



DEPAUL UNIVERSITY

COLLEGE OF SCIENCE AND HEALTH

School of Nursing

Bachelor of Science with a Major in Nursing (BSN) Program Student Handbook

The Director and Associate Directors of the DePaul University School of Nursing (SON) reserve the right to change the information, regulation, requirements and procedures in this handbook. It is the personal responsibility of each student to acquire knowledge of all pertinent regulations set forth in this Nursing Student Handbook. The School of Nursing reserves the right to require the withdrawal of any student, at any time, who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements. The only official interpretation or modifications of academic regulations are those made in writing by the Director of the DePaul University School of Nursing.

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DePaul University School of Nursing Anti-Racism and Commitment to Diversity Statement

The DePaul University College of Science and Health and School of Nursing acknowledge the individual and structural racism embedded in our science, education, and healthcare systems. We recognize the culture of racial oppression and the deep history of European colonialism and white supremacy installed in all fields of science, including nursing, and all healthcare professions. The fields of science and health have largely ignored the needs of and contributions from Black, Indigenous, and People of Color and in some situations have used science and health systems to harm them. This has furthered healthcare disparities and contributes to the distrust of science and healthcare systems. Acknowledgement of these truths inspires a call for introspection, collective consciousness, and action. We must seek to unlearn, learn, and practice our commitment to combat racism daily. We recognize the painful history and ongoing racist misconduct of scientists and healthcare practitioners that overshadow and add to the challenge and importance of our anti-racism work. In response, we firmly commit to disarming racism by reasserting diversity, equity, and inclusion as core values of our college and coming together as one community of students, staff, faculty, and community partners in support of each and every one of our members of color, condemning racism in all of its forms.

Here at the DePaul University School of Nursing, we are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race and ethnicity, sex and gender identity or orientation, language, disability, country of origin, citizenship, and religious beliefs among others. We recognize the complex intersectional relationships among these forms of oppression and how they impact the well-being of our community members. We are committed to actively embodying the values of diversity, equity and inclusion in our teaching, scholarship, and service here at DePaul University.

Mission of the DePaul University School of Nursing

The Mission of the School of Nursing is the preservation, enrichment, and transmission of nursing science as a discipline and its application to promote the health and well-being of individuals, families, and communities. The faculty pursues this mission through excellence in teaching as the primary focus of scholarship and research that has the potential to enhance nursing knowledge, scientific inquiry, teaching, and health. The School of Nursing maintains a commitment to serving persons with diverse talents, qualities, interests and socioeconomic backgrounds in its education programs and professional practice. It seeks to provide accelerated, inquiry-based education that anticipates the rapid pace of change in health promotion and illness care.

Philosophy of the DePaul University School of Nursing

Nursing is a learned profession with a distinct science and art. Students learn the practice of nursing through research and the study of diverse human and environmental patterns of health behavior as they affect individuals, families, and communities. Students incorporate scientific knowledge and the nursing process in their delivery of safe, ethical, and quality care with deep regard for the differences along the dimensions of race/ethnicity, gender, class, sexuality, religion, heritage, and language.

The focus of the faculty of the School of Nursing is the education and preparation of students for leadership roles in healthcare. Education is centered on providing care for persons and communities in both health and illness while conducting scientific research to generate knowledge that strengthens these endeavors. Critical thinking is emphasized, along with an insightful examination of society, thus affording students the opportunity to apply the science and art of nursing to promote and maintain health while upholding human dignity for the betterment of the community and society.

In keeping with the Vincentian values of DePaul University, students treat all human beings equally and with respect, and by doing so, are acting in the interest of the common good. The School of Nursing faculty is committed to education that will provide the foundation for a professional career as a caregiver, educator, leader, servant, and scholar.

A professional level of nursing practice is best achieved through academic education in nursing and requires appropriate licensure through examination (NCLEX- RN). Advanced practice nursing education integrates specialization into the master's degree curriculum or at the post-master's level providing eligibility for professional certification as a nurse anesthetist; clinical specialist in community, acute or long-term care areas; nurse practitioner in primary care; or nursing scholarship in practice or the academy. The bachelor's degree provides the foundation for post-graduate education in nursing science.

Accreditation

The Bachelor of Science in Nursing at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

Bachelor of Science in Nursing (BSN) Program

Program Summary

The BSN program is designed for the high-achieving high-school graduate who wants to become a registered nurse (RN). It provides the foundation for generalist nursing practice and eligibility for RN licensure by examination (NCLEX- RN).

Preparation and evaluation for licensure examination is integrated throughout the curriculum via ATI exams. A passing score is required for progression and graduation, increasing the likelihood that students will pass their state boards the first time.

Program Outcomes and Learning Goals

The goal of the Bachelor of Science degree with a major in Nursing (BSN) program is to prepare students for professional nursing practice as a generalist for competent care of individuals, families, and communities.

Graduates of the BSN program will:

- be able to integrate foundational liberal arts knowledge with evidence-based nursing concepts to provide contextually relevant and culturally appropriate care to clients, families, communities, and populations.
- apply leadership skills, healthcare informatics technologies, and intentional interdisciplinary collaboration within complex healthcare systems.
- demonstrate professional nursing practice standards based on legal and ethical principles and commitment to self-evaluation and lifelong learning.
- apply research, improvement science, and quality and safety frameworks to achieve equitable and socially just healthcare outcomes.

University Learning Goals

The mission, goals, and expected student outcomes of the School of Nursing are congruent with those of DePaul University and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. The program specifically aligns with university learning goals as described here.

1) Mastery of Content

Students will be prepared to pass the national licensing exam, the NCLEX, demonstrating mastery of content for practice.

2) Intellectual and Creative Skills

Nurses use evidence-based practice to integrate clinical expertise/expert opinion, external scientific evidence, and client/patient/caregiver perspectives, in order to provide high-quality services reflecting the interests, values, needs, and choices of the individuals and populations served.

3) Personal and Social Responsibility

Nurses are concerned with health disparities created by social conditions that negatively impact health, such as poverty, racism, exclusion, sexism, unemployment, incarceration, and immigration. Nursing students will gain a critical understanding of how they can play a role in working toward a more just society.

4) Intercultural and Global Understanding

The BSN curriculum prepares students to care for patients as unique individuals while considering their cultural needs. Being able to communicate effectively with patients from various cultures is crucial for understanding and for optimal delivery of patient care. The students are also expected to have a great understanding that health and wellness issues transcend geographical and national borders. Cultural competence and consciousness are integrated in the curriculum so students can have empathy, respect, and understanding of diverse populations.

5) Integration of Learning

The BSN curriculum is built to facilitate the integration of learning through theory and practicum experiences. It can be challenging for nursing students to navigate between theory and practice and to implement theoretical knowledge in real work situations. Practicum experiences enable students to integrate theory and practice, develop skills for knowledge-in-practice and prepares them for practice after graduation

6) Preparation for Career and Beyond

Students will be prepared to pass the national licensing exam and will have the knowledge and skills to work as RNs in a variety of settings. They will also have the foundational knowledge to pursue advanced training to advance their career.

The BSN program is a 192 quarter-credit-hour (590 clinical hours) program that prepares students with the knowledge and skills to assume a registered nurse role at the baccalaureate level. Table 1 delineates the curriculum for the BSN program at DePaul University for cohorts graduating in 2026 and 2027. Table 2 delineates curriculum for cohorts graduating in 2028 and beyond. 104 of the total 192 credit hours to degree, are devoted to the nursing discipline (8 of these nursing credit hours will be counted toward the capstone) and 88 credit hours are devoted to course work outside the School of Nursing. The program entails a total of 590 clinical practicum hours under the supervision of qualified faculty. The curriculum aligns with *the AACN Essentials* (2021).

The Non-Nursing courses fulfill the liberal arts and science domains requirement for the Bachelor of Science degree at DePaul University and prepare students for courses in the major. Upon completion of the proposed program of study, graduates are eligible to take the National Council of State Boards of Nursing Licensure Examination (NCLEX) for licensure as a professional registered nurse. This curriculum provides graduates with not only an educational and experiential base for entry-level professional nursing practice, but also provides a platform for graduates to build a career through graduate-level study.

Table 1. Bachelor of Science in Nursing: 2026 and 2027 cohorts

Prelicensure BSN Curriculum					
Year 1 Courses (Freshman Year)		Quarter Hours	Classroom Hours	Lab Clock Hours	Clinical Clock Hours
Autumn Quarter					
	WRD 103 Composition and Rhetoric I	4	40	0	0
	Chicago Quarter (Numerous courses available)	4	40	0	0
	BIO 191 General Biology I for Science Majors	4	40	0	0
	BIO 201 Human Anatomy	4	40	0	0
Winter Quarter					
	WRD 104 Composition and Rhetoric II	4	40	0	0
	BIO 202 Human Physiology	4	40	0	0
	NSG 260 Statistics for the Health Sciences	4	40	0	0
	CHE 116 General Organic and Biological Chemistry I	3	30	30	0
	CHE 117 General Organic and Biological Chemistry Lab I	1			
Spring Quarter					
	Learning Domains*	4	40	0	0
	PSY 303	4	40	0	0
	CHE 118 General Organic and Biological Chemistry II	3	30	30	0
	CHE 119 Biological Chemistry Lab II	1			
	HLTH 194 Human Pathogens and Defense	4	40	0	0
Year 2 Courses (Sophomore Year)		Quarter Hours	Classroom Hours	Lab Clock Hours	Clinical Clock Hours
Autumn Quarter					
	Learning Domains*	4	40	0	0
	Learning Domains*	4	40	0	0
	LSP 200 Seminar on Multiculturalism in the United States	4	40	0	0
	NSG 200 Health and Nutrition	4	40	0	0
Winter Quarter					
	NSG 291 Health Assessment Across the Lifespan	4 (1 lab)	30	30	0
	NSG 292 Pathophysiology for Alterations in Health	4	40	0	0
	NSG 294 Nursing Theory for Professional Nursing Practice	4	40	0	0
	NSG 325 Contemporary Health Care Issues	4	40	0	0
Spring Quarter					
	Learning Domains*	4	40	0	0
	NSG 290 Fundamentals of Nursing Practice	5 (2 lab)	30	35	5
	NSG 323 Community and Population health	5	30	0	40
	NSG 293 Pharmacology for Alterations in health	4	40	0	0
Year 3 Courses (Junior Year)		Quarter Hours	Classroom Hours		Clinical Clock Hours
Autumn Quarter					
	Learning Domains*	4	40	0	0
	NSG 310 Patient Centered Nursing I; Med/Surg I	8	40	0	80
	NSG 326 Nursing Informatics and Technology	4	40	0	0
Winter Quarter					

