



Nursing

Student Handbook

2025-2026

The hallmarks of Jewell nursing graduates are integrity, compassion, scholarship, leadership, service to all, and excellence in nursing practice.

William Jewell College Department of Nursing
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Handbook is subject to revision at the discretion of the Department of Nursing faculty.

Dear William Jewell Nursing Student:

Welcome to the Department of Nursing! We are excited and proud to have you as part of our Bachelor of Science in nursing program. You were chosen to be a member of an excellent and talented group of nursing students who ably help set high standards for William Jewell Nursing. As partners in your academic development, we are ready to mentor and guide you as you work to gain the knowledge, skills, and abilities to be a safe, practicing nurse professional.

The Department of Nursing Student Handbook contains important expectations and requirements for nursing students both professionally and academically. The handbook is supplemental to the William Jewell College Student Handbook and William Jewell College Catalog. The standards articulated in this handbook are based upon best practices in nursing education and the following professional guidelines:

- American Association of Colleges of Nursing American Nurses Association
- Collegiate Nurse Educators of Kansas City Commission on Collegiate Nursing Education Missouri State Board of Nursing
- National Council Licensure Examination for Registered Nurses

Use this handbook to guide your study and professional education here at William Jewell. Becoming a nurse requires considerable effort, a teachable spirit, and recognizing the responsibility and accountability of nurses. Your development to be a safe, practicing nurse, ability to pass NCLEX and capacity to provide quality nursing care will require:

- Committing to significant studying including becoming an active learner Developing clinical reasoning skills
- Fostering a positive learning environment with mutual respect for faculty, staff, and fellow students
- Abiding by ethical and legal standards
- Engaging in self-reflection for professional identity and development

We encourage you to implement the teaching-learning strategies that the faculty recommend to be successful in your academic endeavor to pass NCLEX and become a registered nurse. Also, take advantage of every opportunity to be part of the department through organizations, committee work, class representation, and service activities.

With the highest aspirations for your success,
The Department of Nursing Faculty

Table of Contents

DEPARTMENT OF NURSING CURRICULUM DESIGN	8
History of the Department of Nursing.....	8
Mission Statement.....	8
Philosophy.....	8
Our Vision	8
Curricular Framework.....	8
Hallmarks Student Outcomes	9
Baccalaureate Essentials.....	10
Jewell Core Curriculum: Critical Thought and Inquiry (Liberal Arts) and the Nursing Curriculum	10
PLAN OF STUDY, ADMISSION, BACKGROUND CHECK AND DRUG SCREENING.....	11
Bachelor of Science in nursing – Traditional Track	11
Bachelor of Science in nursing Accelerated Track (AT)	11
Program Admission.....	11
Program Entry by A Change in Major	11
Background Checks, FCSR Reports	11
Drug Screening	12
Transcripts for Transfer Credit	12
Independent Study Guidelines.....	12
CCNE and HLC Accreditations	12
Licensure Eligibility of Graduates	13
NCLEX Preparation and NCLEX Coordinator	14
ADMINISTRATIVE STAFF AND FACULTY, COMMUNICATION SYSTEMS, AND SAFETY REPORTING	14
Administrative Staff.....	14
Nursing Faculty	14
Chain of Command	14
Campus Safety.....	15
Brightspace – NUR_ESS – Nursing Student Essentials.....	15
Cancellation of Classes	14
Cancellation of Clinical	14
Email.....	15
Emergency Alert System.....	16

Zend To	16
Faculty Mailboxes	16
Safety Reporting	16
Student Contact Information.....	15
Health Center and Counseling Services	15
CAMPUS RESOURCES AND POLICIES	15
Student Success Center and Tutoring	15
Technology	17
Printing	17
Scholarship Information	16
College Policies and Regulation.....	16
Refund Policies	16
Graduation with Honors/Graduation with Achievement.....	16
Leave of Absence (LOA)	16
PROFESSIONAL STANDARDS OF STUDENT CONDUCT.....	16
Professional Behavior Standards.....	18
Academic Civility.....	19
College Honor Code Violations.....	21
Department of Nursing Plagiarism and Cheating Policy	21
Safe Nursing Practice.....	23
Student-Preceptor Professional Boundaries.....	22
Professional Appearance Policy	23
Class, Clinical, Simulation and Lab Attendance Policy	25
Smart Devices, Cell Phones and Cameras	29
Social Media & Networking (Internet Use Such as Facebook, Twitter, Etc.)	29
Hallmark Forms.....	30
Professional Feedback Forms (PFF)	34
PROGRAM REQUIREMENTS	31
White Coat Ceremony	31
Nursing Pinning Ceremony	35
Senior Fall and Spring Finals Week.....	31
Advising	35
Department Semester Meetings.....	32

NCLEX Testing Strategies	35
Medication Calculation Competency (Med Calc).....	32
Diagnostic Testing Plan and Remediation	34
Service Projects.....	38
College and Department Scholarship Programs	35
DEPARTMENT RESOURCES AND ACADEMIC POLICIES	36
Writing Style Guide.....	40
Scholarly Sources	40
Studying a Profession	40
Tanner’s Clinical Judgment Model.....	40
Studying Diseases or Process:	37
Studying Case Studies.....	37
Tips for Success	37
Grading Standards and Testing	38
Cumulative Test Score Average Requirement	38
Definitions of Nursing Student Standings in the Department	38
Testing Guidelines and Exam Day Rituals	39
Exam/Test Debriefing.....	45
Exam Soft Testing Software Contact Information and Tech Support	40
English language for an ELL (English Language Learner) or ESL (English as a Second Language)	40
Students with Disability, Accessibility Services, and Accommodations.....	41
Pregnancy.....	46
Early NCLEX-RN® Testing for Kansas Residents	42
Nursing Program Fees	42
Textbooks, Books and Resource Fees	47
CLINICAL, COMPLIANCE, LAB, SIMULATION AND CAPSTONE.....	43
Clinical Compliance	43
Clinical, Lab and Simulation Expectations.....	43
Nursing Arts Lab.....	44
Simulation Center	44
Capstone Clinical Guidelines and Placement	45
CLINICAL SAFETY, HEALTH, INJURY, AND CLEARANCE	46
Physical And Mental Demands of Clinical in The Nursing Program	46

Clinical Safety Considering Health, and Illness.....	48
Nursing Student Illness/Injury and Clearance to Participate in Class/Clinical/Lab/Sim	48
Risk Exposure	49
PROGRESSION, PROBATION, NON-PROGRESSION, REPEATING, or DISMISSAL.....	50
Definition of Terms	50
Progression in the Department of Nursing	50
Non-Progression	50
Non-Progression Procedure.....	51
Probation	58
Sequencing of Nursing Courses.....	52
Requesting to Repeat/Retake a Nursing Course	52
Withdrawal from a Nursing Course.....	53
Withdrawal from the Nursing Program	53
Dismissal	61
Reapplication/Readmission to the Program	54
APPEALS AND FORMAL COMPLAINT PROCESS	55
Grade Appeals	55
Department of APC Decision Appeal Process.....	55
Dismissal Appeal Process.....	55
Department of Nursing Formal Complaint Process	63
STUDENT ORGANIZATIONS.....	56
Student Nurses Association.....	64
Nurses Christian Fellowship	64
Sigma Theta Tau - Mu Mu Chapter	56
Campus Organizations	57
Department Committees.....	57
Outstanding Achievement Award	57
DEPARTMENT OF NURSING AWARDS.....	57
Outstanding Nursing Student Award.....	57
Hallmark Awards	65
Other Awards	65
APPENDICIES.....	58
APPENDIX A – CTI Core Curriculum	58

APPENDIX B - Acknowledgement of Completed Prerequisite Courses.....	59
APPENDIX C - Organizational Chart	60
APPENDIX D - Resources on Professional Behavior and Expectations for Registered Nurses.....	61
APPENDIX E – Hallmark Form	65
APPENDIX F - Professional Feedback Form	66
APPENDIX G - Medication Calculation Blueprint.....	68
APPENDIX H - Early NCLEX-RN Testing for Kansas Residents.....	69
APPENDIX I - Clinical Compliance Requirements	70
APPENDIX J - Clinical Compliance Policies.....	74
APPENDIX K - Clearance for Participation in Clinical	78
APPENDIX L - Department of Nursing Committees.....	80
APPENDIX M - Course Representation Guidelines	81
APPENDIX N - Student Request to APC Form.....	82
APPENDIX O - Clinical Hours	84

DEPARTMENT OF NURSING CURRICULUM DESIGN

History of the Department of Nursing

William Jewell College has been committed to academic excellence in higher education since its establishment in 1849. The Department of Nursing (DON) was established in 1970 in response to a growing need for baccalaureate prepared nurses. The first Bachelor of Science in nursing class graduated in 1974. In May of 2003, a Bachelor of Science in Nursing-Accelerated Track (BSN-AT) option was initiated (12-months in length). The second BSN-AT option was initiated in January 2011.

Mission Statement

We educate future nurse professionals to apply critical thought and exemplify integrity, compassion, leadership, scholarship, service to all and excellence in practice.

Philosophy

We equip our students with critical thinking to improve human lives and promote compassion and care within the community.

Our Vision

We develop future nurse professionals to pursue meaningful lives by advocating for their communities.

Curricular Framework

The curricular framework in the nursing program at Jewell is depicted in Figure 1. The framework shows that Excellence in Nursing Practice is in the center of the curriculum with the other five hallmarks shown as arrows directed from the student outward leading to the nurse professional. The program has levels, representing Level 1 Prerequisites, Level 2 (200 level courses), Level 3 (300 level courses) and Level 4 (400 level courses). Each of the three levels builds upon a liberal arts foundation and includes courses that increase in complexity to reach the final program outcomes. The nursing curriculum is composed of course, clinical, laboratory, simulation, and program requirements.

Figure 1 Curricular Model



Hallmark Student Outcomes

The Jewell nursing program is distinguished by the six hallmarks that characterize the values of the department and outcomes for graduates. The six Jewell nursing program hallmarks are integrity, compassion, scholarship, leadership, service to all, and excellence in nursing practice. Merriam Webster defines a hallmark as a distinguishing characteristic, trait, or feature that indicates quality or excellence (2019). These hallmarks also function as program outcomes.

Nursing courses are organized by using program outcomes to define course objectives and outcomes. Outcomes are identified for each of the three program levels and occur with increasing complexity, building upon one another within the curriculum. The six outcomes are considered essential characteristics of a Jewell BS in nursing graduate as reflected in the curricular framework by the six arrows leading to the final inner ring of the circle, the nurse professional. The six outcomes are listed below and defined.

Outcomes	Level 2	Level 3	Level 4
Integrity	<i>Demonstrate personal integrity as a nurse through honesty and professional conduct.</i>	<i>Implement personal integrity as a nurse through honesty, accountability, responsibility, and professional conduct.</i>	<i>Exhibit personal integrity as a nurse through honesty, accountability, responsibility, fidelity, and professional conduct.</i>
Compassion	Demonstrate compassionate care through sensitivity to privacy, confidentiality, and diversity.	Implement compassionate care through therapeutic communication with sensitivity to privacy, confidentiality, and diversity.	Exhibit compassionate care through resilience and therapeutic communication with sensitivity to privacy, confidentiality, equity and diversity.
Leadership	Demonstrate effective leadership skills.	Implement effective leadership skills through collaboration and teamwork.	Exhibit effective leadership skills incorporating professional identity through appropriate decision making, collaboration, inclusivity, and teamwork.
Scholarship	Demonstrate critical thinking through evidence-based practice and application of nursing concepts.	Implement critical thinking through evidence-based practice and application of nursing concepts.	Exhibit critical thinking through evidence-based practice use of informatics and application/evaluation of nursing concepts.
Service to All	Demonstrate service above expectations to meet the needs of all.	Implement service above expectations through stewardship of resources to meet the needs of all.	Exhibit service above expectations through cultural humility, stewardship of resources to address the individual social determinates of health needs.

Excellence in Practice	Demonstrate safe patient centered nursing care incorporating the nursing process, standards of care through the William Jewell College Nursing Hallmarks.	Implement safe patient centered nursing care incorporating the nursing process, standards of care through the William Jewell College Nursing Hallmarks.	Exhibit safe holistic person-centered nursing care incorporating cultural sensitivity, the nursing process, standards of care and clinical judgement through the William Jewell College Nursing Hallmarks.
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Baccalaureate Essentials

The American Association of Colleges of Nursing (AACN) developed The Essentials: Core Competencies for Professional Nursing Education. This “Essentials” document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the next century. The Department of Nursing both is a member of AACN and subscribes to this framework for building the nursing curriculum. The program is considered Level 1 – Entry-level Professional Nursing Education with domains and competencies threaded through out the curriculum.

The Essentials Domains are:

- Knowledge for Nursing Practice
- Person-Centered Care
- Population Health
- Scholarship for Nursing Discipline
- Quality and Safety
- Interprofessional Partnership
- Systems-Based Practice
- Informatics and Healthcare Technologies
- Professionalism
- Personal, Professional, and Leadership Development

Each domain contains competencies and sub-competencies. These concepts of nursing practices are threaded throughout the competencies:

Clinical Judgment	Communication
Compassionate Care	Ethics
Health Policy	Evidence-Based Practice
Social Determinants of Health	Diversity, Equity, and Inclusion

Jewell Core Curriculum: Critical Thought and Inquiry (Liberal Arts) and the Nursing Curriculum

The Jewell Journey represents a major investment in, and commitment to, a liberal arts education that is inter-disciplinary and real world focused. This unique program takes advantage of rich curricular and diverse co-curricular activities carefully designed to promote intellectual and personal growth during the student’s time at Jewell. By the time a student graduates, they will be skilled with deep content knowledge in their majors, practical experience, personal maturity, and the intellectual habits of mind for very real career and life successes in a world of accelerating change and challenge.

While enrolled in the core curriculum, students are also studying science prerequisites to understand the structure and function of the human body, pathophysiological processes, and pharmacokinetics. In addition, courses such as psychology, language, and cross-cultural electives fulfill curricular requirements and prepare students to understand human behavior from a variety of perspectives. Please see **Appendix A** for a core curriculum overview and the Jewell Catalog for additional details: jewell.edu/core-curriculum.

PLAN OF STUDY, ADMISSION, BACKGROUND CHECK AND DRUG SCREENING

The Bachelor of Science in Nursing Traditional Track

The Bachelor of Science in nursing track begins with core curriculum as well as prerequisite courses including the sciences and psychology: Chemistry, Human Anatomy, Physiology, Microbiology and Basic Psychology. The track culminates with predominantly nursing and some core curriculum courses. Students can enter the BSN track in three ways: 1) as a direct entry student from high school who has met specific admission criteria; 2) as a William Jewell student who has met specific admission criteria; and 3) as a transfer student from another institution who has met specific admission criteria. Students can also enter the BSN track with a previous bachelor's degree and be exempt from core curriculum requirements. A curriculum guide outlining a possible plan of study is in the Department of Nursing. Please seek assistance from your advisor as well.

The Bachelor of Science in Nursing Accelerated Track (BSN-AT)

This track affords students with a previous bachelor's degree from a regionally accredited institution the opportunity to complete nursing studies in a shorter time and graduate with a Bachelor of Science in nursing. Based on the previously earned bachelor's degree, BSN-AT students will be exempt from core curriculum requirements. A BSN-AT curriculum guide outlining a possible plan of study is available in the Department of Nursing. Please seek assistance from your advisor as well.

Program Admission

For admission criteria and policies please visit jewell.edu/nursing. All prerequisite courses must be complete prior to beginning Jewell's Nursing Program. Appropriate courses in Pathophysiology and Nutrition can be transferred to meet requirements of the nursing major if they were completed within 5 years before matriculation at Jewell. Any nursing courses, such as Nutrition, Pathophysiology and Pharmacology, must transfer with a B- or better. Other prerequisite science courses must have been completed within 10 years of the beginning of the program. Once enrolled into the DON program, NUR 242 Pharmacology will only be accepted when taken successfully through William Jewell College.

Program Entry by A Change in Major

Students who request to transfer into the nursing program by changing a Jewell major must meet with the Department Program Director and/or Nursing Student Liaison to review the admission criteria. Students who are in the first semester after high school will be considered Direct Entry Nursing majors and will follow the Direct Entry Policy. Students entering later than the first semester after high school will be classified as a PreNursing student and follow the Pre-Nursing Student policy. They will complete an Intent to Begin form. Determination of acceptance into the nursing program will then be made based on the student meeting, admission criteria, and space availability.

Background Checks, FCSR Reports

To ensure that all students in the William Jewell College Nursing Program are well qualified, have a strong potential for success, and to comply with the requirement of clinical agencies, applicants are required to fully disclose any information that may appear on a criminal background check. Background checks and Missouri Family Care Safety Registry ("FCSR") reports are required of all students upon conditional acceptance to the nursing program with results provided to the Clinical Compliance Coordinator prior to beginning the Nursing Program.

Additionally, after beginning the Nursing Program, students have the ongoing obligation to report any criminal convictions, pending charges, or other negative information that would show up on a background or FCSR report that arise while enrolled. A student will not automatically be expelled from the Nursing Program if these incidents happen after beginning the program, but such conduct may affect the College's ability to place a student at a clinical agency for a clinical experience because clinical agencies have the right to request additional background checks and may elect to deny

admittance to their agency for clinical rotations based on the results of that background check. Additional background checks may be conducted throughout progression in the nursing program. Students should be aware that individual State Boards of Nursing might utilize a more thorough background check upon application for licensure. For more detailed information, please see the Department of Nursing's background check policy at jewell.edu/nursing.

Drug Screening

As a condition of participation in the nursing program at William Jewell College, each student will be required to sign a William Jewell College consent form agreeing to undergo drug testing and authorizing release of test results in accordance with this policy. A student will not be permitted to participate in clinical activities until completed. In addition, if there is cause to suspect use of alcohol or other illegal substances within the classroom, lab, simulation or clinical setting, completion of a drug test may be required. The costs for drug screening may be assessed to the student per the policy. In cases of reasonable cause, student may petition for the charges to be waived if the result is negative. Clinical partners may require additional drug testing. Refer to the full Department of Nursing Drug Screen Policy for more information at jewell.edu/nursing.

Transcripts for Transfer Credit

The registrar must receive all official transcripts with grades for all completed and required prerequisite courses by the first day of the first semester of which the enrolled program begins. Transcripts received after this may result in non-credit. See Registrar policies. All students will be asked to sign an acknowledgement of completed of prerequisite courses (see Appendix B) prior to beginning their first nursing course confirming that they have completed and passed each required prerequisite course with at least a "C" or above. Any transferred nursing, courses, such as Nutrition, Pathophysiology and Pharmacology, have been passed with a grade of B- or better. If, upon receipt of the student's prior transcript(s), it is discovered that the student did not pass each required prerequisite course with at least a "C" or above, and transferred nursing courses with B- or better, the student will not be allowed to continue in the program.

Independent Study Guidelines

The Department of Nursing supports independent study for credit that promotes in-depth exploration of and knowledge enhancement according to the student's interest. College policy can be found in the college catalog and takes precedence. A student may take no more than six (6) credit hours of independent study toward their degree; however, programs are limited to 60 total credits in their major. Consultation with registrar is recommended.

DEPARTMENT ACCREDITATIONS AND APPROVALS

The student is responsible for development of the project. The student is also responsible for obtaining a faculty advisor who will complete the required college forms for independent study in Etrieve. Sophomores should enroll in NUR 260, juniors in NUR 360, and seniors in NUR 460. A one (1) credit hour non-clinical course generally requires approximately fourteen (14) direct/contact or a ten (10)-page paper. If the independent study has a clinical focus, hours are calculated on a one (1) to three (3) ratio. Thus, a one (1) credit hour clinical course generally requires approximately forty-five (45) clinical hours. A combination of options may be developed.

The department is committed to maintaining accreditation and approvals. Accreditation and approval are important to students and alumni because to sit for NCLEX, to be employed as a nurse and/or attend graduate schools a student must graduate from an accredited and approved nursing school.

CCNE and HLC Accreditations

The Commission on Collegiate Nursing Education (CCNE) re-accredited the Baccalaureate Degree program at William Jewell College for a period of ten years beginning in September 2019. Verification can be obtained through the Commission on Collegiate Nursing Education at 655 K Street, NW, Suite 750, Washington, DC 20001 (aacn.nche.edu).

The commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (HLC) has accredited William Jewell College. Information can be obtained on their website or by mail. Their address is: 30 North LaSalle Street Suite 2400 Chicago, IL 60602-2504 (312-263-0456).

Missouri State Board Approvals and NCLEX Licensing Information

The William Jewell College nursing program is fully approved by the Missouri State Board of Nursing; 3605 Missouri Blvd, Jefferson City, MO 65102 (pr.mo.gov/nursing.asp).

Graduates are eligible to apply to take the National Council of State Boards of Nursing Licensing Examination for Registered Nurses (NCLEX-RN®). Please see the National Council of State Boards of Nursing website for further information on specific eligibility requirements (ncsbn.org).

In compliance with the Missouri Nurse Practice Act (Chapter 335 of the Missouri Statutes, section 335.066), nursing program applicants should be aware that the Missouri State Board of Nursing might refuse to issue a license for specific reasons related to moral turpitude, intemperate use of alcohol or drugs, or conviction of a crime. Admission to and graduation from the William Jewell nursing program does not ensure eligibility for state licensure, and the College makes no representations to that effect. Any candidate for licensure who has been charged or convicted of a misdemeanor or a felony will be required to submit documentation of the court proceedings for that charge or conviction to the State Board of Nursing. The Missouri State Board of Nursing determines who is eligible to take the licensing examination. Questions may be directed to the Missouri State Board of Nursing, 3605 Missouri Blvd, Jefferson City, MO 65102 (573) 751-0681.

