or does not comply with the mandatory Academic Success Plan after suspension will be dismissed from the School of Nursing.

Admission to the SON after Dismissal

Students dismissed from the BSN Program may apply for re-admission after two years or four semesters. Students will need to meet the admission requirements established at that time at the time of readmission.

Students will need to repeat the courses previously completed. Refer to **the Nursing Advance Placement/Prior Learning Assessment Policy** for details on the opportunities for earning credit for courses completed previously.

Nursing Advance Placement/Prior Learning Assessment Policy

Advanced Placement in the Bachelor of Science in Nursing (B.S.N.) Program:

BSN (Generic) Program

Students who completed selected nursing courses from an accredited nursing program within 5 years with a grade “C” or above and admitted to the BSN program may challenge the courses through the National League of Nursing (NLN) RN Achievement Exams, faculty prepared tests, ATI proctored examinations if relevant and faculty clinical evaluations. Students will have one opportunity to successfully challenge these courses. A successful challenge is defined as satisfactory completion of both the required test, respective ATI proctored examination if relevant and faculty clinical evaluation. The NLN pass mark deemed acceptable by UVI SON is 74% and the pass mark of faculty prepared tests is 75% per SON policy. If they are unsuccessful on any required test or respective ATI proctored examination if relevant, the course must be taken. The table entitled **NLN RN Achievement Exams and Equivalent BSN Courses and Credit** display the challenge test, the course equivalent and the number of credits for each.

NLN RN Achievement/ Faculty Prepared Exams and Equivalent BSN Courses and Credit

TEST	COURSE EQUIVALENT	CREDITS
NLN Basic Nursing Care I & II	*NUR 208 Fundamentals of Nursing	6
NLN Physical Assessment	*NUR 209 Health Assessment	3
NLN Pharmacology in Clinical Nursing	NUR 229 Pharmacology in Nursing	3
Faculty Prepared Exam	NUR 311 Pathophysiology	3
NLN Nursing Care of Adults I	*NUR 308 Adult Health I	6
NLN Nursing Care of Adults II	*NUR 319 Adult Health II	6
NLN Comprehensive Psychiatric Nursing	*NUR 318 Mental & Behavioral Health	4
NLN Nursing the Childbearing Family	*NUR 321 Maternal and Newborn Nursing	4
NLN Nursing Care of Children	*NUR 323 Pediatric Nursing	4
NLN Anatomy and Physiology	BIO 151-152: Human Anatomy and Physiology I-II	4-4
NLN Microbiology	BIO 240: Microbiology	4

*One comprehensive clinical evaluation will be conducted following successful challenge of the theory compound of courses **with clinical requirements**.

BSN Completion Program:

Students who have graduated from an accredited program passed the NCLEX-RN examination and have an unencumbered and valid Virgin Islands Registered Nurse license will be granted a maximum of 40 credits in consideration of nursing courses completed in the course of obtaining an associate degree. These courses include:

NUR 208 (Fundamentals)	- 6	NUR 308, 319, 417 (Adult Health I, II & III)-	18
NUR 318 Mental Health	- 4	NUR 321 Maternal & Newborn Nursing	- 4
NUR 322 Pediatric Nursing	- 4	NUR 433 NCLEX prep	- 2
*NUR 104 Drug Dosage Calculation	- 2		

* Students who are not successful on in NUR 104 will be required to take the course. Credits will be held in escrow until successful completion of NUR 418: Community Health and then added to the student's transcript.

RN-BSN students graduating from unaccredited nursing programs, once accepted, will be given credit for NUR 208 Fundamentals of Nursing. All other 200- and 300-level nursing courses must be challenged.

Challenge testing is through the NLN Mobility Profile II tests; faculty prepared tests, and faculty clinical evaluations. Students have one opportunity to successfully challenge these courses. If they are unsuccessful on any required test, the course must be taken. The table above displays the challenge test, the course equivalent and the number of credits for each.

All registered nurses seeking the baccalaureate degree must seek advisement from a nursing faculty member to plan their programs of study. All students will be required to complete NUR 210 Bridge to Professional Nursing, the Advanced Placement Sequence (as needed) and complete all other courses in the BSN Paradigm.

Court Hearing and Jury Duty Notification

Students receiving a subpoena for court hearings or jury duty must immediately notify the Dean of the School of Nursing in writing with a copy of the original letter of subpoena immediately so a letter can be written to the courts in a timely manner seeking exemption from this obligation. Failure to act promptly in order to be excused from court hearing or jury duty may result in unauthorized absences from class or clinical. Such absences, in keeping with established policy, can result in course failure(s).

Leave of Absence

Students who have an interruption in their program of study, whether planned or unplanned, need to notify the Dean in writing. Students **not registered for nursing courses for two semesters or more** must reapply for admission to the BSN Program.

Military Service

Students who are members of the armed services are required to notify the Dean and their advisor of their status. Should planned or unplanned service obligations interfere with coursework during the semester, the student should notify the Dean immediately about the orders received which would require absence and request postponement of the training or other service activities from their commanding officer. If this is denied, the student must meet with the faculty teaching the course to determine whether or not the student will still be able to meet the course requirements or will need to withdraw.

Returning Students

Students in good standing in the School of Nursing who have an interruption in their nursing education must meet the current admission, progression and graduation requirements

and notify the Dean of the School of Nursing in writing of their desire to return by **October 15** for the spring semester and by **March 15** for the fall semester. Returning students are required to meet with their advisor and, if eligible, register during the advisement/registration period to communicate their intent to return to the School of Nursing. Failure to register in advance means that the student forfeits their opportunity to secure a place in the course(s).

Transfer from One Campus to Another

Students who wish to transfer to another UVI Campus must submit a letter of request to the Dean during the semester prior to the requested change. Deadlines for requests are **March 15th** for Fall transfers or **October 15th** for Spring transfers. The decision to approve or deny the transfer request will be based on whether space is available at the receiving campus. Students may not transfer between campuses without written approval of the Dean.

CLINICAL POLICIES

Clinical Dress Code

The School of Nursing requires students to represent the BSN Program and UVI in a manner that reflects high standards of personal integrity, education, and service to clients. To reflect a demeanor of professionalism at all times, students must wear attire appropriate to the classrooms, skills lab, and clinical sites. Faculty will inform students if alternate attire is appropriate for specialty areas such as mental health or obstetrics.

The BSN Program's clinical dress code includes:

1. Royal blue scrub short sleeve top. Royal blue scrub bottoms may be pants (no elastic knit band at the cuff of the pant). Women are allowed to wear a royal blue scrub skirt that is 1" below the knees.
2. Students may wear shirts or turtle necks under scrub tops. Shirts must be white be white in color.
3. Hose or Socks – white (socks must be above the ankle)
4. Shoes – white, no open shoes such as heel-less clogs or Crocs.
5. Insignia – UVI logo & Nursing label
 - a. Both **sewn** on left sleeve
 - b. Logo on top
 - c. Label under logo
6. Name pin – White background with blue letters, UVI logo, first initial and last name using "UVI nursing student" as the title; See example below. To be worn on left chest



When in uniform, students are guided by the following aspects:

Appearance

- A. Hair – Should be neat, well-controlled and not touching the collar. Any devices such as barrettes and rubber bands should not be decorative. Beards and mustaches must be neat and well-groomed. Head coverings for religious reasons are permitted. Head coverings must be white in color.
- B. Nails – Should be kept clean and short. Nail polish, even clear, may not be worn when in uniform. **Acrylic nails are not permitted.**
- C. Shoes – White, clean, closed toe and in good condition.
- D. Hose/socks – Hosiery should be clean with no tears or runs. Socks clean and in good condition.
- E. Jewelry – A plain wedding band may be worn except in areas where surgical asepsis or isolation technique is required. Earrings should be small posts or hoops. All visible piercing jewelry, including tongue, must be removed.
- F. Cleanliness – Each part of the uniform must be clean and in good repair at all times. Body cleanliness without offensive odors is required. Cleanliness is one of the prerequisites of good health. Perfume or cologne may not be worn in the clinical area.
- G. Facial Make-up – May be applied neatly and in good taste. In order to present a professional appearance, students are requested to apply make-up in moderation.
- H. Other - No chewing gum is permitted in the clinical area.

Attire for attending SON required or sponsored events or clinical related activities

UVI Polo Short Sleeve Shirt (Various Colors), closed toe walking shoes and Black, Navy or Khaki full-length plain trousers. Jeans and garments with slits, ornaments or glitter designs are not acceptable.

Students must also have the following equipment:

- Watch: Must have a sweep second hand
- Stethoscope
- Sphygmomanometer
- Bandage scissors
- Black pen non-erasable (ball point)
- Penlight
- Pocket-sized notebook

Note: As long as students are wearing any component of their uniform scrubs, they must conform to the above list which constitutes compliance with the clinical dress code.

It is the faculty's judgment whether or not a student is appropriately attired and students inappropriately dressed may be sent home from the clinical area with a corresponding unsatisfactory (U) rating on the BPO, under professionalism.

Clinical Hours

Students are required to meet the required number of hours assigned in each nursing course. In order for students to understand the time required for nursing courses, the following information should be of assistance:

1 credit hour of lecture = 1 clock hour (50 min for theory)

1 credit hour of clinical = 3 clock hours (60 min for clinical X 3 = 180 min.)
or 45 hours per credit hour for the semester.

Example: NUR 208 is a 6 credit course (3 credit hours for lecture and 3 credit hours for clinical)

3 credits of lecture per week X 50 minutes = 150 minutes of lecture per week.

3 credits of clinical per week x 3 hour (per credit) = 9 hours of clinical per week

Total number of clinical hours per semester: 9 clinical hours per week x 15 weeks = 135 hours.

Students are responsible for documenting clinical experiences using the Clinical Attendance Form and make sure that they have met the minimum number of hours required for the course.

Clinical Performance

It is the responsibility of nursing faculty and students to safeguard patient/client safety in the clinical setting at all times. Each clinical nursing course (except NUR 421: Leadership), utilizes Behavioral Performance Objectives (BPOs) forms and accompanying Guidelines. After each clinical experience, students are required to complete the self-evaluation (BPO) for each clinical experience, giving specific examples of how they met objectives. Guidelines which accompany each BPO, give examples of expected behaviors for each objective (clinical competency). Students should utilize the guidelines to prepare their specific examples on the BPO.

The faculty review each student's self-evaluation and adjust the ratings as appropriate. Ratings are "Satisfactory" (S) Needs Improvement (NI) and "Unsatisfactory" (U). Refer to the previous statements on the grading of BPOs.

In order to pass the clinical portion of each course, students must achieve a satisfactory (S) rating on each clinical objective, which is defined by the BPOs/Guidelines. Percentages needed for a satisfactory (S) rating vary as a student progresses through the Program.

Example: An 80% benchmark on an objective in a course with 10 clinical days requires the student to achieve an "S" for eight out of ten days.

Clinical Preparation

Clinical courses including a designated number of hours to allow students to complete the required assignments prior to each clinical experience in preparation for providing safe nursing care to assigned patients. Students who are unprepared for their clinical assignment may be relieved of their clinical assignment by the professor and will earn a “U” on the BPO under professional accountability. Failure to complete the required number of hours to prepare for clinical assignments may result in an “Incomplete” grade or failure.

Excused Absences from Clinical:

Clinical assignments are designed to meet clinical objectives and the Student Learning Outcomes. Therefore, students are required to make up clinical experiences for excused absences. However, there are limits to the ability of the faculty to make these arrangements. Students reporting excused absences that exceed 10% of the total required clinical hours or habitual tardiness (the third incidence of tardiness) shall be reported to the Program Chair and the Dean. Note: Typically a second absence from clinical exceeds 10% of the total required clinical requirements.

The following guidelines are followed when making arrangements to make up for ONE excused absence from clinical:

- 1) Excused absences should be reported immediately upon the knowledge of the anticipated absence. The student should follow the regulation to report absences and provide the evidence to support a request for an excused absence. Delays in reporting absences or tardiness may result in the absence designed as an Unexcused Absence.
- 2) The clinical assignment must be arranged within the same specialty area. In cases whereby the student missed a specifically designed (one time) clinical experience or observation, the faculty member will determine whether or not it is possible or appropriate to provide an alternate experience for the student.
- 3) There must be a Nursing Faculty member available and willing to supervise the student. Staff Nurses, not employed by the SON, are NOT allowed to serve as “clinical instructors.” Staff Nurses employed by the SON as Clinical Instructors may volunteer to supervise a student to make up a clinical experience with the approval of the nursing administrator and Head Nurse at the clinical site and the Dean.
- 4) The student must be willing to make themselves available to make up the clinical assignment on the date and time arranged and approved by the faculty member.
- 5) Students who fail to make up the clinical assignment (including one time observational experiences) as arranged, will result in a failure to meet the stipulated clinical course requirements and an Incomplete or “I” grade for the course.
- 6) In cases of excused absences for illness, hospitalization, death of a parent, spouse or child, the student shall notify the faculty member and Program Chair of the circumstances as soon as possible after the occurrence.

7) Anticipated excused absences for no more than 15% of the required clinical experiences must be referred to the Admission, Progression and Retention Committee.

8) Students may apply for an Administrative Withdrawal (with supporting documentation) for absences that go beyond 15% of the required course requirements.

Unexcused Absences or Tardiness from Clinical

1) Unexcused absences or tardiness from clinical experiences is considered a failure to meet the objectives of the courses related to professionalism. These occurrences will result in an Unsatisfactory Grade for clinical and is recorded on the BPO.

Note that 2 or more Unsatisfactory marks on Professionalism will result in Course failure.

2) Students with one Unexcused Absence from clinical shall be reported to the Course Lead and the Program Chair. The student will meet with the Course Leader and or Program Chair who will prepare a behavioral contract to determine if arrangements can be made to schedule a date and time that the student can make up the Clinical experience that was missed.

3) Student with Unexcused Absences and Tardiness that exceed 10% of the required clinical hours will be referred to the Admission, Progression and Retention Committee. The committee will schedule a meeting with the student and the disposition determined by the faculty.

4) Students with personal and other commitment that do not allow them to meet course objectives are advised to withdraw from the course. Refer to the UVI Academic Calendar for the deadlines to withdraw from the course.

Clinical Failure

If a student exceeds the number of unsatisfactory ratings allowed for any one clinical performance objective, the instructor will refer the student through the Program Chair to the Admissions, Progression and Retention (APR) Committee for review. Until such time that a decision is taken by the committee the students will continue attending class and clinical. If a decision is taken by the APR Committee for the student to be dismissed from the course after the last day to drop a course, the student will earn a theory grade based on the percentage of the marks earned at the time of dismissal and a failing grade for the clinical component of the course.,

Patient Safety Policy

The students in School of Nursing are required to provide a variety of information and complete a mandatory hospital orientation in order to ensure patient safety. Required information includes: 1) Health Care Provider CPR certification; 2) immunization/immunity status; 3) background checks; and 4) drug screens.

Students must make sure that the information and results are available to the School of Nursing and the clinical agencies associated with the BSN Program. The information and

results are considered confidential, and is accessible only to authorized persons in accordance with territorial and federal law. The information and/or results will be shared, as required, with the clinical agencies where students have clinical experiences. The information and/or results will be filed in the School of Nursing. All expenses incurred for providing this required information are the sole responsibility of the student.

Failure to submit documentation of the required information, as outlined below, will result in ineligibility to attend clinical nursing courses and may result in students being unenrolled in the clinical course(s).

CPR Certification

Students are required to show proof of current Healthcare Provider (BLS) CPR with AED certification (including adult, child and infant). It is the student's responsibility to maintain certification throughout the Program.

Immunization/Immunity Status

Students must submit documentation of physical examination and immunization/immunity status to the Campus Nurse (Health Services), per UVI policy and to the SON for inclusion in the students' record. Additionally, nursing students are required to provide documentation of immunization status/screening for the following:

1. Measles, mumps, and rubella (MMR)
2. Polio
3. Tetanus, diphtheria, and pertussis (Tdap)
4. Hepatitis B*
5. Varicella
6. Tuberculosis screening annually (or chest X-ray every five years)

Students who have reasons that prevent them from receiving/completing the required immunizations must provide documentation from their healthcare provider and meet the documentation requirements of the UVI Health Services Department.

Background Checks

Nursing students must clear a criminal background check covering the **past five years** prior to the start of clinical experiences in NUR 208: Fundamentals of Nursing. Those living in the Virgin Islands must clear a tri-island criminal background check and those from other jurisdictions must supply background checks from all places of residence. Background checks are valid for the duration of the student's enrollment unless there is an interruption in their nursing education of more than one calendar year.

If the background check indicates criminal behavior, the student may be dismissed from the Program.

Drug Screening

All students are required to complete and pass a drug screening prior to the start of clinical experiences in NUR 208: Fundamentals of Nursing. The screening must include a five panel test for amphetamines, cocaine metabolites, marijuana metabolites, opiates, and phencyclidine (PCP). Information from drug screens will be kept on file in the School of Nursing office. If a clinical agency requires an additional drug screen, the student must consent and comply with the agency's policy.

Individuals who have a positive drug screen will not be allowed to continue in the Program. These individuals may choose to provide a written healthcare provider's explanation for the positive result, and upon review by the Dean of the School of Nursing, may be either allowed to continue in the clinical nursing course or will be dismissed from the Program.

Students who have an interruption in their nursing education (more than one calendar year), a repeat drug screen is required prior to return.

Hospital Orientation

Orientation to the hospital is mandatory for all students. For continuing students on the St. Thomas Campus, orientation (at SRMC Hospital) is scheduled before the beginning of the Fall semester each year. Students who do not attend the mandatory hospital orientation will not be allowed to participate in clinical experiences and will earn an unsatisfactory clinical rating and subsequent course failure.

Orientation (at JFL Hospital) for students on the AAS Campus on St. Croix will take place during NUR 308: Adult Health 1. Transfers and students who have a one year break in their education will also need to attend this orientation. Continuing students with no breaks in their education have no additional orientation but are required to update health records and CPR if needed.

Unauthorized Clinical Activities

Due to legal liability concerns, students are not permitted to participate independently in any experiences at any clinical location (hospital/community) unless

- **prior permission by the course team leader has been obtained and**
- **the experience has been approved by the appropriate agency personnel;**
- **or, the experience is part of employment.**

Skills Laboratory

The Skills Laboratory is available for student use. All students are responsible for abiding by the guidelines outlined in the Nursing Skill Laboratory Manual of the School of Nursing, University of the Virgin Islands and signing the Nursing Skills Lab Agreement provided by faculty in *NUR 209, 308, 319, & 417*.

All students are reminded that those who use the materials and supplies must return them to their correct locations after use. Students are required to pay for any non-disposable materials which are damaged or destroyed while in use. The Skills Laboratory is to be left neat and clean after use. **Food or drink is not permitted in the Skills Laboratory.** Lounging or

sleeping on beds is not permitted. No children are allowed in the lab.

On the St. Thomas Campus, a lab pass must be secured from the Nursing Office for Lab use after hours. Students must present this signed pass and UVI identification to University security for access. The student is also responsible for securing the lab when activities are completed. Students shall sign in and sign out of the Skills Laboratory.

On the AAS campus, the Nursing Skills Laboratory is located in building S-100. This building is locked when there is no scheduled class in progress. The Nursing Skills Laboratory may be used by students only under faculty supervision. Open, supervised hours will be posted each semester for students to utilize the Laboratory to practice skills outside of their assigned clinical laboratory sessions. Students may also contact the Nursing Skills Laboratory Coordinator to schedule a time to use the laboratory. The Nursing Skills Laboratory Manual is available for more detailed guidelines.

ADDITIONAL INFORMATION

Certified Nursing Assistant (CNA) Registration

Upon successful completion of NUR 308: Adult 1, students may sit the two part CNA examination administered by the Virgin Island Board of Nurse Licensure (VIBNL). Successful completion of the written examination and the practicum positions the student for possible employment as a CNA. Information regarding the application process and the required fees may be obtained from the VIBNL. (340-776-7937 or <http://www.thevibnl.org>)

Fees and Expenses

(Refer to the UVI Catalog.)

- **ATI**: The costs of this program are billed every semester and are added to the students' tuition costs.
- **Additional ATI Comprehensive Predictor Examinations**: Two opportunities to take the ATI Comprehensive Predictor are included in ATI fees. Should the student require more attempts in order to successfully demonstrate NCLEX-RN readiness, each additional exam sitting will cost \$55.
- **CPR Certification**: Students are responsible for the cost of obtaining and maintaining certification.
- **Background Check & Drug Screen**: Students are responsible for the costs of obtaining these required documents.
- **Immunizations**: Students are responsible for the cost of initiating and maintaining current immunization status.
- **Laboratory**: Laboratory fee is required each semester in which students are enrolled in nursing and science courses.
- **Nursing Pin (Upon Program completion)**: Information is provided in the final semester and the ordering deadline is typically around February 15th. Pin prices range from \$41 - \$710. Purchase is optional.
- **SNA/NSNA**: Dues
- **Uniforms**: Students are responsible for purchasing uniforms, shoes, name pins, and

clinical equipment.

- NCLEX-RN Examination: Currently, the cost for taking the NCLEX-RN examination is \$200.00. Additional costs may be associated. Licensure fees vary state-to-state/territory.

National Council Licensing Examination Application Process

Following graduation from the program, students are considered eligible to take the NCLEX-RN examination and must follow the process as set by the National Council of State Boards of Nursing. The graduate submits an application for licensure to the board of nursing where they wish to be licensed. Candidates must meet all of the board of nursing's eligibility requirements to take the NCLEX-RN examination. Candidates then register with Pearson VUE (via phone or Internet) for the Exam. Pearson VUE then sends the candidate a Confirmation of Registration. The board of nursing confirms candidate eligibility to take the NCLEX-RN and informs Pearson VUE, who then sends the candidate an Authorization to Test (ATT). More information can be obtained at the [National Council of State Boards of Nursing \(www.ncsbn.org\)](http://www.ncsbn.org) website.

NCLEX Program Codes for UVI SON – BSN Program:

St. Thomas Campus BSN: VI 81500000

Albert A Sheen BSN: VI 81500100

Nursing Program Office

The Administrative Specialist is located in the BSN Program Office. Students should be in the office only in the presence of the Administrative Specialist or a faculty member. The Program Office is not a place to sit and chat. Students should conduct their business and depart.

Computer

The computer located in the BSN Program Office is to be used by faculty and staff only. Students must use the computers in computer laboratories designated for student use.

File Cabinets

Program files are **off limits** to students. Please ask the Administrative Specialist or a faculty member to retrieve any item required from these files.

Student Files

A student file is initiated when a student presents for advisement, and is maintained throughout the student's matriculation and after graduation.

Use of Photocopier

A photocopier, located in the Program office, is for the exclusive use of faculty and staff. A photocopier is located in the Library (STT and AAS campus) and Bookstore (AAS campus) for students' use.

Pinning Ceremony

It has been a UVI tradition that graduating BSN seniors hold a pinning ceremony prior to Commencement. A faculty member selected by the students serves as advisor for this event and is responsible for coordinating and approving all ceremony activities including the planning of the program and appropriate dress code. Arrangement for the cost of refreshments is the responsibility of the SON. All other expenses (e.g. invitations, decorations, location cleaning fee, Nightingale lamps) are the responsibility of the participating seniors.

Because the ceremony impacts the image of the Program and that of the University, all decisions must be approved by the Faculty Advisor and the following guidelines must be followed:

- Location: St. Thomas Campus: ACC; AAS Campus: Great Hall
- Invitation list must include: Governor, Lt. Governor, senators, Delegate to Congress, UVI administration and other UVI staff (e.g. public relations, counselor); VISNA representatives; VIBNL members; nursing administrators and selected staff at JFL/SRMC;
- Refreshments: cake and punch (paid for by SON)
- Dress code: Dress code is professional attire (conservative) and appearance. Individuals who are inappropriately dressed, as determined by faculty, will not be allowed to participate in the ceremony.
- Pins: Purchase of pins is optional, and is the responsibility of the student. Order forms can be obtained from the Administrative Specialists. Pins must be prepaid and ordered by the deadline set by the manufacturer.

Student Nurses' Association (SNA)

The UVI SNA chapter functions as one of several voluntary membership UVI clubs, which help enrich the collegiate experience of students. The purpose of the SNA is to foster the development of future registered nurses. Membership is open to all declared nursing majors. The club is reorganized annually at the beginning of each academic year with the election of officers and a faculty advisor.

Technology Support

Students are provided orientation to technology utilized within the University during the Freshman Development Course (FDS 100). Orientation to technology specific to the BSN program (e.g. Meditech, ATI) is provided during hospital orientation or BSN program orientation and attendance at these sessions is mandatory.

Ongoing technological support is available at the Help Desk in the library or online for UVI email, Blackboard and other services. Students are also oriented to changes in program-specific software such as ATI.