	Learning Domains*	4	40	0	0
	NSG 312 Patient Centered Nursing II Med/Surg II	8	40	0	80
	NSG 327 Nursing Research	4	40	0	0
Spring Quarter					
	Learning Domains*	4	40	0	0
	Learning Domains*	4	40	0	0
	NSG 314 Patient Centered Nursing III: Mental Health	6	30	0	60
	NSG 328 Quality and Safety for Transformational Nursing	4	40	0	0
Year 4 Courses (Senior Year)		Quarter Hours	Classroom Hours		Clinical Clock Hours
Autumn Quarter					
	Learning Domains*	4	40	0	0
	NSG 316 Patient Centered Nursing IV: Pediatrics	6	30	0	60
	NSG 318 Patient Centered Nursing V: OB/Maternity	6	30	0	60
Winter Quarter					
	Learning Domains*	4	40	0	0
	NSG 320 Critical Care Centered Nursing	8	40	0	80
	NSG 329 Leadership and Management for Safe Nursing Care	4	40	0	0
Spring Quarter					
	Elective	4	40	0	0
	NSG 331 Immersion/Capstone: Transition to Professional Nursing	8	20	0	120

Table 2. Bachelor of Science in Nursing: 2028 cohort and beyond

<i>Prelicensure BSN Curriculum</i>					
Year 1 Courses (Freshman Year)		Quarter Hours	Classroom Hours	Lab Clock Hours	Clinical Clock Hours
Autumn Quarter					
	WRD 103 Composition and Rhetoric I	4	40	0	0
	Chicago Quarter (Numerous courses available)	4	40	0	0
	BIO 191 General Biology I for Science Majors	4	40	0	0
	Learning Domains*	4	40	0	0
Winter Quarter					
	WRD 104 Composition and Rhetoric II	4	40	0	0
	Learning Domains*	4	40	0	0
	PSY 303 Human Development	4	40	0	0
	CHE 116 General Organic and Biological Chemistry I	3	30		
	CHE 117 Gen Organic and Biological Chemistry Lab I	1		30	0
Spring Quarter					
	Learning Domains*	4	40	0	0
	Learning Domains*	4	40	0	0
	CHE 118 General Organic and Biological Chemistry II	3	30		
	CHE 119 Gen Organic and Biological Chemistry Lab II	1		30	0
	HLTH 194 Human Pathogens and Defense	4	40	0	0
Year 2 Courses (Sophomore Year)		Quarter Hours	Classroom Hours	Lab Clock Hours	Clinical Clock Hours

Autumn Quarter					
	BIO 201 Human Anatomy	4	40	0	0
	BIO 202 Human Physiology	4	40	0	0
	NSG 325 Contemporary Health Care Issues	4	40	0	0
	NSG 200 Health and Nutrition	4	40	0	0
Winter Quarter					
	NSG 291 Health Assessment Across the Lifespan	4 (1 lab)	30	30	0
	NSG 292 Pathophysiology for Alterations in Health	4	40	0	0
	NSG 294 Nsg Theory for Professional Nursing Practice	4	40	0	0
	Learning Domains*	4	40	0	0
Spring Quarter					
	LSP 200 Seminar on Multiculturalism in the U. S.	4	40	0	0
	NSG 290 Fundamentals of Nursing Practice	5 (2 lab)	30	35	5
	NSG 323 Community and Population health	5	30	0	40
	NSG 293 Pharmacology for Alterations in health	4	40	0	0
Year 3 Courses (Junior Year)		Quarter Hours	Classroom Hours		Clinical Clock Hours
Autumn Quarter					
	NSG 260 Statistics for the Health Sciences	4	40	0	0
	NSG 310 Patient Centered Nursing I; Med/Surg I	8	40	0	80
	NSG 326 Nursing Informatics and Technology	4	40	0	0
Winter Quarter					
	Learning Domains*	4	40	0	0
	NSG 312 Patient Centered Nursing II Med/Surg II	8	40	0	80
	NSG 327 Nursing Research	4	40	0	0
Spring Quarter					
	Learning Domains*	4	40	0	0
	Learning Domains*	4	40	0	0
	NSG 314 Patient Centered Nursing III: Mental Health	6	30	0	60
	NSG 328 Quality and Safety for Transformational Nsg	4	40	0	0
Year 4 Courses (Senior Year)		Quarter Hours	Classroom Hours		Clinical Clock Hours
Autumn Quarter					
	Learning Domains*	4	40	0	0
	NSG 316 Patient Centered Nursing IV: Pediatrics	6	30	0	60
	NSG 318 Patient Centered Nursing V: OB/Maternity	6	30	0	60
Winter Quarter					
	Learning Domains*	4	40	0	0
	NSG 320 Critical Care Centered Nursing	8	40	0	80
	NSG 329 Leadership & Management for Safe Nsg Care	4	40	0	0
Spring Quarter					
	Elective	4	40	0	0
	NSG 331 Immersion/Capstone: Transition to Professional Nursing	8	20	0	120

* Psychology 303 will be a required course to satisfy Illinois State Board of Nursing requirements. Students will be advised to take courses in bio/medical ethics and social justice within their liberal studies requirements.

Admissions Policies

1. Students must meet the minimum admissions requirements listed on the University website.
2. The School of Nursing is committed to the principles of non-discrimination and equal opportunity for all persons. Students are evaluated and admitted to the program without regard to race, color, religion, gender, sexual orientation, age, or national origin.
3. The School of Nursing is committed to providing equal access for all students with disabilities. Eligibility for services and accommodations is determined by the Center for Students with Disabilities (CSD). Students with disabilities who wish to receive services and accommodations at DePaul University must have their disability on record with CSD.
4. Applications are evaluated and students are selected for admission by the Admission, Progression, and Retention (APR) Committee based on their potential to successfully complete program objectives.

Procedure for Admission

1. The application process follows the DePaul University Admissions for Undergraduate Students. Application materials are available online at the University website. All forms, recommendations, test scores, transcripts, personal essays, and fees are required to complete the application process. Incomplete applications may result in delayed or denied admission for the current term. It is the student's responsibility to ensure that all parts of the applications are submitted in a timely fashion.
2. The BSN program follows the university Transfer Credit Approval policy for undergraduate students. Students who wish to transfer credit should follow the submission guidelines stipulated in the university policy.
3. Completed applications are reviewed by the School of Nursing. Applicants are notified of their acceptance or non-acceptance by the Office of Undergraduate Admissions. Qualified students are admitted on a space available basis.
4. Applications are evaluated and students are selected for admission by the Admission, Progression, and Retention (APR) Committee based on their potential to successfully complete program objectives.

Admission requirements include:

1. Cumulative high school unweighted GPA of 3.5 or above on a 4-point scale
2. Grades of B or higher in high school biology and chemistry
3. At least three years of high school mathematics through Algebra II plus pre-calc or trigonometry (four years with pre-calculus or trigonometry is preferred) with grades of B or higher.
4. All official transcripts must be submitted.
5. Testing is optional although students may submit ACT or SAT scores*
6. Non-native English speakers must have a TOEFL score of 562 (PBT) or higher or 84 (iBT) or higher, with a speaking score of 26 or higher.

Students wishing to transfer into nursing must meet the following requirements:

1. Cumulative undergraduate GPA of 3.0 or higher
2. At least 16 and fewer than 60 quarter hours at DePaul at time of admission
3. Good standing with college/university at the time of admission
4. Completion of pre-requisites for nursing curriculum plan including a minimum of the following courses and grades earned:
5. Completion of BIO 191 or higher at DePaul with a C+ or above
6. Placement in or completion of WRD 103 (or higher) with a C+ or above
7. Complete all BSN pre-requisites before beginning nursing coursework with no more than two grades of C- or C in science pre-requisites
8. WRD 103 and 104
9. Math through MAT 130 (or exempt placement)
10. BIO 191 with lab
11. CHE 130/131
12. HLTH 194 with lab
13. PSY 303: Human Development
14. BIO 201: Human Anatomy
15. BIO 202: Physiology

Grading Scale

Students enrolled in the BSN program will follow this grading scale.

SON Grading Policy: Student grades reflect the whole number that the student earns. Decimal places will not be rounded.

Grading Scale:

A	93.00-100.00
A-	90.00-92.99
B+	87.00-89.99
B	83.00-86.99
B-	80.00-82.99
C+	77.00-79.99
C	73.00-76.99
C-	70.00-72.99
D+	67.00-69.99
D	63.00-66.99
D-	60.00-62.99
F	<59.99

Retention Policies

The BSN curriculum includes nursing and non-nursing courses. Non-nursing courses are taken throughout the four-year curriculum and include science core, common core, and liberal studies coursework. Non-nursing courses are subject to DePaul progression and retention policies. Students must be in good standing with the school of nursing to progress into nursing courses sophomore year. Nursing courses are subject to the school of nursing retention and progression policies.

Non-nursing coursework

1. Entering freshmen will begin as undergraduate students in the College of Science and Health. To remain in good standing with the School of Nursing and to progress into the BSN courses sophomore year, students must:
 - a. Maintain a cumulative GPA of 2.75 or greater.
 - b. Earn no more than 2 grades of C- or below in science core coursework.
 - c. Retake any courses with a grade of D+ or below. The student must earn a C or better in repeated coursework, to be considered for progression.
2. In the summer prior to entry into BSN (end of first year for traditional four-year students), the BSN students' performance will be evaluated by the School of Nursing APR committee to determine eligibility to begin nursing courses. Any student with more than 2 grades of C- in science core courses, a GPA below 2.75, or a grade of D+ or below in liberal arts courses (that have not been retaken with a grade of C or better), will be subject to dismissal from the nursing major without the option for reinstatement. Students may continue with another major at DePaul if they remain in good standing with the university

Nursing Coursework

1. Beginning in sophomore year, students will enter nursing courses and will be advised primarily by the School of Nursing. Students must continue to maintain a cumulative GPA of 2.75 or greater to remain in good standing with the school of nursing. A student will be placed on academic probation if the GPA dips below 2.75. Students placed on probation must enroll in the School of Nursing Success Coaching Program. If the GPA is raised to at least 2.75 at the end of the next academic quarter, the student is no longer on probation. If the GPA has not risen to 2.75 at the end of the next academic quarter, the student will be eligible for dismissal from the program, but not from the university. The student may transfer to other majors as appropriate.
2. Students earning a C or below in nursing courses, will be placed on academic probation. Grades below a C- in non-nursing courses or below a C+ for

nursing courses, are not considered passing, as such the student must repeat the course and earn a C+ or better. If the student can earn grades in all courses that are C+ or above AND earn a cumulative GPA of 2.75 or greater in the next academic quarter, the student is no longer on probation. If this does not occur, the student will be dismissed from the program. The student will be considered “out of sequence” for nursing courses but may continue to take non-nursing courses at DePaul if the student remains in good academic standing according to the DePaul undergraduate handbook.

3. A student may be placed on probation a maximum of two times during their program.
4. In accordance with the nursing licensing regulations, students found to be convicted of a crime will be reviewed by the APR Committee and may be suspended or dismissed from the program. It is the student’s responsibility to disclose any arrests or convictions while enrolled in their program. Degree conferral from the University does not guarantee licensure eligibility in the event the student is convicted of a crime. It is the student’s responsibility to be knowledgeable of the licensure requirements for the state in which they intend to apply for RN licensure.
5. The School of Nursing expects a respectful environment conducive to teaching and learning for all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University and affiliated institutions.
6. Appropriate student conduct is outlined in detail in the Professional Development Guidelines ([Appendix B](#)).
7. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with written contract and placed in the student’s file. Such incidents of inappropriate conduct will then be reported to the Director of the School of Nursing, with copies sent to the Associate Director of the Program, and the APR Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. (For additional information, please see the University Student Handbook-available online, and [Appendix B](#) of this document.)

Progression Policies

1. All students must attend an orientation session before beginning the BSN program.
2. Each student is responsible for reading the Student Handbook. Students are responsible for signing and submitting the Student Handbook Agreement Statement (Appendix F) to affirm they have read and fully understand the policies therein.
3. Students will be assigned a primary and secondary academic advisor, one from CSH and one from the SON. During the first year, BSN students will be primarily advised by their CSH advisor, and during the remainder of their program, they will be primarily advised by their SON faculty advisor.
4. A student may not register for any course that has a prerequisite that has not been completed.
5. Students may not attend classes for a class which they are not enrolled.
6. Students are responsible for maintaining and updating all required records. See Clinical Guidelines for further information. Failure to have all records submitted and up to date at the beginning of each course will result in inability to attend the clinical component of the course.
7. Leave of Absence:
 - a. Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Associate Director of the Program and the Coordinator of Clinical Placements, APR Committee and Director of School of Nursing should be notified. Depending on circumstances and estimated length of absence, the Associate Director or student's academic advisor may recommend additional action to complete the request process.
 - b. Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the APR Committee. It is the student's responsibility to send a copy of such request to the Director of the School of Nursing, the student's faculty advisor, the Associate Director of the Program, and the Coordinator of Clinical Placements. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the DePaul Nursing Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the nursing course sequence. Students will be notified in writing regarding the decision concerning their re-entry to the program. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the nursing program. Students who become "out-of-sequence students" due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon re-entry based upon space available and cannot be guaranteed placement in the next available clinical course needed. "Out-of-sequence students" cannot displace in-sequence students from a clinical spot.

8. Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the University. Their application will then be considered with all other qualified applicants applying for admission to the nursing program.
9. A student who withdraws from a core nursing course while in good standing cannot progress in the sequenced nursing curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the APR Committee in consultation with both the Director of the School of Nursing or Associate Director of the Program and the course faculty.
10. A student who withdraws from a core nursing course who is “not in good standing” (with a grade of “C” or lower or on probation) at the time of withdrawal, will be referred to the APR Committee. The APR Committee will review the student’s past and current performance and elicit recommendations from the course faculty. A representative of the APR Committee may then meet with the course faculty, Associate Director of the Program, and student, to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced nursing curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical practicum and a didactic theory portion, both course segments must be completed simultaneously.
11. A student may withdraw from a core nursing course “not in good standing” (with a grade of “C” or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program.
12. All out-of-sequence students will be placed in clinical on a space/faculty available basis. Scheduling priority will be given to students who are out of sequence for military service, illness, or family leave before students who are out of sequence for failure or withdrawal “not in good standing.”
13. A student who has a grade of B- (83% or less) at mid-quarter may be placed on contract for academic improvement by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation to progress in the program.
14. Failure to meet all the agreed upon terms outlined in the student contract will result in the consequences identified in the contract which may include program dismissal.
15. In accordance with DePaul University policy, students must complete their program within 6 years of matriculation.

Admission, Progression and Retention (APR) Committee

Enforcement of Retention Policies

The School of Nursing (SON) has designated the Admissions, Progression and Retention (APR) Committee as the administrative body responsible for enforcing the Retention Policies listed in the School of Nursing Student Handbook. Please consult those policies directly for more specific information. The procedures of the APR Committee regarding Retention Policies are as follows:

1. Instructors shall notify the APR Committee Chairperson (within one week of the end of the quarter) of a student who will be receiving a final grade in a course that is a C or lower. The APR Committee Chairperson will be responsible to initiate the academic action to be taken and to notify the student.
2. Retention Policies may indicate that an academic action is taken, including a) inability to receive credit for a course, b) probation, c) suspension from the program, or d) dismissal from the program. The APR Committee shall notify the student in writing of the chosen academic action. If the trigger for the academic action is academic performance, the APR Committee will notify the student in writing no later than two weeks after the end of the quarter in which the student received a final grade in any course(s) that has resulted in the academic action. If the trigger for the academic action is the conviction of a crime, the APR Committee will notify the student within two weeks of receiving notice of the conviction. If the trigger for the academic action is a claim of unsafe behavior in the clinical setting, or other student misconduct, APR Committee notification will occur no later than two weeks after the Director of the School of Nursing has communicated the decision to the student.
3. If a student wishes to appeal a dismissal that the APR Committee has taken pursuant to the Retention Policies, the student must follow the [Procedure for Appealing a Dismissal](#).
4. Students who are reinstated following a dismissal must maintain a 2.75 GPA and individual course grades C+ or better to remain in the program. Students who earn a 2.74 GPA or lower or a grade of C or below in nursing course work, will be dismissed from the program without the option for reinstatement.

Procedure for Appealing a Dismissal

Requests and Appeals Related to Academic Process

Students in the BSN Program who wish to apply for reinstatement after having been dismissed shall contact the APR Committee within 72 hours from their notification of dismissal. Their application for reinstatement should describe the nature of the circumstances leading to their dismissal and their corrective plan of action for future success in the BSN program. The APR Committee will review their application and decide to whether to reinstate.

1. During the time the APR committee reviews the student's application for reinstatement, the student shall remain responsible for any coursework/assignments/deadlines/compliance issues related to their classes in that quarter. Students under dismissal/reinstatement review will NOT be allowed to participate in any clinical activity where direct patient care is involved. In lieu of

attending clinical, the student shall be offered an equivalent assignment at the discretion of the APR Chairperson and/or BSN Associate Director.

2. In the event the student is reinstated, the student will be notified via e-mail of their reinstatement. The student shall henceforth be responsible for adhering to the conditions set forth by the APR Committee.
3. In the event the APR Committee decides to deny reinstatement, the student shall be immediately removed from all class rosters and will no longer be allowed to attend any classes/clinical or any other related activity virtually or in-person. The student has the right to petition for reinstatement within a week of notification directly to the Director of the School of Nursing, who may decide to reinstate the student.
4. In the event the Director of the School of Nursing denies reinstatement, the student shall be dismissed immediately. In the event the Director of the School of Nursing reinstates the student, they will be eligible to enroll in classes the following academic quarter. The student will be responsible for adhering to the conditions set forth by the Director of the School of Nursing. If the student fails to comply with the conditions set forth by the director of the school of nursing, the student will be eligible for immediate dismissal. The decision of the Director of the School of Nursing is final.
5. Moreover, a student may only be reinstated once.

Grade Challenge

The APR does not handle grade challenges. Students wishing to challenge a grade are directed to the DePaul University Student Handbook and follow the steps outlined there. The steps are summarized below.

1. The student must make an appointment to meet with the clinical instructor or course coordinator if the course involved is a clinical course, or course instructor for other courses.
2. If not resolved, the student meets with the Associate Director of the BSN program.
3. If not resolved, the student meets with the Director of the School of Nursing and must send all documentation regarding the challenge prior to the meeting.
4. If not resolved, the student may submit a completed Grade Challenge Application to the Grade Challenge Review Board. The application can be found at: <https://csh.depaul.edu/student-resources/Pages/General%20forms/grade-challenge-application.aspx>. Additional information about grade challenges can be found in the DePaul University Undergraduate Student Handbook.

Grievance Procedure

The School of Nursing adheres to the guidelines and procedures of the DePaul University [Student Handbook](#) in matters regarding:

1. Student rights

2. Student responsibilities
3. Policies regarding grade challenges
4. Procedures for filing a grade challenge
5. Disciplinary procedures and other related matters covered in the handbook
6. The exception is that the School of Nursing requires filing of a grievance prior to the commencement of the next academic quarter

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the University's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file an academic integrity violation with the University. Actions taken by the instructor do not preclude the School of Nursing, College of Science and Health or the University from taking further action, including dismissal from the University. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution. The full Academic Integrity Policy can be found at: <https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>

Academic Integrity Policy Extension for Clinical and Service Settings

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service, clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well. See also Professional Development Guidelines ([Appendix B](#)).

Student Advising/Program of Study

1. Each student is assigned an academic advisor. Students should consult with the academic advisor for any program related concerns. Students in the BSN program will be advised by the following:
 - a. For the first four quarters, students will have a primary advisor in the college of science and health - office of academic and student services (OASS) and a secondary advisor from the school of nursing. During the

first four quarters the students' primary advisors will be from OASS.

- b. Starting winter of the student's sophomore year (or fifth quarter), the students' primary advisor will be from the School of Nursing and the secondary advisor will be from the college of science and health - office of academic and student services (OASS). Students will be notified of the switch during winter intersession between fall and winter quarter of their second year
2. Students are responsible for reading the Student Handbook. Students are responsible for signing and submitting the Student Handbook Agreement Statement ([Appendix F](#)) to affirm they have read and fully understand the policies therein by October 1st of their freshman year. The agreement must be uploaded to Castle Branch along with all required compliance documentation, once an account is established.
3. Classes are scheduled so that a full-time student can complete the typical program of studies in the designated time frame. Students taking courses out-of-sequence, may experience delay in obtaining necessary courses for timely progression in the program.
4. Students who are out-of-sequence must follow the steps below and may experience a delay in obtaining necessary courses for timely progression in the program. The out-of-sequence student must:
 - a. Set up an appointment to meet with their OASS academic advisor and the Associate Director of the BSN Program.
 - b. The Associate Director of the Program and student will develop a revised and individualized program of study that the student will follow.
 - c. The student is responsible for enrolling in the correct courses as outlined.
5. The student is responsible for enrolling in classes in the sequence identified in their program of studies. Should circumstances interrupt or delay registering for the designated classes, student must notify the Associate Director of the Program, the department administrative assistant, and faculty advisor for modification of the planned program of studies. The APR Committee and Coordinator of Clinical Placements will be notified by the faculty advisor of the proposed interruption.
6. The student is responsible for knowing and meeting all prerequisites to courses for which the student is registered.
7. The student is responsible for scheduling student-advisor-and student-instructor meetings as needed.
8. The student may not register for any clinical course until all conditions of admission, undergraduate nursing prerequisites, and liberal arts and science requirements are completed. Students who are not in compliance will be withdrawn from the course(s) for which they are currently registered. Students will be denied progression in the program up to and including graduation until all requirements are met.

ATI Exam Policy

All pre-licensure students are required to take the ATI exam correlated with their courses. The goal for all students is to achieve a Level 2 or Level 3 proficiency. Prior to any proctored exam students are required to prepare by completing a practice exam and performing the focused review.

For students who pass the ATI at Level 3 on the first try, they will receive 5%. For students who pass the ATI at Level 2 on the first try, they will receive 3%. For students who pass the ATI at Level 1 on the first try, they will receive 1%. Students who receive a score of less than level 1 on the first attempt will receive 0%. Students who receive a level 2, remediation is suggested and retaking the ATI exam to receive a higher grade is optional. Students who receive a Level 1 or less than level 1, are required to remediate and are mandated to retake the exam. **Students who earn a level 1 or less than level 1 on the first and second attempt must enroll in success coaching**

Highest Attempt Level	% Course Credit	Next Steps	Remediation (Completed)	Maximum % Possible
3	5%	None	N/A	5%
2	3%	Remediation suggested, and option to retake for higher grade or accept grade	+2%	5%
1	1%	Required to remediate and mandatory retake required	+2%	3%
Less than 1	0%	Required to remediate and mandatory retake required.	+2%	2%

Remediation is worth 2% course credit and will be applied towards the allocated ATI course credit, however, a **maximum of 5% course credit** can be given for ATI. Example 1: Student receives a 1 on first attempt, completes remediation (1%), and achieves a 3 on the ATI retake (5%). The student will only receive the maximum 5% course credit. Example 2: Student receives a 1 on the first attempt, completes remediation (2%), and achieves a 2 on the ATI retake (3%). The student will receive 5% course credit.

To achieve the 2% remediation students are **required to complete the focused review for a minimum of 1 hour and complete a 200-question dynamic quiz in Learning systems 3.0 or instructor specific remediation quiz**. Students must achieve a 65% minimum score or have three recorded attempts whichever is achieved first. Remediation should be started no sooner than 24 hours after the exam and completed within the week following the exam and the retake. For best results it is also recommended to retake both practice exams and created content quizzes.

Students taking the Comprehensive ATI are required to achieve a 90% percentile rank as passing. If the Comprehensive ATI is not passed on the first attempt, the student must complete remediation and retake the ATI exam

ATI Live Review - Quarter 8 (final nursing quarter for BSN)

The Mandatory ATI Live Review is a three-day intensive NCLEX review that is included in the ATI bundle package. Attendance to all sessions is mandatory for all graduates at the end of program. In an extenuating circumstance (documentation required) where the student cannot attend the Live Review, they should notify the School of Nursing as soon as possible. Completing the ATI Live Review is

required to pass immersion course.

Clinical Guidelines

The student acknowledges that all DePaul University and School of Nursing academic and conduct policies remain in place during clinical experiences. The student also agrees to comply with all policies set forth by the clinical site. The student understands that failure to comply with University or School of Nursing policies or the policies of the clinical site may result in consequences, including removal from the clinical site and/or failure of the course. A student may fail or be removed from clinical if the required onboarding or orientation required by the site is not completed. The student understands that it is their responsibility to immediately notify their clinical instructor in the event that the student encounters conflict with their preceptor or staff at the site.

Students are required to:

1. Attend ALL scheduled learning activities including orientation, lectures, exams, seminars, laboratories, simulation activities, observations, clinical practicums, evaluation conferences, and other comparable activities. If any scheduled learning activities are missed, the student will need to make-up these learning activities or withdraw from the course. Students are advised that opportunities for making up learning activities are subject to clinical faculty, site and laboratory availability.

Students are responsible for notifying the appropriate faculty member when makeup for an absence from a scheduled learning activity cannot be completed. Notification of faculty prior to an absence is expected, and when not possible, the student is responsible for notifying the faculty as soon as possible. An excused absence is defined as an absence for illness or other special circumstance, in which the faculty has been notified prior to the absence. Unexcused absence is defined as an absence for non-essential activities (e.g. vacation) which results in an absence that has not been pre-approved by faculty. Students are responsible for resolving any conflicts that may arise. Failure to notify an instructor or preceptor of absence or tardiness is grounds for a zero for the activity or assignment, failure of the course, and/or dismissal from the program.

The decision regarding the make-up of learning activities or consequent withdrawal from a course resides with the course coordinator and/or clinical instructor as specified in the course syllabus and as practical to the missed activity and class/clinical setting. Any absence may result in a lower grade. Absences of more than 15% of the total course hours may result in failure of the course.

Students are expected to arrive on time, prepared for all scheduled learning activities. This includes but is not limited to: appropriate dress, knowledge of medications, development of an appropriate plan of care, completion of all written and motor tests on skills that are necessary to a particular clinical rotation/setting. Refer to [Student Clinical Dress Code Requirements](#).

2. Students deemed unprepared, or tardy may be asked to leave the clinical setting, receiving an “Unexcused” absence for the day. An “Unexcused” absence in

clinical may result in failure of the course.

3. Wear a watch with a second hand or digital second reading capability, a stethoscope with both a diaphragm and bell (dual head), a penlight, bandage scissors, student uniform, name badge, and ball point ink pen.
4. Provide own transportation to clinical sites and pay for own parking as needed. Students are not allowed to transport clients or client families at any time.
5. Know and follow individual clinical agency policies and procedures. This information is available through each individual agency.
6. Use legal signature in charting. The initials NS are to follow the legal signature.
7. Be knowledgeable about the clinical institutional policy on administering narcotics and act accordingly.
8. Comply with additional requirements of the clinical setting including but not limited to drug screening.
9. Bring reference books and materials to the clinical setting as needed to provide safe care.
10. Pass a medication dosage calculation quiz at 92% prior to administering medications in each clinical practicum. Refer to [Medical Safety Exam \(MSE\) Policy](#).
11. Full-time students are expected to commit and direct significant time and energy to their program of study. Thus, the School of Nursing recommends that students limit their outside employment to 16 hours per week during periods when classes are in session. Previous experience demonstrates that students who work in excess of this recommendation endanger their scholastic standing and place themselves “at risk” for academic failure. Neither the University nor the School of Nursing has or assumes responsibilities for the nursing care of patients rendered by the student working as a nursing assistant since the student is employed by the nursing service and during such employment is not under the supervision of DePaul University.
12. The DePaul nursing student uniform should only be worn during scheduled clinical activities. It is not to be worn during the student’s hours of employment.

The following activities are prohibited in the clinical setting. Nursing students will:

1. NOT serve as witnesses of operating and diagnostic permits, wills, or other legal documents.
2. NOT take verbal orders or telephone orders from a physician.
3. NOT sign off on blood products, or administer chemotherapeutic agents.
4. NOT administer IV push medications nor work with central lines, unless directly supervised by their clinical instructor or preceptor.

Medication Safety Exam Policy

The ability to calculate medication dosages is vital to patient safety. To ensure students can demonstrate competence in dose calculation, a Medication Safety Exam (MSE) will be given in Fundamentals and again in each course that contains a clinical rotation, prior to the student being allowed to pass medications in that clinical rotation. Increasing levels of math competency and difficulty will be assessed with each subsequent course that contains a clinical rotation.

Guidelines for MSE:

1. Students must pass the MSE in the fundamentals course and subsequent courses that contain a clinical rotation with a minimum 92% proficiency, within two attempts. The steps below will have set dates to be determined by course faculty and posted on the course schedule with the first MSE given around week three.
 - Step 1: Students must complete ATI dosage calculation modules (online practice assessment) for the course that contains a clinical rotation. Documentation will be required as a ticket to test.
 - Step 2: Once students complete the modules, students will take a practice test. Students must achieve a 100% to take the MSE, to be submitted one week before the scheduled MSE. If students are not successfully achieving a 100% on the practice test, they are required to schedule a meeting with their faculty for further guidance to be ready to take the MSE on the date determined by course faculty.
 - Step 3: After successful completion of the practice test in step 2, students may sit for the MSE. Students must achieve a 92% to pass.
 - Step 4 (if needed): Students who do not pass the first MSE must complete remediation with success coaching and/or GA's, to be determined by course faculty. Should students in Medical-Surgical nursing and beyond not pass the medication safety exam on the second attempt, the student will be determined not competent to safely pass medication in the clinical setting. Students may not pass medications until they have successfully passed the MSE.
 - Step 5 (if needed): Students may sit for MSE a second time. Students who do not pass will receive an incomplete in the course until they are able to demonstrate successful completion of the MSE, including remediation and proficient demonstration in a simulated environment.
2. Students having difficulty mastering the MSE concepts should seek help immediately from course faculty and/or Student Support Services. Math tutoring is also available through Math department.
3. *Students unable to demonstrate proficiency in step 5 will be dismissed from the BSN program.*

Unsafe Clinical Performance

A student is responsible for implementation of safe patient care during the supervised clinical practicum. Unsafe behavior can result in suspension from the clinical site, student remediation, failure of the course, and/or dismissal from the program. Unsafe practice is

defined as behavior that has the potential to cause serious harm to a patient.

Unsafe practice patterns include but are not limited to:

1. Violating HIPAA requirements.
2. Violating OSHA requirements.
3. Performing a procedure outside the domain of nursing.
4. Performing a procedure in which student is not prepared to perform.
5. Failing to use universal precautions.
6. Administering treatments/medications in any form via any route without consent and/or supervision from the clinical instructor.
7. Advising patients about diagnosis or prognosis or referring patients to treatments, agencies, medications, without first discussing such with the clinical instructor.
8. Asking a staff nurse to supervise any procedure without consent of the clinical instructor.
9. Inability to correctly calculate math/medication problems.
10. Knowingly exposing patients, colleagues, and others to actual or potential life-threatening communicable diseases.
11. Stealing drugs, supplies, or belongings from an agency or patient.
12. Removing copies of patient care documents from healthcare agencies.
13. Removal of patient identification.
14. Failure to adhere to DePaul School of Nursing and/or clinical agency policies.
15. Falsifying patient records or fabricating patient experiences.
16. Neglecting to give appropriate care.
17. Providing patient care in a harmful manner or exhibiting careless or negligent behavior in the process of providing care to a patient.
18. Refusing to assume the assigned care of a patient or failing to inform the instructor of an inability to care for a patient.
19. Willful or intentional physical or emotional harm to a patient.
20. Failure to report an error in assessment, treatment, or medication, or failure to report an unusual occurrence or an adverse reaction.
21. Failure to comply with DePaul's Drug Free Campus policy.
22. Performance not in compliance with stated student expectations as outlined in lecture or course syllabi.
23. Failure to know proper vital sign ranges as well as failure to notify instructor or patient's nurse of critical vital sign value.

Any student whose pattern of behavior demonstrates unsafe clinical practice that

endangers a patient, colleague, or self in the clinical area will be suspended immediately from the clinical experience. The clinical instructor will meet with the student to discuss how the unsafe behavior came about and potential complications from said behavior and prepare written documentation of the event. This will be forwarded within 24 hours to the course coordinator. A copy of this document will be placed in the student file and forwarded to the Director of the School of Nursing, Associate Director of the Program, and APR Committee. If appropriate, an incident report will be filed at the clinical site.

If, in the clinical instructor's judgment, a student is unsafe to continue in the clinical practicum, the clinical instructor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The instructor will follow institutional guidelines as appropriate.
2. Contact the course coordinator and the Associate Director of the Program.
3. Submit a written report of the incident to the Associate Director within one working day. The Associate Director will contact the Registrar to put a hold on the student's grade; the student will not be allowed to withdraw from the course at this time. The clinical instructor will schedule a meeting with the student within 24 hours of the incident or as soon as is practical, and prepare a written report that describes the incident that resulted in the student's dismissal from clinical. The student will be given a copy of the report at this time.
4. The clinical instructor will advise the student that he or she will not be able to return to clinical until the meeting with the Associate Director takes place.
5. Within 3 working days, or as soon as is practical, a meeting will be held. In attendance at the meeting will be the clinical instructor, the student, the course coordinator and the Associate Director of the Program. The student may have their advisor present at the meeting. A decision regarding the student's continuation in the program will be made. This meeting will determine whether the student will be administratively withdrawn with a grade of F or is allowed to return to complete the clinical. The clinical instructor initiating the meeting is not involved in the decision regarding the student's progression in the program. A decision is made at the meeting and communicated to the student.
6. The documentation related to unsafe clinical practice will be placed in the student's file.
7. The APR reviews any administrative course withdrawal resulting in an F and will send the appropriate dismissal notice to the student. The student may elect to appeal this decision per procedures in the Student Handbook.

Clinical Performance Temporary Limitation

A student who incurs an injury or has any other physical limitation of a temporary nature must notify the clinical instructor and course coordinator and provide documentation from their health care provider that clears them to be able to safely carry out the duties of a student in the clinical setting. This must occur as soon as possible and prior to clinical attendance. The final decision as to whether the student is allowed in the clinical setting

rests with the clinical agency. If the student is unable to attend the clinical, the student will need to withdraw and meet with the course coordinator and Associate Director of the Program to explore options. Students who are pregnant are advised that clinical sites have individual policies and requirements related to pregnant students that may impact the student's ability to attend or complete a clinical rotation.

Clinical Probation/Remediation

A student requires a clinical contract when one or more clinical course objectives are not met. These behaviors, if not addressed, put the student at risk for receiving a non-passing final grade in the course. The process is initiated as soon as an instructor and/or course coordinator recognizes that a student's performance or behavior may jeopardize the successful completion of a course. The clinical contract can be initiated at any time during the quarter.

The clinical contract is documented on the Student Faculty Contract ([Appendix A](#)) and is completed by the course coordinator and clinical instructor with the student. The course coordinator and clinical instructor will document, in writing, on the contract form, the areas of deficient student performance and identify behaviors the student will need to demonstrate in order to receive a passing grade. The student will receive a copy of this contract. The student's academic advisor will be notified as will the Associate Director of the Program.

The academic advisor will follow up with the course coordinator regarding the student's remediation progress. By the end of the quarter (or completion of the course in the event of a withdrawal), the student must demonstrate satisfactory remediation of all areas of concern noted in the contract without further additional deficits or risk failing the course. Once the contract requirements have been met, the instructor will document this on the form and both student and instructor will sign the form. A completed copy will be provided to the student. Additional copies are sent to the Coordinator of Data Management for tracking purposes and placed in the student's file.

Clinical Failure

In the event that a student does not receive a passing grade in the clinical component of a course, the student will receive an F for the entire course.

School of Nursing Simulation Lab

Mission Statement:

The DePaul Simulation Lab (DSL) is committed to facilitating experiential learning opportunities for students. In order to promote a safe interactive learning environment that fosters collaboration, teamwork, and the synthesis of didactic and clinical knowledge, the DSL employs cutting edge technology in addition to the simulation standards of best practice.

Vision Statement:

- Simulation is uniformly integrated across the nursing curriculum
- A succession of rigorous scenarios will be provided to stimulate and enhance student's problem-solving, critical thinking, and decision-making skills
- Within five years the DSL will be recognized as a Society for Simulation in Healthcare (SSH) accredited simulation lab (estimated 2023).

Use of Clinical Simulation

Simulation has been found to be an effective tool for clinical learning. At DePaul University, clinical simulation experiences are used as a portion of the clinical component of clinical courses. Students are expected to perform in simulation as they would in the clinical setting. Simulation experiences are subject to the same rules, policies, and procedures as the didactic and clinical settings used by DePaul University School of Nursing.

Simulation expectations policy:

Student expectations for each simulation:

1. Students will be on time.
2. School uniform will be worn.
3. Student will bring stethoscope and penlight.
4. Student will have submitted a preparation document to the appropriate drobox prior to the simulation experience

All above criteria must be met before students will be allowed to participate in the simulation. Failure to meet the above criteria will result in the student being sent home.

If a student is sent home, the student will only be able to make up the simulation experience if there is room in a future simulation date, and the clinical instructor/simulation faculty approve this.

Professional Conduct:

1. Students must conduct themselves in a professional manner that does not interfere with instructional activities.
2. Students are expected to arrive 15 minutes prior to scheduled lab/simulation activities. Tardiness exceeding 15 minutes from the start of the activity without communication with the simulation team or clinical faculty will be deemed unprofessional behavior. The student will be sent home immediately, and notification will be sent to the course coordinator.
3. Students will not use lab/simulation equipment for any other purpose other than specified.
4. Any witnessed equipment abuse or malfunction should be reported to the associate director of simulation immediately.

5. Students must provide care in a way that is respectful to the manikin. During the simulation experience the manikin should be treated as a real patient.
6. To prevent permanent damage to the manikins, students will only be allowed to bring a pencil into the sim bay.
7. All preparatory assignments must be submitted electronically through the D2L Dropbox, which is located inside the sim module within the student's individual clinical/ lab section. Students are expected to submit required materials by 1130pm 1 week prior to the scheduled date of the simulation. Failure to submit preparatory assignments by the deadline will result in the inability to participate in the simulation experience. Please note, timeframes for submission can be overridden by the associate director of simulation. If scheduling changes occur with submission documentation, the associate director of simulation will reach out to the course coordinator whom will contact the student body with alternative instructions.

Disrespectful Behavior

Disrespectful behavior is defined as inappropriate verbal or non-verbal behavior that is offensive, argumentative, ill-informed, or lacking in sensitivity to the dignity of any individual. Disrespectful behavior in the clinical setting creates a non-therapeutic and unsafe environment. In the academic setting, it creates a hostile environment and is a violation of academic integrity. Because of its serious consequences and potential threat to client safety, one instance of disrespectful behavior will result in a student/faculty contract. If a student is found to violate this contract, they will fail the simulation experience as well as the clinical component of the course.

Grading Policy

The simulation preparation documents, simulation experience, and debriefing are pass/fail graded exercises. In the event that student(s) perform poorly in a simulation remediation will be recommended to the course coordinator.

Simulation Performance Remediation

Students are expected to provide patient care in the simulation experience as they would during a clinical day. Therefore, students must come prepared to provide the highest standard of patient care given their current knowledge base. The following critical incident will result in mandatory remediation:

1. Failure to complete a head to toe physical assessment
2. Failure to administer medication while verifying the 5 Rights
3. Failure to use standard precautions when providing client care
4. Failure to complete simulation experience using professional behavior

In the event of a critical incident during a simulation, the associate director of simulation will meet with the student(s) to discuss the events leading up to the critical incident. The associate director of simulation will work with the student(s) to identify a day for remediation, which will include review of skills and repeating the scenario in which the

critical incident occurred. The associate director of simulation will also notify the course coordinator of the critical incident and remediation plan.

Please see the SON Simulation Lab Handbook for further information.

Student Clinical Dress Code Requirements

1. The student is to be well groomed at all times presenting a professional image. Students should be familiar with clinical site dress code policies and professional conduct requirements. If site policies are more restrictive than such policies should still be followed.
2. When not giving direct patient care, but engaged in learning activities at a clinical site, students must wear their nursing uniform under white lab coat with DePaul School of Nursing patch, their name badge, and clean closed toe shoes.
3. Professional clinical appearance includes:
 - Clean and wrinkle-free navy scrubs uniform and lab coat. DePaul patches should be permanently attached to the left uniform and lab coat sleeves.
 - Name badge must be worn with the uniform.
 - Nails may not extend beyond the tip of the finger to avoid injuring patient during physical assessments and daily care activities.
 - Avoid wearing any jewelry with the exception of a wristwatch. Note: in some clinical areas all jewelry must be removed.
 - Display of visible tattoos, hair color/style, facial hair, piercings and other body modifications are subject to the rules and regulations set forth by clinical and community-based service learning sites.
 - Appropriate clean closed toe shoes should be worn in the clinical setting.
4. These guidelines are subject to modification by the clinical instructor, based on the instructor's judgment, individual student religious or cultural practices, the sensibilities of the population, and the dress code of the particular clinical unit/agency or event where the student is in attendance or practicing.
5. Students in Psychiatric Mental Health Nursing rotations may receive additional guidelines from their clinical instructors.

Confidentiality

Patient/Client Privacy:

1. The student is expected to adhere to the American Nurses Association Code of Ethics for Nurses and act in accordance with the Patient's Bill of Rights.

2. Confidentiality is the protection of a client's privacy through careful use of oral and written communications. The client's right to privacy is safeguarded by judicious protection of confidential information. The student should adhere to the School of Nursing Social Media policy ([Appendix C](#)) regarding maintenance of confidentiality and protection of privacy as it relates to communication via social media.
3. A client's chart is a legal document. Information from the client and chart is confidential and cannot be disclosed to those not caring for the client. All entries must be accurate and legible. No part of the client's medical record can leave the hospital. Students are not allowed to access the records of patients for whom they are not providing direct care.
4. Information communicated by clients to students may not be repeated to anyone outside of the direct care team. Care should be taken when in the corridors, lounge, classroom, dining rooms, or other public areas, so that conversations are not overheard.
5. Individuals can withhold any information about themselves that they desire. Nursing students must be especially careful regarding the invasion of the client's privacy.
6. Students should use only the initials of the client when filling out history forms, care plans, and any other documents which are a part of their educational experience.

Unprotected Exposures

In the event of any unprotected exposure to blood or body fluids, the student is to follow the procedures of the DePaul University School of Nursing Bloodborne Pathogens Exposure Control Plan: <https://csh.depaul.edu/academics/nursing/student-resources/Pages/exposure-control-plan.aspx>

Exposure at DePaul University

Any student who incurs an exposure incident at DPU should obtain confidential post-exposure evaluation and follow-up.

Lincoln Park site students who would like to obtain this confidential post-exposure evaluation and follow-up from Advocate Illinois Masonic Medical Center may contact DePaul Public Safety, who will facilitate transportation to Advocate Illinois Masonic Medical Center.

The post exposure evaluations and follow-up, should include at least, the following elements:

- Documentation of the route(s) and circumstances of the exposure;
- The results of the source individual's blood testing, if available; and

- All medical records relevant to the appropriate treatment of the student, including vaccination status, the Safety Officer or designee will maintain these records.

Collection and testing of blood for HBV and HIV serological status will comply with the following:

- The exposed student's blood shall be collected as soon as feasible and tested after consent is obtained;
- The student may have his/her blood collected for testing of the student's HIV/HBV serological status. The blood sample will be preserved for up to 90 days to provide time for the student to decide if the blood should be tested for HIV serological status.

The student is responsible for costs associated with the medical evaluation.

Exposure at Outside Facility while Performing Duties within Student Role

Any student incurring such an exposure should follow both DPU's post exposure policy as well as the institution's policy where the exposure occurred. All student exposure incidents, whether they occur at DPU or off-campus while conducting learning or training activities under the SON must be reported to the Safety Officer or his/her designee as soon as possible, but no later than one business day after the incident.

Students are encouraged to speak with their health care provider about any additional follow-up post-exposure prophylaxis that may be recommended.

When possible, the Safety Officer, his/her designee, or institution where the exposure took place, will look into testing the exposure source individual for HIV, hepatitis B, and/or hepatitis C. Testing of the source individual's blood does not need to be repeated if the source individual is already known to be infected with HIV, hepatitis B, and/or hepatitis C.

Student Injury and Incident Policy

In the event that a student is injured (or involved in an untoward incident*) while in the clinical setting, the student should immediately notify the clinical instructor. The clinical instructor should assist the student to seek immediate health assessment and response following all policies and procedures of the clinical setting that pertain to the type of injury sustained. The clinical instructor must notify the course coordinator of the event by the end of the clinical day.

If a student is injured (or involved in an untoward incident) on the campus while conducting learning or training activities, the student must notify the instructor or faculty member in charge of the activity immediately. The instructor or faculty member in charge must call 911 if the injury is serious. The instructor or faculty member is to notify DePaul

Public Safety and follow University policy for all injuries.

All student injuries (or untoward incident), whether they occur at DePaul University or off campus while conducting learning or training activities under the School of Nursing require that DePaul Public Safety is notified, that a public safety report is filed and the DePaul Environmental Health and Safety Incident Report form (DEHSIR), which can be found at <https://offices.depaul.edu/environmental-health-and-safety/forms/Pages/incident-report.aspx>, is completed. All must be completed within 1 business day of the incident. The incident must also be reported to the School of Nursing Safety Officer or the SON Safety Officer designate as soon as possible but no later than one business day after the incident. When reporting to the SON Safety Officer, the student is to include a copy of the completed DEHSIR.

If a student reports an incident in which the harm to student is not physical but rather psychological or emotional, clinical faculty should notify the Associate Director of the Program who will direct the student to appropriate DePaul University resources.

Once the student has been seen by a health care professional for the injury (or untoward incident) and completed all reporting processes required by the University and clinical setting, the student should contact his/her health care provider for any further treatment or health care follow-up that is needed. The student may wish to contact the Dean of Students office if the student has concerns or questions.

If a student has a condition that may put them at risk of injury (i.e. syncopal episodes, hypotension, seizures, etc.), the student should provide appropriate documentation from their provider for clearance to participate in clinical. Student will also be asked to submit a self-care plan to identify action plan that will be kept in their student file. Clinical instructors and Associate Director of the Program should be informed of risk and the care plan should be discussed.

Student Clinical Requirements

It is mandatory for students to complete and upload all clinical requirements to their Student Immunization Tracker via Castle Branch, see [Health Requirements Guidelines](#) for more detailed instructions about requirements. All clinical requirements must be submitted and approved prior to the first day of the quarter of clinical attendance. Updates and renewals (e.g., updated lab results, renewed coverage, yearly immunizations) must be submitted to Castle Branch PRIOR to the expiration date. It is the responsibility of the student to ensure that all clinical requirements are kept current. Students who do not have all requirements approved are considered non-compliant.

While non-compliant, a student is not permitted to attend ANY clinical activity, including orientation. Inability to attend a clinical activity due to non-compliance is considered an unexcused absence. More than one unexcused absence puts the student at risk of failing the course. Should a student remain non-compliant for more than 5 business days from the start of the quarter OR miss a mandatory clinical activity such as orientation due to non-

compliance, he or she may be administratively withdrawn from the course. Students will have to wait for the next time the course is offered to take any further nursing courses.

The student must submit **COPIES** (NOT ORIGINALS) of required documentation which includes the following plus any other requirements from our clinical partners. These can be viewed on the [health requirements website](#) and will be included in Castle Branch and will be communicated with students well before these are due.

1. Tuberculosis (TB) Screening:

All students that will provide patient care in the clinical setting are required to submit proof of a negative screening for tuberculosis prior to the first day of the clinical rotation. Documentation must be uploaded into Castle Branch and approved to fulfill this requirement. This can be done by completing one of the following:

- a. Two-step Tuberculin Skin Test*: The student will be required to have two separate tuberculin skin tests (placement and reading x 2) placed 1-3 weeks apart. The results of both tests must be uploaded into Castle Branch.
- b. QuantiFERON Gold Test: The student will be required to have this blood test drawn and upload the results into Castle Branch.

**Please note: some clinical sites will only accept QuantiFERON Gold as proof of a negative screening.*

Students with Positive TB Results

- a. Students with a history of having positive TB results or has received the BCG vaccination prior to admission into the nursing program at DePaul University must complete the following:
 - i. Submit certification from a healthcare provider that the student is currently free of the signs and symptoms of active tuberculosis. This certification must be renewed every 6 months.

AND

 - ii. Submit a negative chest X-ray from the time of the initial positive TB results. In the event that a chest X-Ray was not completed, the student will be required to obtain one prior to the first day of the clinical rotation.

OR

 - iii. Complete a QuantiFERON Gold test.

AND

 - iv. Submit certification from a healthcare provider that the student is currently free of the signs and symptoms of active tuberculosis. This certification must be renewed every 6 months.
- b. Students found to have positive TB results while completing pre-clinical screening requirements for DePaul University must complete the following prior to the first day of the clinical rotation:
 - i. Obtain a chest x-ray and submit the results.
 - ii. Submit certification from a healthcare provider that the student is currently free of the signs and symptoms of active tuberculosis. This certification must be renewed every 6 months.

If the student shows signs and symptoms of active tuberculosis during the provider evaluation, the student may not begin the clinical rotation until documentation of a completed course of prophylactic therapy and certification of currently being free of the signs and symptoms of active tuberculosis has been completed.

2. Measles, Mumps, and Rubella (MMR): A vaccination series OR titers are necessary to document immunity. If uploading a titer, ensure the document contains the titer value as well as the reference norm. The required titers are as follows:

- a. Rubeola IgG
- b. Mumps IgG
- c. Rubella IgG

If titers indicate no immunity for Rubeola, Mumps, and Rubella, immunization is required.

Students must sign a waiver if no immunity is detected on follow-up titer. The waiver states that you understand the risk associated with continuing in the nursing program, specifically that if you contract the disease to which you are not immune, the school is not liable and that you want to continue in your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need to furnish any further documentation.

3. Varicella: A Varicella IgG titer OR documented receipt of two vaccinations is required. If the initial titer is negative, provide documentation of two vaccinations after the negative titer. A repeat titer is NOT required.

4. Proof of immunity to Hepatitis B must be confirmed through bloodwork. Immunity may be achieved through vaccination or previous exposure*. You may submit test results and documentation of immunity from your provider in lieu of receiving vaccination. The following documents will be accepted as proof of immunity:

- a. Positive Hepatitis B surface antibody (anti-HBs) indicates immunity from previous vaccination.
- b. Positive anti-HBs and positive Hepatitis core antibody (anti-HBc) indicate immunity due to infection; a negative Hepatitis B surface antigen (HBsAG) is needed to determine whether acute or chronic infection exists, and the student will need to follow up with his or her health care provider.

If immunity is not documented, the student must receive the Hepatitis B immunization series and post-vaccination bloodwork as outlined below.

If the series has been started but has not been completed prior to beginning clinical attendance, it is the student's responsibility to supply documentation of the vaccine dates and the date when the final Anti-HBs bloodwork is drawn. The student must have completed a minimum of one of the series of three vaccines prior to the first clinical day and upload documentation for this to Castle Branch.

If bloodwork following completion of the series of three vaccines does not

show immunity, further vaccination is necessary. If, after completion of a second series, no immunity is detected, the student must sign a waiver.

The waiver states that you understand the risk associated with continuing in the nursing program, specifically that if you contract the disease to which you are not immune, the school is not liable and that you want to continue in your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need to furnish any further documentation.

* The Centers for Disease Control (CDC) recommend that persons who fall into either of the following categories for increased risk for Hepatitis B infection should see their health care provider and request a blood test for Hepatitis B surface antigen (HBsAg) and Hepatitis B surface antibody (Anti-HBs) as you may not need the vaccination if the results are positive.

CDC Categories of Persons at Increased Risk for Hepatitis B Infection

- i. Persons born to mothers in or from countries in which Hepatitis B is endemic.
- ii. Sexually active men who have sex with men.

5. Tetanus-Diphtheria-Pertussis Booster: Must be within the last 10 years.

Documentation can be in the form of a signed immunization card or statement from your healthcare provider or health department that documents the date the tetanus booster or Tdap were administered. Please note that a tetanus booster alone is not adequate, and you must demonstrate immunization for diphtheria and pertussis within past 10 years.

6. Yearly influenza vaccine is required. Incoming BSN students will receive Standard Precautions/Universal Precautions Training as part of their initial coursework.

Students requesting exemption from any vaccine must upload a copy of their DePaul exemption form and upload a completed DePaul SON Vaccination Exemption Form that includes Acknowledgement of Policies and Implications Associated with the Exemption Request. Completing the form will not guarantee clinical placement. Placement will be dependent on available sites that will accept the exemption.

- Students are responsible for providing all required documentation to our clinical partners regarding the exemption request.
- Clinical sites have policies regarding vaccination requirements separate from DePaul University. Sites may not accept vaccination exemptions, or they may for employees, but not for students.
- There will be a limitation of the variety, number and location of clinical site options that will be available that accept vaccination exemptions, and there may not be an acceptable placement available.
- Delays in securing clinical site placements due to student vaccination exemptions may delay graduation.
- The student may not graduate from the program if a sufficient number of clinical site placements are not available due to the student's vaccination status.

7. Current CPR Certification: Current American Heart Association (AHA) certification in Basic Life Support (BLS) for Healthcare Provider is required for all

entering and current students. Only the AHA certification will be accepted.

Content covered in AHA BLS class:

- Critical concepts of high-quality CPR
- The American Heart Association Chain of Survival
- 1-Rescuer CPR and AED for adult, child and infant
- 2-Rescuer CPR and AED for adult, child and infant
- Differences between adult, child and infant rescue techniques
- Bag-mask techniques for adult, child and infant
- Rescue breathing for adult, child and infant
- Relief of choking for adult, child and infant
- CPR with an advanced airway

8. Evidence of Current Health Insurance: All nursing students must submit proof of continuous comprehensive health insurance on a yearly basis. Please note that the name on the health insurance must match the student's name.

9. A signed HIPAA-FERPA authorization must be uploaded to Castle Branch by the start of the first quarter. This form must be signed for the School of Nursing to release any student health information related to clinical requirements to clinical sites.

10. Blood Borne Pathogens Exposure training must be completed online prior to the first clinical day. The training can be found [here](#).

11. COVID-19 requires a vaccination series to be completed. Upload proof of a vaccination series and include any boosters you may have received.

12. A signed Acknowledgement of Mandated Report Status must be uploaded to Castle Branch, indicating that the student understands that while in the clinical setting, the student becomes a mandated reporter under the Abused and Neglected Child Reporting Act.

13. Criminal Background Check: Nursing students must submit to a criminal background check via Castle Branch prior to their initial clinical experience. Criminal background checks must be completed by August 1st for Fall Quarter or December 1st for Winter Quarter and will remain in effect unless: a.) a clinical agency determines it necessary to require more frequent or more detailed background checks, b) OR a nursing student interrupts his/her program of study for one quarter or longer. In the above cases, it is mandatory for the student to have another criminal background check performed.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the criminal background check. As a result, a student will not be able to complete the requirements of the program.

14. Drug Use and Screening: Although Illinois state law permits the limited

possession and use of cannabis, using or possessing cannabis remains a crime under federal law. In addition, other federal laws, such as the Safe and Drug Free Schools and Communities Act and the Drug-Free Workplace Act, prohibit cannabis in the workplace and on campus. Therefore, in accordance with federal law, DePaul University prohibits the use and possession of cannabis on any premises owned or controlled by DePaul University.

Nursing students are required to have a ten-panel drug screen as required by clinical institutions. Some institutions may require a new drug screen each year. The test may be obtained from any health care agency, or from Castle Branch through Quest Diagnostics Lab. The drug test MUST follow a “Chain-of- custody” procedure. The student should sign a release to have the results sent to School of Nursing Coordinator of Clinical Placements. See below for the School of Nursing Policy on Drug Use and Testing.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the drug screen. As a result, a student will not be able to complete the requirements of the program.

Drug Use and Testing

In accordance with DePaul University policies, the School of Nursing will impose disciplinary sanctions upon any student found to be in violation of laws or policies relating to the unlawful possession, use, or distribution of drugs or alcohol. Nursing students may be required to have a ten-panel drug screen based on clinical affiliates’ requirements. Release forms must be signed to have the results sent to the Clinical Placement Coordinator.

If a student’s drug test is positive, secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, clinical placement in a clinical course and successful completion of the program will be jeopardized due to failure to qualify for placement and/or successful completion of the program. Students with confirmed positive tests and/or no sufficiently credible explanation of relevant lawful conduct will be advised that the DePaul University School of Nursing cannot place them in a clinical setting. As a result, a student would not be able to complete the requirements of the program.

Access to Student Records

1. A student may have access to their personal student record upon request.

Confidentiality is maintained with all student files. Release of information is granted upon written request by the student.

2. No specific or detailed information concerning specific medical diagnoses will be provided to faculty outside the School of Nursing, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

Graduation

DePaul University awards the Bachelor of Science degree with a major in nursing to students who successfully completed the BSN program. All requirements of the University, College, and School of Nursing must be met as outlined in the current Bulletin.

The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the academic calendar.

Students are responsible for changes reflecting new program requirements if the department gives sufficient notice.

Upon successful completion of graduation requirements, BSN students are eligible to apply to take the National Council of Licensing Examination (NCLEX). (See Legal Limitations below.)

The Illinois Department of Financial and Professional Regulation requires that graduating BSN students submit to a fingerprinting processing from the Illinois Department of State Police or its designated agent.

Licensure by the IDFPR will require a separate complete background check with fingerprinting prior to being given permission to sit for NCLEX. If criminal activity is noted, such activity MAY BE grounds for the student to not be given permission to take the NCLEX exam.

Legal Limitations for Licensure

Completion of the nursing education program does not guarantee eligibility to take the NCLEX. The Illinois Department of Financial and Professional Regulation - Board of Nursing may refuse to issue a license for one or more causes stated in that section of the Nurse Practice Act.

Requirements for licensure vary from state to state. Those students wishing to take the NCLEX outside Illinois are advised to check with their state's licensure requirements early in the academic program.

Student Resources

General Resources:

- [Course Modes of Instruction](#)
- [DePaul Academic Calendar](#)
- [Important Dates](#)
- [DePaul How-To-Videos](#)
- [University Course Catalog](#)

Tutoring Resources:

- [CSH Tutoring](#)
- [Supplemental Instruction](#)
- [The Writing Center](#)
- [Khan Academy](#)

Peer Support:

- [Academic Continuity and Engagement \(ACE\)](#)
- [Student Success Coaching](#)
- [Students Together Reaching Success](#)

University Resources:

- [University Counseling Services](#)
- [My SSP](#)
- [Health Promotion and Wellness](#)
- [Office of Multicultural Student Success](#)
- [Study Abroad Office](#)
- [TRiO Programs](#)
- [Adult, Veteran and Commuter Student Affairs](#)
- [Center for Students with Disabilities](#)
- [Dean of Students Office](#)

APPENDIX B: PROFESSIONAL DEVELOPMENT GUIDELINES

Professional Development Guidelines

Preparation for the professional practice of nursing requires more than the acquisition and application of knowledge. Therefore, in addition to the academic criteria listed in the progression and retention policies in the nursing student handbook and the university undergraduate student handbook, the student must demonstrate:

1. Appropriate and respectful interpersonal relations and communication with clients, peers, faculty and other health care personnel.
2. Responsible fulfillment of class and practicum obligations, including timely, safe provision of nursing care in the practicum setting based on sufficient knowledge.
3. Honesty and integrity in all academic and professional matters.

These expectations are minimally essential to professional nursing practice and should be met in both classroom and clinical settings. However individual instructors may stipulate other rules for professional behavior as appropriate to the course or clinical setting and as outlined in the syllabus. The following are examples of behavior that may hinder maximum professional growth and competence as a professional nurse and are specifically discouraged:

Tardiness is defined as arriving 5 minutes after clinical or lab has been started by the instructor. Tardiness in the clinical setting can place a client or peer in an unsafe situation. You must speak in person (face to face, phone) to your clinical instructor if you are going to be tardy or absent in either lab or clinical. Calling the school or facility, leaving a message, or sending a text or e-mail is not acceptable. Two occurrences of tardiness may result in course failure.

Absences are also very serious and difficult to make up. Because of this, one clinical/lab absence will result in a student faculty contract. Clinical instructors will work with the course coordinator to determine the method of making up missed clinical experiences. Additional absences from clinical may result in failure to meet clinical outcomes and a failing grade in the course. Make-up for clinical or lab sessions must be approved by the course coordinator or designee.

Late work is a reflection of poor organizational habits as well as being unprepared for classroom or clinical learning. All late work must be negotiated well in advance of the assignment due date. Simply informing the instructor that you intend to be late with an assignment is not acceptable. Any late work submission not negotiated in advance with the

instructor or any two instances of late work in a course will result in a student faculty contract.

Disrespectful behavior is defined as inappropriate verbal or non-verbal behavior that is offensive, argumentative, ill-informed, or lacking in sensitivity to the dignity of any individual. Disrespectful behavior in the clinical setting creates a non-therapeutic and unsafe environment. In the academic setting, it creates a hostile environment and is a violation of academic integrity. Because of its serious consequences and potential threat to client safety, one instance of disrespectful behavior will result in a student faculty contract.

Dishonesty is a violation of professional ethics and standards and is defined as the intentional falsification or omission of information that has the potential to mislead, harm, or take unfair advantage. Dishonesty may take many forms including plagiarism, documentation of inaccurate or unverified patient data, or failure to report unethical or unsafe professional practice. Dishonesty is most serious and can result in failure of a course, or suspension or dismissal from the program.

A student faculty contract specifies a problem behavior that is in need of review and development, as well as the specific sanction that will be applied with current or subsequent violations of professional guidelines. A pattern of tardiness, absences, late work, or disrespectful behavior may be considered unprofessional and result in **dismissal from the program**. Other less severe sanctions may include class or clinical suspension with compulsory makeup assignments, grade reduction, or special assignments involving library research and scholarly analysis of the problem behavior or missed material.

Media

APPENDIX C: SCHOOL OF NURSING USE OF SOCIAL MEDIA POLICY

The School of Nursing (SON) acknowledges the growing use of social media by faculty, staff and students as well as the increasing use of social media for educational and clinical purposes. Regardless of the social media platform, the intent of this policy is to protect sensitive and confidential information and the reputations of all persons involved with the SON. Students, staff and faculty should be thoughtful about how they present themselves as members of the DePaul University SON community and be aware that posted information may be public for anyone to see, may be posted or forwarded by others, and may remain available for public viewing for many years.

The SON follows DePaul University's Social Media Guidelines, which can be accessed [at \(https://www.depaul.edu/Pages/social-media-guidelines.aspx\)](https://www.depaul.edu/Pages/social-media-guidelines.aspx) and recommends that all faculty, staff and students be aware of these guidelines. In addition, when communicating via email, voicemail or a social networking site, students, staff and faculty will adhere to HIPAA and FERPA guidelines at all times and refrain from the reference or representation of confidential or sensitive patient or student information through print, audio, or photographic media. They will refrain from stating or posting any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person within the SON or settings or agencies associated with the SON.

No student, staff or faculty member will photograph or videotape any other person for personal or social media use without express written permission of the person. When SON faculty or students are in another agency or clinical setting, they will follow the guidelines of the agency or clinical setting related to the use of social media and communication of confidential or sensitive information.

APPENDIX D: COURSE AUDIO AND VISUAL RECORDING POLICY

This Agreement concerns recordings of _____ (COURSE) (Online and in-class), taught by _____ (INSTRUCTOR) (hereafter "Instructor") at DePaul University during _____ (QUARTER) (hereafter the "Academic Quarter"). The recordings include original tapes, as well as any related electronic versions of the original recordings and electronic and hard-copy transcripts created from the recordings (hereafter referred to as "the Recordings"). The Recordings were created by or for _____ (NAME), a student at DePaul University (hereafter "Student"). All DePaul University Nursing Students must read and agree to the terms of this policy.

Student acknowledges, understands, and agrees to the following:

1. The Recordings are prepared solely for the educational benefit of Student in Student's participation in the Course. Any distribution or use of the Recordings for any other purpose is expressly prohibited.
2. Student must get express and written approval from each Instructor to record.
3. Student will not distribute the recordings, excerpts, or course documents to any other person or any media platforms.
4. Student will destroy or delete all versions of the Recordings no later than one week after Student receives a final grade for the Course. Such destruction and/or deletion shall be carried out in a reasonably secure manner. Student will promptly notify Professor that the Recordings have been destroyed and deleted.
5. In the event that Student fails to fulfill his/her obligations under this Agreement, Student understands that he/she may be in violation of DePaul policies, including the Academic Integrity policy or the Code of Student Responsibility. Moreover, Student understands that if he/she fails to fulfill his/her obligations under this Agreement, Instructor has full authority to pursue any intellectual property rights, or other rights, flowing from this Agreement or from an interest in the Recordings and the contents thereof.

BY SIGNING THIS AGREEMENT, I UNDERSTAND & ACKNOWLEDGE THE RESPONSIBILITIES THEREIN.

NAME—Student

Date

NAME—Instructor

Date

APPENDIX E: ATI EXAM POLICY

All pre-licensure students are required to take the ATI exam correlated with their courses. The goal for all students is to achieve a Level 2 or Level 3 proficiency. Prior to any proctored exam students are required to prepare by completing a practice exam and performing the focused review.

For students who pass the ATI at Level 3 on the first try, they will receive 5%. For students who pass the ATI at Level 2 on the first try, they will receive 3%. For students who pass the ATI at Level 1 on the first try, they will receive 1%. Students who receive a score of less than level 1 on the first attempt will receive 0%. Students who receive a level 2, remediation is suggested and retaking the ATI exam to receive a higher grade is optional. Students who receive a Level 1 or less than level 1, are required to remediate and are mandated to retake the exam. **Students who earn a level 1 or less than level 1 on the first and second attempt must enroll in success coaching**

Highest Attempt Level	% Course Credit	Next Steps	Remediation (Completed)	Maximum % Possible
3	5%	None	N/A	5%
2	3%	Remediation suggested, and option to retake for higher grade or accept grade	2%	5%
1	1%	Required to remediate and mandatory retake required	2%	3%
Less than 1	0%	Required to remediate and mandatory retake required.	2%	2%

Remediation is worth 2% course credit and will be applied towards the allocated ATI course credit, however, a **maximum of 5% course credit** can be given for ATI. Example 1: Student receives a 1 on first attempt, completes remediation (1%), and achieves a 3 on the ATI retake (5%). The student will only receive the maximum 5% course credit. Example 2: Student receives a 1 on the first attempt, completes remediation (2%), and achieves a 2 on the ATI retake (3%). The student will receive 5% course credit.

To achieve the 2% remediation students are **required to complete the focused review for a minimum of 1 hour and complete a 200-question dynamic quiz in Learning systems 3.0 or instructor specific remediation quiz**. Students must achieve a 65% minimum score or have three recorded attempts whichever is achieved first. Remediation should be started no sooner than 24 hours after the exam and completed within the week following the exam and the retake. For best results it is also recommended to retake both practice exams and created content quizzes.

Students taking the Comprehensive ATI are required to achieve a 90% percentile rank as passing. If the Comprehensive ATI is not passed on the first attempt, the student must complete remediation and retake the ATI exam

ATI Live Review - Quarter 8 (last nursing quarter of program)

The Mandatory ATI Live Review is a three-day intensive NCLEX review that is included in the ATI bundle package. Attendance to all sessions is mandatory for all graduates at the end of program. In an extenuating circumstance (documentation required) where the student cannot attend the Live Review, they should notify the School of Nursing as soon as possible. Completing the ATI Live Review is required to pass immersion course.



APPENDIX F: STUDENT HANDBOOK AGREEMENT STATEMENT

I, _____, have thoroughly read and will comply with the policies included in the School of Nursing Student Handbook for my program of study. I understand that failure to comply with the policies included in the Student Handbook will result in dismissal from my program.

Student Signature

Date