Licensure Eligibility of Graduates

Graduation from William Jewell College's nursing program prepares individuals to take the NCLEX-RN® licensure exam in any state. A student taking the exam in Missouri will be given notification and application procedures in January each year. A student taking the NCLEX-RN® exam in another state must assume responsibility for contacting the desired State Board of Nursing for licensure application procedures. Individual State Boards of Nursing have different regulations; it is the student's responsibility to make sure all eligibility requirements are met.

Nursing program applicants should be aware that admission to and graduation from the nursing program does not ensure eligibility for state licensure and eligible to sit for NCLEX-RN® exam. The individual state boards of nursing determine who is eligible to take the licensing exam.

The department provides the initial transcripts to the state in which you are applying and send certified, return receipt. Please note that the department is not responsible for any licensing fees including if a student changes states for application.

NCLEX Preparation and NCLEX Coordinator

The department is committed to your success to pass NCLEX and obtain your nursing license. The department employs a NCLEX Coordinator to work with students throughout the program and after graduation. NCLEX prep begins the first day of nursing school and extends to 4-6 weeks after graduation. It is imperative that students understand that the 4-6 weeks after graduation will require intense study with the guidance of the NCLEX Coordinator. Students are advised to prioritize study over employment, vacations, weddings, etc.

ADMINISTRATIVE STAFF AND FACULTY, COMMUNICATION SYSTEMS, AND SAFETY REPORTING

Administrative Staff

Leesa McBroom, PhD, APRN, FNP-C, Program Director..... mcbrooml@william.jewell.edu
 Katie Cazzell, Clinical Compliance Coordinator hieblk@william.jewell.edu
 Allie Foltz, Nursing Student Liaison foltza@william.jewell.edu
 Denise Patzner, Simulation Operations Specialist patznerd@william.jewell.edu

Please feel free to contact staff by email. **Appendix C** for the Department of Nursing Organizational Chart.

Nursing Faculty

The Department of Nursing faculty maintains the responsibility and accountability for the nursing curriculum at Jewell. The faculty and Program Director are available to students. Office hours are posted outside faculty offices and on Jewell Central Faculty Directory. Office hours may occur in person or virtually. Faculty, program director and staff may be contacted at the college via email or TEAMS messaging. A list of full-time faculty and staff is available at jewell.edu/nursing.

Chain of Command

In any organizations, such a nursing school or hospitals, a chain of command is used to communicate issues and solve problems or concerns. As part of their development as a nurse professional, students are directed to use the chain of command to share and discuss issues involving the department, courses or clinical. Engaging the chain of command both ensures that the appropriate leaders know what is occurring and allows for initiating communication at the level closest to the event moving the discussion upward as the situation warrants. Within courses the first link in the chain begins with the Class Representative. If the issue is of a confidential nature, then the Clinical or Course Coordinator should be the first person in the chain contacted. If issues or concerns are not resolved, then the Department Program Director should be the next person consulted in the chain.

This section is not intended to prevent or discourage a student from filing a complaint or grievance under other College policies, such as the Anti-Harassment policy.

Campus Safety

Call 816-364-0709 or campus extension 1411 for any emergencies including injuries. After business hours call Campus Safety to enter the NAL and/or to request escorts to your car.

Brightspace – NUR_ESS – Nursing Student Essentials

The courseware system used at William Jewell is Brightspace. NUR Student Essentials (NUR_ESS) is accessible by all nursing students and faculty on Brightspace. This site is a significant resource for nursing students where pertinent information and documents such as the Department of Nursing Student Handbook, calendars, clinical and compliance forms, and other information is available.

Cancellation of Classes

All class cancellations for the day can be viewed at the following link: jewell.edu/cancellations.

Cancellation of Clinical

Clinical instructors will notify their students of any clinical cancellation. At the discretion of course faculty, clinical days may be made up based on course objectives.

Email

Each student receives a Jewell email account that is accessible from any workstation on campus and via remote access from off-campus sites. The department and faculty communicate with students primarily through email. It is vital that students check their Jewell email accounts each weekday when school is in session and periodically while on break. Requested response to an email is expected within 24 business hours of email's original sent date or sooner if requested by the sender. Faculty are not expected to answer emails over the weekend or after business hours. If you do not hear back from faculty, it is recommended that you re-email or call. The student's Jewell email account is usually available for one year following graduation. Students are expected to comply with proper campus usage policies.

Emergency Alert System

The Jewell Alert System provides instant cell phone communication to all members of the college community who choose to be a part of the network. The system is reserved exclusively for two specific scenarios: school closings for day classes due to inclement weather and emergency situations that are in progress on the campus. Register for this service at getrave.com/loginRedirect.action.

Zend To

The Department may send confidential communication by secure file. Files expire within 14 days. Students are advised to pick up files from ZendTo in a timely manner.

Faculty Mailboxes

Faculty mailboxes are located in the Nursing Faculty Workroom inside Marston 406. Students wishing to leave items or messages in a faculty member's box should place them in the Department Inbox located on the front desk in Marston 406.

Safety Reporting

Students have an anonymous reporting tool on the Brightspace Nursing Student Essential site entitled Safety Reporting to report any safety concerns in clinical, class, lab, or simulation. This tool is set up as a survey. Students can remain anonymous or choose to self-identify. The reports are reviewed by the Program Director of the Department and Program Director of the department's Evaluation and Assessment Committee. The reported incident will be investigated. The two Program Directors review the report and investigation results to improve the quality and safety for students and may determine next steps such as making policy recommendations or curriculum changes.

Student Contact Information

Each student is expected to provide their contact information and an emergency contact person's information to the department and keep it up to date throughout each academic year. This information is used by faculty for contact purposes and is not shared without permission.

CAMPUS RESOURCES AND POLICIES

Health Center and Counseling Services

The College provides many resources for students including the Student Health Center, Counseling Services, and Student Life. Details can be found on the Jewell intranet at central.jewell.edu or Brightspace WJC Resources dropdown through the Health Center or Counseling Services Brightspace pages.

Student Success Center and Tutoring

The [Student Success Center \(SSC\) at Jewell](#) offers free tutoring and academic support to all currently-enrolled Jewell

students. Online tutoring and peer tutoring are available in a variety of subject areas and students can also find academic support resources like studying and learning strategies. Students, not faculty, are responsible for pursuing available resources through the SSC.

Technology

The department of nursing requires iPads. It is recommended that students purchase either AppleCare or insurance for their iPads. Replacing a damaged iPad is the responsibility of the student. Additional computers are available in the Pryor Learning Commons (PLC) 24/7 with a William Jewell ID. Wireless Internet is available throughout campus. For technology support please refer to the Knowledge Base found on Jewell Central Helpdesk, place a Helpdesk Ticket, or visit the E-hub in the lower level of the Pryor Learning Commons.

Printing

Students may print a preset number of pages per academic year on campus printers. Additional pages may be purchased at the campus Business Office.

Scholarship Information

Scholarship information is available through the William Jewell College Financial Aid Office. In addition, scholarship opportunities specific to nursing students are sent by email from the department as notified.

College Policies and Regulation

For further information about college policies, codes and regulations please see the William Jewell College Course Catalog at jewell.edu/catalog and the William Jewell College Student Handbook located at central.jewell.edu. Please review the College Catalog for policies such as the Family Educational Rights and Privacy Act (FERPA) and Students with Disabilities.

Refund Policies

For more information about the college refund policies please see the current college Course Catalog at jewell.edu/catalog.

Graduation with Honors/Graduation with Achievement

Nursing students may seek graduation with honors or achievement. Eligible students must have a minimum grade point average of 3.5 at the time of graduation and have completed 'A' level work on a special research or creative project in a concentrated area over two or more semesters. Students planning to pursue an honors project should declare that intent in writing to the Program Director of the Honors Council no later than the third week of the second semester of the junior year. Additional information may be obtained regarding the Honors Program by contacting the Vice President of Academic Affairs or the Program Director of the Honors Council.

Leave of Absence (LOA)

Students may take a leave of absence with college approval. Students are required to meet with their academic advisor to discuss completion of a LOA form, if necessary, and to communicate with the DON APC regarding exiting and re-entering nursing program cohorts and further program progression upon return to the college.

PROFESSIONAL STANDARDS OF STUDENT CONDUCT

The hallmarks of a William Jewell College Nursing graduate are integrity, compassion, scholarship, leadership, excellence in nursing practice, and service to all. Considering the importance of these hallmarks, as well as the importance of committing oneself to the attainment of these hallmarks, the study of safe nursing practice, and development as a nurse professional, the Department of Nursing has clear expectations for its students set forth within this Department of Nursing Student Handbook. The State Boards of Nursing, the

American Nurses Association Nursing Code of Ethics, the Commission on Collegiate Nursing Education (CCNE) standards, and our clinical partners expect professional behavior of students prior to entry into nursing practice because of the higher level of professionalism need to provide high quality, safe nursing care. It is important that each nursing students understand the expected behaviors when they enroll in the Nursing program. The department communicates these expectations at the White Coat Ceremony, through the Pledge of Commitment and through this handbook and course syllabi.

As I begin my education as a nurse professional at William Jewell College,
I will foster a positive learning environment with mutual respect for myself and my fellow students.
I will value the wisdom and skills of my nursing professors, appreciate their guidance, and trust in their learning methods.
I will apply my knowledge, experience and skills to the best of my ability and perform all duties to ensure optimal outcomes for those who entrust their care to me.
I will promote, advocate, and protect the health, safety, and rights of patients and their families.
I will preserve privacy, dignity, and humanity of all those in my care without bias or prejudice.
I will act with compassion and integrity abiding by ethical and legal standards.
I dedicate myself to the endeavor of lifelong learning and self-reflection that I might improve my knowledge,
my skills, and my professional comportment, from this day forward.
With this pledge, I accept the duties and responsibilities that embody nursing education and the nursing profession.
I take this oath voluntarily with the full realization of the responsibility with which I am entrusted by the public.

Hallmarks of a Jewell graduate are
Integrity, Compassion, Scholarship, Leadership, Service to All and Excellence in Nursing Practice.

Each nursing student is not only a member of the Department of Nursing but also a member of the William Jewell College community upon enrollment. Accordingly, William Jewell College has established a set of standards for student conduct. The College's Standards of Conduct and disciplinary due process system can be found in the William Jewell College Student Handbook available on the intranet (central.jewell.edu). In addition to the College's Standards of Conduct, nursing students are expected to adhere to all expectations and policies outlined within the Department of Nursing Student Handbook. Professional behavior is required in all learning environments including clinical and the classroom. Students are expected to carefully review these guidelines including for clinical attire, class and clinical attendance, and other professional expectations of the Department in the student handbook.

The College's Standard of Conduct and the Department of Nursing's policies and expectations reflect the College's and the Department's responsibility to provide the finest possible education for those who pursue a professional career path. See **Appendix D** for important resources on expected behaviors and expectations of the registered nurse.

Students must comply with the Standards for Safe Nursing Practice. Department of Nursing outcome measurements are based on the Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008) and must be met upon graduation from the Department of Nursing.

The student conduct standards below incorporate expectation of the clinical agencies. Clinical agencies reserve the right to deny clinical placements. Please note that clinical agencies are not responsible for lost or stolen items and are unable to provide secure storage space.

Professional Behavior Standards

Nursing is a profession. A profession refers to a discipline that has a specific body of knowledge, level of education, requiring special competencies and skills, governed by a code of conduct and ethical standards, and focused on the common good of our communities. The Nursing Department and William Jewell College incorporate the values of the nursing profession and nursing education. These values include accountability, dependability, honesty, and competence. In addition to William Jewell College and Department of Nursing policies, procedures, and codes, the Nursing Department applies—and holds students accountable for complying with—the American Nurses Association Code of Ethics, and the Collegiate Nurse Educators of Kansas City Professional Guidelines (Appendix D). These Professional Behavior Standards set both academic and conduct expectations for students.

Students in the William Jewell Department of Nursing are expected to display behavior that fosters an ethos of professional nursing practice and respect for all. Respect is demonstrated by affirming human dignity, being willing to listen, tolerating opposing points of view, seeking common ground, acknowledging different life experiences, avoiding personal attacks, and responding to questions and requests. To that end, professional behaviors are the expectation in all professional, educational, and therapeutic relationships, and in interactions within the program including laboratory, simulations, clinical experiences, classroom time and any activity the student is representing William Jewell College. Professional Behavior Standards set academic, as well as a conduct, expectations for all nursing students.

The Nursing Department Professional Behavior Standards are centered on the following principles:

- Assume responsibility for your own learning.
- Every student in both electronic and face-to-face communications with faculty, staff, peers, patients, family members, visitors, guests, and clinical partners should demonstrate respect and civility.
- Be polite, kind, caring and compassionate as you represent yourself as a Jewell student.
- Refrain from gossiping, such as speaking negatively about classmates.
- Address your faculty and clinical faculty as Professor and their full last name.
- Communicate for yourself, not requesting others to communicate for you unless course representative is discussing a course issue.
- Disagreements should be handled directly with the other party and reported to an appropriate third party if mediation is necessary or there are concerns of policy violations. See Communication Process/Chain of Command section.
- Work cooperatively within a team and respect the skills, expertise and contributions from all people involved with your education including your faculty.
- Treat others fairly and without discrimination.
- Maintain professional boundaries with faculty, staff, fellow students, guests, patients and their visitors or family.
- Demonstrate ethical behavior throughout the program including the classroom, clinical, lab and simulation.
- Uphold the reputation of the Jewell Nursing Program.
- Adhere to the William Jewell College General College policies relating to Discrimination and Sexual Harassment located within the William Jewell College Student Handbook at central.jewell.edu.
- Adhere to the William Jewell College Honor Code implemented in 2010 located within the William Jewell College Student Handbook. The Honor Code is in effect during proctored and non-proctored exams and quizzes whether online or on-ground.
- Refrain from using mobile devices such as cell phones and smartwatches in the clinical setting. If mobile devices are permitted in the clinical setting by the agency, students must have approval of their WJC clinical instructor and adhere to institutional policy and guidelines.

- Refrain from electronically recording course content, lectures, testing information including exam questions and exam debriefing. Any discussion regarding exams, testing, or test question is not to be recorded or shared. (This is considered cheating.)
- Secure outside childcare for all scheduled activities and class times.
- Check email daily, following up promptly to email from faculty and staff.
- Provide documentation requested promptly, particularly regarding absences and clinical compliance.
- Attend all clinical assignments as scheduled. If a make-up is needed it is the responsibility for arranging with faculty and completing the make-up assignment.
- Park in designated areas on campus and clinical.
- Follow Collegiate Nurse Educators of Kansas City Professional Guidelines. (Appendix D)
- Be on time and attend classes, clinical, and labs as per policies listed in this handbook.
- Be well prepared for classes and actively participate.
- Submit required assignments on time.
- Take exams when scheduled.
- Meet the course and behavior standards as defined herein and by the course syllabi.
- When scheduled, keep appointments, or communicate with faculty and advisors ahead of time to cancel.
- Turn off cell phones and other disruptive electronic devices during class. Avoid answering calls, texts, and social media during class and clinical.
- Save side conversations in class for after class or during a break.

Examples of unprofessional conduct includes but is not limited to:

- Discourteous behavior to faculty, staff, clinical partners, fellow students, patients, or family members.
- Eye rolling; talking over others, including faculty;
- Sarcastic or demeaning comments to or about others such as gossiping.
- Sharing others personal information such as grades or performance.
- Exhibiting a habitually defensive or negative communication style.
- Failure to take responsibility for one's own actions including learning.
- Verbal, physical, or mental abuse including bullying.
- Dishonesty, falsifying records, cheating
- Failure to accept and/or follow direction from college or clinical faculty.
- Breach of confidentiality including, but not limited to, HIPPA violation.
- Misuse of the Internet or social networking sites.
- Using the Internet during clinical for personal or non-nursing related activities.
- Failure to keep appropriate professional boundaries
- Discrimination
- No call-No show to clinical, clinical orientation or other required experiences.
- Parking in inappropriate parking areas for clinical or on campus.
- Failure to recognize limits and abilities that put other people's (faculty, staff, patients, family, visitors, or fellow students) health or safety at risk.

Refer also to the American Nurses Association Position Statement on [Incivility, Bullying and Workplace Violence](#).

Academic Civility

Promoting civility helps to build a strong character, develop health coping skills, and learn to lead with purpose and authenticity. The ANA's Position Statement on Incivility, Bullying and Workplace Violence calls for all registered nurses and employers in all settings, including practice, academia, and research to collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Incivility has been a key factor in poor patient safety and outcomes. Promoting civility in the nursing educational environment is vital to the values of the profession of nursing. Strategies to

promote civility:

- Self-Awareness promotes civility during challenging times. Understanding yourself, knowing your strengths and areas for improvement, and recognizing the impact your behaviors have on others
- Understand how others can complement one's deficiencies
- Ask/seek help when you need it
- Establishing and promoting healthy interpersonal relationships with one another and with all members of the education and healthcare team including faculty and clinical instructors
- Assume goodwill and think the best of others
- Include and welcome new and current colleagues
- Communicate respectfully (e-mail, online, phone, face to face) and really listen
- Avoid gossip and spreading rumors
- Accept that there are some decisions that you may disagree with
- Keep confidences and respect others' privacy
- Encourage and mentor others
- Use respectful language (no racial, ethnic, sexual, age, religiously biased terms)
- Attend meetings and class, arrive on time, participate, volunteer, and share the work
- Avoid distracting others (misusing media, side conversations) during class
- Avoid taking credit for someone else's ideas/work/contributions
- Acknowledge others and praise their ideas/work/contributions
- Take personal responsibility and accountability for your actions and learning
- Speak directly to the person with whom you have an issue to find a common solution
- Share pertinent or important information with others
- Uphold the vision, mission, and values of Jewell Nursing
- Seek and encourage constructive feedback from others
- Demonstrate approachability, flexibility, openness to other points of view
- Bring your 'A' Game and a strong work ethic to your work
- Apologize and mean it when the situation calls for it

The learning process can be stressful and challenging at times. Frustration may lead to academic incivility. Academic incivility is any speech or behavior that negatively affects the well-being of students or faculty members, weakens professional relationships, and hinders the teaching-learning process. Academic incivility has negative consequences that are not only detrimental to the physical, psychological, and emotional health of the faculty and fellow students. Incivility damages the nursing educational environment overall, making it less effective. Uncivil behaviors exhibited while in school may, in turn, be expressed in the work environment after graduation.

Students experiencing incivility are encouraged to report incivility to their advisor, faculty, or department Program Director. Students may choose to use the anonymous Safety Reporting tool on Nursing Student Essential Brightspace site.

Examples of Incivility

- Rude or disrespectful non-verbal behaviors like eye rolling or ignoring
- Speaking over others
- Withholding vital information
- Rumors and negative gossip
- Disrupting class
- Demeaning and abusive comments
- Habitual complaining about decisions or situations

- Name-calling and insulting remarks
- Put downs (e.g., race, ethnicity, weight, gender, religion, etc.)
- Indirect and passive-aggressive behaviors
- Intimidation or threats
- Social media—cyberbullying, disparaging posts used to demean or diminish

The above information was drawn upon from Dr. Cynthia Clark's work on incivility in nursing education and healthcare.

College Honor Code Violations

Academic misconduct includes, but is not confined to, plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic materials; knowingly falsifying records, documents, or others' signatures; and turning the same work in to more than one class without the permission of the instructors involved. Violations may result in failing the assignment, failing the course, and/or Honor Code charges. A PFF will be issued for any violation. For questions regarding the Honor Code Procedure contact the Student Life Office at 816-415-5031 and refer to the William Jewell College Student Handbook on the Jewell intranet central.jewell.edu and the Jewell Honor Code Policy at jewell.edu/honor-code.

Department of Nursing Plagiarism and Cheating Policy

Plagiarism and cheating do not represent the integrity of the nursing profession and is considered unprofessional. Plagiarism and cheating are serious offenses that are addressed by the College's Honor Code policy and may also result in disciplinary actions in the nursing program including failure of a exams, assignments course and/or dismissal from the nursing program. Plagiarism is the presentation of work by another as one's own and is theft of intellectual property.

Furthermore, presentation of one's own previous work as new is academic cheating. Cheating includes but is not limited to:

- Cheating on tests or examinations.
- Sharing information about exams.
- Audio recording exam information such as exam questions or exam debriefing.
- Not working independently on individually assigned exams, quizzes, and projects including using quizlet to answer Prep-U quizzes, Kaplan Focused Reviews, or other assignments.
- Turning in work previously submitted by another student
- Having someone else take an exam or test for you
- Documenting information on white boards prior to exams.
- Using cell phones or other technology, i.e., iPads, smart watches, or internet during exams or remediation.
- Turning in counterfeit reports, tests, and papers.
- Stealing tests or other academic materials.
- Knowingly falsifying records, nursing care plans, documents, or others' signatures.
- Turning the same work to more than one class without the permission of the instructors involved.
- Unauthorized use of artificial intelligence resources and/or generative writing tools.
- Using test banks without permission of the faculty.
- Falsifying or misrepresenting information regarding grades, including but not limited to prerequisite or transferred grades.
- Unauthorized use of technology

Safe Nursing Practice

Safe nursing practice is defined as practice that protects the patient and health care workers from danger.

