



Bachelor of Science in Nursing
Student Handbook
2017 – 2018

Welcome to All Prospective Bachelor of Science in Nursing (BSN) Students:

Our Bachelor of Science in Nursing (BSN) programs are accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#). The undergraduate nursing faculty and I are happy that you are interested in our nursing program and we welcome the opportunity to help you learn more about our programs.

We have five distinctive BSN tracks that will meet the needs of prospective students seeking a BSN: (a) the Generic BSN track, (b) the RN-to-BSN track, (c) the Combined BSN and MSN (Master of Science in Nursing) for Foreign-Educated Physicians (FEP) track, (d) the Accelerated Option (AO) track, and (e) the Veteran Bachelor of Science in Nursing (VBSN) track. Our BSN program tracks are highly competitive. Your journey will be challenging, but undoubtedly rewarding. If you are committed to becoming a leader in the nursing profession, the Nicole Wertheim College of Nursing and Health Sciences is for you.

Our BSN programs are rigorous. Classes are taught by expert nursing faculty who bring extensive experience as clinicians, educators, and scholars.

Our BSN graduates are prepared as general clinical practitioners and scholars and eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) for licensure as a Registered Nurse. Our BSN graduates are thoroughly prepared for graduate study in Nursing.

The faculty and I are looking forward to meeting you. We are here to assist you in your journey to become an FIU nursing graduate. Best wishes!

Sincerely,

Dr. Maria Olenick, PhD, FNP, RN
Chair Undergraduate Nursing
Florida International University – Nicole Wertheim College of Nursing & Health Sciences

**FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING & HEALTH SCIENCES**

**BSN STUDENT HANDBOOK
2017-2018**

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DESCRIPTION OF THE NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

The academic nursing programs are located in the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) and are housed on the Modesto A. Maidique Campus (MMC) in the Academic Health Center 3 Building, and on the Biscayne Bay Campus (BBC) in the Academic 2 Building. The College's baccalaureate and master's degree programs are fully accredited by the Commission on Collegiate Nursing Education (initial accreditation occurred in 2008), the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs (re-accreditation occurred in 2010), and are approved by the Florida Board of Nursing (re-approval occurred in 2011.)

A broad range of nursing degree programs are currently offered by the College and include a bachelor's degree in nursing, a master's degree in nursing, and a doctor of philosophy degree in nursing. A post-master's degree, the Doctor of Nursing Practice, was implemented in January, 2012. The nursing unit holds institutional memberships in the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the Southern Collegiate Council of Nursing of the Southern Regional Education Board, the Florida Nurses Association (FNA), the Nursing Shortage Consortium of South Florida, and the South Florida Hospital and Health Care Association.

History

Nursing was present on the FIU campus from 1972 to 1978 when a RN-BSN degree was offered through the School of Health and Social Work. In 1982 the School of Nursing was established at BBC as an autonomous upper division unit through start-up funds provided by nine Miami hospitals. These health care organizations were concerned about the acute nursing shortage and were interested in contributing to baccalaureate education for qualified men and women who could assume beginning leadership positions in health care in the rapidly growing South Florida region.

During 1997, the School of Nursing merged with the College of Health to create a new academic unit, the College of Health Sciences. The College of Health Sciences included the School of Nursing and the Departments of Physical Therapy, Occupational Therapy, Dietetics and Nutrition, Medical Laboratory Sciences, Public Health, Health Information Management, and Speech-Language Pathology. The rationale for the merger was to enhance one of the University's strategic themes, *Health*, through the consolidation of the health professions programs and development of interdisciplinary education and research.

During 1999, the College of Health Sciences merged with another academic unit, the College of Urban and Public Affairs, which gave rise to a new college, the College of Health and Urban Affairs (CHUA). CHUA included four schools: School of Nursing; School of Health; School of Social Work; and the School of Policy and Management. The purpose of the restructuring was to consolidate the health related fields in one college and to enhance interdisciplinary education and research in these areas. Dr. Ronald Berkman was appointed Executive Dean of the College and Dr. Divina Grossman was appointed Dean of the School of Nursing.

In December 2004, the School of Nursing joined its sister schools in CHUA by relocating from the BBC to a newly constructed Health and Life Sciences 2 building at the MMC, a distance of approximately 20 miles. The move to the MMC was part of an overall strategy to locate nursing with other health related units in the context of the proposed medical school and the development of the academic health sciences complex. The new building provided nursing classrooms, teaching laboratories, offices, and research space. To provide for expansion, the School retained offices, classrooms, and laboratories at the BBC.

On October 1, 2006 the School of Nursing was transformed to the College of Nursing and Health Sciences (CNHS) when CHUA was disaggregated into three (3) autonomous units: the CNHS, the College of Social Work, Justice, and Public Affairs, and the Stempel School of Public Health. The CNHS included Nursing and the Departments of Physical Therapy, Occupational Therapy, Health Information Management, Health Sciences, Communication Sciences and Disorders, and Athletic Training. The disaggregation provided autonomy for the educational units as they sought accreditation or re-accreditation from their professional agencies and laid the foundation for the future health sciences complex. Dr. Divina Grossman was appointed Dean of the CNHS and reported to the Provost.

In August 2006, as part of FIU's Strategic Initiatives, a baccalaureate of science in nursing (BSN) program (the foreign-educated physician to BSN track) was re-established at the BBC. In December 2006, University administrators announced that a new CNHS building would be erected on the MMC. The \$47 million 113,000 sq. ft. building would house the College's combined disciplines that were scattered throughout two buildings and rapidly outgrowing them. The CNHS building (AHC 3), completed in December 2009, became part of the academic health sciences complex envisioned at the MMC.

In 2009, the University-wide budget cutting process required a feasibility review of all CNHS programs and tracks. Two College departments (Health Information Management and Health Sciences) were phased out as a result of the review. CNHS expansion re-occurred in 2011 with the assimilation of Health Services Administration, a baccalaureate level program previously housed in the Stempel College of Public Health and Social Work. In February 2010, CNHS Dean Divina Grossman was promoted to Vice-President of Engagement at FIU; Dr. Sharon Pontious was appointed Interim Dean until July 1, 2011 when Dr. Ora Strickland was appointed CNHS Dean.

