



DEPAUL UNIVERSITY

COLLEGE OF SCIENCE AND HEALTH

School of Nursing

Master's Entry to Nursing 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.

Revised 04/19/2024



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.



Student Handbook Agreement

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

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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 master's degree education in nursing and requires appropriate licensure through examination (NCLEX-RN). Advanced nursing practice 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 master's degree provides the foundation for doctoral education in nursing science.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Master's Entry to Nursing Practice (MENP) Program (Generalist Nursing) (MS Degree) for Non-Nurses

Program Summary

Designed for the college graduate who wants to become a registered nurse, the MENP Program provides the foundation for generalist nursing practice and eligibility for the RN licensure examination (NCLEX- RN).

Preparation and evaluation for licensure examination is integrated throughout the curriculum via the ATI Exams. A passing score has been shown to predict success of first-time test takers on their state board exam (NCLEX).

Program Goals and Objectives:

The purpose of the MENP program is to prepare qualified individuals for:

1. Licensure by examination (NCLEX-RN) required for entry into professional nursing practice.
2. Advanced professional practice and leadership in health promotion and illness care.
3. Collaboration and scholarship with others to meet present and future health needs of society.
4. Community service for vulnerable populations in the Vincentian tradition.
5. Continuing academic and clinical education at the post-graduate and doctoral levels.

The graduate of the program will:

1. Analyze nursing concepts, theories, and research to design, implement, and evaluate family-centered and community-based models of professional nursing.
2. Develop a personal philosophy of professional nursing in the context of extant philosophies, nursing's history and its evolution as a discipline.
3. Promote professional awareness of multicultural practice within nursing.

4. Contribute to excellence in patient care and advances in nursing knowledge across the lifespan through advanced health assessment, evidence-based professional practice, systematic inquiry, planned innovation, and dissemination of information to consumer and professional audiences.
5. Assume a leadership role within the health team and the profession for safe, effective and affordable health care with individuals, families, & communities.
6. Demonstrate autonomy, integrity and social justice in professional nursing practice.
7. Analyze professional codes and standards as a basis for professional nursing practice and service to a multicultural society.
8. Use an analytical framework to evaluate information systems and technology in health care.

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.
5. MENP students must have earned a BA or BS from an accredited institution. They must have a minimum cumulative GPA of 3.0/4.0, although a cumulative GPA of 3.2/4.0 is preferred. Cumulative GPA is derived from baccalaureate degree and other pre/post baccalaureate coursework completed. GRE scores may be submitted and may be factored into admission decision. Please note meeting minimum admission criteria does not guarantee admission.
6. Non-native English speakers must have a TOEFL score of 590 (PBT) or higher or 96 (iBT) or higher.
7. MENP students must have completed:
 - a. Two courses of chemistry (organic and inorganic) with labs OR one course of chemistry and one course of microbiology, both with labs.
 - b. Two courses of human anatomy/physiology with labs.
8. Applications must include:
 - a. Two letters of reference from former faculty or employer.

- b. Curriculum vitae or resume.
 - c. Short answer responses to the following prompts:
 - i. How will your prior background contribute to your ability to fulfill the daily responsibilities of an entry-level registered nurse? (200-word max)
 - ii. St Vincent DePaul observed the needs of impoverished people with disparities to access to healthcare. He ultimately dedicated himself to answering a single question: "What must be done?" How will you utilize a nursing degree obtained from DePaul University? (200-word max).
 - iii. Please address the strengths and opportunities for growth in your application (i.e., explanation for GPA below 3.2, repeated coursework, gaps in academic history and performance on standardized tests). (200-word max)
9. Applicants may submit applications [online](#) through [Nursing CAS](#), an online centralizes application service for nursing programs nationwide.
10. The student is responsible for meeting all conditions of admission and for notifying the Office of Graduate Admissions once all conditions have been fully met.

Procedure for Admission

1. 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. Admission of transfer students requires completion of a formal transcript evaluation of all post-secondary schools attended. Students must supply official transcripts.
3. The MENP program follows the [College of Science and Health Transfer Credit Approval policy for graduate students](#). Students who wish to transfer credit should follow the submission guidelines stipulated in the CSH policy.
4. Completed applications are reviewed by the School of Nursing and the College of Science and Health as they are received. Applicants are notified of their acceptance or non-acceptance by the Office of Graduate Admissions. Qualified students are admitted on a space available basis.

Conditional Admission

1. Students conditionally admitted into the MENP program must maintain a cumulative grade point average of 3.0 or better during the first quarter of the program. Moreover, grades of W, PA, or IN are unacceptable for conditionally admitted students.
2. Failure to meet these criteria will result in immediate dismissal (without the possibility of reinstatement) from the MENP program and an inability to enroll in future courses within the School of Nursing.
 - c. Once you successfully complete Quarter 1 under these conditions, you will be subject to the program guidelines as listed in the MENP Student Handbook.

Grading Scale

Students enrolled in the MENP program will follow this grading scale:

Grade	Min	Max
A	93	100
A-	90	92.99
B+	87	89.99
B	83	86.99
B-	80	82.99
C+	77	79.99
C	73	76.99
C-	70	72.99
D+	67	69.99
D	63	66.99
D-	60	62.99
F	<59.99	

Final grades will not be rounded up. The decimals after the final whole number in final grades will be truncated and the letter grade assigned.

Retention Policies

1. Students must maintain a cumulative GPA of 3.0 or greater to remain in good standing. A student will be placed on academic probation if the GPA falls below 3.0. and must enroll in the School of Nursing Success Coaching program. If the GPA is raised to at least 3.0 at the end of the next academic quarter, the student is no longer on probation. If the GPA has not risen to 3.0 at the end of the next academic quarter, the student will be eligible for dismissal from the program.
2. If a student earns a C or C- in any course, the student is placed on academic probation. A grade of C or C- is not considered a satisfactory grade; as such the student must re-take course and receive a C+ grade or better in the following academic quarters. The student must withdraw from all other courses in the subsequent quarter with only the repeated course to be taken. Placement in a clinical rotation for the repeated course will not be guaranteed and may result in a student having to sit out one quarter. Moreover, the student must enroll in the School of Nursing Success Coaching program. If the student is able to earn a C+ in all classes AND

earn a cumulative GPA of 3.0 or greater in the next academic quarters, the student will no longer be on academic probation. If the student does not achieve this criteria, the student will be dismissed from the program.

3. A student who earns a D+ or lower in any course will be dismissed from the program.
4. A student may be placed on probation a maximum of two times during their program.
5. 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.
6. 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.
7. Appropriate student conduct is outlined in detail in the [Professional Development Guidelines](#).
8. 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 MENP program.
2. The student is responsible for reading the Student Handbook. Students are responsible for signing and submitting the [Student Handbook Agreement Statement](#) to affirm they have read and fully understand the policies therein.
3. Students are assigned an academic advisor. Students should consult with the academic advisor for any program-related concerns.
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 in 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 and APR Committee 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.
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. A student who has a grade of B- (86% 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 in order to progress in the program.
13. Failure to meet all of the agreed upon terms outlined in the student contract will result in the consequences identified in the contract which may include program dismissal.
14. 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:

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 B- or lower. The APR Committee Chairperson will be responsible to initiate the academic action to be taken and to notify the student.

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.

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](#).

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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](#).

Procedure for Appealing a Dismissal

Requests and Appeals Related to Academic Process

Students in the Master's Entry to Nursing 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 MENP program. The APR Committee will review their application and decide to whether to reinstate. 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 MENP Director.

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. 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. 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. 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 Graduate 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 MENP 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 [online](#). Additional information about grade challenges can be found in the DePaul University Graduate Student Handbook.

Grievance Procedure

The School of Nursing adheres to the guidelines and procedures of the DePaul University Graduate Student Handbook in matters dealing with:

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 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 [online](#).

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](#).

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.
2. Students are responsible for reading the Student Handbook. Students are responsible for signing and submitting the [Student Handbook Agreement Statement](#) to affirm they have read and fully understand the policies therein. The agreement must be uploaded to Castle Branch along with all required compliance documentation.

The student is responsible for enrolling in classes 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.

3. The student is responsible for meeting all prerequisites to courses for which the student is registering.
4. The student is responsible for scheduling student-advisor and student-instructor meetings as needed.

5. 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 MENP 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 both practice exams and performing the focused review.

For students who pass the ATI at Level 3 on the first try, they will receive 3%. For students who pass the ATI at Level 2 on the first try, they will receive 2%. 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 less than 1 on the first and second attempt will be put on a student contract and must enroll in success coaching**

First Attempt Level	% Course Credit	Next Steps
3	3	None
2	2	Remediation suggested, and option to retake for higher grade or accept grade
1	1	Required to remediate and mandatory retake required
Less than 1	0	Required to remediate and mandatory retake required.

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

To achieve the 1% 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**. 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, student must complete remediation and retake the ATI exam.

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 expected MENP graduates at the end of quarter 8. 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. 6% course credit for completing the ATI Live Review will be allocated to a quarter 8 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 the entire clinical day and total number of days for each clinical rotation. Any tardiness, early departure, or absence are subject to disciplinary actions up to failure of the course. The SON will have a zero-tolerance policy for absences.

Any missed clinical will be made up with an additional clinical day or sim lab. IN the event those are not possible, the day will be made up with a combination of virtual and/or written case studies. The nature of clinical make-up work is subject to the availability of faculty, resources, clinical sites and remains at the discretion of the MENP program director.

Students cannot miss more than 15% of originally scheduled clinical hours of each course or they will fail the course. Additionally, students cannot miss more than 15% of TOTAL clinical hours throughout the MENP program.

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. 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.
4. Know and follow individual clinical agency policies and procedures. This information is available through each individual agency.
5. Use legal signature in charting. The initials NS are to follow the legal signature.

6. Be knowledgeable about the clinical institutional policy on administering narcotics and act accordingly.
7. Comply with additional requirements of the clinical setting including but not limited to drug screening.
8. Bring reference books and materials to the clinical setting as needed to provide safe care.
9. Pass a medication dosage calculation quiz at 93% prior to the start of each clinical practicum. Refer to [Medical Safety Exam \(MSE\) Policy](#).
10. 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.
11. 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 before attending clinicals, students will complete an intense medication math program during their 1st quarter pharmacology course. This course will consist of a series of course assignments and the use of Prep U quizzes. Students will need to achieve a mastery level 8 on Prep U quizzes. This should prepare them adequately to take the MSE. If a student is having difficulty mastering the material, the student should seek help from the course faculty, the nursing school graduate assistants, or the SON success coaches.

Each student will have three attempts to pass the Medication Math Safety Exam (MSE) at 93% proficiency. The first attempt will be given week 7 or 8 of the quarter. If a student does not pass on the first attempt, the student will complete a remediation plan at the course instructor's direction. This will consist of Medication Math Modules & practice quizzes. The student will then retake the MSE week 9. If a student does not pass on the second attempt, the student will continue to remediate and be given a 3rd and final attempt to pass the MSE during finals week. If a student does not pass on the third and final attempt, the student will fail the pharmacology course and be dismissed from the MENP program.

Finally, since medication safety is a critical part of nursing, medication math & medication safety assignments including 1-3 quiz/exam questions will be incorporated into each clinical course thereafter.

Guidelines for MSE:

1. Students must pass each MSE at minimum 93% proficiency, within 2 attempts for all clinical courses.
2. The recommended drug calculation book for preparation is: Olsen, Giangrasso & Shrimpton, Medical Dosage calculations: A Dimensional Analysis Approach, 10th ed.; ISBN-10: 013215661X.
3. Students are required to complete posted D2L math modules that pertain to the course MSE until they are confident in their ability.
4. Submitted proof of Math Module completion, by signed document, is required before first attempt at MSE in the course.
5. Students having difficulty mastering the MSE concepts, should seek help immediately from either/both the course faculty and Student Support Services.

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's office 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](#) 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 co

Community-based Service Learning in DePaul University School of Nursing's MENP Program

Community-based service learning (CbSL) is consistent with the mission of the University and the School of Nursing. CbSL is a dynamic, collaborative process whereby faculty, students and community-based organizations partner to link learning with service to the community. Students are involved in meeting community needs while applying the experience to their personal and academic development as well as applying their academic learning to their community experience (bi-directional).

- **In the classroom** the CbSL experience has intentional learning objectives for service learning and structured reflection on what is being learned that can mesh with the course learning goals. In this graduate education model, the outcome of the service learning should be enhanced by student learning in the classroom.
- **At the community partner site** students will get real-life experience and perspective different than the world view to which they are accustomed. They will also learn about the challenges and barriers to running a service organization. They tie these actual experiences and relationships to the content they are learning in the classroom.

The MENP student will:

1. Follow the DePaul University/School of Nursing/Steans Center community conduct and safety guidelines
2. Meet the expectations of the course and the community partner
3. Work with the community partner to identify mutually beneficial service learning projects
4. Act responsibly and professionally in all matters related to their respective community partner
5. Communicate with the Steans Center and/or the School of Nursing faculty regarding their progress

School of Nursing goals for CbSL:

1. Incorporate CbSL into the current MENP curriculum creating sustainable community-campus partnerships and enhanced student learning outcomes guided by DePaul University's Vincentian mission.
2. Enhance the understanding and appreciation of health as a community focus, influenced by social and physical determinants as described in Healthy People 2020.
3. Collaborate with community partners to build foundations for community health programs/population-focused health initiatives.
4. Foster sustainable health initiatives and community-based research (CBR).

Professionalism in Community Based Service Learning

Professional conduct is always expected of students when interacting with or communicating with/about their assigned site. Professional behavior encompasses all forms of communication including verbal communication, email, text, and other modalities. Communication must reflect a professional demeanor and use respectful language. Professional behavior also includes, but is not limited to, attending scheduled shifts on-time, timeliness, participating appropriately with strong work ethic on assigned site activities, communicating appropriately about any schedule changes (illness, unforeseen changes, etc.), and other aspects of site-related conduct.

If a site supervisor reports unprofessional or unsatisfactory behavior or dismisses the student from participating at the CbSL site, a student faculty contract will be implemented. For more information, please refer MENP handbook CbSL guidelines (p. 26), Student Faculty Contract (appendix A), and professionalism guidelines (Appendix B).

Any attempt to falsify any part of the CbSL timesheet (including but not limited to hours completed, activities completed, or site supervisor signature) is considered an academic integrity violation (see DePaul University's Academic Integrity Policy for additional information), and will be reported to the University as such.

Completing the assigned CbSL hours each quarter is a requirement of the program. CbSL is aligned with the Vincentian Mission of DePaul University and the commitment to service. As future master's prepared nurse leaders, CbSL is essential to understanding the impact of social determinants of health and our role in addressing them as nurses. Failure to meet the full hour requirement and expectations will result in a 5% grade reduction and additional reductions on CbSL related assignments. Failure to complete the required participation with CbSL can result in failure of a course, or suspension or dismissal from the program. Any concerns or barriers regarding the site or a student's ability to attend CbSL hours should be communicated to the instructor, the CbSL Director, and the Associate Director of the MENP Program as soon as an issue is identified.

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:

- a. Simulation is uniformly integrated across the nursing curriculum
- b. A succession of rigorous scenarios will be provided to stimulate and enhance student's problem-solving, critical thinking, and decision-making skills
- c. Within five years the DSL will be recognized as a Society for Simulation in Healthcare (SSH) accredited simulation lab (estimated 2029).

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 (NSG 301, 302, 303, 307, 332, 440, 441, 442, 472, etc.). 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, lab bags, a penlight, and a pencil to write with.
4. Student will have submitted a preparation document to the appropriate dropbox section 48 hours prior to the simulation experience
5. Fingernails may not extend beyond the tip of the finger to avoid injuring simulators and equipment's.
6. Avoid wearing any jewelry except for wristwatch.

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 10 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 48 hours prior to the scheduled date of 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 who 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. These experiences are a portion of the clinical component, therefore, failure of the simulation

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](#) 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](#).

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. RFUMS site students will be referred to Lake Forest Hospital for follow-up care.

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) 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 the [Health Requirements Guidelines](#) for more detailed instructions about clinical compliance. 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.

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 will result in an unexcused absence from clinical that may not be made up. Missing a required activity that cannot be made up or accumulating more than one unexcused absence put 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.

The student must submit **COPIES** (NOT ORIGINALS) of the following:

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

- i. The student will be required to have two separate tuberculin skin tests placed 1-3 weeks apart. The results of both tests must be uploaded into Castle Branch.

b. Quantiferon Gold Test

- i. 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 this 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. Rubeola, Mumps, Rubella: 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, Rubella, and Varicella, immunization is required. For Measles, Mumps and Rubella, the following rules apply: If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to measles or mumps (i.e., no serologic evidence of immunity or prior vaccination), get 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later).

If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to rubella, only 1 dose of MMR is recommended. However, you may end up receiving 2 doses, because the rubella component is in the combination vaccine with measles and mumps. For HCWs born before 1957, see the [MMR ACIP vaccine recommendations](#).

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 by October 15. Incoming MENP students will receive Standard Precautions/Universal Precautions Training as part of their initial coursework.
 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 in order 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 at go.depaul.edu/bbp.
 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.

Similarly, the School of Nursing program is affiliated with clinical sites that also receive federal funding. Clinical sites typically expect and impose drug screening requirements, and similarly prohibit the use of marijuana/cannabis regardless of whether for medical use. Drug screening is also consistent with the recommendations of the American Nurses Association Code of Ethics including protecting the health and safety of patients.

As such, School of Nursing students are required to complete a ten-panel urine drug screen (including amphetamines, barbiturates, benzodiazepines, cocaine metabolites, marijuana metabolite quant., marijuana metabolites, methadone, methaqualone, opiates, phencyclidine, and propoxyphene). Please note that this may include various forms of marijuana, cannabinoids, THC, and similar substances that are prohibited under federal law (even where such substances may be permitted under state law for recreational or medical purposes). Please be advised that students may be required to complete an annual drug screen. Students may complete drug screening through approved health care providers including CastleBranch (through Quest Diagnostics Lab). The drug screen MUST follow a “chain-of-custody” procedure. The student must sign a release to have the results sent to CastleBranch.

The School of Nursing will be unable to place students in a clinical setting if there are positive findings on the drug screen. A student who is unable to complete the clinical portion of the curriculum will be unable to complete the degree requirements.

When a prospective or current School of Nursing student has tested positive for one or more substances as part of the required drug screen, the student may submit a second, confirmatory ten-panel urine drug screen by an approved provider within 7 days. A prospective or current student who has tested positive on an initial drug screen, by applying for admission to the School of Nursing and seeking enrollment, agrees to cooperate with the School of Nursing in connection with any follow-up meetings, interviews, or tests requested by the School of Nursing.

Where the student admits to use of a controlled substance identified on a positive drug screen (or a second drug screen confirms the use of controlled substances), and where there is no sufficiently credible explanation for the positive drug screen (i.e., the accidental ingestion of a controlled substance through consuming substances not prohibited by federal, state, and local law), the student will be unable to enroll and/or will be dismissed from the program (in accordance with local, state, and federal law).

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.

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 Master's of Science in Nursing degree to students who successfully completed the MENP 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, MENP 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 MENP 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.



APPENDIX A: STUDENT FACULTY CONTRACT

Student Faculty Contract

Name:

Date:

I have been placed on a warning contract for the following reason(s):

The following decisions have been made and have been discussed with me:

Failure to meet the above will result in the following action:

Faculty Signature _____ Date _____ Student Signature _____ Date _____

Progress Summary:

Faculty Signature _____ Date _____ Student Signature _____ Date _____

CC: Student, Faculty, Student File, APR Committee Chair, Clinical Placement Coordinator, Associate Director of Program, Director of School of Nursing

990 West Fullerton Parkway, Suite 3000, Chicago, Illinois 60614
773-325-7280 go.depaul.edu/nursing

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 graduate 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.

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](#) 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

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: SCHOOL OF NURSING CLINICAL COMPLIANCE POLICY

Clinical Compliance

The School of Nursing policy regarding CastleBranch account maintenance and clinical compliance requires students to be in full compliance throughout the entirety of the program, even during periods of University breaks between quarters. During University break periods for students, staff are often required to submit documentation to clinical sites attesting to student compliance; student compliance is a mandatory expectation. Clinical compliance requirements contribute to the safety of all students working together in environments including but not limited to health assessment labs, fundamental skills labs, clinical sites and simulations. Students are responsible to monitor their individual CastleBranch accounts for notifications of pending due dates.

Disciplinary Action for Non-Compliance:

- **First Non-Compliance Instance:** In the event of an unforeseen circumstance in which a student is non-compliant and is required to refrain from attending clinical, the Coordinator of Clinical Placements and Compliance Officer will notify the Director of the School of Nursing, the Associate Director, and the Course Coordinator. The Course Coordinator may assign a makeup and a written warning will be given to the student.
- **Second Non-Compliance Instance:** A Student Behavior Contract will be initiated.
- **Third Non-Compliance Instance:** A student will be required to withdraw from the clinical or lab course as well as the didactic course associated with the clinical or lab component. If the aforementioned occurrence happens past the withdrawal date, an administrative withdrawal will be initiated. A refund for tuition will not be available if the withdrawal occurs after the drop deadline.

STUDENT BEHAVIOR CONTRACT: PROFESSIONALISM AND COMPLIANCE

Name: _____

Date: _____

I have been placed on a warning contract for the following reason(s):

The second instance of non-compliance occurring within the same quarter; I was initially provided an email warning after being unable to attend clinical (or on campus activity) due to being non-compliant with health requirements. This is the second time that I have been non-compliant with health requirements on the CastleBranch platform.

The following decisions have been made and have been discussed with me:

The Student Behavior Contract will be instituted as of the date identified above and will last for the duration of the Master's Entry into Nursing Practice Program. This document will be a part of my permanent file due to this 2nd occurrence of non-compliance. I am being asked to sign this contract, but if I refuse to sign, this contract will still be in full effect and sent electronically to the Director and CNO of the School of Nursing, the Associate Director of the MENP Program, and Course Coordinator related to this occurrence.

Failure to meet the above will result in the following action:

If I am found to be non-compliant again within the program, I will be administratively withdrawn from my clinical course and there will be no compensation for this occurrence.

Faculty Signature Date Student Signature Date

Associate Director Signature Date SON Director Signature Date

APPENDIX G: NURSING SIMULATION POLICY

POLICY STATEMENT Simulation within courses in DePaul University School of Nursing programs of study will be conducted without interruptions from outside visitors.

RATIONALE This policy outlines that healthcare simulations are private and must be a safe space for students to participate. Establishing a safe space allows learners to engage actively in simulation plus debriefings. There should be no disruptions. Invasion of the safe space can limit engagement, such as unrealistic aspects of the simulation, potential threats to their professional identity, or frank discussion of mistakes. (Rudolph, 2014) Regarding confidentiality and privacy, this policy established regarding who might observe or be informed about learners' performance in the simulation and debriefing conversation. Instructors explain the learning environment and build trust by informing learners whether visitors, researchers, colleagues, or other students will or will not be privy to their performance. The student's clinical instructor should be present and the student's course coordinator does have the right to the student's performance in simulation.

What is a safe learning environment? Establishing a safe learning environment, allows learners to engage actively in simulation plus debriefings despite any unrealistic aspects of the simulation that may cause interruptions, potential threats to their professional identity, or frank discussion of mistakes. The principle is that maximizing transparency about what and with whom information about simulation performance will or will not be shared builds trust. (Rudolph, 2014)

The facilitators (simulation educators) assist the students in meeting the objectives of the simulation-based learning experience and the expected outcomes. Facilitation methods during the simulation should include allowing the simulation scenario to progress without interruption, allowing the participants to problem-solve independently, observing simulations, and monitoring the appropriateness of the participants' interventions (INACSL Best Practice, Standard 4).

PROCEDURE: While running a simulation, the outer door to the Sim Lab will have a sign posted "*Simulation in Progress*" and the outer door will be locked.