Unsafe nursing practice is defined to include, but is not limited to, the following behaviors:

1. Failing to complete nursing duties as assigned.
2. Demonstrating lack of acceptable or safe nursing judgment in performing nursing

interventions or nursing duties.

3. Engaging in activities for which the nurse is not academically prepared, or which exceed the nurse's own limitations, i.e., performing interventions that the student has not been checked off for in lab.
4. Engaging in activities that do not fall within the realm of standardized nursing practice and endangers patients.
5. Recording and/or reporting client-care data and/or nursing interventions inaccurately or fraudulently or failing to record and/or report data.
6. Theft/misuse of medications, supplies, equipment or personal items of the patient/client or employer.
7. Endangering the welfare of the client. Examples of behaviors:
8. Reporting to clinical under the influence of alcohol, drugs, or other substances.
9. Reporting to clinical when physically or mentally unsafe to assume care whether due to sleep deprivation, infectious disease, extreme stress, or any other condition.
10. Failing to administer medications and/or treatments in a responsible manner, this includes having adequate knowledge of the drug, its side effects, and adverse effects.
11. Violating the confidentiality of information or knowledge concerning the patient/client except where required by law.
12. Leaving a nursing assignment without notifying appropriate personnel, i.e., leaving without reporting off to patient's nurse and/or leaving floor without notifying clinical instructor.
13. Failure to provide a safe environment, i.e., leaving patient without putting bedrails up or leaving the call light in reach.
14. Exposing patients to unnecessary risks.
15. Failing to assess and evaluate a patient's status within one to two hours of beginning of shift.
16. Failing to report a change in patient's status or assessment to the nurse or charge nurse, and/or doctor.
17. Failing to institute nursing intervention that might be required to stabilize a patient's condition or prevent complications.
18. Knowingly or consistently failing to accurately or intelligibly report or document a patient's symptoms, responses, progress, medications and/or treatments.
19. Causing suffering, permitting, or allowing physical or emotional injury to the patient or failing to report the same in accordance with the incident reporting procedure in effect at the employing institution or agency.
20. Expressly delegating nursing care functions or responsibilities to a person who lacks the ability or knowledge to perform the function or responsibility in question.

Adapted from: Arkansas State Board of Nursing Grounds for Discipline and University of Texas

Student-Preceptor Professional Boundaries

To maintain professional standards and uphold the integrity of the student-preceptor relationship, the following boundaries must be observed during the nursing program:

- **Personal Relationships:**
Students and preceptors shall not engage in romantic, sexual, or otherwise personal relationships while the student is enrolled in the nursing program. Any existing personal relationship must be disclosed to the program director and may warrant reassignment.
- **Social Gatherings:**
Students and preceptors are prohibited from attending non-program-sanctioned social events or informal gatherings together (e.g., parties, meals, personal outings) during the clinical placement period.
- **Social Media Interaction:**
Students and preceptors shall not engage with each other on personal social media platforms (e.g., Facebook,

Instagram, X/Twitter, Snapchat) while the student is enrolled in the nursing program. This includes following, friending, messaging, or reacting to/liking content.

- **Personal Communication:**

All communication between students and preceptors must be professional in nature and limited to matters directly related to the clinical experience. Personal texting, calling, or messaging is not permitted unless expressly necessary for clinical coordination and with program approval. The student should discuss with clinical instructor if asked to use their personal cell phone.

- **Gifts and Favors:**

Students may not give or accept gifts, personal favors, or gratuities to or from their preceptors during the clinical placement. A professional note of thanks after the completion of the clinical rotation is acceptable.

- **Post-Graduation Contact:**

Students and preceptors may connect socially or professionally after the student has graduated from the nursing program. Any such post-program engagement should reflect appropriate boundaries and not compromise the educational experience of current students in the program.

If a student experiences or observes unprofessional conduct from a preceptor, such as sexual misconduct or incivility, they are expected to report the behavior promptly to the clinical instructor, clinical coordinator, or faculty advisor for appropriate review and follow up.

Failure to comply with this policy may result in reassignment of clinical placement, or other corrective measures as deemed appropriate by the nursing program administration.

Professional Appearance Policy

The Professional Appearance Policy is based upon best practices for hygiene that prevent the spread of infectious diseases, the CNE Orientation Manual and our Kansas City Clinical Agencies' policies. As a partner and under affiliation agreements it is the department's responsibility to ensure students follow these standards. The appearance policy prepares students for similar policies in employment. Official attire for William Jewell students in hospital clinical settings includes the following: (Students may be sent home from clinical for noncompliance.) Students wearing uniforms, make-up, hair accessories, or jewelry deemed inappropriate may be asked to remove or alter the items being worn, at faculty or facility discretion.

Any ScrubHub has the list of authorized uniform requirements. See one of the salespersons for instructions. ScrubHub gives a discount to Jewell Students.

- Jewell uniforms may only be worn at clinical, or Jewell sponsored events.
- William Jewell Nursing student identification (ID) and nursing student badge buddy and/or assigned agency photo identification.
- White, clean, pressed authorized nursing shirt with Jewell Nursing logo.
- White, clean, pressed authorized scrub jacket with Jewell logo. No sports jackets, hooded sweatshirts, or hoodies.
- Black, clean, pressed authorized nursing pants whose hem does not drag the floor. Hems may need to be shortened. No joggers, cuffed pants, or leggings.
- Black, clean pressed authorized dress or skirts with legs covered are allowed as related to religious or cultural observances. Hems may not drag the floor.
- Clean, well-cared-for all black non-porous/non-permeable nursing shoes or black non-canvas/non-permeable shoes. Shoes must be closed heeled and closed toes. Any patterns on the shoes must be black.
- White non-transparent (long or short sleeve) shirts that cover the entire chest, back and abdominal areas to wear under nursing shirt if desired (black shirts are not permitted). Long sleeves – scrub jackets or under shirt – must be above the wrist for infection control.

- Black or white hose or crew length or longer socks. No ankle length socks. Support hose highly recommended.
- Undergarments should be worn but not visible
- A watch with the ability to display seconds or a second hand must be clean prior to clinical. Some clinical sites will not allow watches/activity trackers in clinical area.
- Smartwatches are not allowed in clinical.
- Good hygiene such as bathing, use of deodorant and brushing teeth, is expected.
- Hair should be pulled back or short enough to keep from touching a patient, work area or falling into the student's face or covering their eyes when providing care; conservative hair accessories are permitted. Long ponytails will be required to be pinned up to prevent falling into work area.
- Hair dyes/streaks including but not limited to pink, green, blue, purple, pastels, etc. are not acceptable. Only naturally existing hair colors are acceptable. Feathers in hair are not appropriate professional attire.
- Facial hair should be closely groomed and cropped and not interfere or prevent seal when wearing of protective equipment, not crossing the outer seam of the mask.
- Fingernails should be natural (not artificial), cleaned, well groomed, and no more than ¼" long. Nail polish may not be worn. No artificial, bonding tips, wrapping, acrylic and gel finishes are permitted per CDC guidelines.
- Make up should be conservative. No excessive make-up such as bright or dark eye make-up. No false eyelashes.
- Jewelry is to be minimal due to infection control and safety. No necklaces, bracelets, rings with stones are prohibited. One finger ring allowed with minimal stones. No more than two small post earrings per ear are permitted. No dangling jewelry including earrings. No permanent jewelry.
- No nose rings/posts, tongue posts, eye rings/posts, lip rings/posts, gauge earrings or buttons. These items must be removed.
- No chewing gum.
- No fragrances including the smell of smoke from items like cigarettes.
- Tattoos must be covered.
- No weapons of any kind are permitted (including but not limited to guns, knives, or any non- TSA approved).
- No hats or caps unless headwear is related to religious or cultural observances such as hijab.
- Please note that during the pandemic each clinical will require masking and googles. Other forms of PPE may be required as well.
- Anyone with religious or cultural observances that may need accommodations with this appearance policy should contact the Program Director of the department.

Students visiting clinical agencies to gather data regarding their patient assignment are required to wear the following:

- White, clean, pressed scrub jacket with the Jewell Nursing logo on the left upper chest area.
- William Jewell College name badge.
- William Jewell College or assigned agency photo.
- Conservative professional clothing. Jeans, shorts, capris pants and flip-flops are not considered professional attire.

Students in Community Health and Mental Health will follow the personal appearance policy of the agency to which they have been assigned. Generally, professional acceptable dress is as follows:

- White, clean, pressed scrub jacket with the Jewell Nursing logo on the left upper chest area.
- William Jewell College name badge.
- William Jewell or assigned agency photo.
- Conservative, professional clothing - Jeans, shorts, capris pants and flip-flops are not considered professional attire.
- There may be additional attire requirements from site-specific locations such as a blue nursing top for Mental Health at certain clinical agencies. Students will be notified of these requirements in advance.

Students in Pediatric Clinical including the night before clinical prep may wear the following along with their William Jewell name badge and photo identification:

- Black uniform pants.
- Sweatshirts or shirts with logos are not permitted.

All Jewell Nursing students must choose one of the following options for attire when participating in any service project:

- Standard clinical attire as listed in the Jewell Student Handbook (black scrub pants, white Jewell scrub top, black shoes, Jewell name badge, proper limit on accessories, etc.).
- Conservative Professional clothing (dress slacks and top, white scrub coat with Jewell nursing logo, name badge – no jeans, shorts, capris, etc.).
- The only exception to the above guidelines would be in a situation (such as working in the Liberty Community Garden) where “outdoor work clothes” are needed.
- Any questions should be directed to the Service Coordinator, Anna Kaaiakamanu.

Each student is required to have the following equipment:

- Watch with a second's hand precision. Some clinical agencies may not allow watches.
- Jewell provided stethoscope (black) equipped with a bell and diaphragm.

Please Note: Specific agencies may have stricter personal appearance policies. Students may be asked to remove or alter professional appearance to meet facility or department standards.

Students may be dispatched to home from clinical if unable to meet these standards during clinical.

Class, Clinical, Simulation and Lab Attendance Policy

The William Jewell College Department of Nursing expects its students will recognize they are entering a profession in which commitment to full participation in the learning environment is an essential component of developing a style of life-long learning. Attending class and participating in classroom learning activities are intended to prepare students for clinical learning. Attendance is expected and required in all educational activities including classroom, clinical, and laboratory sessions. Attendance is a requirement because of safety concerns for the patient and the nurse, and because the nature of nursing work requires full-time participation and attendance. Clinical preparation and learning are important for patient safety. Additionally, tardiness is disruptive to the learning environment. For class safety, the classroom doors will be closed and may be locked after the start time of the class. Syllabus attendance policy takes precedent over the handbook policy. Clinical Hours List found in Appendix 0.

Definitions

- Absence: A student who does not report to class, clinical, simulation, or lab as expected per the schedule is considered absent.
- Tardy: A student who reports to a class, clinical, simulation or lab any time after the given start time of that class, clinical, simulation or lab is considered tardy.
- Excused Occurrence: An absence, tardy, and/or leaving early with appropriate documentation provided by the student is considered 1 occurrence.
- Unexcused Occurrence: An absence, tardy, and/or leaving early without prior approval without appropriate documentation will be considered 1 unexcused occurrence. Unexcused occurrences may result in reduction of course grade (refer to syllabus). Unexcused occurrences include attending interviews or orientation for employment.

Excused Occurrences for Class, Clinical, Simulation and Lab

The following types of absence will be considered excused and not be considered for grade calculation

provided that appropriate reporting requirements have been met:

1. Jury duty or court time
2. Military leave
3. Athletic competitions, music, debate, theater, Pryor Learning activity, or events affiliated with the educational priorities of William Jewell College
4. The maternal or paternal birth or adoption of a child.
5. The care for the student's spouse, son, daughter, or parent who has a serious health condition that prevents the student from attending class.
6. A serious health condition that prevents a student from attending class.
7. Death of immediate family member.

Immediate family member is defined as grandparent, parent or parent figure, sibling or stepsibling, partner, or spouse, child, stepchild or adopted child.

A serious health condition means an illness, injury, impairment, or physical or mental condition that may involve health care facility, continuing treatment, or supervision by a health care provider.

Documentation for Absence or Tardy

For an absence or tardy that falls under the above exception number, the following documentation will require the submitted by the next scheduled course event:

- 1 & 2 - Written verification.
- 3 - Verification from sponsoring coach or department.
- 4, 5 & 6 - Health Care Provider note, Clearance Form or other legal documentation
- 7 - Funeral Program

Appropriate documentation will be submitted to excuse an absence or tardy upon next return to class. i.e., if student missed Monday for "illness" the approved documentation for the excused absence must be submitted on Wednesday. **Documentation must be provided for clinical within 1 week of clinical absence and no later than noon the day prior to the next clinical day within the 1 week.**

Risk for Course Failure

Students who have excused or unexcused occurrences may be at risk for failing a course. The student is responsible to consult with course faculty, advisor and/or Student Life if absences or tardies, whether excused or unexcused, will affect their ability to pass the class. Students may need to consider an incomplete, leave of absence or withdrawing from the course.

Student Responsibilities Contacting Faculty Prior to Absence for Class, Clinical, Simulation or Lab

Excused absences/events must be shared with the clinical and course coordinator in advance. Anticipated events that are unexcused must be shared with clinical and course coordinator in advanced as well.

Faculty should be notified of athletic competitions, music, debate, theater, and Pryor Learning activities at least three weeks prior to the first day of the semester with all conflicting events with clinical, class and/or labs. If an event arises which was previously unscheduled and/or rescheduled, the student must contact the clinical and course coordinator as soon as the date, time and location is made available.

As part of professional behaviors, the student is responsible for communication with the professor prior to the late or missed class, clinical, simulation, or lab

For clinical and simulation, contact (phone call or text message to mobile phone) must be made to the clinical

instructor or clinical coordinator 2 hours before and at minimum of 15 minutes prior to the scheduled experience, whether excused or unexcused. Students will receive an Unsatisfactory, “U”, for the day if contact is made less than 15 minutes prior to the start of the experience whether excused or unexcused. If the instructor cannot be reached for clinical, the hospital or agency unit at the clinical facility should be contacted and a message left for the instructor.

A no call-no show (no notification made prior to the start of clinical or simulation) for excused or unexcused absences will result in a “U” and may result in a PFF, student failure of clinical (and, therefore, the course).

The student is responsible for course and clinical learning during any absence or tardy.

Clinical and Simulation Absences and Clearance to Return

When a clinical day is missed due to illness or injury students must be cleared to return to clinical see the Clearance for Participation Policy. Any missed clinicals, excused or unexcused, may impede a student’s ability to meet clinical objective and pass clinical. Students must attend the clinical orientation to attend clinical. A student not attending clinical orientation will need to drop the course.

Student Responsibilities for Clinical and Simulation Tardy

A student who arrives to a clinical or simulation after the given start time of that day is considered tardy. In addition, in the clinical setting the student who is tardy will be sent home if the student arrives after patient reports have started for the student’s assigned patient and will be held accountable for the missed experience and hours. Unexcused tardies will receive a U. In simulation, if the student misses pre-briefing the student will be sent home, will be responsible for the missed experience and hours, and receive a U.

Clinical Make-up

The student is responsible for following up with the clinical instructor and with the clinical coordinator to schedule make-up. All missed clinical experiences will be made up at the discretion of the clinical coordinator and course faculty. If an onsite make-up clinical must occur, the student may be required to

pay additional fees for clinical instruction. Pregnancy is excused from additional fees. Clinical make-ups will be scheduled only during regular semester dates.

Absence or Tardy during Examinations

Exams taken as scheduled is the expectation. An instructor should be notified by phone or email no later than 15 minutes prior to the exam. If less than 15 minutes, the student may receive a PFF. Unexcused absences will not be made up and the student will receive a 0 for the missed exam. For excused absences only, make-up exams are scheduled at the discretion of the course faculty. Documentation for the excused absence is required. A different exam will be prepared if make-up is to occur. It is the student’s responsibility to communicate with the faculty to set up a make-up exam date prior to the next class period. Preference is to give make-up exam prior to the time scheduled for the original exam.

A PFF will be issued for any unexcused absences or second tardy to exams.

Students who are tardy may find the door locked to an exam. Students will not be allowed in and are to refrain from knocking. If a student who is tardy is permitted to take the exam, the student will only have the remaining time allotted for the class period—no additional time will be granted.

Late Coursework

No late assignments will be accepted past the schedule due date for unexcused absences. It is the responsibility of the student to communicate with the course faculty prior to the next class period about make-up assignment deadlines for excused absences. Makeup assignments for excused absences will require appropriate documentation

related to the excused absence type. If the make-up assignment deadline is missed or late, the assignment will result in a PFF and a zero (0) grade for the assignment. If a second or subsequent unexcused late assignment occurs, a zero will be assigned and a PFF will be issued.

Leaving Early from Class, Clinical, Simulation and Lab

Students must communicate with instructor about leaving early prior to the start of class, clinical, simulation, and lab. One unexcused occurrence will be assigned for leaving early without prior approval by the faculty. A student leaving early without prior approval by the faculty will receive a grade of zero on any assignment or quizzes assigned during that class. A student who leaves simulation, lab, or the clinical site early or before the scheduled end of the clinical shift for an unexcused reason, will receive a “U” as this represents a patient safety concern. It is the expectation that the student will remain on the clinical unit and in post conference for the entire clinical experience. Students are required to stay at the clinical site including during lunch unless excused by the clinical faculty instructor.

The following tables are designed to address the total number of unexcused occurrences in a semester. Courses generally follow this plan. See course syllabus for specifics.

Table 1 – 14-week Course/Class Occurrence

Number of Unexcused Occurrences	Effect to Course Grade
4	5% deduction of final grade
6	10% deduction of final grade
7	15% deduction of final grade
8 or more	The student cannot earn a course grade higher than 69% which would result in failure of the course.

Table 2 – 7-week Course Occurrence

Number of Unexcused Occurrences	Effect to Course Grade
2	5% deduction of final grade
3	10% deduction of final grade
4	15% deduction of final grade
5 or more	The student cannot earn a course grade higher than 69% which would result in failure of the course.

Table 3 – Clinical, Simulation and Lab Occurrence

Number of Excused or Unexcused Occurrence	Effect to Course Grade
1	The student will receive a U for the day-under professional behavior. See policy above
2	The student will receive a U for the day under professional behavior and a PFF. See above policy
3	The student will not pass the clinical component due to unmet goals and objective and will receive a grade of “F” for clinical. Note: a student who fails clinical cannot achieve a grade higher than “D+” in the didactic portion of the course.

Smart Devices, Cell Phones and Cameras

Cell phones are to be turned off during class and are not allowed during exams or during review of exams. Cell phone and iPad use in the clinical setting follows agency policy and approval of your clinical instructor. No pictures/photos may be taken with a cell phone, iPad, or a camera at any clinical agency.

Social Media & Networking (Internet Use Such as Facebook, Twitter, Etc.)

Though social media and networking platforms provide many benefits, they may also carry risks associated with privacy, safety, academic success, and employment opportunities. The following standards apply to student use of social media/networking platforms (such as, for example, Instagram, X, formally Twitter, LinkedIn, Snapchat, WhatsApp, TikTok, YouTube, wikis, or other outlets for user-generated online media).

- Do not disclose protected, private patient, student, faculty, or clinical site information via social media.
- Do not assume anything you send electronically via a social media/networking platform— even through your private accounts—is private or can be deleted.
- Do not use personal devices in clinical settings for personal social media use.
- Do not create or post video/audio recordings or images within a clinical setting.
- As elsewhere, on social media, be mindful that statements you make in your personal capacity may impact your school, clinical, and future work life.
- Know and follow your legal, professional, and ethical obligations under HIPAA and other privacy and confidentiality requirements.
- Take advantage of privacy settings to protect sensitive information (e.g., location settings, data sharing settings).
- Be mindful of information in the background of your social media posts that may reveal protected, private information (e.g., notes, conversations).
- Do not pretend to have expertise, information, or authority you do not have.
- This includes, among other conduct, not using a clinical site’s logo, name, or image, or otherwise holding yourself out in a manner that suggests you represent the clinical site.
- Consider appropriate professional boundaries related to patients and clinical site colleagues and faculty.
- Do not engage in illegal speech or conduct, or speech or conduct that violates William Jewell College or

Department of Nursing policies including, among other speech/conduct:

- Defamation or libel.
- Illegal threats or intimidation.
- Illegal harassment (defined by Missouri criminal statutes as engaging in “any act with the purpose to cause emotional distress to another person”).
- Stalking.
- Inciting violence.
- Copyright or other intellectual property infringement; and violations of privacy laws.
- Refrain from linking to such content to avoid having it contributed to you.

Follow clinical site social media policies. Following clinical site policies is critical to success in clinical assignments, demonstrates professionalism, and provides insight into a student’s potential to succeed under the ethical and professional standards imposed in the nursing profession. Students are expected to know and follow clinical site social media policies.

Clinical site social media policies may be more restrictive or extend beyond those of William Jewell College or the Department of Nursing; for example, clinical site policies may restrict student social media usage that is wholly unrelated to the educational or clinical context.

The Department/College will not impose separate discipline **solely** on the basis that a student has violated portions of a clinical site’s policies that the Department/College determines—in its discretion—are more restrictive than, or extend beyond, expectations of the College or Department. However, a student’s violation of clinical site social media policies, regardless of whether it is also a violation of College/Department expectations, may result in negative academic consequences for the student at the College. For example, it may result in discipline or a poor evaluation from the clinical site that is within the clinical site’s discretion (e.g., suspension or dismissal from a clinical site or a negative evaluation by a clinical site representative). Such consequences may impact a student’s course grade(s), academic progress, ability to complete clinical rotations, or ability to complete the student’s program (e.g., failure of a course, dismissal from the program). In such cases, a student will not be excused from these consequences based on ignorance of the clinical site’s policies, on the clinical site policies being more restrictive than or extending beyond expectations of the College/Department, or on an argument that the clinical site reached an incorrect conclusion when determining disputed facts or exercising its discretion to impose consequences; the College/Department may consider whether the consequences imposed by the clinical site were unreasonably severe in light of the circumstances and standards generally applicable in the nursing profession.

Alleged nursing student social media misconduct will be assessed under these Social Media & Networking standards and/or as appropriate, under other William Jewell College or Department of Nursing policies, procedures, and guidelines (including, among others, anti-harassment, HIPAA and other privacy/confidentiality, professional behavior standards, and other academic policies), as applied and interpreted within the discretion of the College/Department.

Students should review and consider the following resource documents for further general guidance describing professional expectations around social media use for nurses:

- NCSBN, A Nurse’s Guide to the Use of Social Media, [ncsbn.org/3739.htm](https://www.ncsbn.org/3739.htm)
- ANA, Social Networking Principles, [nursingworld.org/social/](https://www.nursingworld.org/social/)
- Appendix D – Collegiate Nurse Educators of Kansas City Professional Guidelines

Hallmark Forms

Hallmark forms may be completed by any faculty member (full time, part-time or clinical), by a Jewell staff member, by a staff member from a clinical agency or by another student. These forms will be used to recognize students who

demonstrate attributes consistent with any of the William Jewell Nursing Hallmarks: (a) integrity, (b) compassion, (c) scholarship, (d) leadership, (e) excellence in nursing practice, and (f) service to all. These forms may be used to determine recipients of the Hallmark awards (see Appendix E).

Professional Feedback Forms (PFF)

Professional Feedback Forms (PFF) are initiated by nursing faculty (full-time, part-time, and adjunct) and completed in collaboration with the student as a means of communicating concern and facilitating mentoring for improvement to a student whose professional behavior falls outside the outlined expectations and policies within the Department of Nursing (DON) Student Handbook or a nursing course, clinical or lab syllabus. See Appendix F.

When the faculty member identifies a professional concern, the instructor will initiate the PFF process with the student within 5 college-recognized business days. This communication process may occur by verbal conversation or email alone. The student is expected to complete the form and return the form to the faculty member within 72 hours after the process is initiated. The student may make any comments or explanation on the form. Signing the form acknowledges receipt of the form. The student is not required to sign the form. If the student does not complete the form within 72 hours or the form is not returned at all, the PFF must still be submitted including a notation by the faculty member regarding the attempt to provide student signature and will then be placed in the student's department file.

APC will then determine one of the following actions:

- form completed with no further action taken
- counseling session with faculty, advisor, or APC
- performance improvement plan may be developed and monitored by APC. A performance improvement plan is a plan developed with the student to outline steps for success or improvement on a performance concern
- probation plan
- progression change

PROGRAM REQUIREMENTS

The nursing profession and clinical partners will have ongoing requirements including meetings and compliance. In preparation for these professional expectations and to meet program requirements the department has required events and activities. The attendance policy applies to these requirements.

White Coat Ceremony

The department holds a mandatory white coat ceremony upon entering the profession. The white coat ceremony marks the transition of the student from prerequisite/preclinical study to clinical nursing courses. The scrub coat will be used during the ceremony and will also be used in the pinning ceremony that marks the end of study. If a student is absent, they will need to meet with the department Program Director.

Nursing Pinning Ceremony

The Nursing Pinning ceremony is held typically before graduation. Nursing Pinning is conducted to recognize with honor the completion of a rigorous educational preparation. This is a formal ceremony and reverence is an expectation. White scrub coats will be worn by faculty and graduating seniors. Graduating seniors may request up to 2 pinners. Pinners must be nurses – active or retired, faculty or clinical faculty. A faculty will pin all students who do not appoint a pinner.

Senior Fall and Spring Finals Week

Throughout the senior year predictors will be scheduled during both semesters and during finals week. Seniors typically do not have finals during finals week of Spring semester, however, there are required scheduled activities for the entire week, Monday through Friday, include a NCLEX Live Review, Program Evaluation, Senior Round-Up meeting, and Pinning

Practice. The Department provides and requires all seniors to participate in a NCLEX Review on campus.

Advising

Students are required to participate in advising meetings as scheduled. There may be both group and individual advising meetings required by advisors. Failure to meet with advisor may result in a PFF.

Department Semester Meetings

The Department holds required semester meetings. Absences from Department mandatory meetings require prior approval from the Department Program Director. Attendance is required for all students. The department attendance policy will apply regarding excused/unexcused absences, with unexcused absences resulting in a PFF initiated by the Program Director. An alternative assignment will be required in any absence, excused or unexcused.

NCLEX Testing Strategies

The Department will provide testing strategies seminars to support building exam testing skills throughout the semester. Attendance is required for all students. The department attendance policy will apply regarding excused/unexcused absences, with unexcused absences resulting in a PFF initiated by the Program Director. An alternative assignment will be required in any absence, excused or unexcused.

Medication Calculation Competency (Med Calc)

Student math competency skills are **required** tested **prior to beginning of each semester**, except beginning students who take their first Med Calc exam in NUR 250 Fundamentals of Nursing. This is a program requirement for clinical compliance. The first Med Calc exam occurs prior to the start of the semester and attendance is mandatory. Students are required to sign-up for exam times prior to each semester. The Med Calc coordinator will send out the testing schedule and link to the test sign up one week prior to the start of the semester. Due to the process of testing and the potential for remediation and additional attempts, absence from the scheduled exam is only excused in the event of an emergency or documented illness per the attendance policy. If the Med Calc exam is missed and not excused the missed exam will count as an attempted exam. A missed exam may affect your ability to pass enrolled clinical courses and effect final course grade.

The Med Calc Coordinator will provide access to a Brightspace course, which provides online access to resources to assist with preparation for the Med Calc exam. The Med Calc Coordinator will provide instructions and access codes to the Brightspace course for exam preparation within one weeks prior to the start of the semester. The mandatory practice review must be passed at 100% prior to taking the first proctored Med Calc exam. See **Appendix G** for the Test Plans for each Med Calc exam.

Passing Criteria:

1. Complete assigned Mandatory Review at 100% by deadline prior to the exam.
2. Complete the proctored exam at 100% (30/30).
3. If a student does not achieve 100%, an individualized plan for successful completion will be initiated.

Exam Schedule

BSN Students

Exam 1 – during NUR 250 course
 Exam 2 – prior to NUR 315 clinicals
 Exam 3 – prior to NUR 390 clinicals
 Exam 4 – prior to NUR 470 clinicals
 Exam 5– prior to NUR 490 clinicals

BSN-AT Students

Exam 1/2 Combo – during NUR 250 course
 Exam 3 – prior to NUR 445 (MayAT)
 & NUR 470 (JanAT)
 Exam 4 – prior to NUR 390 (May/Jan ATs)

Schedule subject to change if course schedule/plan changes.

Course Grades

Passing the exam at 100% is a program requirement. The exam will be affiliated to an applicable clinical course and is worth 5% of the course grade. Students will be allowed subsequent attempts if a passing score is not achieved on the first attempt. The points awarded for this exam are not calculated into the students 80% test average requirement.

Affiliated courses

3-year BSN	4-year BSN
Exam 1: NUR250	Exam 1: NUR250
Exam 2: NUR 315	Exam 2: NUR 315
Exam 3: NUR445	Exam 3: NUR445
Exam 4: NUR470	Exam 4: NUR 412
Exam 5: NUR490	Exam 5: NUR470
JanAT	MayAT
Exam 1/2 combo: NUR250	Exam 1/2 Combo: NUR250
Exam 3/4: NUR470	Exam 3/4: NUR445
Exam 5: NUR390	Exam 5: NUR390

Affiliated course may change if course schedule/plan changes. See course syllabi.

The Med Calc exam is weighted at 5% of the total course grade.

Attempt Med Calc	Grade Reduction
100% on first attempt	5%
100% on second attempt	4.25%
100% on third attempt	3.75%
100% on fourth attempt	2.50%
100% on fifth attempt:	1.25%

After the fifth attempt, the student will receive a zero for the medication calculation exam. Until the student passes a med calc exam at 100% the student will be unable to pass medication in the clinical portion of the course. Not being able to pass medications may put the student at risk for failing the course.

Please Note:

- Answers are either right or wrong. No credit is given for partial responses or rounding errors.
- Until Med Calc expectations are met:
 - The student will not be permitted to administer medications.
 - The student may receive an Unsatisfactory for each clinical day a student is unable to pass medications due to not meeting the Med Calc compliance expectations.
 - There is a risk for clinical and/or course failure if the student is unable to administer medications in clinical and/or if the student does not satisfactorily complete Med Calc requirements.
 - The student will not be permitted to start their Capstone experience.

PFF will be administered regarding Medication calculation for the following:

1. Failure to schedule the medication calculation exam prior to the first day of class
2. No call-no show to the schedule medication calculation exam

3. Being unable to test because of non-completion of required preparatory work.

Required Remediation: If 100% on proctored Med Calc exam is not achieved the student will complete the following remediation:

- The remediation plan is developed by the student in collaboration with the Med Calc Coordinator and the Department of Nursing faculty.
- Contact the Med Calc Coordinator within 24 hours to schedule remediation session
- Complete an individualized remediation plan that may include medication calculation problems, Kaplan modules, and a review exam.
- After remediation, complete a second proctored exam at 100%.
- A student will remain in the remediation process based upon the individualized plan of the Med Calc Coordinator until a Med Calc exam is passed at 100%.
- If a student does not achieve 100% on the third attempt, the student will be responsible for notifying the course coordinator.

Refer to the clinical course syllabus for specific course details regarding med calc requirements.

Diagnostic Testing Plan and Remediation

All Cohorts May Senior Graduates*

Remediation Requirement Due prior to test	Diagnostic Test	Timing
No remediation for first predictor.	Pharmacological Conditions Predictor	Advising Day in Fall 0900- 1100
Pharmacological Conditions Predictor	Complex Conditions Predictor	Finals Prep Day Fall 0900-1200
Complex Conditions Predictor Remediation	Comprehensive Predictor	Week of Finals Spring 0800- 1200

*December graduates please see Important Dates schedule.

Guidelines

1. Students are required to complete scheduled diagnostic tests as listed above.
2. All students are required to remediate to sit for next exam button on the most recent predictor taken noted above.
3. Remediation directions will be found on Brightspace Senior Site.
4. Students must present ID card to sit for exam.
5. Students who are tardy, absent (excused or unexcused), or late to any scheduled predictor or remediation session will be referred to the Program Director for a meeting and required to complete a PFF.
6. Make-up will be completion of the remediation and rescheduling the exam at the NCLEX Success coordinator discretion.
7. Students not meeting predictor benchmarks may be required to meet with the NCLEX success coordinator as well as advisor to set up a remediation plan for predictor and NCLEX success.

Service Projects

Service is a motivating force by which the nurse provides care that promotes the welfare of others. Service includes identifying a need, recognizing professional skills to resolve the need, and implementing those nursing skills to fulfill the need. Service in nursing requires dedication to the values of the profession. The Jewell graduate provides care that is reflective of professional values.

Student Learning Outcomes/Competency: Focusing on develop capacity for leadership, actively organize, participate and lead in a community service capacity to surrounding communities and other established organization/agencies. Demonstrate self-direction and accountability for professional and personal growth in a community service. Demonstrate leadership behaviors in professional situations

Both BSN Traditional Track and BSN-Accelerated Track will plan and execute a service project that

Lead/Mentor Level 2 Lead/Mentor

Service Activity Guidelines

The student will participate in at least one combined Lead/Mentor service activity with a minimum of 4-hour commitment. The objective of service activities will be to organize, lead and to directly/indirectly mentor other individuals (volunteers). Volunteers can be from any major on campus. Examples of an activity include organizing, leading, and participating in the blood drive or a first aid station at a festival, organizing a party or event at an assisted living facility, etc. All projects must be proposed and approved by Department of Nursing Service Coordinator prior to start of activity.

Service Procedure

- Please see the NUR Student Essentials Brightspace site for additional service information and forms. Service ideas must be proposed and approved by Service Coordinator prior to the start of the activity using the appropriate proposal form.
- Each student will submit the following to the Service Coordinator via email:
 - The **Proposal Form** two weeks prior to the activity
 - Service **Completion Form** within one week after completing the activity.
- Students should retain one personal electronic copy of each form to be used in their professional portfolio.
- Service opportunities will be posted on NUR Student Essentials (NUR_SE) Brightspace site or sent via email periodically throughout each semester. Students may select and participate in the service activity of their choice or can coordinate a project of their choice.
- Service requirements must be completed the month prior to graduation (i.e., April 1 of the senior year). If not completed, a grade of incomplete will be issued in NUR 485 until requirements are met.
- See professional appearance and professional behavior policies regarding appropriate attire and conduct for service projects.

Please contact the Department of Nursing Service Coordinator via email or office visit if you have questions about your service selection or the procedure.

College and Department Scholarship Programs

The Department hosts Mind and Heart: A Celebration of Undergraduate Nursing Research, typically scheduled in the fall, and the College hosts the Duke Colloquium, typically scheduled in the spring, as scholarly learning opportunities for students. Both programs will be required for all nursing students annually. These scholarship programs meet some hallmark outcomes and are a planned part of the curriculum. Absences from these compulsory scholarly programs require prior approval from the Department Program Director. Attendance is required for all students. The department attendance policy will apply regarding excused/unexcused absences, with unexcused absences resulting in a PFF initiated by the Program Director. An alternative assignment will be required in any absence, excused or unexcused.

Students have an opportunity to present their research posters at Mind and Heart Symposium and Duke Colloquium. Presenting is both an opportunity to collaborate, promote evidence-based practice and build a resume. The faculty and the Program Director are available to help students prepare their posters. The department will have posters printed for students.

DEPARTMENT RESOURCES AND ACADEMIC POLICIES

Writing Style Guide

The Department of Nursing requires all papers follow the guidelines in the most current edition of the Publication Manual of the American Psychological Association (APA). A standard format for papers is required to assure proper citations of references and clarity of content. The APA is a common format for professional writing for graduate programs in nursing and nursing journals. Additionally, over half of Department of Nursing alumni continue their formal education in graduate programs, and many authors formal papers and journal articles. Therefore, it is vital for student nurses to learn APA format. The Publication Manual of the American Psychological Association is on reserve in the Curry Library. Additional APA resources are on the library's website at:

APA Resources: jewell.libguides.com/apa-citation-guide

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington DC: APA

Scholarly Sources

Evidence-based care is an important concept within nursing. When writing papers or referencing care, it is essential that nursing students utilize scholarly literature and resources. In general, online resources ending in .gov, .org, and .net tend to be more scholarly based. Turnitin.com is utilized within the Department of Nursing to verify originality of scholarly papers.

Studying a Profession

Studying for a practice discipline is different than many of the disciplines or courses students have studied before entering the program. Studying will require a significant knowledge of the content as well as application to clinical practice.

Tanner's Clinical Judgment Model

Tanner's Clinical Judgement Model identifies the processes of clinical judgment that reflect the way nurses think in practice. As students learn to think like a nurse, the processes develop from noticing to interpreting, to responding, and then reflecting. This Clinical Judgment Model is used throughout the program. As you work through your reading, case studies, clinical, coursework, and simulation Tanner's Clinical Judgment Model will help direct your critical thinking.

Noticing: a perceptual grasp of the situation at hand. It is the process of perceiving important or salient aspects of the situation.

Interpreting: the development of sufficient understanding of a situation to respond. It is the ability to take the data in a situation and then determine the etiology, patterns, additional factors to consider or additional information needed and resolution; the ability to draw a conclusion

Responding: the ability to decide on a course of action, including no action. It requires the student to consider the situation and determine patient goals, nursing response and intervention; to develop a plan of care. It includes identifying stressors experienced when responding to the situation.

Reflecting: the attention to the patient /family response to the nurse's action while acting. It is the ability to

identify what occurred, what the nurse did, and how one might adjust the action differently in the future. The nurse identifies what additional knowledge or skills needed. It includes reflection on values and feelings with the situation.

Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgement in nursing. *Journal of Nursing Education*, 45(6), 204-211.

Studying Diseases or Process

- Pathophysiology of disease or process
- Clinical Manifestations – Assessment Findings, Signs and Symptoms specific for this process
- Diagnostic Testing – What are they? What complications could occur?
- Medical Management – includes Procedures, Nutrition, Medications – Action, Side Effects (name/common endings)
- Complications
- Nursing Diagnosis – Top 3 priorities (look at psychosocial also)
- Nursing Interventions – Top 3 priorities
- Teaching – What the patient should know? (Always evaluate if the patient understands.)
- Evaluation – What will you look for to show your interventions were successful? What will you find if they are not successful?
- What are the Top 5 NCLEX takeaways?

Studying Case Studies

- What is important in this case study?
- Why is it important?
- What is the priority?
- What will you do for the patient?
- What is the basis for your decision?

Tips for Success

- **Trusting the process.** Trusting means that believing that the faculty have your best interest at heart and have developed the course for your success.
- **Being an active learner.** Being an active learner means that you prepare for class/clinical and participate in all assignments, discussions, clinical, simulation and lab. Taking advantage of every opportunity presented including meeting with faculty.
- **Making your best effort.** Making your best effort means that you do everything **you can** do to be successful such as complete all homework on time, setting daily time to study, completing the learning objectives for each class period, seek out tutoring, and follow faculty suggestions. Go above and beyond expectations. This may also mean reducing the number of hours you work to spend more time studying.
- **Committing to learning how to think critically.** Committing to learning means dedicating yourself to your studies and the pursuit of “thinking like a nurse.”
- **Practicing professionalism.** Practicing professionalism means that in every interaction, whether face-to-face, virtual, or written with faculty, fellow students, patients, and families interact in a civil and respectful way.

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all love of what you are doing or learning to do ~Pelee

Grading Standards and Testing

Grading standards are defined within each academic department of the college. Department of Nursing grading standards are listed below. These grading standards are generally followed in each nursing course. * See course syllabi for specific class grading standards.

Letter Grade Allocation*	
Passing and Progressing	
100 – 92.50	A
92.49-89.50	A-
89.49 – 86.50	B+
86.49 – 82.50	B
82.49-79.50	B-
79.49 – 76.50	C+
76.49 – 74.50	C
Non - Passing and Non - Progressing	
74.49 - 69.50	C-
69.49 – 66.50	D+
66.49 – 62.50	D
62.49-59.50	D-
59.49 & below	F

The Department of Nursing does not round or curve grades to maintain the academic standards of the nursing progression and the Missouri State Board of Nursing. Within the Department of Nursing program, a grade of C- or below is a failing grade and non-progression.

*Most clinical and lab courses assign letter grades. Practicum courses and NUR 485 are P/F. See course and clinical syllabi.

Cumulative Test Score Average Requirement

In addition to passing each nursing course, a nursing student must achieve an 80% or above average on course examinations. To compute the 80% cumulative test score average, sum the number of questions the student answered correctly on all exams, including the final. Then divide by the total number of questions across all exams, including the final, and multiply by 100 to obtain the percentage. A C- is the highest letter grade awarded in the course, lab, and clinical components if the minimum requirement of 80% exam average is not achieved. C- is considered a failing grade and non-progression. See non- progression policies. It is the student's responsibility to monitor their test average and seek help if below the 80% benchmark. Exams will not be repeated or rounded. Exams are not curved.

Definitions of Nursing Student Standings in the Department

A nursing student will have one of four standings in the department: good standing, non- progression, probation, or dismissal. A student in good standing has a minimum of C in all courses in the nursing curriculum, exhibits professional behavior described in the nursing student handbook and is not on probation or a performance improvement plan. A

student standing of non-progression is a student not able to matriculate to the next semester in their current plan of study. A student on probation is assigned standing is when a student is on probation according to the probation policy of the nursing student handbook. Dismissal is assigned to a student who has been dismissed according to the policy on dismissal. Probation or dismissed student status will only be communicated to another institution if a student requests in writing the information be shared. Please see the Progression, Probation, Non-Progression, Repeating, or Dismissal section for definitions and procedures for probation and dismissal.

Testing Guidelines and Exam Day Rituals

Testing guidelines were developed to give the student the experience of testing similarly to NCLEX and to maintain a testing environment,

1. Please note that there is a significant amount of information to cover in each course. It is vital that students read their textbooks, view any prerecorded lectures, complete each learning objective, and complete any assigned work to be successful. All students must complete the learning outcomes for each class session. There may be exams covering several chapters and/or finals may cover content not on previous exams. Exams cover content from the last class as well. Students are responsible for the content assigned to the exam.
2. Exam preparation includes the following. Students are expected to:
 - a. Bring an iPad, fully charged
 - b. Download exam prior to entering the class to ensure the exam is accessible for the testing time, unless otherwise instructed by faculty.
 - c. Notify the course faculty **prior** to the exam if there are any difficulties concerning the iPad or technology.
 - d. Contact Exam Soft or William Jewell College IT for technology issues prior to testing time.
 - e. If one of the above required procedures is not completed by a student, a 10% deduction may be applied to the exam grade.
3. If Exam Soft is not working properly and cannot be resolved within minutes, the exam will be rescheduled.
4. Faculty reserve the right to reschedule an exam if technical difficulties or other circumstances arise.
5. Smart devices including watches and cell phones will be turned off and placed on a desk specified by the course faculty as students enter the classroom.
6. Each student must present a photo ID card to the course faculty prior to the exam.
7. Department will provide each student with a testing Ziplock (i.e., earplugs and dry erase marker). Students are required to bring the items to every exam for use. If a student loses the items, they must replace them. If a student does not bring the items to the exam, there may not be others for use and students are not allowed to share during the exam.
8. Personal items are to be placed in a specified area as directed by the course faculty. The only items allowed will be the William Jewell College student ID card, testing department dry erase marker, earplugs, and iPad.
9. Alphabetical order or randomly assigned seating will be used on exam days. Students may be moved by the course faculty during exam.
10. Photos of exams or quizzes whether online or on-ground are strictly prohibited.
11. Audio or video recording of exams, quizzes, reviews, debrief or remediation are strictly prohibited.
12. Photographing and audio/video recording exams or quizzes, either during the exam or during the review/debrief/remediation or sharing test questions is considered cheating. See cheating section of handbook.
13. No calculators are allowed. A calculator is provided in Exam Soft.
14. White Boards will be provided after the exam starts. No scratch paper will be permitted with the exam when white boards are available. Only one scratch paper will be provided and returned after the exam.
15. Hands will be always visible during the exam.