The current CNHS consists of the Nursing Unit as well as Departments of Physical Therapy, Occupational Therapy, Communication Sciences and Disorders, Athletic Training, and Health Services Administration. The nursing undergraduate and graduate academic programs are administered by Program Directors; other CNHS academic departments are administered by Chairs. Thanks to a generous donation in the Fall of 2013, the college celebrated 30 years at FIU with a new name, The Nicole Wertheim College of Nursing and Health Sciences (NWCNHS).

Bachelor of Science in Nursing (BSN) Program

The Bachelor of Science in Nursing (BSN) degree was approved as an upper division program in 1982 by the Board of Regents of the State University System. The National League for Nursing (NLN) granted initial accreditation in 1985. Upon completion of the BSN Program, the basic (generic) student graduate is eligible to become licensed as a registered nurse. The nursing unit also offers a RN-BSN completion track. Graduates of the BSN Program are eligible for master's level studies. In addition to the generic BSN Track, the nursing unit offers a track for foreign-educated physicians (FEPs) to complete the BSN. The FEP-BSN track, the first of its kind in the nation, enables foreign-educated physicians who are unemployed or underemployed, to complete a BSN. In 2010 the FEP-BSN track was transformed to an accelerated combined BSN/MSN track; FEP students who qualify for admission to the MSN Program continue into the nurse practitioner specialty tracks; students not admitted to the MSN Program complete the BSN degree.

In 2014, two more tracks were added, the Veteran Bachelor of Science in Nursing (VBSN) or Medic to Nurse and the Bachelor of Science in Nursing Accelerated Option. The VBSN Track is funded by a grant from the Health Research Services Administration (HRSA), and by the Nicole Wertheim College of Nursing and Health Sciences. The VBSN Track is designed specifically for US military veterans, current reservists, and National Guard members from all military branches who have prior military medical training and service experience as well as for veterans without military medical backgrounds who are

Paramedic certified. The Accelerated Option BSN (AO) track is specifically designed for those individuals who are highly motivated to begin a career in nursing and have previously earned a Bachelor's degree in another field.

BSN PROGRAM & CURRICULUM

BSN Program Purposes

The BSN program prepares graduates to practice in increasingly complex and technological health care systems. The purposes of the BSN program are to prepare the graduate to:

- Function as a professional nurse generalist.
- Function as an accountable and responsible citizen.
- Participate in evidence-based health care delivery, research, education, leadership, and consultation services in the local, regional, national, and global community.
- Recognize and respond to the need for continuing professional development.

BSN Program Objectives

The BSN program's purposes are achieved through program objectives. The objectives of the BSN program are to prepare the graduate to:

- Synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.
- Utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment.
- Synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.
- Use appropriate and current technology and skills in the delivery of safe and effective patient care.
- Function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.
- Collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services.
- Demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact the role and practice of the professional nurse.
- Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings.

Nursing Unit
Organizing Framework: BSN, MSN, and Doctoral (DNP & PhD) Programs



Curriculum Framework Definitions

COMMUNICATION & COLLABORATION. (*Pervasive Thread*). Communication is the process by which information, ideas, beliefs, values, and feelings are interchanged. Communication involves symbols, such as written words, gestures, images, and spoken language. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge of subject matter, and ability to relate to others. Communication is also affected by technological advances in health care. Communication is inherent in collaboration and requires critical thinking skills.

Collaboration is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided. Collaborative leadership is a set of skills to accomplish both individual and collective goals. Collaborative leaders must be excellent communicators of a clear vision based in theories of change and understanding of health care dynamics. Effective communication and collaboration are the foundation for developing therapeutic relationships for the purpose of providing patient care, conducting research, and collaborating with members of teams and communities at local, regional, national, and global levels.

CULTURAL COMPETENCE. (*Pervasive Thread*). Cultural competence is the integration of knowledge, behaviors, skills, and attitudes required to provide quality health care and conduct research with people from different cultures, transcending national boundaries. Cultural competence involves tailoring health care delivery to meet patients' ecological, biosocial, cultural and linguistic needs in an effort to improve outcomes and eliminate disparities in healthcare. Cultural competence includes being able to recognize and respond to patient population health-related beliefs and values, disease incidence and prevalence, genetics and treatment outcomes. Cultural competence may be viewed as a process by which the healthcare professionals continually engage in self-evaluation and strive to effectively work within the cultural context of the individual, family, population, and/or community.

DECISION MAKING PROCESS. (*Pervasive Thread*). The decision making process is the formulation and revision of conclusions based on knowledge acquired. The decision making process requires reflective thought, interdisciplinary focus, global perspective, use of technology, ethical/legal considerations, and comfort with ambiguity. Critical thinking entails the acquisition of knowledge with the intent of deliberate inquiry and involves understanding of different alternatives before making decisions. The decision making process is influenced by many factors such as: patterns and similarity recognition, sense of importance of the facts, common-sense understanding, skilled "know-how" and deliberate rationality. Decision making process outcomes incorporate scientific evidence, patient culture, values and preferences, and clinical expertise.

ETHICS. (*Pervasive Thread*). Ethics is a set of shared values or principles that govern the way nurses interact with patients, families and other health professionals. A Code of Ethics makes explicit the primary goals, values, and obligations of a profession. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession, but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive.

EVIDENCE-BASED PRACTICE, SCHOLARSHIP & RESEARCH. (*Vertical Thread*). Professional nursing is grounded in the application of evidence from research, expert panels, opinion leaders, research-based theories, clinical expertise, assessment data (including preferences and cultural values), and healthcare data. Basing practice on evidence from a number of sources improves outcomes in practice, education, administration, and research at local, regional, and national, global levels. Professional nurses participate

in the scholarship of discovery, application, integration, and teaching. Professional nurses are committed to evaluating, creating, conducting, and communicating research findings.

GENOMICS. (*Pervasive Thread*). Genetics refers to the study of individual genes and their impact on single gene conditions while genomics examines all genes together and how they interact with each other, the environment, cultural, psychosocial and other factors. The study of genomics assists nurses and other health care practitioners and researchers to find better ways to promote health and prevent and treat disease in individuals, families, populations and communities.

GLOBALIZATION. (*Pervasive Thread*). Globalization is the system of interaction among the peoples, communities, and countries of the world. Globalization of health requires the dissemination of knowledge and the use of best evidence to impact policies and improve world health in a manner that transcends all cultural, economic, environmental, political, and social boundaries. The professional nurse utilizes an integrative, cross-disciplinary approach to effectively address health care disparities and reduce the overall burden of disease.

GLOBAL HEALTH SYSTEMS. (*Vertical Thread*). Global health systems encompass the personnel, institutions, commodities, information, financing, and governance strategies that support universal delivery of health promotion and preventative services in a fair and equitable manner, responding to people's needs and expectations. Global health systems define the administration of health care in terms of market incentives, health impact, consumer satisfaction, and performance monitoring.

HEALTH/ ILLNESS MANAGEMENT. (*Vertical Thread*). Health/illness management includes a scope of services across the health/illness continuum. Nursing practice includes management of health promotion, risk reduction/illness/injury prevention, health maintenance, health restoration, rehabilitation, palliative and end of life care for diverse individuals, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative plans of care. Health/illness management principles and guidelines are developed from nursing and interdisciplinary research. Health/illness management starts at the undergraduate level and builds at the graduate and doctoral level with increasing depth and breadth of knowledge, synthesis of data, complexity of skills and interventions, and role autonomy.

PROFESSIONAL NURSING. (*Vertical Thread*). Professional nurses use a well-delineated and broad knowledge base for practice. Inherent in professional nursing is an understanding of the historical, legal, empirical, and contemporary context of research and evidence-based practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, collaboration, and assessment skills. Professional nursing also requires the development and demonstration of a set of core values and principles, an ethical framework for practice, and involves accountability for one's self and nursing practice within the parameters of professional regulation, competencies and scope of practice. Professional nurses are advocates for high quality care and are knowledgeable and active in the policy processes defining healthcare delivery systems. The professional nurse is committed to lifelong learning and continuous professional engagement, including graduate level of study. Professional nurses have advanced knowledge and clinical expertise necessary to promote health, provide care, educate, advocate, consult, and collaborate as well as facilitate change and provide organizational leadership. Professional nurses use and/or create knowledge through research.

QUALITY & SAFETY. (*Pervasive Thread*). Quality represents the desired health outcomes that are consistent with current professional knowledge. Quality care uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the

quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Nursing focuses on the achievement of appropriate self-care, demonstration of health promoting behaviors, health-related quality of life, perception of being well cared for, and symptom management based on criteria as positive health outcomes. Patient safety is a critical component of high-quality health care. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Nurses integrate quality aspects into patient safety and are a pivotal component in the integration of nursing care and the care provided by other members of the health team and health system.

TECHNOLOGY. (*Pervasive Thread*). Technology encompasses tools that are intended to enhance clinical practice and include, but are not limited to, computers, web based applications, decision support systems, monitors, data gathering devices, and other technological supports for patient care interventions and knowledge development. Knowledge and skills in information and patient care technology are critical in preparing nursing graduates to deliver quality patient care in a variety of healthcare settings.

LINKS TO REFERENCES:

American Association of Colleges of Nursing (AACN): <http://www.aacn.nche.edu/>

Agency for Healthcare Research & Quality-DHHS (AHRQ): <http://www.ahrq.gov/>

American Academy of Nursing (AAN): <http://www.aannet.org/>

American Nurses Association (ANA): <http://www.nursingworld.org/>

International Council of Nurses (ICN): <http://www.icn.ch/about-icn/about-icn/>

Institute of Medicine (IOM): <http://www.iom.edu/>

Office of Minority Health-DHHS (OMH): <http://minorityhealth.hhs.gov/>

Quality and Safety Education for Nurses (QSEN): <http://qsen.org/>

World Health Organization (WHO): <http://www.who.int/en/>

Organizing Curriculum Framework of the BSN Program

The organizing curriculum framework for the BSN program is derived from the mission, vision, and goals of the NWCNHS Nursing Unit and the purposes and objectives of the BSN program. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment; and promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The goal of the Nursing Unit is to prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.

FIU's Quality Enhancement Plan, "**Global Learning for Global Citizenship**," was the impetus for the BSN organizing curriculum framework which builds upon a common global concept schematically depicted as a "globe." The "globe" symbolizes a cohesive global environment populated by levels, pervasive organizing threads, and vertical organizing threads that emanate from a solid base comprised of liberal education (general education, biological sciences, and behavioral sciences). Students progress through the levels of FOUNDATION OF NURSING KNOWLEDGE, NURSING SPECIALTY BASIC KNOWLEDGE, and SYNTHESIS OF NURSING KNOWLEDGE as they complete their plans of study.

The levels encompass 1) seven pervasive organizing threads (**Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics**, and

Cultural Competence); and four vertical organizing threads (**Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**).

Pervasive Organizing Threads

The pervasive organizing threads of the framework include **Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**. These organizing threads are integrated throughout the curriculum and are found in course objectives at all levels of the programs of study.

Vertical Organizing Threads

The vertical organizing threads depicted within the globe (**Global Health Systems, Health/Illness Management, Evidence Based Practice, Scholarship & Research and Professional Nursing**) are integrated and continuous throughout the levels of the BSN curriculum. These vertical threads are articulated in logical progression from the base of the globe to the equator and represent successful transitions from simple to complex as well as provide depth and breadth to the curriculum.

Global Health Systems

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities; utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment; and function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to global health systems (health promotion, and disease and injury prevention for individuals) in *NUR 3119 Professional Nursing: Concepts & Issues* and *NUR 3066C Health Assessment & Promotion in Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire basic knowledge in specialties related to global health systems (health promotion, and disease and injury prevention for individuals and families) in *NUR 4667 Nursing in Global Health Systems*; *NUR 3226/L Nursing Care of Adults I*; *NUR 3227/L Nursing Care of Adults II*; *NUR 3535/L Psychosocial Nursing* *NUR 4455/L Care of Families: Childbearing Nursing*; and *NUR 4355/L Care of Families: Childrearing Nursing*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to global health systems (health promotion, and disease and injury prevention for individuals, families, and communities) in *NUR 4286 Nursing Care of Older Adults* and *NUR 4636C Community Health Nursing*.

Health/ Illness Management

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health/illness continuum throughout the life span; utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings; use appropriate and current technology and skills in the delivery of safe and effective patient care; and function as professional nurse generalists.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to health/illness management (health assessment and maintenance) in *NUR 3066C Health Assessment & Promotion in Nursing Practice*; *NUR 3029/C/L Foundations of Nursing Practice*; and *NUR 3125 Pathophysiological Basis of Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to health illness/management (health and complex health alterations: maintenance, restoration, and rehabilitation) in *NUR 3226/L Nursing Care of Adults I*; *NUR 3227/L Nursing Care of Adults II*; *NUR 3535/L Psychosocial Nursing*; *NUR 4455/L Care of Families: Childbearing Nursing*; *NUR 4355/L Care of Families: Childrearing Nursing*; *NUR 3685L Integrative Nursing Care I*; *NUR 4686L Integrative Nursing Care II*; and *NUR 3145 Pharmacological Basis for Nursing Practice*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to health/illness management (integrative care for vulnerable populations) in *NUR 4286 Nursing Care of Older Adults*; *NUR 4636C Community Health Nursing*; *NUR 4940 Senior Nursing Synthesis*; and *NUR 4945L Senior Clinical Practicum*.

Evidence-Based Practice, Scholarship & Research

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values; and synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to evidence-based practice, scholarship, and research (definition and identification of evidence) in *NUR 3119 Professional Nursing: Concepts & Issues*; and *NUR 3029/C/L Foundations of Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to evidence-based practice, scholarship, and research (evaluation and application of evidence, identification of clinical problems) in *NUR 3666 Evidence-Based Nursing & Research for Global Health Care*; *NUR 3226/L Nursing Care of Adults I*; *NUR 3227/L Nursing Care of Adults II*; *NUR 3535/L Psychosocial Nursing*; *NUR 4455/L Care of Families: Childbearing Nursing*; and *NUR 4355/L Care of Families: Childrearing Nursing*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to evidence-based practice, scholarship, and research (utilization of best practices) in *NUR 4286 Nursing Care of Older Adults*; *NUR 4636C Community Health Nursing*; and *NUR 4945L Senior Clinical Practicum*.

Professional Nursing

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact on the role and practice of the professional nurse; collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services; participate in health care delivery, research, education, leadership, and consultation services in the local, regional, and international community; function as an accountable and responsible citizen; and recognize and respond to the need for continuing professional development.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to professional nursing (professionalism, regulatory environments, teaching/learning) in *NUR 3119 Professional Nursing: Concepts & Issues* and *NUR 3066C Health Assessment & Promotion in Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to professional nursing (advocacy, decision making, health care policy, economics, delivery models, change process, quality improvement) in *NUR 3668 Nursing Leadership in Global Health Care*; and *NUR 4667 Nursing in Global Health Systems*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to professional nursing (leadership, management, coordination) in *NUR 4636C Community Health Nursing* and *NUR 4945L Senior Clinical Practicum*.

***Please be advised that curriculum plans and program requirements are subject to change.**

Curriculum Plan: Generic BSN Track

The Generic BSN track is a four (4) year curriculum plan with a minimum 124 credits. A maximum of sixty (60) lower division credits (general education, biological sciences, behavioral sciences) can be transferred toward the baccalaureate degree in nursing. Over one half of the total required credits for the BSN program are in the upper division. Upper division courses are arranged in a prescribed sequence and courses at each level must be completed successfully before the student can proceed to the next level of courses. Upon admission to the major, the track can be completed in five semesters.

Allocation for credits is based on the University formula that one instructional credit unit equals one 50 minute clock (contact) hour. The ratio of credit to contact hour for classroom courses is 1:1, the ratio of credit to contact hour for clinical/laboratory courses is 1:2, and the ratio of credit to contact hour for the senior practicum course is 1:3. These ratios assure the level of learning achievement necessary to provide for the competent role performance for the BSN graduate.

http://cnhs.fiu.edu/nursing/undergrad/_assets/documents/misc-docs/generic-bsn-brochure.pdf

Curriculum Plan: RN-BSN Track (Online)

The fully online RN to BSN track continues nursing education for registered nurses with coursework that is relevant to workplace experience; including health and wellness across cultures, nursing leadership in global healthcare, and community health. Students will become more accomplished nurses with a strong foundation in evidence-based nursing practices. The online RN to BSN curriculum is flexible and adaptable to demanding schedules, with full or part-time options; however, students must complete the track within 3 years or 9 semesters (beginning Fall 2016). Students will earn a BSN with a minimum of 30 additional credits (3 full-time semesters) of upper division online coursework and an additional 30 credits earned through clinical proficiency evaluation, bringing the total credits to 120 credits which includes the 60 lower division credits from a previously earned Associate of Science in Nursing (ASN) degree. Graduates of the RN to BSN program track are eligible to apply for graduate programs with advanced nursing degrees, such as a Master's of Science in Nursing (MSN), or doctoral programs such as the Doctor of Nursing Practice (DNP) or the BSN to PhD in Nursing program.

http://cnhs.fiu.edu/nursing/undergrad/_assets/documents/misc-docs/rn-to-bsn-brochure.pdf
www.fiuonline.com/nursing

Curriculum Plan: VBSN Track

IMPORTANT: The VBSN track is a special project sponsored and partially funded by a grant from the Health Research Services Administration (HRSA) and by FIU Nicole Wertheim College of Nursing and Health Sciences.

The VBSN track is a full-time curriculum plan with a minimum of 120 credits. A maximum of sixty (60) lower division credits (general education, biological sciences, behavioral sciences) can be transferred toward the baccalaureate degree in nursing. A total of 60 upper division credits make up the total professional nursing coursework. Upper division courses are arranged in a prescribed sequence, and courses at each level must be completed successfully before the student can proceed to the next level of courses.

http://cnhs.fiu.edu/nursing/undergrad/_assets/documents/VBSN_Trifold_Brochure.pdf

Curriculum Plan: Accelerated Option BSN Track

The Accelerated Option (A.O.) track is a full-time three (3) semester curriculum plan with a minimum of 61 upper division credits. All courses are arranged in a prescribed sequence and courses at each level must be completed successfully before the student can proceed to the next level of courses.

http://cnhs.fiu.edu/nursing/undergrad/_assets/documents/ao_bsn_broucher_spring_2015.pdf

Curriculum Plan: FEP-BSN/MSN Track

The Combined BSN/MSN track is an accelerated track that builds upon the knowledge and skills of the social and physical sciences from a prior BS degree for foreign educated physicians. It is comprised of 63 upper division credits and 43-47 graduate credits, totaling 105 to 109 credit hours. Admission to the MSN component is contingent upon meeting the MSN admission requirements. To advance to the MSN component of this track, (Semesters V-VIII), students must: (1) have a cumulative GPA of 3.2 or above for Semesters I – IV, (2) be licensed as a registered nurse (RN) by the end of Semester V, and (3) submit graduate applications to the FIU Graduate School and to the Nicole Wertheim College of Nursing & Health Sciences by the appropriate deadline during Semester IV.

http://cnhs.fiu.edu/nursing/undergrad/_assets/documents/misc-docs/fep-tp-bsn-brochure.pdf

GENERAL STUDENT INFORMATION/POLICIES & PROCEDURES

Current Address, Phone Number and E-Mail Address

Florida International University (FIU) and the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) require that students keep current addresses and telephone numbers on file. E-mail addresses are also valuable for communications. A current address and phone number allows College personnel to contact students for emergencies, class changes, awards, academic questions/information, etc. The Office of the Registrar must be notified immediately of any change in address and/or phone number. The College and University must also be notified if a student changes his/her name.

Professional Conduct and Responsibilities

In addition to meeting the academic standards of the University and College, students enrolled in nursing courses must demonstrate professionalism in classroom, laboratory, and clinical experiences. Professionalism is defined as behaviors and attitudes congruent with the ANA Code of Ethics, guidelines and standards of practice, the Florida Nurse Practice Act, and policies and expectations of the College and University.

Inherent within the concept of professionalism is the development of those behaviors by the student during the program that demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Students are expected to respect the rights of others regardless of their race, religion, nationality, gender, age, sexual orientation, physical condition or mental state. Professionalism includes, but is not limited to, satisfactory academic and clinical conduct and performance.

Administrators and faculty of the undergraduate program reserve the right to interpret, maintain, and enforce the standards of professional conduct and performance for nursing. Administrators and faculty also reserve the right to recommend dismissal of any student who has violated the standards of professional conduct or demonstrates a lack of professional development.

Financial Assistance

Nicole Wertheim College of Nursing and Health Sciences. Grants, scholarships, and/or traineeships are periodically available through the NWCNHS. For information and applications, contact the NWCNHS Director for Admissions and Student Services. In addition, some prospective employers assist with tuition in return for a work commitment upon graduation and RN licensure. For information, monitor postings on websites and email communications.

Florida International University. The University's Financial Aid Office assists students to obtain financial assistance through the provision of scholarships, loans, work-study, and other programs. Further information can be obtained from Financial Aid on the University's website.

Veterans: All veterans, reservists, and National Guard members should contact the on campus veterans and military affairs office at 305-348-2838 to discuss the GI Bill and other financial assistance.

RN-BSN students are encouraged to contact their employer's personnel office to obtain information about employee tuition benefits. Some RN employers provide tuition assistance through employee reimbursement programs.

Professional nursing organizations may provide scholarships for member nurses who are continuing their professional education. Faculty who are conducting funded research will sometimes pay full-time

or part-time RN research assistants to assist in the collection of data. Available positions are posted or announced during class.

Students with Disabilities

Students with disabilities must register with Disability Resource Center (DRC) prior to the beginning of the semester. At the beginning of the course, the student must inform the faculty member concerning his/her disability. Personnel in the DRC will provide a written statement regarding any necessary accommodations. Current documentation of disability is required to receive services.

STUDENT GOVERNANCE

All nursing students are encouraged to participate in the various campus activities and University governance. The NWCNHS also provides opportunities for nursing students to participate in College governance.

Class Governance

Each entering class nominates and elects its own officers, including a President, Vice President, Treasurer, and Secretary. Class leaders can interact with faculty and administrators regarding student concerns and issues as well as assist in planning a recognition ceremony at graduation. Individual classes must consult with their faculty advisor before planning fundraising activities. Fundraising activities should focus on serving the community.

Student Nurses Association (SNA)

The purposes of the FIU SNA are to (1) assume responsibilities for contributing to nursing education in order to provide for the highest quality health care; (2) provide programs representative of fundamental and current professional interest and concerns; and (3) aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. See Nursing website for further information.

Pi Alpha Chapter (Sigma Theta Tau)

The purposes of this professional nursing organization are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Membership is based on GPA and class rank at graduation. Eligible graduates will receive an invitation and application from the Chapter Eligibility Committee. See Nursing website for further information.

GENERAL ACADEMIC INFORMATION/POLICIES & PROCEDURES

RN-BSN students must provide a copy of their current Florida nursing license for admission to the track.

Student Advisement

Students should see their professor if they have personal or academic difficulties that could impede their progress toward graduation. Office hours are posted outside each faculty member's office. Appointments can be made directly with the faculty member. **Students who may be experiencing any medically-related difficulties combined with continual poor performance must notify their instructors immediately.**

Panther Degree Audit (PDA)

The Panther Degree Audit is an automated degree audit that monitors a student's progress through the University, keeping track of fulfilled requirements and requirements needed to complete. A student cannot graduate until all sections on the PDA are satisfied. A PDA can be obtained online at my.fiu.edu by clicking on the link under Academic Advisement for Panther Degree Audit. Once opened, click on "Expand All" to view the PDA.

FIU Core Requirements

All students receiving a baccalaureate degree from FIU must comply with FIU core curriculum requirements (unless entering with an Associate of Arts (AA) degree from a Florida state system school or a Bachelor's Degree from a regionally accredited institution). These courses include English Composition/Writing, Mathematics, Natural Sciences, Social Sciences, Humanities, Arts, and Foreign Language. Students must meet the "Gordon Rule" English Writing and Mathematics requirements mandated by the Florida legislature. The Offices of Admissions and/or Undergraduate Studies determine that a student has satisfactorily met these requirements. Students are encouraged to print out the PDA each semester to determine their course completion status and contact their faculty advisor or the Program Director if questions.

Transfer Credits

An undergraduate applicant will receive credit for previous academic work appropriate to the BSN in accordance with the articulation agreements with community colleges and undergraduate nursing program requirements.

All applicants must have their transcripts evaluated by University and NWCNHS personnel to determine transferable credits.

1. Applicants who have received an Associate in Arts (AA) degree from an accredited Florida community college may transfer up to 60 credits toward the baccalaureate degree.
2. Students who enter FIU without an AA degree, transfer from out-of-state, or transfer from a private community college must meet the FIU core curriculum requirements and must satisfy State of Florida mandated Gordon rule requirements.
3. Applicants who have completed academic credit at the upper division level of an accredited four-year college or university may transfer up to 30 additional upper division credits above the 60 lower division credits transferred; credits in the major must be approved by the admitting track.
4. Applicants who have taken BSN courses at another institution and are requesting a transfer into the NWCNHS Generic (Basic) BSN track must 1) meet the current NWCNHS admission standards in place for the Generic BSN track; and 2) must provide evidence that he/she was a student in "good standing" at the time of withdrawal from the previous institution.
5. All prerequisite and co-requisite courses for the undergraduate program require at least a grade of "C" for transfer.
6. International student applicants must meet the University's admission requirements as noted in the FIU Undergraduate Catalog. These students should contact the Office International and Scholar Services for assistance with transcript analysis, etc.
7. In order to receive a degree from FIU, students must take a minimum of 30 upper division credits at FIU.

8. The last 30 credits at FIU should not be interrupted by course work at another institution. Students who are requesting to take a course at another institution, such as a community college, must meet with their advisor to discuss their request. Students who take courses at another institution must fill out a Transient Student Form in order to register for the course.

RN-BSN applicants who hold an ASN degree from a non-regionally accredited educational institution MUST have earned an ASN from an institution with ACEN accreditation (as of Fall 2016) and MUST obtain an Associate in Arts (AA) from a Florida State System College or a Bachelor's Degree in another field from a regionally accredited institution prior to entering FIU's RN to BSN track.

ACEN: <http://www.acenursing.us/accreditedprograms/programsearch.htm>

RN-BSN applicants who have taken BSN courses at another institution and are requesting a transfer into the NWCNHS RN-BSN track must have all coursework evaluated by FIU Nursing Faculty to determine course equivalency and are allowed a maximum of 6 transfer upper division Nursing credits. 30 credits of upper division coursework must be completed at FIU. Approved, transferred nursing coursework must be completed within 5 years of enrollment at the time of admission, including Excelsior exams.

Dropping and Adding Courses

To drop and/or add a course, the student must follow the instructions found in the FIU Registration website. See the Academic Calendar for drop/add deadlines. Because of the differing progression plans of the traditional generic and foreign-educated physician (FEP) tracks, students cannot transfer between tracks unless approved by the Program Director. Students must notify their advisors prior to dropping any course. Students who fail to notify their advisors may jeopardize their progression in the undergraduate nursing program.

Withdrawal from the University

If a student withdraws from the University for personal reasons, a Withdrawal form must be obtained and submitted to the Office of the Registrar. No signatures are required from the NWCNHS. However, it is a courtesy to notify the College of the student's intention to withdraw.

If a student must withdraw from the University after the final withdrawal date because of major illness, the student can complete the appropriate forms to petition for an excused withdrawal. The student must provide documentation of the illness and attach it to the withdrawal form. The Withdrawal Form can be obtained from the Office of the Registrar.

Re-Entry to Nursing Program

If a BSN student drops out, withdraws, fails course(s), or otherwise interrupts the sequence of the nursing program in any way that falls outside their original plan of study, he/she must petition the Chair of Undergraduate Nursing either for re-entry into the nursing program and/or for an out-of-sequence plan of study. In the event re-entry is granted, he/she must update all clinical requirements related to health, immunizations, and background screening prior to re-entry. All clinical requirements including CPR and health insurance must be current at the time of re-entry, and the students must be cleared by Complio. Returning students must comply with all current requirements and must contact the Director of Clinical Placements and the Chair of Undergraduate Nursing eight weeks prior to the semester of return to determine if clinical placements are possible. Clinical placement will be made on a space available basis. All requirements must be maintained throughout the nursing program.

Students who experience a medical problem or pregnancy while in the nursing program must provide a statement from their health care provider indicating the student's ability to return to full duty without restrictions prior to attending clinical.

BSN students who have withdrawn or have otherwise interrupted their plan of study must petition the Chair of Undergraduate Nursing, in writing, for re-entry. Students must also notify their Academic Advisor or Program Coordinator of their intent to re-enter. In the event re-entry is granted, re-entry is contingent upon available clinical space and faculty. Students may be required to repeat or take additional courses, or prescribed remediation to complete degree requirements. Please refer to our website <http://cnhs.fiu.edu> for the most current information on application deadlines.

RN-BSN Readmission Requirements

Admitted RN-BSN students who have not enrolled in any FIU course for three consecutive terms will be required to apply for re-admission to FIU and to the NWCNHS. RN-BSN re-admission applicants who were previously dismissed by NWCNHS can reapply after 5 years since their last term of enrollment. The applicant must meet the current RN-BSN track admission requirements, including the program of study, in effect at the time of re-admission, including program GPA requirements. When seeking readmission, a returning RN-BSN student must meet with a NWCNHS academic advisor to determine how their previous coursework will fit within the current RN-BSN curriculum requirements in effect at the time of readmission. RN-BSN core coursework and Excelsior exams completed five (5) or more years previously **may not** be used towards degree completion and **will need to be repeated**. Students may be required to repeat or take additional courses to complete degree requirements.

Program Major Change

A student who has decided to change his/her major should obtain and submit the form to the Office of the Registrar. If the student is transferring to the NWCNHS, the student must fill out the form and obtain signatures from the College. Students who change majors will be evaluated in accordance with the undergraduate nursing program's admission criteria. The student must also contact the previous school to forward his/her academic files to the NWCNHS.

Letters of Recommendation

A student or graduate may request a letter of recommendation from a faculty member. Faculty members have the right to grant or deny the request. The student or graduate must request the letter of recommendation in writing supplying the address and name of individual or departmental agency to whom the letter should be addressed.

ACADEMIC PROGRESSION INFORMATION/POLICIES & PROCEDURES

Program Length

Generic BSN students progress full-time through the nursing curriculum and complete the track in five semesters. VBSN students progress through the full-time nursing curriculum and complete the track in three semesters. Accelerated Option BSN students enroll full-time and complete the track in three semesters plus a winter intersession. FEP students complete the BSN/MSN track in eight full-time semesters. Students who have not registered for three consecutive semesters must re-apply for admission to the University and the College, completing the appropriate forms available from the Office of Admissions.

The RN-BSN student may choose to enroll as a full-time or part-time student; however, the nursing course sequence must be completed within 3 years (beginning Fall 2016) or 9 semesters and may even be completed by the student in one calendar year (by completing 3-4 courses/semester). If a student is unable to complete the program courses and requirements within three years, the student must petition the Chair of Undergraduate Nursing for an extension of one semester.

Course Sequencing

The BSN course sequencing moves from foundational courses to complex courses and from a focus on the individual to a focus on the community. Each clinical nursing course builds on the knowledge of the previous courses. Courses in each level of the curriculum must be completed before advancing to the next. Any variations must be approved by the Chair of Undergraduate Nursing.

Due to University/College insurance requirements, students must be registered for a nursing course in order to practice as a student in the clinical area.

Any separation from the nursing program in any of the pre-licensure tracks (Generic, FEP, AO and VBSN) needs to be approved by the Chair of Undergraduate Nursing with a remediation plan. Any student who separates from the program without prior written approval of the Chair of Undergraduate Nursing must reapply to the program. If the student is granted re-entry and/or readmitted, a remediation plan will be created and executed for successful graduation and NCLEX readiness.

RN-BSN Clinical Placement Requirements

Nursing Core Courses, UD Electives, Equivalency Exams, & UCC must be successfully completed as well as background check, drug test, immunizations, RN Liability Insurance prior to final semester deadlines:

November 1st – Deadline for spring final semester enrollment

March 1st – Deadline for summer final semester enrollment

June 1st – Deadline for fall final semester enrollment

Students will also need to complete the Practicum Request Form in order to be eligible to begin the NUR4945L course the following semester.

Double Majors, Two Bachelor's Degrees and/or Minors

Students in the College must fully disclose their dual status to their advisor upon admission and/or upon request to add major/degree/minor.

Academic & Clinical Grievances/Complaints

Students must follow the NWCNHS grievance policies/procedures when filing a complaint or grievance (example: a grade or progression decision) related to the academic and/or clinical settings. This policy is posted on the NWCNHS website and is also contained within this document. Contact a faculty member or staff member for clarification of any policies or procedures.

GRADES AND GRADING

Communicating Grades

Grades are obtained through the <http://my.fiu.edu> web site. Students will need their Panther ID and password to obtain grades. Otherwise, grades are communicated through a procedure designated by the faculty member. Only faculty members are authorized to report grades over the phone.

Grade Point Average

To achieve and maintain a classification of “good standing,” a student must maintain a grade point average (GPA) of 2.0. Unofficial student transcripts can be obtained on the <http://my.fiu.edu> website. In order to graduate, nursing students may only earn 2 “C” grades in core coursework. Upon the third “C,” students will be dismissed from the program.

Repeating Nursing Courses and Dismissal

A grade of “C” or better in all nursing courses, NUR courses, is necessary for continuing in the undergraduate program; however, students may only earn 2 “C” grades in nursing coursework and will be dismissed from the program after obtaining their third “C” grade in a nursing course. Also, students are only allowed to fail one nursing course in the curriculum, and nursing courses can be repeated only once. A failed nursing course that is repeated and passed with a “C” will result in the student acquiring 1 failed nursing course (only 1 failure allowed 1 time) and 1 “C.” If a student fails the same course twice or any two courses, he/she will be dismissed from the program. In the VBSN track, early enrollment courses and pre-program courses are considered nursing courses.

In the RN-BSN track, upper division, non-nursing electives and nursing electives must be passed with a grade of “C” or higher. The three “C” and dismissal policy listed above does not apply to these electives taken in RN-BSN.

The one failure only policy listed above does not apply to these electives taken in RN-BSN.

The one failure policy applies to core classes, including clinical classes, and any classes that may apply toward challenge exam credit in the RN-BSN track.

After successfully completing the repeated course, the student must obtain and submit a Repeated Course (grade forgiveness) form to the Office of the Registrar per University policies. While both grades will be included on the student's transcript, only the last grade for the repeated course will be computed into the student's GPA. Even if grade forgiveness is used on a failed nursing course, the one failed nursing course still is counted towards the one failure only rule, and a subsequent failure would lead to dismissal. The same hold true to a grade forgiveness and the three “C” rule so using grade forgiveness in a nursing course in which a grade of “C” was obtained will still include that original “C” grade in the total of “C” grades earned in nursing courses. NOTE: Students who drop one or more courses in one semester for academic reasons may re-enter the undergraduate program one time only. Any subsequent drop or failure will result in dismissal from the nursing program. This rule applies to VBSN, AO, FEP, and Generic tracks.

For all pre-licensure program students, Senior Nursing Synthesis (NUR 4940) is not considered a second failure if the first failure was a different NUR course. However, students are only allowed two attempts to complete this course.

If a student completes an accelerated eight-week session NUR course with a failing grade and the course is dropped after the official university add/drop period resulting in a grade of “DR”, the course is considered a failure.

Grading Scale

A	93-100%
A-	91-92%
B+	89-90%
B	85-88%
B-	83-84%
C+	81-82%
C	77-80% PASSING
D	67-76%
F/F0	00-66% SEE BELOW

Course Grades

A 77% or higher average of all testing in any clinical and/or didactic course is required to pass a course. In the event a student has not achieved a 77% average for all testing in a course, a pass will not be achieved. Grades are not “rounded up” (i.e. 76.7% is a 76%, not a 77%).

Fzero Grade

An F0 (F zero) will be given to students who both earn a failing grade based on course standards and who fail to complete at least 60% of the course requirements or fail to attend at least 60% of class sessions. An F0 equals zero grade points per credit hour and is a permanent grade.

Incomplete “I” Grade

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the course ending or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

“Incompletes” in BSN clinical courses (theory and laboratory) must be completed to a grade before progression.

It is the student's responsibility to ensure that the faculty member has received the missing materials in a timely fashion and has forwarded the necessary Change of Grade form. The student should print out his/her unofficial transcript three to four weeks after the form was initiated to ensure that the change was entered on the student’s transcript. If it has not been entered, the faculty member must be notified immediately. If the faculty member is not available, the Chair of Undergraduate Nursing must be notified.

NWCNHS Student Academic Grievance/Appeal Procedure

NWCNHS students have the right to grieve/appeal academic grading/course complaints/ controversies and program progression/dismissal decisions. According to the FIU Student Policy (undergraduate and graduate) written guidelines:

The FIU Academic Grievance Procedure indicates the reasons (nature of appeal) for an academic grievance include: “covers academic grievances which are defined as any complaint or controversy

alleging: 1) unprofessional conduct by a professor which adversely affects either a student's ability to satisfy academic expectations, whether in the classroom, the field, or a lab, or the student's actual performance; 2) improper admission counseling; 3) improper counseling by an adviser; 4) arbitrary grading for coursework, comprehensive examination, thesis or dissertation; and 5) arbitrary non-renewal of a graduate assistant or arbitrary dismissal from a course or program."

Students who wish to appeal MUST FIRST follow the NWCNHS academic grievance/appeal procedure.

1. Speak with the course faculty member(s) about grade or other controversies/course complaints within two (2) working days after grade is posted.

If a grade impacts the student's progression for the subsequent semester and the student wishes to appeal, the student must begin the appeal process within two (2) working days after the grade is officially posted by speaking with the faculty member. The student must explain the nature (what is the reason) and condition (what are the facts to support the complaint/controversy) of the appeal.

A student who is dismissed from a nursing track and files a grievance will NOT be allowed to enroll in courses until the grievance process is completed.

2. If unresolved at the faculty level, the student has seven (7) working days to proceed with the appeal to the level of the department chair/director (or designee), if the student desires. The appeal must be in writing and include the nature (reason) and condition (set of factors with data) of the grievance, and a summary of previous efforts to resolve it. The written appeal must be addressed to the department chair/director; a hard copy must be signed by the student grievant, and must be date-stamped by program staff upon receipt. In addition, the student must include a current address and telephone contact number(s). An email notification is not acceptable. An appointment to meet with the department chair/director will be made.
3. After the student submits the written appeal and meets with the chair/director of the program, a written response to the student via certified mail from the administrator or his/her designee will occur within seven (7) business days of the date-stamped appeal. If a student has not received a certified letter within ten (10) business days of the submitted appeal, the student MUST contact the office of the administrator.
4. When the student receives the letter from the chair/director of the program, he/she has seven (7) business days from the date on the letter to proceed with the appeal to the level of the Associate Dean of Academic Affairs (or designee), if the student desires. The document must include the nature and condition of the grievance, plus a summary of previous efforts to resolve it. The written appeal must be addressed to the Associate Dean of Academic Affairs; a hard copy must be signed by the student grievant, and must be date-stamped by program staff upon receipt. An appointment to meet with the Associate Dean will be made.

NOTE: For a clinical course or clinical progression complaint/controversy, the student appeals to the Faculty Assembly Student Affairs Committee following the same process as stated above in 4. The level of appeals for a clinical course or clinical progression complaint/controversy is first (#1)—faculty member; second (#2)—Chair, Faculty Assembly Student Affairs Committee; third (#3)—Associate Dean of Academic Affairs; and fourth (#4)—Dean.

5. After the student submits the written appeal and meets with the Associate Dean of Academic Affairs, a written response to the student via certified mail from the administrator or his/her designee will occur within seven (7) business days of the date-stamped appeal. If a student has not received a certified letter within ten (10) business days of the submitted appeal, the student

MUST contact the office of the administrator.

6. When the student receives the letter from the Associate Dean of Academic Affairs, he/she has seven (7) business days from the date on the letter to proceed with the appeal to the level of the Dean (or designee), if the student desires. The document must include the nature and condition of the grievance, plus a summary of previous efforts to resolve it. The written appeal must be addressed to the Dean; a hard copy must be signed by the student grievant, and must be date-stamped by program staff upon receipt. An appointment to meet with the Dean will be made.
7. After the student submits the written appeal and meets with the Dean, a written response to the student via certified mail from the administrator or his/her designee will occur within seven (7) business days after the date-stamped appeal. If a student has not received a certified letter within ten (10) business days of the submitted appeal, the student MUST contact the office of the administrator.
8. **The Dean's decision is final.**

ACADEMIC CONDUCT AND PERFORMANCE

Students are expected to watch the Dean's video on student misconduct located at <http://cnhs.fiu.edu/misconduct/> and review the FIU Student Handbook <http://studentaffairs.fiu.edu/about/student-handbook/> for details on Standards of Student Conduct and Policies. The FIU Standards of Student Conduct address three major areas of moral integrity: *Academic Honesty*, *Respect for the Law*, and *Respect for People*. Students who plagiarize, cheat and/or harass an instructor or peer may be charged with academic misconduct. Penalties for academic misconduct may include dismissal from the University. Below are the definitions of plagiarism, cheating, and harassment:

- **Plagiarism**
Plagiarism is the deliberate use and appropriation of another's work without any indication of the source and the passing off of such work as the student's own. Students who are using another person's ideas or writings must document their sources. Direct quotes must be consistent with American Psychological Association (APA) format. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism. Any student helping another plagiarize may be found guilty of academic misconduct.
- **Cheating**
Cheating is the unauthorized use of books, notes, aids or assistance from another person with respect to examinations, course assignments, field service reports, class recitations, or possession of examination papers or courses materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.
- **Harassment**
Harassment is defined as conduct that creates an intimidating, hostile, or offensive environment for another person or group. This definition includes harassment and threats through computers or electronic communication.

Course Requirements

Students are expected to adhere to the stated course requirements outlined in the course syllabus by faculty (provided at the beginning of the course), including due dates for assignments and the specified grading system. