



COLLEGE OF NURSING

BSN Program Student Handbook

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Welcome from the BSN Program Director

Congratulations on your acceptance into ECPI University's Bachelors of Science in Nursing program! We are excited to have you as a new addition to our BSN program family. This program is will have many opportunities for hands-on-skills, didactic, laboratory, simulation and clinical instruction. On behalf of ECPI University's administration, faculty, staff and students, we would like to welcome you to the BSN program where you will "experience the rewards of caring".

Sincerely,
Director of Nursing

Use of the Nursing Handbook

This Student Handbook is representative of the BSN program's standards and expectations. Each BSN student is expected to read, become knowledgeable, and comply with the contents of this handbook. Students are responsible for information in the Student Handbook as well as the ECPI University Catalog. It is recommended that students frequently refer to this handbook and the ECPI University Catalog for guidance and clarification of policies and expectations. ECPI University Catalog Website:
<http://ecpi.smartcatalogiq.com/>

Student Contact Information

All students are required to keep their contact information at the University current. Should phone numbers, addresses, or emails change while enrolled at the University the Student Records Coordinator should be notified.

Mission Statement

ECPI University provides a student-centered learning environment that promotes the enhancement of each student's professional and personal life through education.

Core Values

ECPI University is a private, multi-campus University founded in 1966 that operates in Virginia, North Carolina, South Carolina, Florida, Texas and globally through the online delivery of its programs. The University has a compelling history, and our success is dependent upon the trust and confidence we have earned from students, employees, and the communities in which we operate. We deliver high quality education and student services and we are committed to the following four Core Values.

Excellence in academics

- Curriculum designed to foster life-long learning and educational excellence by reinforcing critical thinking, teamwork, problem-solving and communication skills.
- Industry-relevant programs maintain rigorous academic standards and are complemented by robust student support services.
- Hands-on, applied learning complements a strong theoretical foundation that prepares our graduates for the workplace.
- Qualified faculty members are academically credentialed and enrich the classroom experience with their industry experience.

Commitment to students

- Selective admissions process ensures that incoming students make informed decisions regarding their educational investment and are prepared for postsecondary education.
- Dedicated professionals support the student experience and facilitate the achievement of individual student success.
- Meaningful internship experiences and opportunities for graduate employment are available as a result of our long-standing employer partnerships.
- Rigorous institutional effectiveness process promotes continuous improvement of the University.

Professionalism in action

- Professional appearance, punctuality, attendance, and other behaviors that are appropriate to professional environments are valued and reinforced.
- Professional, civic, and ethical behaviors are promoted through the examples set by faculty and staff.
- Student-centered learning environment simulates the workplace and encourages collaboration with diverse groups to accomplish common goals.
- Opportunities for students to demonstrate professionalism by participating in on-site employer interviews, networking, and professional events including career fairs.

Innovation in Education

- Extensive use of technology is encouraged to enhance each student's university experience.
- Convenient, year-round schedules allow graduates to complete their programs in a timely manner.
- Input is routinely sought from the dynamic communities we serve.
- Multiple approaches are encouraged to reach educational outcomes and maximize student success.

Purpose of the BSN program

The purposes of the BSN program are to provide undergraduate students with the (1) ability to practice professional nursing as a generalist, and (2) academic foundation necessary to pursue graduate education. The BSN program is dedicated to providing educational opportunities for qualified students from diverse backgrounds in caring for individuals, families and communities and preparing graduates for the practice of registered professional nursing in a variety of health care settings. A foundation for life-long personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory to assist students develop ethically reflective professional nursing skills that uphold the ideals of today's health care delivery system. Through evidence-based clinical decision making in nursing practice and the development of leadership skills, the professional registered nurse will be educated to service and benefit a multicultural society across the lifespan.

Philosophy of the BSN Program

The philosophy of the Bachelors of Science in Nursing program emerges from and is consistent with the mission of the University. The university mission includes providing a student-centered learning environment that promotes the enhancement of each student's professional and personal life through education. The baccalaureate nursing education is the preparation for professional nursing practice and establishes the foundation for life-long learning. The faculty members believe the baccalaureate graduate is a generalist who is prepared to provide clinical competency and leadership in the assessment, planning, delivery and evaluation

of health care for individuals, families, groups, and communities. The educational progression expands and enhances the essential knowledge, values, and professional behaviors expected of the baccalaureate nursing graduate.

The curriculum is structured to enable the student to demonstrate an understanding and mastery of baccalaureate-level nursing and related concepts as they progress through their educational experience. Concepts emphasized in the nursing curriculum include: ethical decision-making, critical reasoning, effective communication, skills proficiency, awareness of evidence-based practice, interprofessional collaboration, leadership and management.

The nursing paradigm of the BSN educational philosophy consists of the person, environment, health, nursing, and learning. Each variable to the paradigm holds a significant meaning in the construct of nursing education, the professional role of the registered nurse, and overall client outcomes.

Person. Person is defined according to the focus of care. Each person is a unique being with basic rights and choices. People experience multiple stressors from their continually changing internal and external environments with varying degrees of adaptation. Perceptions, attitudes, values, and goals are influenced by culture, race, spirituality, age, gender, and abilities; all can influence the client's ability to live a healthy life. It is the goal of the individual to establish and maintain a balance with health. The role of the nurse is to help the individual, family, group, and community reach their desired balance in health. Subsequently, it is the role of the faculty to help the nursing student understand the human condition and care management technique to assist the client in maintaining health balance.

Environment. The environment is a complex, open system existing in a dynamic state of flux. Economic, political, environmental, and technological factors exert their effects on society. All aspects of environment interact and influence the person's unique response to illness. A role of the nurse is to promote an environment in which the person's needs may be met, while respecting individual differences related to values, customs, and responses to life experiences. Faculty are to assist the student nurse in identifying ways to assess the environment and create an optimal healing environment in all four domains of healing: interpersonal, internal, behavioral, and external (Samueli Institute, 2016).

Health. Health is regarded as dynamic and multidimensional with physical, mental, spiritual and social components that are all interrelated on the wellness-illness continuum, varying from a high level of wellness to varying degrees of illness. Changes on this continuum are influenced by both internal and external factors to the individuals' optimal level of functioning. When adaptive abilities are inadequate or stressed, the individual moves on the wellness-illness continuum toward a lower level of functioning. All people have the inherent right to make informed decisions regarding their health care, including self-determination. The role of the nurse is to support health and healthy behaviors in the lives of the individual through care management, health promotion, and client education. Faculty are tasks with the responsibility to teach the student nurse the dynamics of health and the process of helping clients reach their health goals.

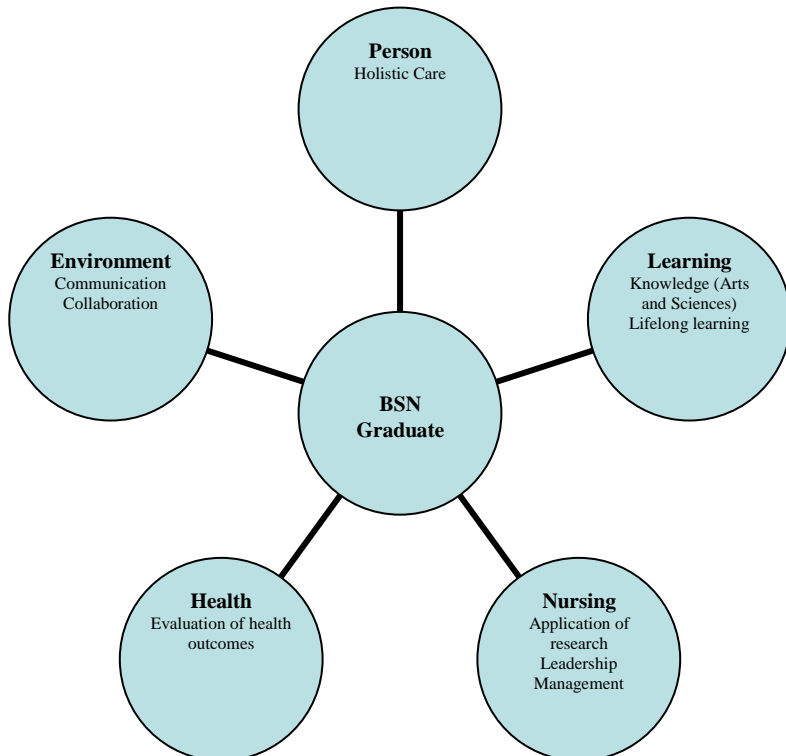
Nursing. Nursing is both an art and a science. Professional nursing provides comprehensive health care services to clients in an effort to support them in attaining their optimal level of independence and wellness through the promotion, maintenance, and restoration of health. Nursing education is an interactive process, allowing the adult learner to incorporate previously learned knowledge, building a foundation for providing holistic, outcomes-oriented care. The profession works collaboratively with other members of the health care interprofessional team to facilitate optimal client outcomes. The role of the nurse is multifaceted,

conceptualized in three primary categories: provider of care, coordinator of care and member of the profession. The faculty believes that the baccalaureate degree is the professional degree for nursing, providing the groundwork for the graduate degree.

Learning. Faculty members of the BSN program believe baccalaureate education in nursing is the basis for professional practice as a nurse generalist and offers preparation for professional development and life-long learning. Baccalaureate nursing education, based on a liberal arts education, is the synthesis of knowledge from a variety of disciplines, including humanities, social, behavioral, and natural sciences. Learning is a collaborative partnership between the student and the faculty member, promoted by critical reasoning, problem-solving and effective decision-making. Learning occurs in a variety of settings with each student responsible for maximizing his or her own experiences. Outcome assessments quantitatively and qualitatively measure achievement of programmatic goals. It is the role of the student nurse to be prepared for the learning experience, retain pertinent information, and execute safe, nursing practice. Faculty are responsible for creating a learning environment that is conducive to information retention, skill acquisition, and attainable for reaching programmatic outcomes.

Organizing Framework for the BSN Program:

The following diagram represents the organizing framework of the BSN program. The program recognizes a nursing paradigm that includes person, environment, health, nursing, and learning. These five components provide the basis for the program outcomes.



Framework Description

The BSN program at ECPI University is committed to produce baccalaureate prepared nurse graduates that exemplify an effective professional nurse. To this end, the organizational framework was developed based on the program's philosophy and the essentials of nursing education set forth by the American Association of Colleges of Nursing (AACN, 1998, 2008).

Included in the BSN program's philosophy are several important factors considered fundamental to nursing education. The program believes that the curriculum should be designed to instill professional values and value-based interventions in nursing practice, and it should promote teaching and learning as life-long interactive processes. Moreover, the importance of effective critical thinking, clinical competence, accountability, and a commitment to the value of caring are also upheld. These elements of the curriculum are maintained in accordance with the concepts that AACN has recognized as essential to professional nursing education.

The concepts identified by the AACN as essential to professional nursing education are: care of the sick in and across all environments, health promotion, and population-based health care. These aspects of practice are said to aspire from "nursing knowledge, theory, and research" and they result in a discipline of nursing that encompasses decisive nursing roles. These roles are considered to be critical to effective, professional nursing practice and are identified as follows: providers of care, designers and managers, coordinators of care, and members of a profession.

The five major concepts identified by the BSN program are those of person, environment, health, nursing, and learning. The characteristics exhibited in each concept are supported by the program objectives. These objectives are apparent in specific courses and are upheld throughout the curriculum in the program.

BSN Student Learning Outcomes

The curriculum leading to the Bachelor of Science in Nursing degree is designed to prepare a professional nurse who is able to demonstrate the ability to:

1. Provide holistic, safe, competent patient care by applying the nursing process and evidence-based practice to manage the health care needs of culturally diverse individuals, families, groups, and communities (BSN Essential VII, IX; QSEN Competency: Safety).
2. Synthesize and apply knowledge from the humanities, the arts and letters, the social and natural sciences as a basis for clinical reasoning and decision-making in nursing practice (BSN Essential I).
3. Effectively communicate using written, verbal and electronic methodologies (BSN Essential IV, VI; QSEN Competency: Informatics)
4. Collaborate as a member of the interdisciplinary health care team, in partnership with the individual, family, group, or community, to promote health and wellness, prevent disease, and to influence health care delivery (BSN Essential II, VI, VII; QSEN Competency: Teamwork & Collaboration).
5. Apply theories of nursing, patient teaching, leadership and management, and legal and ethical principles to promote optimal care delivery with nurse-sensitive quality indicators (BSN Essential II, VIII; QSEN Competency: Patient-Centered Care, Teamwork & Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Informatics).

6. Contribute to the enhancement of nursing practice through the delivery of compassionate care, and the evaluation of health outcomes, and the application of research to practice (BSN Essential III; QSEN Competency: Patient-Centered Care, Quality Improvement, and Safety).
7. Actively participate in the role of a professional nurse through practice, self-care, leadership, and lifelong learning across the continuum of care (BSN Essential VIII; QSEN Competency: Evidence Based Practice, Quality Improvement, and Informatics).
8. Apply knowledge of health care policy, finance, and regulatory environments to advocate for the provision of safe and equitable nursing care (BSN Essential V; QSEN Competency: Patient-Centered Care, Teamwork & Collaboration, Quality Improvement, and Safety).

Admission Criteria

The nursing program is open to applicants who have earned at least a high school diploma or GED. Applicants are required to request official copies of high school and college transcripts. Applicants are responsible for providing ECPI University with authorization to secure transcripts and assume the costs for related fees. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the BSN program. The admission process includes the following:

- Successful completion of the entrance exam: Test of Essential Academic Skills (TEAS)
 - Minimum cut scores are as follows:
 - Reading - 85
 - English - 65
 - Math - 60
 - Science – 60
 - The following criteria will be evaluated for entrance assessments:
 - Reading – 20% of exam values
 - English - 20% of exam values
 - Math - 30% of exam values
 - Science – 30% of exam values
- A minimum GPA of 2.5 from the last college attended (9 credits minimum) or High School GPA if no college attended. If GPA is less than 2.5, six credits of college Biological Science can be taken to meet minimum GPA requirement of 2.5. Applicants with a passing score on a GED can make application to the RN program.
- Education history evaluation includes verification of high school diploma and completion of any college level course work. Also considered are high school honors and advanced placement science courses.
- Submit to a criminal background check and drug screen.
- Ability to meet minimal level of essential functional abilities required to practice as a nurse as described by the National Council of State Boards of Nursing.
- Relevant work history in the medical field (Practical Nurse, Military Corpsman, etc.) is evaluated.
- Submission of an entrance essay (1-2-page maximum length) on one of the following topics: (1) Academic Integrity; 2) The Art of Caring; (3) Managing College/Life Balance.

Qualified applicants who rank highest on the admissions criteria will be evaluated by an academic review committee of no less than three individuals, with representation from nursing administration or faculty. The academic review committee will determine final selection for admission to the BSN program.

Financial terms as specified on enrollment agreements must be agreed upon in addition to meeting the academic acceptance criteria.

Nurse education applicants are required to pass a physical examination, provide proof of immunizations prior to the commencement of skills labs/clinical experience. Conviction of a crime (other than a minor traffic violation) could make the student ineligible to take the licensing exam required by the profession upon graduation. The student may be required to provide medical documentation of any disability or physical limitation prior to beginning classes. The rationale for these additional admission requirements is to provide reasonable assurance to the public that students are capable of performing duties required of a registered nurse upon graduation and successful preparation of the licensing exam.

Essential Nursing Functions

Students accepted into this program will need the cognitive ability, emotional stability and physical endurance to complete the program and practice professional nursing. When determining professional suitability for the practice of nursing, the nursing student must be able to:

- Exercise safe judgments based on assessment data
- Remain visibly calm in emergency situations
- Interact in a caring manner with others
- Follow directions
- Be flexible
- Demonstrate honesty and integrity
- Effectively respond to the evaluation process

The nursing student must not pose a significant risk or direct threat to the health or safety of themselves or others. The following are essential functions, abilities and physical requirements for the nursing student. The nursing student must be able to:

- Deliver nursing care, which may involve standing, sitting, kneeling, pushing, pulling carrying, lifting, walking, reaching and twisting. The ability to lift is essential to assist patients with ambulation, transfers, position changes and to transport patients within the health care setting is essential. Manual dexterity is essential in the performance of many nursing tasks (i.e., preparation of certain medications, administration of treatments such as dressing changes and intravenous fluids, obtaining vital signs, etc.). BLS certification is required.
- Demonstrate visual acuity essential to read and follow directions.
- Communicate knowledge both verbally and in writing. This includes the ability to read, write, hear, and see.
- Observe and interpret patient data and incorporates that data into the plan of care. The ability to see, hear, feel and smell is essential to the collection of data.
- Implement and evaluate nursing care based on the plan of care for a group of patients. This includes the ability to utilize standard nursing equipment.
- Complete assignments and examinations within specified time limitations.

This description of the essential functions of the nursing student is meant to include the major areas of responsibility and is not intended to be limited to the above information.

BSN Curriculum

Terms	Course #	Title of Course Offering	Credit Hours	Class Hours	Lab Hours	Clinical Hours	Simulation Hours
Semester 1							
1	COR101	Freshman Orientation	1	15	0	0	0
	BIO111	Anatomy & Physiology I w/Term	3	45	0	0	0
	BIO111L	Anatomy & Physiology I w/Term Lab	1	0	30	0	0
2	BIO 116	Anatomy & Physiology II w/Term	3	45	0	0	0
	BIO 116L	Anatomy & Physiology II w/Term Lab	1	0	30	0	0
	COR 195	Study Skills	1	15	0	0	0
3	ENG 110	College Composition	3	45	0	0	0
	NUR 221	Pathophysiology	3	45	0	0	0
Semester 2							
4	MTH 131	College Algebra	3	45	0	0	0
	CIS 115	Computer Applications	3	45	0	0	0
5	ENG 120	Advanced Composition	3	45	0	0	0
	PSY 105	Intro to Psychology	3	45	0	0	0
6	NUR 303	Essentials of Nursing Practice	3	45	0	0	0
	COM 115	Principles of Communications	3	45	0	0	0
Semester 3							
7	NUR 305	Concepts of Nursing I	2	15	30	0	0
	PSY 300	Human Growth and Development	3	45	0	0	0
8	NUR 307	Concepts of Nursing II	3	15	30	36	9
	HLT 101	Nutrition	3	45	0	0	0
9	NUR 310	Pharmacology	3	45	0	0	0
	NUR 219	Dosage Calculations	1	0	30	0	0
Semester 4							
10	NUR 325	Health Assessment across Life Span	4	45	30	0	0
11	NUR 309	Concepts of Nursing III	3	15	30	36	9
	HUM 205	Culture and Diversity	3	45	0	0	0
12	MTH 140	Intro to Statistics	3	45	0	0	0
	CAP 480	Arts & Sciences Capstone	3	45	0	0	0
Semester 5							
13	NUR 347	Mental Health Nursing	4	45	0	36	9
14	NUR 400	Nursing Research	3	45	0	0	0
	HCA 400	Healthcare Information Systems	3	45	0	0	0
15	NUR 356	Medical Surgical Nursing I	5	45	0	72	18
Semester 6							
16	NUR 357	Medical Surgical Nursing II	5	45	0	72	18
17	NUR 359	Community Nursing	5	60	0	36	9
18	NUR 424	Maternal/Newborn Nursing	4	45	0	36	9
Semester 7							
19	NUR 426	Parent/Child Nursing	4	45	0	36	9
20	NUR 457	Nursing Care of the Older Adult	4	45	0	36	9
21	NUR 458	Acute Care Nursing	5	45	0	72	18
Semester 8							
22	NUR 470	Professional Leadership	3	45	0	0	0
	NUR 475	Transition to Practice I	3	45	0	0	0
23	NUR 476	Transition to Practice II	4	30	0	90	0
24	NUR 480	Senior Seminar	3	30	30	0	0

General Student Policies

Please refer to the University Catalog for the following:

- Honor Code
- Academic Integrity Policy
- Commencement Exercises
- Tuition, Tuition Refund Policy, and Financial Aid
- Academic, Judicial, and Financial Review Boards
- Accommodations for Students with Disabilities

Grading Legend

Academic standing at the College is based on the grading system below. The following grading scale shall apply to all nursing students.

Numerical Grade	Letter Grade	Quality Points
93 – 100	A	4
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B -	2.7
77 – 79	C+	2.3
Below 77	F	0

Grades below “C+” are unacceptable for credit toward a nursing degree. A numeric grade of 77 or better is required in all nursing courses to continue in the program. Students are required to pass the clinical and lab components associated with the corresponding theory course. Failure in the theory, lab, or clinical component requires repeating all aspects associated with the course. All clinical courses will be graded on a pass/fail basis.

A student must achieve a minimum of a 77% weighted exam average on all course exams within a course to successfully complete the course. A student who fails to achieve a minimum weighted exam average of 77% will be deemed to have failed the course. Other course assignments such as quizzes, papers, presentations, etc. will not be included in calculating the course grade.

Drug Calculation Testing

Students will be tested on their ability to perform specific drug calculations. The student has three opportunities to pass the drug calculation test in the designated courses (NUR309, NUR356, NUR426 and NUR458) with at least a 90% score. If the student is not successful in passing within three attempts, the student will fail the course.

Progression Policy

A numeric grade of 77% or better is required in all nursing courses to graduate from the nursing program. In order to receive a passing grade in the course, students are required to pass the clinical, lab, and theory portions of the course. Failure in the theory, lab, or clinical component requires repeating all aspects of the course. Academic progression in the nursing program is determined by a student's weighted exam average in each course without consideration for any additional assignments. The benchmark for passing each course is an exam grade average of 77 or greater. Students who achieve a final course grade of less than 77 in any nursing course cannot enroll in subsequent clinical nursing courses. If the student does not pass the exam portion of the course with this weighted average, other course requirements (such as papers and presentations) will not suffice to raise the grade to passing.

Only one nursing course may be repeated to raise an unsatisfactory grade. Students may not enroll in any course for which they do not have the necessary prerequisites as a result of course failure or course withdrawal. A student who is unsuccessful in a course may be allowed to reattempt that course the next time it is offered, based on availability. In order to be considered to repeat the failed course, the student must write a letter to the Program Director requesting permission to repeat the course. ECPI University, College of Nursing, Nursing Admission, Progression, and Graduation Committee will determine reinstatements and reviews each case individually. Re-admission to the nursing program is not guaranteed.

A student who fails more than one course, or who fails one course twice, may be dismissed from the program and may not be eligible for re-enrollment.

Attendance Policy

Class Time

It is an expectation that students attend all classes and all clinical experiences. If a student is aware of the need to miss a class, he or she is to notify the faculty in advance, if possible. If a student misses a class, he or she is responsible for determining what materials were presented in the missed class and for making his or her own arrangements to obtain this information from available sources such as faculty, classmates, Canvas, or other on-line or reference sources.

A detailed record of student's attendance is maintained by the instructors and becomes a part of their permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor. Students with course absences greater than 15 percent may have their records reviewed for purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Written assignments must be submitted on time. Tests must be made up on the student's first classroom day back to school after absence unless the student makes alternate arrangements with the instructor.

Absenteeism on clinical days will not be tolerated. A student is expected to arrive at clinical prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend clinical. If for any reason the student cannot attend the clinical, the student must talk to the assigned group instructor no later than one hour before the scheduled start time. No call, no show may result in failure of the course.

Students are encouraged to contact the faculty member for the course, by telephone or email, if the student anticipates being late for class. A late arrival of 10 minutes or more to any class during the first hour of the day will constitute a one hour absence. After that, absences are calculated in minutes, including leaving early. Leaving prior to class dismissal is considered early departure. Students are not allowed to disrupt academic processes and, at the faculty member's discretion, admission to a class may be denied to tardy students until the next class break.

Clinical/Laboratory Time

A critical component of the nursing curriculum is that students demonstrate clinical competency (meeting the clinical evaluation criteria, either on-site in a simulation laboratory or off-site at a clinical site).

Clinical Time schedules may be adjusted from time to time. Notice of schedule changes will be given to students as soon as reasonably possible after a schedule change has been made.

Tardiness and early departures constitute a clinical absence. A student who arrives to clinical more than 10 minutes late will be dismissed for the day.

If there is an emergency or illness resulting in absence, the student should notify his or her assigned clinical instructor at least one hour prior to the start of the scheduled clinical time.

A student may be instructed to leave a clinical site if, in the opinion of the clinical instructor or clinical supervisor, the student's tardiness, degree of preparedness, or other conditions render the student incapable of providing safe patient care. A student may also be instructed to leave a clinical site if tardy to the extent that it adversely affects the student's ability to achieve the intended educational objective of the clinical experience. In the event the student is instructed to leave the clinical site, the student will be deemed to have a Clinical Absence for the portion of the scheduled Clinical Time missed.

Clinical, Lab, and Simulation Attire and Requirements

It is expected that BSN students enrolled at ECPI University will dress in a manner that is reflective of a professional nursing student. Appropriate attire for the clinical settings is as follows, with mental health and public health nursing courses being the exceptions:

- A clean, pressed, white lab coat when picking up clinical assignments. Additionally, students must wear business casual attire under their lab coat. Students must wear business casual shoes with enclosed toe and heel. Students may opt to wear a clinical uniform in lieu of a lab coat and business casual attire when picking up clinical assignments.
- An ECPI University identification badge when in any clinical area, in addition to any other identification requirements made by the clinical facility.
- White non-porous shoes with enclosed toe and heel. Clogs are not permitted. Sneakers may be worn if they are completely white and clean. Students must wear socks which must be white and cover the ankle.

- A clinical uniform consisting of a scrub top and a pair of fitted uniform pants in the college designated style and color.
- A close-fitting white t-shirt may be worn under the scrub top.
- Personal hygiene and grooming must be such that it does not jeopardize the safety of clients. Fingernails are to be natural, short, clean, and unpolished. Acrylic nails are not permitted. Hair is to be worn so that it does not fall into the face of the student or over the client care area when providing care. Hair must be neatly secured above the shoulder. Men with facial hair are to maintain it in a neat, short style. Students are not to wear perfume, cologne or after-shave.
- Students are permitted to wear one pair of small, stud-style earrings only. There are to be no other visible piercing or tattoos. Students may wear marriage/commitment bands only. No other rings are permitted.
- Cell phones and other electronic communication devices are not permitted in the clinical setting.
- Students are to arrive in clinical areas with all required equipment (e.g. stethoscope, watch with a second hand, penlight, scissors, etc.) as deemed necessary for providing client care.
- Clinical agencies may have other rules/regulations that students will be required to abide by.
- Students found to be noncompliant with clinical attire and requirements will be dismissed from clinical and will need to make up the clinical experience.

Standards of Professional Behavior and Conduct in a Clinical Setting

Students in nursing and other health professions curricula are held to standards of conduct that both differ from and exceed those usually expected of college students. Consequently, nursing students are required to demonstrate clinical competence, including reasonable skill, safe practice, and professional behavior, in the care of clients. Students may be removed from clinical sites in a course at any time for unsafe or unprofessional behavior. Professional behaviors expected of the student include, but are not limited to, maintaining confidentiality, demonstrating accountability, being respectful of people's differences, being adequately prepared to ensure safe clinical practice, and adhering to the policies and procedures of ECPI University. The BSN program has adopted the American Nurses Association (ANA) Code of Ethics (2015) and the National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct (2017). These codes serve as overall guides for conduct as a nursing student. Key principles of these Codes are that nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical instructor.

Students have a fundamental responsibility to provide care to all clients assigned to them. Refusal to care for any client is contrary to the ethical standards of the nursing profession. Students who selectively refuse to care for certain clients will be counseled by their faculty. If, after being counseled, a student continues to refuse to provide care to all clients assigned to them, disciplinary action may be taken, including but not limited to, the student being dismissed from the program.

If a student's behavior is considered unsafe or unacceptable, a faculty member will inform the student of that behavior and provide guidance and direction for improvement. The Code for Nurses specifies a standard of professional behavior expected of students throughout their enrollment in the program. ECPI University reserves the right to dismiss any student who engages in unethical, dishonest, illegal conduct, or actions that are inconsistent with The Code for Nurses. The following are examples of unsafe or unacceptable conduct:

- Evidence of inadequate preparation for clinical activities
- Incorrect or inadequate assessment/intervention
- Failure to report errors in medication or treatment administration
- Falsification of patient records
- Willfully or unintentionally doing physical or emotional harm
- Breach of confidentiality
- Violation of HIPAA protocol
- Inability to complete care/assignment within the established time period
- Inappropriate, unprofessional or untimely behavior or communication
- Evidence of behaviors that reflect an impaired state
- Failure to follow dress code guidelines

Class Scheduling / Hours of Operation

Classes will be held Monday-Friday and will be scheduled between 8:00 am and 5:00 pm. Clinical experiences can be scheduled at any time during the week, including weekends. Clinical experiences are scheduled for the convenience of the clinical site and may be held during evenings or nights. For example, a student may have a shift of 3:00 pm – 11:00 pm, 11:00 pm – 7:00 am, 7:00 pm – 7:00 am, or other shifts.

Classes are offered and scheduled by ECPI University in sequences or combinations to allow the student to complete the program in a timely manner. ECPI University reserves the right to alter schedules so that proper facilities, equipment, and faculty are available. The sequence in which courses are taught during the program may change at the discretion of ECPI University. Prerequisites for all courses are listed in the Course Description section of the Catalog.

Student Behavior and Expectations

In order to facilitate a healthy learning environment, ECPI University has adopted the following expectations for student behavior:

1. Attendance in class is required. There are penalties associated with missing class. Please review the attendance policy in the student handbook.
2. Students are expected to arrive to class on time and stay for the duration of the lecture.
3. Students are expected to attend to the class in which they are present. Students are not to utilize class time to sleep, carry on conversations that interrupt the classroom, study or work on assignments from another class, check email, use a cell phone, surf the internet or play games and participate in other distracting activities. Long discussions with the professor are not appropriate during class time. Students should make appointments outside of class time to discuss detailed matters.
4. Laptops and other electronic devices should only be utilized for following the presentation for the class a student is currently attending. Utilizing laptops and other electronic devices for other uses is distracting to other students in the classroom.
5. Disrespectful and/or rude actions toward faculty, staff, and peers is not permitted in the classroom, on campus, or through direct or indirect communication.
6. Disruptive behavior in class will not be tolerated.
7. No confidential information is to be shared in class. This also pertains to social networking.
8. Students wishing to record lectures are to request permission from the professor.

9. Students are not to sit or lie down on the beds when not participating in lab activities. Please make certain the beds in the classrooms remain correctly made and neat. Do not place articles on the beds. Eating and drinking around the beds is prohibited.
10. Dress should be appropriate during class. Students deemed to be dressed inappropriately may be asked to change clothes or leave the campus.

Penalties for violating the above policies may result in disciplinary action ranging from counseling to dismissal from the program.

Late Assignment Policy

Written assignments **must be submitted on time**. All assignments are to be submitted in the format and by the deadline set by the course instructor. Make-up examinations and assignments are at the sole discretion of the course instructor and are discouraged. Early submissions of assignments are always accepted without penalty.

Students who submit their assignments late will be penalized according to the following policy:

- After the due date/time - 1 day late = 10% reduction in assignment grade
- After 1 day late - 2 days late = 20% reduction in assignment grade
- After 2 days late - 3 days late = 30% reduction in assignment grade
- More than 3 days late and the student will receive a "0" for the assignment

Exam and Testing Policy

Students are not to bring in any personal items into the testing classroom (backpacks, cell phones, watches with cell phone properties, books, laptops, etc.). Food and beverage is not allowed in the testing room. Head coverings and extra clothing are not permitted unless worn for religious purposes. If an exam occurs in a laboratory, the exam policies still apply.

If a calculator is required for an exam, your instructor will provide one. Students are not permitted to use a personal calculator during an exam.

Students are not to be allowed to leave the exam for any reason, including bathroom breaks, unless an emergency. Any student who leaves the exam room must be accompanied by faculty/staff.

If a student is late to an exam, the student may be admitted to take the exam only if:

- No one has completed the exam and left the testing room.
- The exam is still in progress.
- The exam will end at the time given by the instructor and will coincide with the time announced at the start of the exam. No extra time is offered to complete the exam due to starting the exam late.

The start time and end time of the exam will be written on the board in front of the classroom. Proctors are to end the exam at the time posted.

During exams, student questions regarding content are not entertained in order to minimize noise disturbances.

Once an exam is initiated, it is expected that a student will complete it during the scheduled period. If the exam is not completed during this timeframe, the exam will be graded based upon the number of completed items. Another make-up exam is not offered.

Once a student has completed his or her test, he or she may then return to their appropriate lab in preparation for class. Students are not to return to the testing room and are to leave the hallway in order to provide a quiet atmosphere for those completing their exams.

Make-Up examinations

If the student anticipates missing a scheduled exam, he /she needs to notify the faculty member prior to the exam, unless it is an emergency situation without phone access. A five percent reduction will occur on any course make-up exam, while a ten percent reduction will occur on any make-up for a comprehensive final exam. For example, if a student scores a 93% on a course make-up exam, he/she will achieve an exam score of 88%. If a student scores a 93% on a comprehensive final make-up exam, he/she will achieve an exam score of 83%. If a student has missed an exam, another version of the exam is developed at the faculty member’s discretion.

Make-up examinations are formatted at the individual faculty member’s discretion. A make-up exam will not be identical to the regularly scheduled exam.

Students who miss an exam for any reason are required to complete a make-up exam.

Students who miss an exam are not permitted to participate in the exam review of the missed exam.

All make-up exams are scheduled for the day following final exams. Faculty members may elect to schedule a different day for make-up exams for students in order to process completion of assignments before term end.

ATI Content Mastery Series

ATI nursing education products are assessment tools and resources to promote mastery of core nursing concepts and to prepare students for the NCLEX exam. Assessment tools used in the nursing program are practice quizzes, practice assessments and proctored assessments. Proctored assessments begin in the eighth term as shown in [Table A](#).

Table A: BSN Nursing Practice and Content Mastery Test Course Alignment

Term	Course	Learning System Practice Quizzes	Additional Resources Practice Assessments	Proctored Assessments
Term 1	COR101		Achieve	
Term 2	COR195		Nurse Logic	
Term 9	NUR310	Pharmacology; Pharmacology Final		
Term 11	NUR309	Fundamentals 1; Fundamentals 2; Fundamentals Final		

Term 13	NUR347	Mental Health 1; Mental Health 2; Mental Health Final	RN Mental Health Practice A and B	Mental Health
Term 15	NUR356	Fundamentals 1; Fundamentals 2; Fundamentals Final; MS Oncology; MS Dermatological; MS Respiratory	RN Fundamentals Practice A and B	Fundamentals
Term 16	NUR357	MS Gastrointestinal; MS Renal and Urinary; MS Neurosensory		
Term 17	NUR359	Community Health; Community Health Final	RN Community Health Practice A and B	Community Health
Term 18	NUR424	Maternal Newborn 1; Maternal Newborn 2; Maternal Newborn Final	RN Maternal Newborn Practice A and B	Maternal Newborn
Term 19	NUR426	Nursing Care of Children 1; Nursing Care of Children 2; Nursing Care of Children Final	RN Nursing Care of Children Practice A and B	Nursing Care of Children
Term 20	NUR257	Gerontology; Gerontology Final Pharmacology; Pharmacology Final;	RN Pharmacology Practice A and B	Pharmacology
Term 21	NUR457	MS Cardiovascular & Hematology; MS Endocrine; MS Final	RN Adult Medical Surgical Practice A and B	Adult Medical Surgical
Term 22	NUR470	Leadership; Leadership Final	RN Leadership Practice A and B	RN Leadership
Term 24	NUR480		Comprehensive Practice A and B	Comprehensive Predictor 1 & 2

Remediation

Remediation is an essential component of student learning and retention of core nursing concepts. The focus of remediation is to enhance clinical judgment and decision-making. After each practice and proctored assessment, students receive an individual performance report. Students are encouraged to remediate content areas they missed or did not fully understand. Students complete remediation by viewing content videos and completing active learning templates. Active learning templates are hand written and focus on critical points in the specified content area. Students keep these in a remediation binder to be reviewed by the instructor and retained for future reference. ATI assessments and remediation are calculated into the course grade as indicated on the syllabi.

Student ATI Term Guide

- Orientation to ATI tools

- Complete **Learning System Practice Quizzes** prior to taking the Practice Assessment. The student can take the quizzes as often as needed to assist with dissecting questions and critical reasoning skills. The practice quizzes are not graded and may be available in terms where there is no proctored assessment.
- Take the **Practice Assessment** prior to taking the Proctored Assessment. The practice assessment prepares the student for the proctored exam. Students who complete remediation for the practice and proctored assessment earn a higher percentage (%) grade (Table B). Students should complete remediation for the practice assessment following the steps below.
 1. Review each missed item in the ATI books.
 2. View content videos.
 3. Use class textbook and notes to gain further understanding about missed topics.
 4. Complete active learning template for each missed topic and place in the provided remediation binder.
- Take the **Proctored Assessment** as assigned by the course instructor. Complete remediation for the proctored exam following the steps below.
 1. Review each missed item in the ATI books.
 2. View content videos.
 3. Use class textbook and notes to gain further understanding about missed topics.
 4. Complete active learning template for each missed topic and place in the provided remediation binder.

Grade Calculation

The ATI Content Mastery Series grade is calculated based on two components:

1. **The Proctored Assessment Proficiency Level**
Students receive an ATI proficiency level after taking a proctored assessment. There are four proficiency levels as shown on Table B.
2. **Completion of the Practice and Proctored Assessment Remediation**
Students who complete remediation for the practice and proctored assessment earn a higher percentage (%) grade when the completed notebook with the remediation assignment is turned in, reviewed and approved by the instructor before the completion of the course. See Table B. Students who have completed the practice *and* proctored assessment remediation are eligible to retake the proctored assessment at the end of the term. Students whose assessment grade is 5 points or higher on the second proctored assessment exam, will receive an additional 5 points towards their overall ATI Content Mastery Series grade (not to exceed 100%).

Table B: Proficiency Level Grading Rubric

Proficiency Level on Proctored Assessment	Assessment percentage <i>with proven</i> completion of Practice <i>and</i> Proctored Remediation	Assessment percentage <i>without</i> completion of Practice <i>and</i> Proctored Remediation
Level 3	100%	80%
Level 2*	90%	70%
Level 1	70%	50%
Below Level 1	50%	30%

***Students who have not achieved a level 2 in any two subject matter Proctored Assessment tests will not be permitted to progress in the program until a level 2 is achieved in both tests. Retesting will be allowed only after student completes required remediation. To progress to the final term all Proctored Assessment tests (Mental Health, Fundamentals, Maternal Newborn, Nursing Care of Children, Pharmacology, Adult Medical Surgical and RN Leadership) must be completed with a minimum of Level 2.**

ATI Content Mastery Series Proficiency Level Definitions*

- Level 3- student should exceed standards in knowledge and demonstrate a high level of academic readiness in this content area.
- Level 2- student should exceed the minimum standard in knowledge and academic readiness in this content area.
- Level 1- student should meet the absolute minimum standard in knowledge and academic readiness in this content area.
- Below Level 1- student does not meet the minimum standard in knowledge and academic readiness in this content area.

**Note: ATI cut off scores are frequently revised and determined by national benchmark trends.*

NCLEX Preparation: Final Term

In order to prepare graduates for the NCLEX-RN, during the last term NCLEX prep resources are required. Successful completion of all NCLEX preparation requirements include but are not limited to:

1. A multi-day review presentation
2. Practice assessments
3. Comprehensive predictor

During this course a minimum of 70% raw score or higher on a comprehensive predictor is required.

The comprehensive predictor exam is taken after the completion of practice assessments and a multi-day review. The exam will be included in the final grade calculation as outlined on the syllabus. Should a student not reach a minimum of 70% on the comprehensive predictor, the student will:

1. Complete practice assessment A and B.
2. Complete remediation for practice and proctored assessments by viewing content videos and completing active learning templates. Active learning templates are hand written and focus on critical points in the specified content area.
3. Take a second comprehensive predictor. A minimum of 70% raw score or higher on the second comprehensive predictor is required for successful course completion as outline on the syllabi.

Pregnancy

While it is recognized that pregnancy is a normal condition, there are certain legitimate concerns regarding the pregnant student. Therefore, students who are pregnant are asked to complete a pregnancy waiver with their physician. If there are limitations, they must be documented. A written monthly update will be required. Pregnant students are required to meet all program objectives. Should delivery occur while actively enrolled, the student must furnish a medical release provided by the physician prior to resuming classes and/or clinical/preceptorship experiences.

Student Participation in Governance

Faculty meetings are held routinely on campus. A representative from each current cohort is encouraged to attend the start of each faculty meeting. Questions and concerns voiced by the student body may be expressed during this time. During faculty meetings, students may be asked to leave a meeting if confidential information or faculty-only topics are discussed.

Standards of Professional Behavior

The BSN Program recognizes that the profession of nursing is based on specific essential values. The American Association of Colleges of Nursing (2007) proposes, "*The Essentials of Baccalaureate Education (1998, 2008)* must emphasize professionalism and professional values" and recognize the following core values and sample behaviors as essential.

Core values:

1. **Altruism** is a concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse's concern for the welfare of patients, other nurses, and other health care providers.
2. **Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients' rights to make decisions about their health care.
3. **Human Dignity** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, human dignity is reflected when the nurse values and respects all patients and colleagues.

4. **Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.
5. **Social Justice** is acting in accordance with fair treatment regardless of economic status, ethnicity, age, citizenship, disability, or sexual orientation.

Sample behaviors:

Honesty and acting ethically are two key elements of professional behavior that have a major impact on patient safety. Dishonest or unethical behavior, such as not reporting an error for fear of repercussions, or withholding information, can contribute to an unsafe healthcare system.”

Student Advising

There are times when students struggle to meet the program expectations due to circumstances beyond their control. There are times when students are striving to meet the program expectations but cannot be successful due to barriers. Faculty will be available to conduct and document advising sessions with students in order to assist them in being successful in the program. All students are assigned a faculty advisor. However, the faculty members in the BSN Program are all available to assist students. Documentation of advising discussions will be kept in the student’s academic file.

Examples of situations that may require student advising:

- Underperforming at any time during a class.
- Writing skills are not at the junior or senior college level.
- Speaking and presentation skills are not at the junior or senior college level.
- Poor attendance or tardiness at any time during the term.
- Communication behaviors in class or clinical that impede learning for others or are inappropriate.
- Student did not follow a handbook, catalog, college, or clinical policy and significant consequences occurred or could have occurred.
- Student did not pass a course for the first time.
- Student did not pass a second course and is therefore dismissed from the program.
- Student does not follow acceptable standards of practice, performs in an illegal or unethical manner, or violates HIPAA regulations.
- Plagiarism or cheating – all instances.

Grievances and Complaints

It is the aim of this program to identify and resolve student complaints as quickly as possible. We, like practice environments, have a process to follow when trying to resolve a complaint. If a student has a problem or concern that is not being addressed, the program has a process in place for hearing and resolving your complaint. All complaints are kept on file in a secure location on the campus.

Steps for Resolving Complaints Within the Program:

1. **Identify the complaint in writing and address the person one has the complaint with.** If this is the instructor, make an appointment to see them privately before or after class or by phone conversation. Discuss the issue or complaint, and allow the instructor to provide feedback. The instructor will file a copy of the complaint and discussion in a secure location on the campus.
2. **If the complaint is still not resolved to the student's satisfaction, the student should make an appointment to see the BSN Program Director.** The Program Director will review the situation and speak with all parties involved. The Program Director will speak with the student following the investigation within 3 business days following receipt of the complaint. The Program Director retains a copy of the initial complaint, investigation, and resolution in a secure location on the campus.
3. **If the complaint is still not resolved to the student's satisfaction, the student should make an appointment to see the Campus President.** The Campus President will review the situation and speak with all parties involved, including the Program Director. The Campus President will speak to the student following the investigation within 3 business days following receipt of the complaint.

ECPI University will strive to keep all complaints confidential but cannot guarantee confidentiality. Under some circumstances, a release may be needed in order for a complaint to be properly investigated and resolved in a timely manner. Anonymous complaints will not be acted upon. Student complaint files are maintained for three years in the program office.

Grade Appeals

A student who wishes to challenge a grade on a test/assignment or the final grade in a course must follow the steps outlined below to appeal the grade:

- The student must first try to resolve the difference with the faculty member involved. If the faculty member agrees to the student's request, the faculty member will make the appropriate change in the grade book or submit a grade change through the Program Director. If the student agrees with the faculty member's decision, the matter is considered resolved and no further action is taken.
- If a satisfactory solution cannot be reached between the student and the faculty member, the student may submit a written grade appeal to the Program Director by the end of the add/drop period of the subsequent term.
- Upon the determination of the Program Director, if a satisfactory solution is not reached, the student has a final appeal available through the Campus President or his/her designee. This appeal must be filed within five calendar days of the Program Director's decision. The Campus President or his/her designee will investigate the facts of the case and make a decision in writing regarding the grade within seven days of receiving the appeal. The decision of the Campus President or his/her designee regarding a grade appeal is final.

Whenever a student believes their grade or academic record is in error, a written request challenging the error may be submitted to the Campus President within three weeks of the end of the course. Students are encouraged to first speak with the course instructor to see if an error was made during entering of grades. Review boards serve as the official appeals process for students as they seek to determine if mitigating circumstances, such as undue hardship, injury, illness or other special circumstances exist (See ECPI University Catalog). A grade appeal is not considered a "complaint" by the program.

Student Nurses' Association

Student Nurses' Association is a pre-professional organization affiliated with the National Student Nurses' Association (NSNA). Participants may develop leadership skills as they work on projects that have an impact on the community and the profession of nursing. Students are encouraged to run for elected leadership positions within the organization and to participate in student-led activities of the organization.

Acknowledgement of Review of BSN Student Handbook

I, _____ agree to adhere to the rules and policies contained in the BSN Student Handbook and the University Catalog. I understand that if I do not follow them as specified, I can be dismissed from the BSN program without legal repercussions.

Furthermore, I will

- Exhibit appropriate, respectful behavior at all times toward administrative personnel, instructors, classmates, and clients.
- Maintain satisfactory academic and clinical performance as outlined in the BSN Student Handbook and Catalog. Follow all the rules and regulations stated in the BSN Student Handbook.
- Follow the rules and regulations with regard to illegal substance usage at the school or clinical facility and agree to random drug testing.
- Attend class regularly and on time. Notify instructors or administration if absent or late.

Signature: _____ Date: _____

Notice: ECPI University reserves the right to make changes to the curriculum, calendar, financial, and administrative policies as deemed necessary without prior notice.

The BSN Program will make every effort to inform all students about changes in the nursing curriculum or other policies affecting them before they are implemented. Informing students of changes that impact their studies will be made through a variety of mechanisms including: face-to-face, in class announcements, E-Mail, telephone call or message, and bulletin board messages in online classes.