16. Clothing pockets should be empty. Students may be asked to show empty pockets.
17. No soda/cups, food, hats, or hoodies permitted in exam areas. Head coverings for religious or cultural observances are permitted.
18. Testing carrels will be used on each desk when classroom desks facilitate use.
19. Sound restricting earplugs are recommended.
20. Proctors will walk throughout the room to closely monitor the testing environment.
21. Students may not leave during the exam until they have finished their exam. Students are expected to have bathroom break prior to testing.
22. Students may not approach faculty during the exam.
23. Students may not ask questions about exam questions during exam.
24. Student feedback on test questions is given only during the exam under the feedback option on ExamSoft. If there is an issue with a question students should describe the issue in the feedback box on ExamSoft.
25. Students must leave the room quietly once exam is complete and not approach the faculty.
26. Door will be locked before start of exam and remain locked during the exam.
27. Any exams given early or later than the schedule exam day or time will be a different exam than the one given on the scheduled day. See attendance policy.
28. No call-no show or a no call-late arrival to the exam will not be allowed to test and will result in a zero.
29. If the time is not completed on a test, the course faculty will need to plan to move the student to allow the next class period to start in the classroom.
30. The use of Zoom for testing will only be used with approval from the Program Director of Nursing.
31. The exam answer recorded in ExamSoft will be the answer used as the answer for grading.
32. All final exam grades given during finals week will be posted at the end of finals week.
33. Exams will not be repeated, rounded, or curved.

Exam/Test Debriefing

Exam debriefs will be conducted individually. Any student that receives 79.9% or below on a test of the course is expected to contact the course faculty to schedule an individual test debrief within one week of all students completing the unit exam. Unit exams will not be eligible to be remediated beyond one week once all students have completed the unit exam. Final exam is not eligible for remediation, debrief or review. The exam debrief will be ran as a testing environment and strictly secured. Exams are not allowed to be debriefed or reviewed by Zoom. It is the responsibility of the student to meet/make arrangements with the faculty for debriefing over exams. To improve exam scores, students must complete the learning outcomes for each class session. This learning strategy will help the student be successful.

Exam Soft Testing Software Contact Information and Tech Support

The contact number for Exam Soft 1-866-429-8889

Exam Soft hours are:

- Monday – Friday 7:30 AM ET to 8:30 PM ET
- Saturday – 8:30 AM ET to 6:30 PM ET
- Sundays – Closed
- Email: support@examsoft.com

The site also has tutorials about common questions with using, uploading, etc. with Exam Soft.

English language for an ELL (English Language Learner) or ESL (English as a Second Language)

William Jewell College promotes a diverse and equitable learning environment for all students, including those whose primary language is not English. The College acknowledges that mastery of the English language for an ELL or ESL student is a challenging lifetime pursuit. The College also acknowledges that matriculation into a rigorous post-

secondary academic environment may create additional challenges related to the speed of language synthesis, especially during timed exams. In order to support ELL and ESL students in their pursuit of a post-secondary degree, the College recognizes the need for a process that allows them to request additional time to complete exams and quizzes, as they adjust to a new learning environment. Requests for additional time to complete exams will be considered on a case-by-case basis for students who are able to provide documentation of their ELL or ESL status, demonstrate the need for this accommodation, and are pursuing a primary bachelor's degree in their first, second, or third semester at Jewell. In many cases, an additional 25% time may be provided. To make this request, there is a form to complete. More information can be found at jewell.edu/ell-accommodations.

Students with Disability, Accessibility Services and Accommodations

William Jewell College pursues a non-discrimination policy with regards to all education programs and employment. William Jewell is committed to the full inclusion of students, faculty, and staff in the life of the Jewell Community in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and the Fair Housing Act.

To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids and services are determined on a case-by-case basis for otherwise qualified individuals who have a demonstrated need for these services and can provide appropriate documentation.

Information concerning eligibility for accommodations, required documentation, and the application process for students, faculty, and staff is set forth in William Jewell's Policies and Guidelines for Individuals with Disabilities at jewell.edu/accessibility-services. Students can also access a step-by-step instruction guide for requesting accommodations by enrolling in the iTunes U course (CJN-ECR-CRA).

Any nursing student who believes they have a disability that requires an accommodation to successfully complete the clinical nursing practicum experience and to meet the standards and requirements set forth in the Physical and Mental Demands of the Nursing Program policy, should apprise the 504 and Compliance Coordinator of this need for accommodation as soon as the need is recognized. Accommodation requests are considered on a case-by-case basis by means of an interactive evaluative process. If it is determined by the faculty that the granting of an accommodation will result in the lowering of required standards or changes the essential nature of the clinical practicum experience, alternative accommodations may be considered or suggested if appropriate.

While determinations for requested accommodations will be made by William Jewell College and not the external clinical practicum site, the affiliation agreement that exists between the College and area hospitals does require that certain information be released for purposes of determining the eligibility of the student to safely work in the hospital setting. William Jewell must agree to require each student and faculty member participating in a clinical practicum to disclose any known mental or physical condition or known exposure to contagious, infectious, or communicable condition or disease where such notification is necessary to allow the hospital to determine the student/faculty's qualification to safely participate in the program, with or without reasonable accommodation. Therefore, any nursing student who successfully completes the accommodation request process for a clinical practicum course will be asked to submit an authorization that allows the 504 and Compliance Coordinator to consult with the Director of Nursing to assist in determining if the accommodation is reasonable and appropriate and to also determine if the information must be submitted to the receiving hospital for review. Release of this information to the receiving hospital must also be authorized by the nursing student prior to its release.

Jewell Nursing faculty will provide the same support as we do to all nursing students in addition to providing any accommodations granted under the WJC 504/ADA verification process. All nursing students will be evaluated by the same clinical practicum standards regardless of whether a reasonable accommodation has been granted.

Pregnancy

Nursing students who are pregnant are encouraged to disclose this to the Department of Nursing Program Director. By doing so, the student, Department Program Director, Course Coordinators and Advisor will collaborate and develop an appropriate plan for the continuation of the student's education considering the unique nature of the nursing program and clinical requirements. Reference and Recommendation Letters from Faculty

The department and faculty are happy to provide reference/recommendation letters to students. Many employers are not requiring a letter and the letters may be unnecessary. The department asks that a student limit their requests to one faculty in the department unless the organization is asking for more than one reference. This limitation is to help faculty workload. Reference letters should be requested only of faculty/clinical faculty (not staff) since it is the instructors who have more opportunities to observe the students. It is professional behavior and etiquette to ask someone's permission prior to listing them as a reference. Please be sure to complete the Recommendation Letter Release Form at jewell.edu/sites/default/files/pdf/Recommendation_Letter-FERPA_Release.pdf. Letters for students who have been dismissed may only be written by the Department Program Director.

Early NCLEX-RN® Testing for Kansas Residents

A student in good standing whose primary residence is in Kansas may request to take NCLEX- RN® prior to receipt of college transcript. See the Department Policy in **Appendix H**.

Nursing Program Fees

Students may be charged for program fees such as skills lab equipment, diagnostic testing materials, simulation costs, malpractice insurance, clinical placement and other direct per student fees incurred to administer the nursing program. Program fees are included in the cost of each semester and are attached to a designated course for each semester. BSN and BSN-AT students pay the same program fees. The fees are paid at different times throughout the program due to the different course plan of each track. BSN-AT students pay program fees separately and may not have fees attached to a course unless new fees have occurred since the publication of AT fees. Online course fees are separate from nursing program fees. Please contact the Program Director for a detailed list of fees. Below find a typical schedule of courses in which fees may be assessed. Subject to change as course schedules change per semester. NUR 232, 250, NUR 315, NUR 322, NUR 390, NUR 402, NUR 412, NUR 445, NUR 470, and NUR 490.

Textbooks, Books and Resource Fees

The nursing department works directly with Wolters-Kluwer Lippincott and other vendors to load your textbooks and resources directly into your Point account from day 1 of classes. Books and resources will be available through graduation, except Population Health that will hold a 6- month subscription. This will be a significant savings at a 25% lower cost. Working directly with the book vendor gives students the best pricing available.

Here are a couple of benefits:

- Everyone will have their resources from day 1 creating less financial strain and equity for all.
- Students will be upgraded to new editions for free.
- Students can get a printed copy of any text for \$50.
- Everything will be housed in one place.
- Lippincott is planning to integrate with our new learning system, Brightspace, within a year. This would put the Point directly into Brightspace. Allowing for only 1 sign-on.

When registering your nursing courses, the costs will be noted as Books and Resource Fees. The fee will be charged to your student account. A copy of the ISBN numbers is available on the Nursing Student Essentials site on Brightspace. If a student would prefer to purchase their books and resources on their own, they will need to sign the opt-out form and return to the department Program Director by the first day of classes.

CLINICAL, COMPLIANCE, LAB, SIMULATION AND CAPSTONE

Clinical Compliance

Clinical practice is an essential part of nursing care. William Jewell College has contractual obligations with each clinical facility where students are placed. Clinical facilities may dictate certain health standards or screenings such as frequency of immunizations or drug screening. Clinical agencies may also deny a student a clinical placement at their site at the agency's discretion. A student must successfully pass clinical to receive a passing grade in the course. Clinical is a pass/fail grade. A passing grade is based upon satisfactorily completing clinical requirements including safe and competent clinical practice, satisfactory cumulative clinical evaluation, weekly clinical attendance, satisfactory completion of clinical paperwork assignments and satisfactorily completing medication calculation testing. Weekly evaluation is based on a satisfactory/unsatisfactory evaluation of clinical performance and clinical paperwork/assignments. The clinical objectives, which are the criteria for evaluation, are included in both the course and clinical syllabus. Satisfactory completion must be achieved in the clinical area to fulfill requirements of the course.

Students must complete all compliance and site-specific paperwork requirements, as specified by the clinical agencies, prior to beginning clinical experiences including simulation (see **Appendix I**). Students must remain clinically compliant throughout their time in the nursing program regardless of clinical dates.

This includes semester breaks and summers. Some compliance items must be submitted annually. See the Department of Nursing Clinical Compliance Policy in **Appendix J**.

Students must also abide by the policies of the clinical agencies while in clinical learning experiences. Clinical agencies reserve the right to determine if a student is allowed to attend clinicals at their agency. Clinical agencies are not responsible for lost or stolen items. Many clinical sites are unable to provide secured storage areas for valuable.

Clinical, Lab and Simulation Expectations

1. Students are expected to be fully prepared and on time for lab, clinical and simulation.
2. Students are also required to wear a William Jewell College name badge and picture ID during any clinical or laboratory experience off campus. Failure to wear name badge and picture ID in clinical settings may necessitate leaving clinical until the name badge can be retrieved.
3. Students are required to follow clinical site policies. Students have access to a clinical site's policies when they are assigned at the site during a rotation. Students are expected to know and follow clinical site policies. Clinical site policies may be more restrictive or extend beyond those of William Jewell College or the Department of Nursing. It is the student's responsibility to read and be informed of clinical site policies. The Department/College will not impose separate discipline solely on the basis that a student has violated portions of a clinical site's policies that the Department/College determines—in its discretion—are more restrictive than, or extend beyond, expectations of the College or Department. However, a student's violation of clinical site policies, regardless of whether it is also a violation of College/Department expectations, may result in negative academic consequences for the student at the College. For example, it may result in discipline or a poor evaluation from the clinical site that is within the clinical site's discretion (e.g., removal from clinical site/rotation). Such consequences may impact a student's College grade(s), academic progress, ability to complete clinical rotations, or ability to complete the student's program (e.g., failure of a course, dismissal from the program). In such cases, a student will not be excused from these consequences based on ignorance of the clinical site's policies, on the clinical site policies being more restrictive than or extending beyond expectations of the College/Department, or on an argument that the clinical site reached an incorrect conclusion when determining disputed facts or exercising its discretion to impose consequences; the College/Department may consider whether the consequences imposed by the clinical site were unreasonably severe in light of the circumstances and standards generally applicable in the nursing profession.
4. Students must be in good health to participate in clinical, lab and simulation experiences and will not be able to participate if jeopardizing the health and safety of patients, colleagues, and staff.
5. When a student is ill, impaired, or unsafe to participate in clinical, the student will be instructed to contact someone

for assistance with safe transportation. If unable to attend a laboratory or simulation session, the student must contact the instructor prior to the beginning of the session, and the student is responsible for content presented. When two (2) or more clinicals are missed due to illness or injury, see the Clearance for Participation Policy below.

6. If one (1) or more laboratory sessions are missed in a course, it will be the decision of the faculty, in consultation with the Department of Nursing Program Director, regarding the student's ability to continue in that course.
7. Masks, gloves, and eye protection are required in lab and simulation.
8. Students are required to provide their own transportation to and from clinic

Nursing Arts Lab

The Nursing Arts Laboratory Coordinator is Dr. Anna Kaaiakamanu.

The Nursing Arts Laboratory (NAL) is open to students 0700-2400 and seven days a week. Students are welcome to use the Nursing Arts Laboratory unless a class or testing is in session. Scheduled group laboratory sessions are posted outside both of the NAL entrances (Marston 405 and 410). Nursing students are required to bring Jewell student IDs when entering the Nursing Arts Laboratory after normal business hours. The ID will provide access via a swipe lock system. Campus Safety is also available to allow entrance to the NAL facilities after the hours listed for nursing students presenting a Jewell student ID. Their cell phone number is 816-365- 0709.

Students must sign the “After Hours Lab Access” log-in sheet. Due to the equipment and supplies in the NAL, non-nursing students are not permitted in the Nursing Arts Laboratory (NAL) unless prior permission has been obtained from the Simulation and NAL Coordinator.

Simulation Center

Tiffany Condren, PhD, RNC, CHSESimulation Coordinator
Denise PatznerSimulation Operations Specialist

The Nursing Simulation Center integrates simulations throughout the curriculum to increase learning experiences. It is the simulation center policy that simulation is never graded. Students may be required to complete a pre or post-simulation assignment or turn in a written assignment (i.e., care plan) about their simulation experience that may be graded by their clinical/course instructor. See individual syllabi for individual course simulation expectations.

Preparation

Students are expected to sign and abide by a simulation confidentiality agreement prior to each simulation. Sharing with fellow classmates or prospective students the details of simulation violates the confidentiality agreement, and the details could inhibit the learning outcomes of others. Students are expected to arrive to simulation prepared and on-time with all pre-simulation assignments completed.

Simulation is considered an “on campus” clinical day. All participants are expected to arrive for simulation in proper clinical attire as per the Department of Nursing Student and Faculty handbooks. Students must contact the course instructor if they are unable to meet simulation requirements or unable to attend the simulation experience.

Students must bring a stethoscope, penlight, ID badge and any other requested paperwork per specific simulation instructions. Pencils are the only writing utensils allowed in the Simulation Center to aid in the protection of our equipment.

Debriefing

Debriefing is the most critical component of the simulation learning experience. Participants will be guided to reflect on their performance during the scenario and receive constructive feedback about their performance. Audiovisual technology and playback will be considered as part of the debriefing process if feasible and available.

Code of Conduct

Instructors, students, and staff are expected to abide by the guidelines for professional conduct and clinical policies as outlined in both the Department of Nursing Faculty and Student Handbooks. Concerns about a student's conduct should be addressed with the course instructor using the PFF process.

Evaluation

Students are expected to complete an online evaluation of the simulation experience. The survey link is sent to the students on the day of simulation.

Cell phone/mobile device usage

The use of cell phones/mobile devices is prohibited during simulations, unless otherwise determined by the instructor or Jewell Simulation Center staff.

Recording

Video or audio recording and photos are prohibited.

Severe weather policy

The Jewell Simulation Center will follow the campus policy for severe weather and/or unanticipated closures. In the event of closure, the Simulation Center staff will inform the faculty. Course faculty are responsible for informing clinical instructors and students of cancellation due to severe weather and/or unanticipated Department of Nursing closures.

Capstone Clinical Guidelines and Placement

Our clinical partners have set some guidelines for capstone placement. Clinical agencies provide a limited number of capstone placements. Units, preceptors, and shifts will be assigned by the facility at the facilities discretion. The following procedures will be followed to meet those guidelines and provide an optimal experience for students to lead to success in capstone, NCLEX and nursing practice.

1. NUR 490 Role Transitions Capstone is a 7-week course.
2. The Department will not schedule other on-ground courses during Capstone.
3. Students will not be allowed to schedule on-ground classes concurrently to meet the scheduling requirement of clinical agencies and objectives of Capstone.
4. Students are expected to be available and in Kansas City for weekdays, weeknights, weekend days and weekend nights for hospital assigned shifts beginning the first day of the college scheduled 7-week period through the last day of classes.
5. Students are required to attend the clinical agencies orientation at the agencies set date and time. Students must note that some agencies require orientation prior to the start of the school year.
6. Students who fail to attend the hospital scheduled orientation and/or Capstone preconference will not be allowed to attend Capstone clinicals and will need to drop the course. The course may not be offered again until the following semester.
7. Students who are also employed at the clinical agency they are assigned to for the Capstone course must also attend the Capstone clinical orientation as specified by the agency
8. Students are not authorized to contact the clinical agencies regarding capstone placement arrangements. This is a requirement of the clinical agencies as well as the department.
9. Manager requests must be made by the manger to the clinical educator at the hospital before the capstone preference deadlines. Jewell will be notified by the clinical educator of manager requests. Students will not be placed on the floor they work on currently or plan to work on without a manager request.
10. Capstone faculty and the Program Director of the department determine student capstone clinical assignments. Capstone placements are assigned based on the following:

- Availability of placements
- Previous clinical performance
- Hallmark Forms
- Adult Health I test average
- Professional Feedback Forms
- History of professional conduct
- Predictor scores
- Student Preferences with written rationale
- Transcript review

11. Specialty Area Capstone Placements will be assigned based on the following considerations:

- Student has an average score of 60 or better on any predictors completed.
- Professional Feedback Forms
- Hallmark Forms
- History of professional conduct
- Student is not on probation at the time of capstone.
- Student has passed all of med calc exams in 2 or less attempts.

While every effort will be made to place the student in their area of preference, the main goal of capstone placement is to ensure that every student meets the outcomes of the course and is prepared for success on NCLEX.

Capstone placements will be shared with students by the first day of the capstone course. Students may be notified earlier when placements are confirmed and/or orientations are scheduled prior to the semester.

CLINICAL SAFETY, HEALTH, INJURY, AND CLEARANCE

Physical And Mental Demands of Clinical in The Nursing Program

Nursing students providing direct patient care, under direct faculty supervision, perform essentially the same physical and emotional activities as a professional nurse. To meet the objectives of clinical courses, comply with clinical agency agreements and ensure the safety of both students and patients, a student must be able to meet these physical and mental demands and be fit for duty to attend clinical.

The following information is a description of the physical and mental activities required in nursing. The listing is not all-inclusive but is meant to provide information related to these major areas in performing safe patient care.

These activities are in the medium duty category as defined by the U.S. Department of Labor.

Walking/Standing:

Extended periods of walking/standing may occur while in the clinical area. Clinical shifts in each clinical course vary and can be up to 12 hours. Maintain physical tolerance for 8-12 hours at a time with minimal breaks standing/walking, and twist, bend, stoop/squat, move quickly, and climb stairs. .

Sitting:

Occurs in the classroom, computer lab, during clinical conferences and when documenting in the patient's medical record.

Lifting/Carrying:

Average lifting/pushing/pulling requirement is 50 pounds. Nursing requires lifting of patients and carrying of medical equipment, charts, supplies, and medications. In the clinical area and clinical lab experiences, students are required to lift, move, and transfer patients. Requesting assistance when lifting or positioning patients is expected, however, the exertion/supporting can be up to 50 pounds.

Pushing/Pulling:

Required in positioning and moving of patients and medical equipment. Pushing on a patient's chest with considerable force is required in professional of cardiopulmonary resuscitation (CPR). Upper body strength to maintain CPR or restrain a patient. Able to pull or push a Code Blue cart.

Stooping/Kneeling/Reaching/Climbing:

Considerable twisting, bending, stooping, kneeling, and reaching are required during many aspects of patient care (moving patients, bathing patients, making beds, setting up and monitoring medical equipment). Able to climb on to patient's bed for CPR.

Eyesight/Vision:

Utilized in assessment of patient's health status when inspecting and observing for changes in color, physical appearance, and non-verbal behavior. Able to accurately read medication labels and prepare medications. Reads written communication and sees information on monitors medical equipment findings. Able to see objects 20-feet away, use depth perception.

Hearing:

Hear normal speaking level sounds person-to-person, faint voices, faint body sounds like blood pressure, lung and heart sounds, hear situations when unable to see mouth moving, and hear alarms/monitors. Tolerate disturbing sounds.

Depth Perception:

Required for the ability to recognize that objects have depth as well as height and width. Assists in description of wounds, lesions, etc. Required for fine task performance when using medical supplies for insertion into the body or medication administration by injection.

Gross Motor:

Move within confined spaces, maintain balance in multiple positions, reach above shoulders/overhead (IV poles, monitors, etc.); reach below the waist (electrical plugs, etc.); and reach in front (assist patient with arms out)

Fine Motor Skills:

Needs manual dexterity and coordination to write clearly and precisely to perform various nursing procedures, use computer, pinch/pick/squeeze with fingers, twist wrists/hands to turn objects, and grasp and control small medical equipment as necessary.

Tactile Sensation:

The ability to utilize the hands and fingers as a means of "hands-on" during a physical assessment and medication administration. The individual must be able to feel vibrations, temperature changes, and pulses. Feel differences in sizes and characteristics (like skin rash, turgor). Detect environmental temperatures. Tolerate strong soaps.

Smell:

Detect odors, tolerate strong odors.

Temperament:

The skills vital in nursing include the ability to adapt to continually changing environment and critical thinking abilities. Must demonstrate professional behavior at all times, especially while caring for patients. Must be able to accept constructive criticism and accept own limits. Must be aware that they will be exposed to communicable diseases and body fluids. Students will be provided knowledge on how to handle their own protection as well as the protection of others.

Emotional stability

Emotional stability is needed to maintain a therapeutic relationship with patients, families, and professional relationships with health team members. Emotional stability includes adapting to stress and changing environments, dealing with patient's worsening clinical status or death, cope with the strong emotions of others, provide emotional support to patients and their families, deal with the unexpected like patients crashing or death, multitask, focus attention on tasks, and cope with your own emotions well enough to maintain professionalism. A student nurse may not pose a significant risk to the health and safety of those in the clinical area.

Reading:

Ability to read and understand written documents (charts, orders, flow sheets, graphics) including digital displays.

Math:

Comprehend and interpret graphic trends, calibrate equipment, convert to and from metric system, apothecaries' and American system (dosage calculations), tell time, measure time (CPR, contractions), count rates (drip rates, pulse), read and interpret measurement tools (measure tapes and scales), add, subtract, multiply, and divide, compute fractions and decimals (dosage calculations), document numbers in records using computerized database

Analytical Thinking:

Ability to transfer knowledge from one situation to another, process and interpret information from multiple sources, analyze and interpret abstract and concrete data, prioritize care, and evaluate outcomes. Problem-solve. Long-term and short-term memory is required. Must synthesize knowledge and skills and adapt independent decision making based on new information.

Communication Skills:

Ability to teach (patient and family), establish rapport, listen carefully, influence people, and direct/manage/delegate activities to others. Must collaborate with others, respect/value cultural differences and negotiate interpersonal conflicts professionally. Communicate effectively. Speak and write in English. Listen/comprehend spoken/written work. Manage information. Maintain confidential information.

Critical Thinking:

Ask questions, gather relevant information, think through solutions and conclusions, consider alternative systems of thought, and admit when wrong or when they don't know an answer.

Adapted from Jameson Health System Department of Nursing and Northwest Arkansas College. Retrieved from nwacc.edu/academicdivisions/healthprofessions/nursing/physicaldemandsnursing.aspx.

Clinical Safety Considering Health, and Illness

Clinical safety for students and patients will be considered when student health issues are involved. Each student is expected to disclose to the Department of Nursing Program Director any previous or current health related issues that may put the student, other students, or patients at risk in the clinical setting. The affiliation agreements that exist between the College and area hospitals does require that certain information be released for purposes of determining the eligibility of the student to safely work in the hospital setting. William Jewell must agree to require each student participating in a clinical practicum to disclose any known mental or physical condition or known exposure to contagious, infectious, or communicable condition or disease where such notification is necessary to allow the hospital to determine the student/faculty's qualification to safely participate in the program, with or without reasonable accommodation.

Students inform the clinical instructor immediately if they believe that they, a colleague, or anyone else may be putting someone at risk of harm. In addition, students must recognize and stay within the limits of their competence.

Nursing students will comply with requests from clinical agencies to wear PPE during attendance in their facilities as well as any screenings the agencies are conducting.

Nursing Student Illness/Injury and Clearance to Participate in Class/Clinical/Lab/Sim

Nursing students also participate in unique learning environments that may put them at risk for exposure to pathogens during pandemics and may put others in the class, lab, or simulation at risk. In order for students to meet the objectives of the courses and clinical courses, ensure the safety of both student and patients, a student must be able to meet certain physical and mental demands and be considered fit for duty to attend clinical. See Physical and Mental Demands for Nursing Students.

1. Nursing students are expected to stay home or in their dorm room if exhibiting any of the symptoms and contact the Student Health Center Nurse Practitioner, their course faculty and Program Director of the department:
 - Temperature 100.4 Fahrenheit or higher
 - Diarrhea
 - Vomiting

- Body aches with cough, nasal congestion or drainage
 - Positive Covid-19 or Influenza results
 - Other symptoms may be added as more information is provided.
2. A student experiencing any of the above symptoms, serious illness, injury, emergency room visit, mental health emergency, missed exam or missed clinical day due to illness will need to complete a Clearance to Participate form to return to class/clinical/lab/simulation and submit the form to the Program Director of the Nursing Department. The notification is required regardless of whether the student is in a clinical rotation at the time. (See form **Appendix K** in Student handbook).
 3. A student must be fever free and free from diarrhea and /or vomiting for 24 hours before returning to class/clinical/lab/simulation

The faculty and department reserve the right to make changes to these guidelines as circumstances change and are fluid. This may include requiring masks in class and the department. Masks, gloves, and eye protection may be required in lab and simulation.

Risk Exposure

Occupational Exposure as nursing students:

1. Needle or sharp object stick that has the risk of or has been contaminated by blood or other body fluids.
2. Blood or other body fluid exposure to intact or abraded skin.
3. Splash to eye or mouth by blood or other body fluids.
4. Infectious disease

Risk Exposure Procedure:

1. Antiseptic intervention of the exposure site immediately.
2. Student must report the exposure to the clinical professor.
3. Nursing student and clinical professor notify the Occupational Health Nurse/Risk Management of the affiliating agency to follow individual facility procedure.
4. Clinical instructor to notify clinical coordinator, course coordinator and Department Program Director of the exposure.
5. The CDC guidelines for occupational exposure will be followed.
6. The cost of testing and treatment is the responsibility of the individual exposed, i.e., nursing student or faculty exposed. Testing and counseling are available at the local Health Department.

Exposure Responsibility

1. Nursing students, staff, or faculty who identify themselves at risk for or have been exposed to HIV or hepatitis infection need to know their testing status for personal and patient safety reasons. All testing is voluntary and confidential. Students are responsible for any healthcare costs incurred.
2. Records of testing results provided to the Department of Nursing will remain confidential in the Department of Nursing. Testing results will be released only with the written consent of the individual involved.

Injury in Lab or Simulation Setting

1. Immediately notify your clinical or lab instructor.
2. Seek treatment immediately.
3. Follow the Agency's guidelines including treatments and screenings.

The cost of any healthcare treatment is the responsibility of the individual nursing student. Students are responsible for the costs of medical expenses related to injuries in the clinical setting including those not covered by personal health insurance.

PROGRESSION, PROBATION, NON-PROGRESSION, REPEATING or DISMISSAL

Students are expected to complete courses in sequence within their originally enrolled track. The Admission and Progression Committee (APC) may make exceptions consistent with the admission and progression policies. Once a student has begun William Jewell nursing courses at the 200-level or higher, credit in nursing courses from other institutions can no longer be used toward the major in nursing at William Jewell. If exceptions are made, or if there is a need for changing cohorts or program tracks, the APC will initiate the advisor change and notify the student and the current and new advisors at that time. The Nursing Student Liaison will collaborate with the applicable college departments.

Definition of Terms

- Repeating – taking a course again after having earned a letter grade of either A through F on the transcript.
- Retaking – taking a course again after having withdrawn from a course with a W.
- Track – a sequencing of courses, either accelerated, AT (12-month May start or 16month January start) or non-accelerated, BSN (3-year fall start or 4-year spring start).
- Cohort – a group of students who share an anticipated graduation date within a particular track.
- Non-progression – student not able to matriculate to the next semester in current plan of study.
- Withdraw failing – withdrawing from a nursing course after 50% of the course has been completed with a grade below 75% or a test average below 80% at the time of nursing course withdrawal.

Progression in the Department of Nursing

The following are required for progression within the nursing program:

1. Successfully meet requirements to achieve a passing grade of C or better in nursing courses, as indicated in nursing courses syllabi (such as Role Transition I, Nutrition, Human Pathophysiology, Physical Examination and Health Assessment, Pharmacology, Fundamentals of Nursing in Health Care, Adult Health Nursing I, Health Care Research Theory and Practice, Family Centered Nursing, Psychiatric Mental Health Nursing, Adult Health Nursing II, Population Health Nursing, Complexity in Adult Care Management, Role Transition II, and Capstone: Role Transition in Nursing).
2. Any transferred nursing courses, such as Nutrition, Pathophysiology, and Pharmacology, must be passed with a grade of B- or better.
3. Grade of C or above in all non-nursing prerequisite courses (Chemistry, Microbiology, Human Anatomy, Physiology, and Basic Psychology).
4. Successful completion of specific course / program requirements including Medication Calculation, Diagnostic Testing and Remediation, Scholarly Program Requirement, Service Program Requirement, and mandatory department meetings such as Testing Strategies Seminars.
5. CTI courses 103 or 105, MAT 107 or 109 (college level math course) and 102 or 120 (college level written communication courses) must be completed at a C or above.
6. Exhibits professional conduct throughout the program as defined in nursing student handbook.
7. See grading standards as defined here in the nursing student handbook and syllabus.
8. Successful completion of any probation requirements.

Non-Progression

The following will result in non-progression within the nursing program:

1. Grade below C in any nursing courses taken at William Jewell College such as C-, D-, D, D+ or an F.
2. Any transferred nursing courses, such as Nutrition, Pathophysiology, and Pharmacology, must be passed with a grade of B- or better.
3. Grade below C in a non-nursing prerequisite course (such as Chemistry, Microbiology, Human Anatomy, Physiology or Basic Psychology) such as C-, D-, D, D+ or an F.
4. Dropping or withdrawing from a nursing course or the nursing program.
5. Not approved to repeat/retake a nursing course.

6. Unsuccessful completion of specific course/program requirement including but not limited to medication calculation, diagnostic testing and remediation, scholarly event participation, and service.
7. If failure in one or more components (theory, clinical, lab) of any nursing course, the student fails the entire course and may receive a C-, D-, D, D+ or an F as a grade for each individual component taken (theory, clinical, laboratory). To complete the course, the entire course must be repeated including each component of the course.

Non-Progression Procedure

The procedure for non-progression in the nursing program is as follows:

1. The Admissions and Progression Committee (APC) is informed of the non-progression.
2. Student is informed of the non-progression electronically through Brightspace, email, secure file, postal mail or phone.
3. The student is not permitted to attend class, clinical, lab or simulation for the course of non-progression.
4. If non-progression occurs within a semester, the student may continue in other nursing courses in which they are presently enrolled unless being dismissed, withdrawn or failed a prerequisite or corequisite course, or the course is NUR 232 or NUR 490. See the dismissal process for dismissals.
5. The student is not permitted to progress to NUR 250 if NUR 232 is not successfully passed.
6. If the student is unsuccessful in any nursing courses, they must repeat/retake and pass those courses prior to entering NUR 490.
7. If a student elects to appeal a grade or an APC decision resulting in non-progression, the student may attend currently enrolled class within that semester until a final decision is made, unless the course being appealed is a prerequisite or corequisite to the course enrolled. A student may not attend clinical associated with the course during the appeal process. A student may not progress to the next semester until the appeal process is complete.
8. These non-progression procedures apply only if the student has not been dismissed.
9. See the dismissal process for dismissals.

Probation

The following will result in probation in the nursing program:

1. Repeating or retaking a nursing course due to failing or withdraw failing. (Course probation)
2. Receiving two PFFs within the same semester. (Professional Performance Probation)

A probation plan will be developed and individualized with the student based upon the circumstance that initiated probation. The probation plan will have written requirements and deadlines. The probation time limit will be 14 academic weeks regardless of when the semester ends. Probation will be considered complete once stipulations are met within the time limit. Probation requirements not met within the time limit will result in dismissal from the program.

Please be aware of the following conditions related to probation:

Probation for repeating a course	Probation for professional behaviors
1. Students on probation for repeating a course will have a 14 academic week time limit with written requirements. 2. Students receiving two PFFs for professional performance during their course probation (which would meet criteria for another probation) will be dismissed from the program.	1. Students on probation for professional conduct will have a 14-academic week time limit with written requirements. 2. If these students receive another PFF for professional conduct during their probation period, the student will be dismissed from the program. 3. After successful completion of one probation period any additional PFF for professional performance will result in probation being reinstated for the remainder of the program. 4. Any student on a second or subsequent probation for professional performance will be dismissed from the program if they receive another PFF for professional conduct.

Sequencing of Nursing Courses

1. Many nursing clinical courses are sequential, have prerequisites or co-requisites and may not be completed out of sequence.
2. APC may approve non-clinical Nursing courses out of a cohort sequence if space is available.
3. The student may make a request to take a non-clinical nursing course out of sequence using Student Request to APC Form (see Appendix N).
4. Once a student has begun Jewell nursing courses at the 200-level or higher, credit in nursing courses from other institutions can no longer be used toward the major in nursing at Jewell.

Requesting to Repeat/Retake a Nursing Course

1. A student may repeat/retake only one nursing course they have failed or withdrawn failing during his/her tenure in the nursing program if approved.
2. Students may not repeat or retake nursing courses at other colleges once beginning the nursing program at Jewell.
3. Students who wish to repeat or retake a course must request to repeat the course within 3 weeks of withdrawing or failing a nursing course. If over 3 weeks, the student must reapply to the program.
4. To repeat or retake begins with a request using an Appendix N Request to APC and send to the APC Chair outlining the request for repeating or retaking the course. The request should include why the student will be successful repeating the course and their plan to be successful through the program and on NCLEX.
5. To repeat or retake a course the student must meet the following requirements:
 - Submit an Appendix N requesting to repeat including why the student will be successful repeating the course and their plan to be successful through the program and on NCLEX.
 - A minimum GPA of 2.8 (on a 4.0 scale).
 - Successful completion of a critical thinking exam. (Fee required).
 - If a student has completed a diagnostic testing, student scores at or above 60%. Student may be requested to take a diagnostic test if none have been taken.
 - Has not received any PFFs during the program.
 - Passed each semester's medication calculation exams at 100% within 3 or less exams.
 - A history of professional conduct in the department or clinical not otherwise addressed on PFF.
 - The student must be in good standing with the Department of Nursing.
6. The student may enroll in the course for a second time with approval from the APC and on a space-available basis including clinical placement. Consideration is based on space availability in all components of the course including the class, clinical and lab.
7. If approved, APC will communicate the next available and approved course to enroll via email or secure file. Students approved must take the next available course approved within 1 semester of the original course failure.
8. If student does not start within 1 semester of the original course failure, student will be dismissed and need to reapply to the program. See reapplication process.

APC will also consider the following:

- Preference is given to have students repeat or retake a nursing course as part of a cohort depending on space availability in the cohort over taking a course with a different cohort.
- If a student currently in an Accelerated Track needs to repeat or retake a nursing clinical course, they must enter the non-accelerated (BSN) track, either 3-year or 4-year, and where space is available. Taking non-accelerated classes when scheduled will allow more course time to learn and apply course material to aid their success.
- If a student in a non-accelerated (BSN) track needs to repeat or retake a nursing course, they may only repeat

or retake courses within a new 3-year or 4-year BSN cohort where space is available and does not conflict with other coursework. They may not move to accelerated classes. Taking non-accelerated classes when scheduled will allow more course time to learn and apply course material to aid in their success.

- A student with grade below C (C-, D+, D, and F) in a nursing course will be ineligible to enroll in or complete subsequent nursing courses for which the failed course is a prerequisite or corequisite.
- A student not applying to repeat or retake a course within 3 weeks, or a student not approved to repeat/retake a course will be dismissed from the program.
- A student who earns below a C (75%) upon repeating or retaking of a nursing course will be ineligible to continue enrollment in nursing courses. The student will then be dismissed from the Department of Nursing.

Withdrawal from a Nursing Course

A student may withdraw from a nursing course within the first three weeks of the course/clinical. Faculty may post an alternative withdrawal date in their syllabus. It is the student's responsibility to keep informed of withdraw dates. APC will note if the withdraw is a withdraw failing or a withdraw passing. Withdraw failing is defined as withdrawing from a nursing course after 50% of the course has been executed with a grade below 75% or a test average below 80% at the time of nursing course withdrawal. Withdraw failing impacts progression and dismissal. The progression, non-progression and dismissal policies apply. Withdraw failing from a second nursing course may result in dismissal from the Nursing program.

Withdrawal Procedure

The procedure for withdrawal from a nursing course is as follows:

1. The student completes an add/drop request on Etrieve.
2. Nursing course faculty must inform APC of any withdraw, passing or failing.
3. If withdrawal of a nursing course occurs within a semester, the student may continue in other nursing courses in which they are presently enrolled unless the nursing course is a prerequisite or co-requisite to the course.
4. The student will collaborate with their advisor to plan progression in the Nursing Program following the plan of nursing courses. Advisors are to consult with APC as needed.
5. If withdrawing a first 7-week course, student is advised to meet with Financial Aid and the Business Office to be informed of any financial implications.

Withdrawal from the Nursing Program

A student may withdraw from a nursing program at any time. A student should consult withdraw policies of courses and the college and how this may affect transcripts.

The procedure for withdrawal from a nursing program is as follows:

1. The student must submit a formal letter to the Nursing Program Director indicating they are withdrawing from the program.
2. The student completes a drop request for any nursing courses on Etrieve.
3. The student is advised to consult with the Student Success Center on changing their major.
4. If the student is withdrawing from the program related to any failing or withdraw failing the student should note the policy on standings in the program.
5. If the student is withdrawing from the college, the student must complete a college exit form on Etrieve.
6. The student is advised to meet with Student Financial Services and the Business Office to be informed of any financial implications.

Dismissal

The following will result in dismissal from the nursing program:

1. Dismissal from the College.
2. Grade below C (75%) in a repeat or retaken nursing course
3. Grade below C (75%) in two nursing courses during the student's tenure regardless of a passing grade in a repeated course.
4. Withdraw failing from two nursing courses or the same nursing course
5. Combination of a grade below C (75%) in a nursing course and withdraw failing from a nursing course
6. Failure to applying to repeat a course within 3 weeks of failing or withdraw failing
7. Not retaking the course in the timeframe allotted by APC
8. Not meeting all requirements to repeat a course
9. Meeting criteria for a second probation while on probation for repeating a course
10. Professional behavior not consistent with that required in the Department of Nursing Student Handbook or William Jewell College Student Handbook including but not limited to violation of the Plagiarism and Cheating policy.
11. Meeting criteria for a second probation while on probation for repeating a course
12. Unmet probation or program requirements
13. Behavior not in compliance with Standards for Safe Nursing Practice, State of Missouri Rules & Regulations (Nurse Practice Act) or State of Kansas NPA Statutes and Rules or Regulations (Nurse Practice Act).

The procedure for dismissal from the nursing program is as follows:

1. Nursing faculty notify APC.
2. Student is informed of the dismissal verbally, secure file, postal mail and/or e-mail by the APC.
3. A student, who is dismissed from the nursing program, is not eligible to attend class, lab, simulation or clinical.
4. If a student elects to appeal a dismissal from the program, the student is not eligible to attend classes, laboratory, or clinical during the appeal process.
5. If a student is dismissed in the middle of the semester prior to the end of the semester, they must withdraw from nursing courses immediately and seek counsel from Financial Aid and Business Office.

Reapplication/Readmission to the Program

1. Students who have an academic dismissal related to a failing course are eligible for readmission only once.
2. Students dismissed for other academic or professional reasons will not be eligible for readmission.
3. The process for readmission is a request in writing to the DON Program Director outlining the request for readmission.
4. The readmission process is a competitive process based upon the following:
 - Applicants normally present a minimum GPA of 2.8 (on a 4.0 scale)
 - Prerequisite courses completed prior to the beginning of nursing classes with a minimum grade of C in all courses. Preference is given to candidates with B- or better in prerequisite courses.
 - Any nursing courses, such as Nutrition, Pathophysiology and Pharmacology, must be a B- or better
 - A selective interview with members of the Nursing Department.
 - Completion of pre-nursing admission exams (fee required).
 - Last diagnostic testing scores taken will be at or above threshold. Student may be requested to take a diagnostic test if none has been taken.
 - Any PFF received during the program related to professional behavior or compliance.
 - Performance on medication calculation exams while in the program.
 - History of professional conduct

*If student meets all other criteria but score on diagnostic test, student will be allowed to remediate and repeat a diagnostic test only once.

APPEALS AND FORMAL COMPLAINT PROCESS

The Department of Nursing follows the College's policy for grade appeals. Information on grade appeals can be found in the William Jewell College Course Catalog.

Grade Appeals

During the appeal process, the student may continue to attend **current** semester classes in which they are enrolled only if the appeal is not in relation to a prerequisite or corequisite to the course enrolled or in the case of dismissals. In all cases of appeal students may not attend clinical. The student may not progress into the next semester classes until the appeal process is complete.

Department of APC Decision Appeal Process

1. Submit in writing to the Vice President of Academic Affairs providing evidence that the grade was unfairly assigned.
2. The Vice President of Academic Affairs will ask the faculty to respond to student's concerns.

Each student has the right to appeal decisions presented by the APC related to admission and progression. See the section on appeal process for dismissals. The student electing to appeal must formally appeal in writing (email acceptable) to the DON Program Director within 72 hours after the initial decision of APC is delivered to the student. The student may request an extension of this deadline to the Department Program Director. The Department Program Director may extend the deadline or deny the extension. The appeal must outline the specific reason(s) for the appeal including evidence and explain why an exception to policy should be granted. The DON Program Director will then review the appeal. The DON Program Director, in consultation with the Vice President of Academic Affairs, may uphold the decision, reverse the decision, or change the decision. The Program Director's decision may result in consequences not specified by the APC's original decision. The Program Director's decision is final.

During the appeal process, the student may continue to attend **current** semester classes in which they are enrolled only if the appeal is not in relation to a prerequisite or corequisite to the course or in the case of dismissals. In all cases of appeal of dismissal or repeating a course, students may not attend clinical. The student may not progress into the next semester classes until the appeal process is complete.

Dismissal Appeal Process

1. Each student has the right to appeal decisions presented by the APC related to dismissal.
2. The student must submit an appeal in writing to the DON Program Director outlining the specific reason(s) for the appeal including evidence and why they are asking for an exception to the dismissal.
3. The DON Program Director will then review the appeal.
4. The DON Program Director, in consultation with the Vice President of Academic Affairs, may uphold the decision, reverse the decision, or change the decision in consultation with the Vice President of Academic Affairs. The Program Director's decision may result in consequences not specified by the APC's original decision. The Program Director's decision is final.
5. If a student elects to appeal a dismissal from the program, the student is not eligible to attend classes, laboratory, or clinical/simulation during the appeal process.
6. If a student is dismissed in the middle of the semester prior to the end of the semester, they must withdraw from all nursing courses immediately.
7. It is recommended to seek counsel from Financial Aid and the Business Office related to financial arrangements.

The Department of Nursing Formal Complaint Process

The Department of Nursing formal complaint process is available to any student in the DON, should a grievance arise between a student and a faculty member or other person pertinent to the student's program of study. This procedure is not to be used by students seeking resolution of conflicts arising due to student misconduct or grade appeals. This Formal Complaint Process should be used when the grievance is pertinent to the student's program of study, but it is not

intended to prevent or discourage a student from filing a complaint or grievance under other College policies, such as the Anti-Harassment policy. The procedure is as follows:

1. The involved party will submit a written complaint to the DON Program Director.
2. The student will submit the written complaint to the Vice President of Academic Affairs if the Department Program Director is the subject of the complaint.
3. The DON Program Director will acknowledge the complaint in writing within five working days of receipt of the complaint.
4. The DON Program Director will investigate or appoint an investigator to investigate.
5. After review of the investigation findings and in consultation with the Vice President of Academic Affairs, the DON will communicate to the student the plan moving forward.

STUDENT ORGANIZATIONS

The following organization are sponsored by the department. If a student would like to begin another organization, please consult with the Student Faculty Development Committee or department Program Director.

Student Nurses Association

The Jewell Student Nurses Association (SNA) is a student-led organization that was initiated by students during the 1977-78 academic year. During that same year, it was recognized by the National Student Nurses Association (NSNA) for outstanding achievement. Membership for Jewell's SNA and NSNA are included; every nursing student in the program is a member. If a student wishes to decline membership, they must do so in writing to the Program Director of Nursing before the beginning of the program or annual renewal of the membership. SNA officers are elected annually to provide leadership. The officers set the dates and times of meetings at the beginning of each academic year. Active participation in SNA provides educational benefit and the opportunity to develop leadership skills and deepen friendships across nursing cohorts. In addition, it is a forum for raising awareness of current nursing student issues. Election to the SNA board is described in their constitution. Questions can be directed to the Student Faculty Development Committee or Department of Nursing Faculty Sponsor. (nsna.org)

Nurses Christian Fellowship

In 2006, student nurses started the William Jewell College chapter of Nurses Christian Fellowship (NCF). This organization is a part of Intervarsity Christian Fellowship and elects officers annually to organize meetings, study and pray. For more information, contact the Department of Nursing NCF faculty advisor. (ncf-jcn.org)

Sigma Theta Tau - Mu Mu Chapter

William Jewell College's Mu Mu Chapter of Sigma Theta Tau International (STTI), an International Honor Society for Nursing, was chartered in 1990 and is based upon their mission and values. More information provided by STTI. The major purposes of this honor society are to: (a) recognize superior achievement, (b) recognize the development of leadership qualities, (c) foster high professional standards, (d) encourage creative work, and (e) strengthen commitment to the ideals and purposes of the nursing profession.

The MuMu Chapter's Governance Committee invites candidates who meet membership eligibility by demonstrating alignment with the purposes of Sigma and have earned a cumulative GPA of 3.5 and above or the top 35% of those 3.0 or higher, whichever allows the committee to invite the maximum number of candidates. Exclusionary criteria for induction qualifications would include having any Professional Feedback Forms regarding academic integrity, having failed a nursing (NUR) course, or withdrawn from a nursing (NUR) course with failing status during the student's time at Jewell. The committee also encourages community members and alumni (regardless of GPA during the program) licensed nursing professionals with a baccalaureate degree or higher, to submit their names for induction.

Initiation for nursing students occurs once each year. The induction is typically held during the spring semester. For further information regarding Sigma Theta Tau International, contact the Department of Nursing STTI MuMu Chapter faculty counselor/advisor, Dr. Leesa McBroom or STTI President, Professor Melissa Timmons. For more information see sigmanursing.org/why-sigma.

Campus Organizations

The College has additional organizations that students may want to become involved with. A list of the organizations may be found at jewell.edu/activities. Black Student Alliance, Christian Student Ministries, Gender Inclusivity and Feminism Team, and Quiltbag are just a few. AT students are welcome to join campus organizations as well.

Department Committees

Student representatives are invited by nursing faculty to attend and participate in selected course and department committee meetings at regularly scheduled intervals. This student input is beneficial to the overall program and highly valued by both faculty and students. (See **Appendix L** for Department Committee details).

In addition, nursing students may elect course representatives. These students are to provide formal leadership and communication with the DON faculty. See **Appendix M** for the Student Representation guidelines.

DEPARTMENT OF NURSING AWARDS

Outstanding Achievement Award

The Academic Achievement Award is recognition of a graduating senior for outstanding scholarship. The criteria for this award include: (a) achieving the highest-grade point average in nursing courses and (b) in case of a tie—highest cumulative grade point average. This award will be given to one BSN student and one BSN-AT student meeting the above criteria.

Outstanding Nursing Student Award

The Outstanding Achievement Award is recognition of a graduating senior for leadership and participation within nursing and the community. The criteria for this award include: (a) commitment and accountability, (b) creativity, (c) involvement in social concerns, (d) involvement in professional concerns, and (e) leadership skills. Students and faculty will nominate candidates for the Outstanding Nursing Student Award. Nominations must include rationale. Selection will be made by vote of the department faculty. This award will be given to one BSN student and one BSN-AT student.

Hallmark Awards

Each year students are recognized for excellence in the Department of Nursing. The names of these awards reflect the six Jewell Nursing Hallmarks: (a) integrity, (b) compassion, (c) scholarship, (d) Ann Bax Ozbolt Award for Servant Leadership, (e) excellence in nursing practice, and (f) Mary Grant Seacole Award for Service. Awards will be given to BSN and BSN- AT students.

Other Awards

These additional awards may also be granted include Dr. Leesa A. McBroom Spirit of Nursing Award, MLN Nursing Student Award, and Daisy in Training Award.

APPENDICES

APPENDIX A – CTI Core Curriculum

William Jewell College Core Curriculum Overview – Critical Thought and Inquiry (CTI)			
Level I (14 hrs.) (Taken during the first three terms)			
CTI 100 – The Responsible Self - taken during the first year CTI 102 (or 120) – Written Communication or Advanced Written Communication CTI 105 (or 103 or 104 or 109) – Math, Model-building or Applied Calculus and Statistics CTI 150 – Identity and Society			
Level II* (12 hrs. in 3 of 4 areas) (Taken after Level I)* Diversity and Inclusion Requirement – one course in Global and one course in US categories totaling at least 6 hours (NUR 380 meets the Global requirement) Sample course titles-may not be offered each semester			
Sacred and Secular* • Reading the Bible: Then and Now • Christianity and Tyranny • Judaism, Christianity and Islam • Black Freedom Struggle	Culture and Traditions* • Divas, Death, and Dementia • U.S. Pluralism • Trust, Betrayal, Forgiveness • Harriman-Jewell Series	Science and Technology* • Bachelor of Science Nursing students exempt from this category	Power and Justice* • Gender, Power, and Justice • Medicine, Money, and Morals • Slavery & Abolition in the Modern World • Comparative Revolutions
Capstone-Level III** (4 hrs.) (Taken after Level II)** Sample course titles • Birth by any Means • Well-being by Design? • Immigration: E Pluribus Unum • Plague, Piety, and Public Policy			

These courses may not be offered every semester. Consult course catalog and course schedules.

APPENDIX B - Acknowledgement of Completed Prerequisite Courses



Department of Nursing

Documentation of Prerequisite Completion prior to receipt of final, official transcript(s)

I, _____, certify that I have completed all required prerequisite courses listed below to begin Jewell's nursing program on _____.

College Algebra/Calculus I/College Statistics/Math for the Liberal Arts

Written Communication Intro to Psychology Nutrition

Human Pathophysiology Fundamentals of Chemistry with a lab

Intro to Microbiology with a lab Human Anatomy with a lab

Human Physiology with a lab

As of _____, any other outside institution's official transcripts are in the process of being sent or have been received by William Jewell College. I understand that all transcripts from any institution in which I have been previously enrolled in must be sent to William Jewell College, Office of the Registrar for confirmation (theregistrar@william.jewell.edu). Until the transcripts arrive, are processed, and credited to my student file, this document is to confirm that I have passed each required prerequisite course with at a "C" or above. Any transferred nursing courses, such as Nutrition, Pathophysiology and Pharmacology, have been passed with a grade of B- or better.

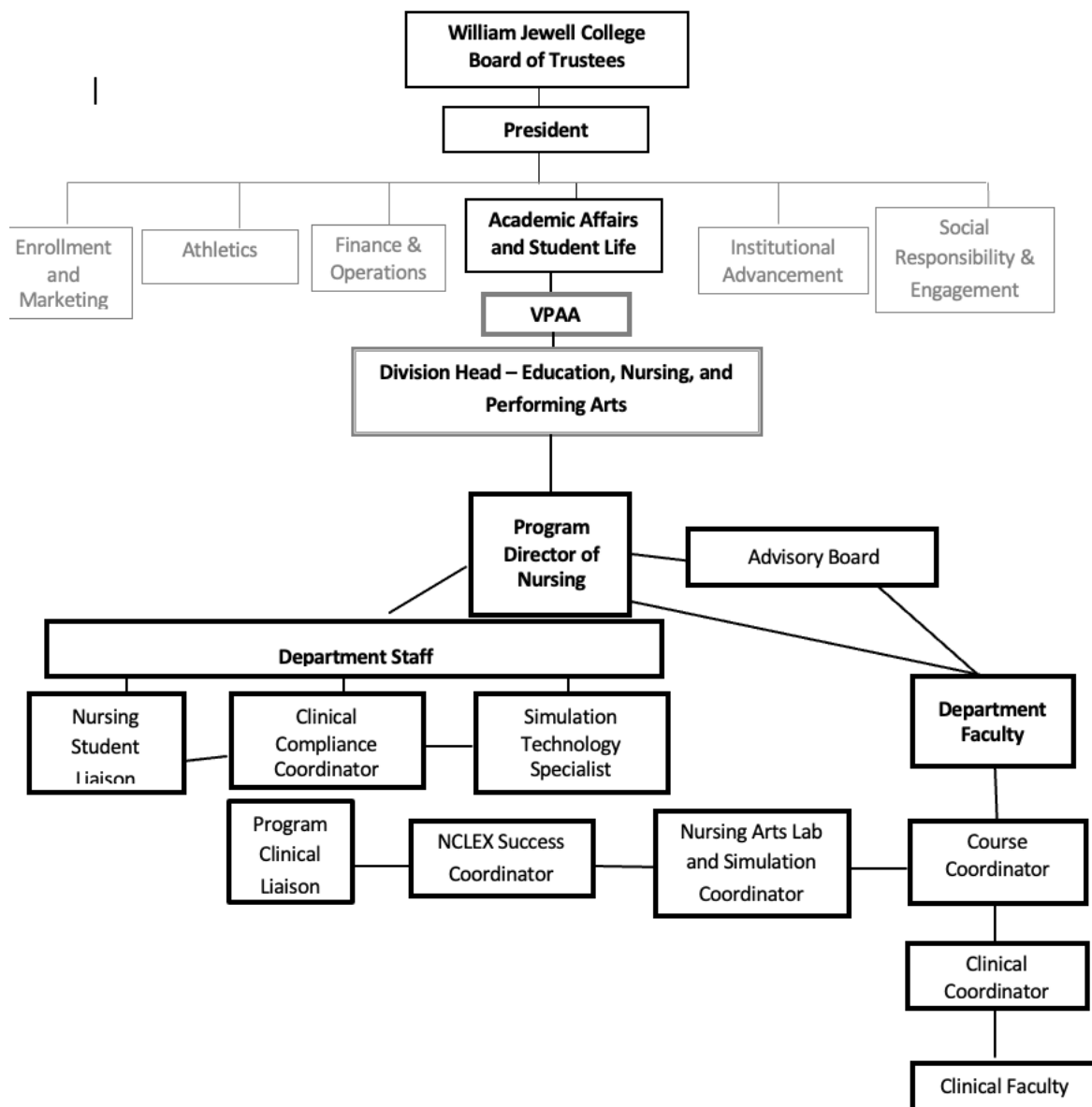
I understand that by signing this form, I am held to the standards of the Nursing Student Handbook and any misrepresentation or falsification will result in dismissal from the Department of Nursing at William Jewell College.

Name: _____ Date: _____

Signature: _____

Witnessed by: _____ Date: _____

Signature: _____



APPENDIX D - Resources on Professional Behavior and Expectations for Registered Nurses

THE AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

Information about the ANA's Code of Ethics for Nurses' is available at nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses

THE STATE OF MISSOURI NURSE PRACTICE ACT The Rules & Statutes (Nurse Practice Act) for the State of Missouri can be viewed at pr.mo.gov/nursing-rules-statutes.asp.

THE STATE OF KANSAS NURSE PRACTICE ACT The NPA Statutes and Rules or Regulations (Nurse Practice Act) for the State of Kansas can be viewed at ksbn.kansas.gov/npa/

THE ESSENTIALS: CORE COMPETANCIES FOR PROFESSIONAL NURSING EDUCATION

The Essentials Nursing Education can be viewed at aacnnursing.org/essentials

NATIONAL STUDENT NURSES ASSOC., INC. CODE OF ACADEMIC AND CLINICAL CONDUCT

Preamble Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure, and those proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001. Retrieved on June 20, 2022

PROFESSIONAL INTERACTION/REPRESENTATION FOR NURSING STUDENTS

All nursing students are expected to behave professionally in all settings and interactions/communications. The following sections delineate specific behaviors related to different settings/situations. Please remember, you are always representing your school and your nursing program in all settings.

CLINICAL EXPERIENCES:

All clinical experiences, including internships and capstones, are to be arranged by the school in conjunction with the clinical agency. Under no circumstances should a student attempt to arrange their own clinical experiences.

PERSONAL CONDUCT POLICY

Intimidating and disruptive behaviors can foster medical errors, contribute to poor client satisfaction, contribute to preventable adverse outcomes, increase the cost of care, and cause qualified clinicians, administrators, and managers to seek new positions in more professional environments. Safety and quality of client care is dependent on teamwork, communication, and a collaborative work environment. To assure quality and to promote a culture of safety, health care organizations must address the problem of behaviors that threaten the performance of the health care team. All individuals including employees, physicians, independent practitioners, and students will conduct themselves in a professional and cooperative manner.

The purpose of this policy is to ensure optimum patient care by promoting a safe, cooperative, and professional health care environment, and to prevent or eliminate conduct that:

- disrupts others
- affects the ability of others to do their jobs

- creates a hostile work environment for employees, physicians, and students
- interferes with an individual's ability to practice competently
- interferes with a student's ability to learn
- compromises client care and treatment
- adversely affects or impacts the community's confidence in the facilities ability to provide quality client care

Examples of these behaviors include but are not limited to overt actions such as verbal outbursts and physical threats, as well as passive activities such as refusal to perform assigned tasks or exhibiting uncooperative attitudes during routine activities. Intimidating and disruptive behaviors are often manifested by health care professionals in positions of power. Such behaviors include reluctance or refusal to answer questions, return phone calls or pages; condescending language or voice intonation; and impatience with questions. Overt and passive behaviors undermine team effectiveness and can compromise the safety of clients. All intimidating and disruptive behaviors are unprofessional and should not be tolerated.

These unacceptable behaviors decrease staff and student morale, have a negative effect on an individual's feelings of safety in the environment, and undermine collaborative relationships essential to quality client care. Disruptive behavior is considered unacceptable in any health care/workplace environment.

An environment free from disruptive behavior and relationships will be supported and promoted by all health care personnel by:

- setting the organizational expectation for caring, respectful, courteous, and collegial relationships with all

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- trying to diffuse disruptive behavior at the time of occurrence
- reporting all incidents of disruptive behavior
- taking consistent action at the supervisory level to assist the reported individual to decrease disruptive behavior

When confronted with disruptive behavior, individuals should:

- respond with courteous language and a calm, quiet demeanor...**unless in physical danger – in which case, you should move to protect self and others**
- acknowledge that the other person seems upset or frustrated
- state your desire to work with the other person in resolving concerns/ frustration
- courteously remind the other person that it is important to try to speak quietly and respectfully to one another in the work environment
- ask that the interchange be moved to a quiet place, if necessary/possible, to continue problem-solving, out of public view/hearing

This will often work in calming the situation/person enough to have a quieter conversation. Next:

- listen respectfully to the other person's concerns
- attempt one-to-one resolution, without further escalating the emotion

**** If the person is very angry/out of control and physical action/harm seems to be a possibility, DO NOT TRY TO INTERVENE. Call out quickly to other people close at hand to create a group around you/those involved. Contact the nurse manager, nursing instructor and Hospital Security.***

SOCIAL MEDIA/TECHNOLOGY GUIDELINES

Students are prohibited from using electronic devices in clinical setting for personal use. However, use may be permitted per school's policy for clinical purposes. Please note social media policies may vary from institution to institution.

Text messaging, recording, or taking photographs are prohibited in patient care areas.

Students are prohibited from posting any information related to the clinical experience on social networking sites (i.e., Facebook, Twitter, Instagram, Snapchat).

1. Students are expected to follow the ANA's Principles for Social Networking (See ANA Fact Sheet) Tips to Avoid Problems.
2. Remember that standards of professionalism are the same online as in any other circumstance.
3. Do not share or post information of photos gained through the nurse-patient relationship.
4. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
5. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
6. Do not take photos or videos of patients on personal devices, including cell phones.
7. Promptly report a breach of confidentiality or privacy.

See also Collegiate Nurse Educators Clinical Orientation Manual

APPENDIX E – Hallmark Form**William Jewell College Department of Nursing Hallmark Form*****Integrity • Compassion • Scholarship • Leadership****Excellence in Nursing Practice • Service to *All*****(Circle the Hallmark(s) that Applies to this Student)**

Student Name _____

Course _____

Faculty _____

Advisor _____

Describe in detail how the student demonstrated the hallmark(s) circled above.

Student Signature/Date_____
Faculty Signature/Date_____
Course Coordinator Signature/Date

Committee Comments:

CC: Student, Advisor, Dept. Program
 Director, Student File Rev 5/17, 6/22

*Any student, faculty, clinical faculty, and staff may complete this form

APPENDIX F - Professional Feedback Form**William Jewell College Department of Nursing
Professional Feedback Form**

Student Name_____

Date of Concern_____

*Student notified within 5 days

Date Student Notified

Date Student to Complete

*student complete within 3 days post notification

Course or Program Requirement

Faculty_____

Advisor_____

Faculty to share occurrence of concern:

Student to explain professional expectations that are of concern and comments.

Professional Improvement Plan – Student to explain plan to improve

Feedback or Direction provided by Faculty as needed

Student Signature/Date

Faculty Signature/Date
Signature/Date

Course &/or Clinical Coordinator

Committee Comments as needed: **Category:** _____

 Admission Progression Committee (APC) Program Date
 Director Signature

Committee review/Follow-up (as needed):

 Student signature acknowledging Committee comments Date

 Date/Initials

 Date/Initials

 Date/Initials

CC: Student, Advisor, Dept. Program Director, APC Program Director, Student Department Academic File

APPENDIX G - Medication Calculation Blueprint

Exam #					
1	2	3	4	5	
					Conversions:
X	X	X	X	X	metric conversions (mcg, mg, g)
X	X	X	X	X	metric/apothecary conversions (grains, mg)
X	X	X	X	X	metric/household conversions (tsp, tbs, mL)
X	X	X	X	X	metric/apothecary conversions (g, kg, lbs, oz)
					Calculations:
X	X	X	X	X	# of tabs, caps, or mL to prepare
					Dosages Based on Weight/BSA
	X	X	X	X	max safe dosage based on weight
		X	X	X	body surface area (BSA) calculation
		X	X	X	max safe dosage based on BSA
					Solutions:
X	X	X	X	X	expressing solution strength
X	X	X	X	X	determining amount of drug/solute in solution
	X	X	X	X	preparing tube feedings
					IV Fluids:
	X	X	X	X	mL per hour (IV pump)
	X	X	X	X	drops per minute (IV gravity drip)
	X	X	X	X	IV solution concentration
		X	X	X	IV drug dose based on wt or BSA
	X	X	X	X	IV mL per hour (drug dosage per hour or minute prescribed)
	X	X	X	X	IV mL per hour (drug doses based on wt or BSA)
	X	X	X	X	IV drug dose infusing per hour or minute
	X	X	X	X	IV mL per hour for titration (range of doses)
	X	X	X	X	IV mL per hour for titration (drug doses based on wt or BSA)

- 30 questions
- No partial credit

APPENDIX H - Early NCLEX-RN Testing for Kansas Residents

Criterion: Kansas Residents Senior nursing majors in good standing

Purpose: To allow Kansas residents nursing graduates the opportunity to test before transcripts are available.

Policy: Senior nursing students in good standing may test early for licensure in the state of Kansas.

Procedure:

1. To qualify for early testing, students must be a Kansas resident and have successfully completed on first attempt (grade of C or above) all nursing courses through the fall semester, have passing grades in the spring courses, have a score of 60 or better on Complex Conditions predictor in the fall and declare intent no later than April 1.
2. Grades and assessment scores for previous courses must be calculated and available to the Program Director and NCLEX Success Coordinator.
3. Students must meet with the NCLEX Success Coordinator.
4. Students must submit a written plan of study to the NCLEX Success Coordinator before approval to test early will be granted.
5. Students should successfully complete any nursing and non-nursing course in which they are enrolled.
6. The Comprehensive Predictor assessment must be completed with a score of 65 to remain qualified for the early testing option.
7. Students must complete the Live Review session scheduled by the Department of Nursing.

Additional information for students:

1. Students who qualify for the Kansas resident early testing option will be authorized to test no earlier than May 15.
2. The NCLEX Success Coordinator will review the request with the student and give permission to test early. If approved the student will complete an application form to test early and submit to the Program Director.
3. Students should submit the Kansas application and complete Pearson Vue registration by May 1.
4. The Department will mail transcripts to state boards of nursing as soon as all semester grades (across the college) are transcribed, and graduation status verified. Transcripts are typically available by June 1.
5. State Boards of Nursing will not issue a license until transcripts are received.

Rev 7/17, 5/18, 6/22

APPENDIX I - Clinical Compliance Requirements

William Jewell College Department of Nursing
Clinical Compliance

Background Check and Drug Screen

Must be ordered by Noon the day after Registration Meeting.

- ❑ **Background Check:** To be ordered through ClinicalStudent. Once completed results will automatically upload to your account. Background policy: jewell.edu/nursing-background-check-policy
- ❑ **FCSR:** To be ordered through ClinicalStudent. Students who are not currently registered will receive a separate email with instructions on how to register. Results will be uploaded to your account
- ❑ **Drug Screening:** All nursing students are subject to a urinary drug screening. Screenings will be ordered through ClinicalStudent. Results will be automatically uploaded to your account. Drug Screening policy: jewell.edu/nursing-student-drug-testing-policy

Certifications & Immunizations

All Certification and Immunizations due dates will be assigned prior to each semester.

- ❑ **COVID-19:** Provide proof of a completed COVID-19 vaccine series - 1 Johnson & Johnson, 2 Pfizer Moderna. Acceptable documentation includes CDC issued vaccine card or immunization record from healthcare provider.
- ❑ **TB Screening:** Upon entrance to the program, individuals must provide proof of the absence of active Tuberculosis (TB) disease. Documentation **includes two TB skin tests OR one IGRA blood test**. A 2-step TB skin test consists of **two** TB skin tests at least 1 week apart. The TB test is placed and read within 48-72 hours; then the same procedure (placement and reading) is completed again no sooner than 7 days later. A 2-step TB skin test involves a total of four visits to the clinic, do not wait to start the process!
(placement – 48 hours – read – +1 week – placement – 48 hours – read)

A single IGRA blood test (Interferon-Gamma-Release Assay, such as QuantiFERON Gold for TB or T-Spot) may be completed in lieu of TB skin testing. A TB Skin Test or IGRA is required annually.

NOTES: Previous vaccination with BCG may produce a positive TST. If you have had BCG, a positive TB skin test, or have been treated for TB, please contact the Clinical Compliance Coordinator for further instructions.

Be aware if receiving a live virus immunization (such as varicella, MMR, or Flu), you will need to have your TST done either at the same time or wait 4 weeks. The TST must be done first, prior to receiving any other immunizations (live or inactivated).

- ❑ **Color Vision Screening:** Will be completed at your registration appointment; the documentation will be given to you to upload to your ClinicalStudent account or uploaded for you if completed virtually.

- **Basic Life Support (BLS):** Must be through **American Heart Association** and be the Basic Life Support (BLS) course. This must be kept current throughout the program. Go to cpr.heart.org/en/courses/basic-life-support-course-options, and scroll down to the section where you can locate and register for a class. Courses for lay rescuers such as “heart saver” are not acceptable. The course must include a physical hands-on validation of skills. While most schools require BLS to have been taken through the American Heart Association some schools may allow students to take a BLS course through the American Red Cross. Check with your program administrator for the most current information.
- **Hepatitis B Immunization:** Adequate documentation of a complete series: Three immunizations taken over a period of 6 months is a complete series. The second Hep B immunization must be given no earlier than 4 weeks from the first, and the third given no earlier than 6 months from the first immunization. Students must have at least the first two immunizations in the series documented and uploaded before beginning clinical. Though not recommended because of the risk of Hepatitis B, this vaccine can be waived but a signed waiver must be completed. (ClinicalStudent will require a Hep B titer in addition to a 3-part series, this is not part of the Jewell Nursing Compliance a waiver will be provided if needed)
- **Measles, Mumps and Rubella:** Provide **one** of the following: a) adequate documentation of two MMR vaccinations at least 4 weeks apart, or b) proof of immunity as evidenced by a positive titer for each disease – measles, mumps, and rubella.
- **Annual Seasonal Flu Vaccine:** Provide proof of seasonal flu vaccine which includes injection site, route, and signature of vaccinator. This can be administered by our Nurse Practitioner on campus.(Not required for May starts until October)
- **Tdap (tetanus, diphtheria, and acellular pertussis):** Provide adequate documentation of one dose of Tdap and current Td booster if more than ten years since Tdap.
- **Varicella (chickenpox):** Provide **one** of the following: (a) adequate documentation of two varicella vaccinations at least 4 weeks apart, or (b) proof of immunity as evidenced by a positive varicella titer.

Important: Immunizations are required for clinical including the flu vaccine. The only exemption that may be acceptable by the agencies is a true allergy which requires lab work documentation as proof of the allergy to the vaccine. Any delays in vaccinations or asking for an exception may change the order of classes or delay completion of the program. Please contact the Department Program Director immediately if you have an allergy to a vaccine.

Acknowledgements

All Certification and Immunizations due dates will be assigned prior to each semester.

These items are completed every academic year:

- ❑ **Student Handbook Quiz and Acknowledgment:** Read the current Jewell Nursing Student Handbook. Complete the quiz on ClinicalStudent scoring 100%. You may take the exam as many times as needed to achieve the required 100%. Your test result(s) is available online for the Clinical Compliance Coordinator; so, there is no need to submit the result(s).
- ❑ **Acknowledgement Form:** Carefully review and understand the acknowledgement, sign, date, and upload the completed form.
- ❑ **Clinical Agency Relationship Questionnaire:** Download form from ClinicalStudent, sign, upload to Clinical Student.
- ❑ **Release of Information:** Download form from ClinicalStudent, sign, upload to ClinicalStudent.
- ❑ **Drug Testing Consent Form:** Download form from ClinicalStudent, sign, upload to ClinicalStudent.
- ❑ **Clinical Orientation Manual and Exam:** The exam is found under your compliance requirements on ClinicalStudent and must be completed with a score of 90% or higher. You may take the exam multiple times. Your exam score is available online for the Clinical Compliance Coordinator so there is no need to submit your results.
- ❑ **CNE / KCANE Confidentiality Statement:** Download form from ClinicalStudent, sign, upload to ClinicalStudent.
- ❑ **Student Health Insurance:** Download form from ClinicalStudent, sign, upload to ClinicalStudent. (There has been a separate line added for proof of insurance)
- ❑ **Proof of Health Insurance:** Documentation includes your current health insurance card as proof that you have health insurance coverage for the current academic year. Only the front of the card needs to be provided if it includes the company name, policy holder, and policy number. If you submit an insurance card with only a parent/spouse name, you will be asked to get a letter of declaration from the insurance provider indicating that you are covered under the policy.

Please familiarize yourself with our student compliance policy: jewell.edu/nursing-compliance-policy-new-students. If you have any questions concerning the above, please feel free to contact the Department of Nursing Clinical Compliance Coordinator Katie Cazzell via email at cazzellk@william.jewell.edu or by phone at 816-415-7598. Thank you in advance for your cooperation as each of these compliance requirements is an important part of your professional responsibility.

Reminder: All Certifications and Immunizations should be completed and submitted using ClinicalStudent (see ClinicalStudent.com)

Site-Specific Compliance Paperwork

William Jewell College is a member of CNE (Collegiate Nurse Educators of Greater Kansas City) working to ensure students demonstrate the competency and complete the orientation required in the clinical setting. The Clinical Orientation Manual and Exam are used to provide a general orientation for all students. Ultimately, students are expected to follow the policies and procedures of the institution they are assigned. Many clinical partners have orientation and paperwork requirements above and beyond the general Clinical Orientation Manual and the program compliance outlined therein. These requirements are mandatory. Therefore, nursing students will complete Site-Specific paperwork to participate in clinical.

The site-specific paperwork will generally be assigned by email 3-6 weeks prior to clinical. Students will have 48 hours to complete and return the paperwork unless otherwise instructed.

Reminder: All Certifications and Immunizations should be completed and submitted using clinicalstudent.com.

APPENDIX J - Clinical Compliance Policies

Clinical Compliance Policy for New Students

RATIONALE

1. Clinical Compliance Coordinator (CCC) must check each clinical compliance item prior to a student going to a clinical agency.
2. Clinical compliance verification is due to clinical agencies as early as (6) six weeks prior to the start of clinical.
3. When a student does not meet the compliance due date, the clinical agency will not allow them to attend.
4. Students not attending clinical will not meet the objectives of clinical courses.

PROCEDURE

1. New students will receive clinical compliance requirements immediately following the registration meeting.
2. All compliance must be submitted and verified by **noon on the last business day prior to:**

- March 1 for Spring Traditional start
- May 1 for May AT start
- October 1 for Fall Traditional start
- January 31 for January AT start

There may be additional site-specific compliance requirements prior to clinical orientations. These will be requested from the student, and a deadline will be given. If students have missing or incomplete site-specific compliance items after the due date, students will be notified by the CCC through email and phone. Students will be given an additional 48 hours after notification by the CCC to comply. If site-specific compliance is not completed within the 48 hours, the student will be considered non-compliant, and the Program Director will be notified.

3. If a student is non-compliant, the student, Course and Clinical Coordinator, and the advisors will be informed by the Program Director of the Nursing Department.
 - For any incomplete and/or late compliance item(s) the student will have five percentage (5% points deducted from the final course grade in the didactic portion of each clinical course the student is enrolled in.
 - The student will meet with the Program Director about the non-compliance. The Program Director will complete the Professional Feedback Form (PFF) process with the student and discuss the process to comply.
 - For incomplete compliance items and/or late compliance items the student will be held accountable for the policies of the course, be at risk for not being permitted to attend clinical orientation and/or attend clinical, failing clinical and/or failing the course.
 - Late and/or noncompliance resulting in course final grade deductions may result in failing the clinical course or clinical courses student is currently enrolled.
 - Students not attending clinical orientation may not attend clinical and must drop the course
 - The student may not return to class, clinical or attend clinical orientation for the related course(s) until the compliance documentation is verified by the CCC.
 - If a second occurrence of noncompliance occurs the Program Director and student will complete a PFF and the student may be placed upon probation per APC policies.

4. Upon verification that compliance is complete, the Program Director will inform the student, faculty, and advisors.

Effective Fall 2017; Revised 5/17; 6/18; 7/20, 7/21, 7/24

Clinical Compliance Policy for Current/Returning Students

Rationale

1. Current students receive a list of required compliance items and the deadline at least twenty-one (21) calendar days prior to due date. In most cases students are notified thirty (30) days or more prior.
2. The Clinical Compliance Coordinator (CCC) must check each clinical compliance item prior to sending it to a clinical agency. Clinical compliance verification is due to clinical agencies four (4) weeks prior to clinical orientations and may fall during semester breaks. Influenza is required early in the fall semester.
3. When a student does not meet the compliance due date clinical agencies will not allow them to attend.

Procedure

The due dates for clinical compliance are detailed below. Students must remain compliant during the entire nursing program regardless of clinical dates.

Type	Compliance Item	Due Date
Annual and Semester Clinical Compliance	• Health Insurance Acknowledgement • WJC Student Handbook Acknowledgment/Quiz • CNE Confidentiality • Drug Screen Consent • Emergency Contact Information	Noon on the last business day of the first month of the semester.
Ongoing Clinical Compliance	• Annual TB • Renewals of BLS and Tdap/Td • Incomplete immunization series in process (i.e., Hep B, MMR, Varicella)	Annual TB – Noon the last business day of the month prior to expiration Renewals of BLS and Tdap – Noon on the last business day of the renewal/completion month (i.e., TB previously received March 13th are due for renewal in March). Exceptions to BLS and Tdap only Renewals in May are due the last day of April. <u>June and July Renewals:</u> Students enrolled in summer nursing classes with compliance expiring in June or July, renewals are due on the last business day of the renewal/completion month.

		Students not enrolled in summer nursing classes with compliance expiring in June or July, renewals are due on the first business day of August . Renewals in December are due the last business day of November.
Influenza	Seasonal influenza	Noon on October 1
Site-specific Clinical Compliance	Clinical Orientation Exam	See below note.
	All items listed on Clinical Student subject to clinical site Requirements	

- There may be additional site-specific compliance requirements prior to clinical orientations. These will be requested from the student, and a deadline will be given. If students have missing or incomplete site-specific compliance items after the due date, students will be notified by the CCC through email and phone. Students will be given an additional 48 hours to comply after the notification by the CCC. If site-specific compliance is not completed within the 48 hours, the student will be considered non-compliant, and the Program Director will be notified.
- If a student is non-compliant, the student, Course and Clinical Coordinator, and the advisors will be informed by the Program Director of the Nursing Department.
 - For any incomplete and/or late compliance item(s) the student will have five percentage (5%) points deducted from the final course grade in the didactic portion of each clinical course the student is enrolled in.
 - The student will meet with the Program Director about the non-compliance. The Program Director will complete the Professional Feedback Form (PFF) process with the student and discuss the process to comply.
 - For incomplete compliance items and/or late compliance items the student will be held accountable for the policies of the course, be at risk for not being permitted to attend clinical orientation and/or attend clinical, failing clinical and/or failing the course.
 - Late and/or noncompliance resulting in course final grade deductions may result in failing the clinical course or clinical courses student is currently enrolled.
 - Students not attending clinical orientation may not attend clinical and must drop the course
 - The student may not return to class, clinical or attend clinical orientation for the related course(s) until the compliance documentation is verified by the CCC.
 - If a second occurrence of noncompliance occurs the Program Director and student will complete a PFF and the student may be placed upon probation per APC policies.
- Upon verification that compliance is complete, the Program Director will inform the student, faculty, and advisors.

Compliance in Progress

1. In progress is defined as an incomplete immunization series in process.
2. If the CCC or Program Director deems the student's compliance to be "in progress," the student may be allowed to attend class and/or clinical at the discretion of the Program Director.

If the "in progress" compliance item(s) are not completed on time, the student will be non-compliant, and the procedure for overdue/late compliance item(s) will be followed as stated above.

Rev 5/17; 6/18, 7/20, 8/22, 7/24

APPENDIX K - Clearance for Participation in Clinical

William Jewell College Nursing Department

Student's Name _____ Date _____

Date symptoms or injury began _____

If Covid Testing was performed: Results: _____ Date of test _____

Provider, thank you for caring for our student. Please answer the following questions regarding the Nursing Student's condition by circling the appropriate response below. Please note that students must be free of restriction, be able to perform all duties all questions below answered yes) to attend clinical. If you have any questions, please contact Dr. McBroom, Program Director of Nursing, mcbrooml@william.jewell.edu or 816-415-7605, or refer to the Physical and Mental Demand of Nursing School at jewell.edu/programs/nursing/demands-nursing.

Able to lift up to 50 pounds. Duties may include lifting patients and medical equipment.	Yes No
Able to sit, walk and stand for extended periods of time. Students are expected to complete a full 12-hour shift during clinical work.	Yes No
Able to twist, bend, reach, pull and push. Duties may include positioning and moving patients and medical equipment.	Yes No
Physically able to perform chest compressions for CPR.	Yes No
Able to grasp with fine motor and manual dexterity. Duties may include working with medical equipment and wearing gloves.	Yes No
Free from communicable diseases.	Yes No
Tactile sensation is intact. Duties may include feeling pulses.	Yes No
Eyesight/Vision is accurate. Duties may include reading medication labels.	Yes No
Mental ability to adapt to continually changing environment and taking exams.	Yes No
Free from the influence of medications that may affect performance or cognitive abilities such as opioids Duties include taking course exams and completing homework.	Yes No

Emotional stability. Duties require maintaining a therapeutic relationship with patients, families, and other health team members. Perform under	Yes No
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Please note that students are **not** allowed in clinical for light duty or with a brace, boot, wrap, stabilizer or other device. If you answered no to any of the above questions, please explain and an estimated time when student would be able to perform these duties and return to clinical.

Recommended restrictions or additional comments:

Provider Signature

I certify that the student is fit for duty and does not pose a significant risk to the health and safety of patients, staff or self in the clinical area.

Signature _____ Date _____

Facility Name, Address & Phone number

Student Signature:

I am free of communicable disease, have completed any isolation or quarantine requirements, have been symptom free for 24 hours without medication, am fit for duty and able to perform all the duties above.

Signature _____ Date _____

Program Director Review and Approval to Return to Clinical/Class/Lab/Sim

Signature _____ Date _____

APPENDIX L - Department of Nursing Committees**Curriculum Committee:**

The Curriculum Committee oversees and makes recommendation for the nursing curriculum.

Student Faculty Development Committee (SFDC):

The SFDC oversees department policies related to students, makes recommendations, student activities, and supports nursing student organizations such as SNA and NCF.

Admission and Progression Committee (APC):

The APC oversees student admission and progression matters and department policies related to admission and progression.

Evaluation and Assessment Committee (EAC):

The EAC oversees department assessment and evaluation as well as makes recommendations on department matters.

APPENDIX M - Course Representation Guidelines

Course Representatives:

1. Elected for one course, though may serve as a representative for subsequent courses if elected
2. Arranges times to meet with students to listen to suggestions that will be addressed with the faculty
3. Meets with course faculty to discuss student concerns and share positive outcomes
4. Communicates faculty response to students when appropriate
5. May call for a meeting with the course coordinator
6. No more than two students elected per course

Characteristics:

- Punctual to meetings
- Concise communicator
- Able to discern legitimate concerns from the customary frustration from being in a rigorous healthcare program
- Respectful in communication with faculty

APPENDIX N - Student Request to APC Form**William Jewell College Department of Nursing
Student Request to APC**

The Student Request to APC Form is available for student use in submitting requests to the Nursing Admissions and Progressions Committee (APC). Request must be submitted to APC one semester prior to the potential semester of request and 14 business days prior to the end the fall or spring semester. **Please note that additional information may be requested by APC to assist with this process.

Name_____

Date_____

Request:

Please describe your request. Include rationale for the request and specific plans that you will implement in relation to the request.

Additional Information:

Please include additional information that may be helpful to the Admissions and Progressions Committee.

Signature_____

Response:

Admissions and Progressions Committee response to the request:

Signature of Admissions and Progressions Program Director_____ Date

Signature of Student indicating reading of the
Admissions and Progressions Committee response. _____ Date

APPENDIX O - Clinical Hours

Course	Clinical/Simulation/Lab Hours
NUR 202 Role Transition I	-
NUR 211 Nutrition	-
NUR 221 Human Pathophysiology	-
NUR 232 Physical Examination and Health Assessment	32
NUR 242 Pharmacology	-
NUR 250 Fundamentals of Nursing and Health Care	42
NUR 315 Adult Health Nursing I	84
NUR 322 Concepts and Techniques I	42
NUR 372 Health Care Research, Theory and Practice	-
NUR 380 Population Health	42
NUR 390 Family Centered Nursing	Peds 42/OB 42
NUR 402 Concepts and Techniques II	42
NUR 412 Psychiatric – Mental Health	42
NUR 445 Adult Health Nursing II	42
NUR 470 Complexity in Adult Care Management	84
NUR 480 Role Transition II	-
NUR 490 Capstone: Role Transition in Nursing	140
TOTAL Clinical Hours	664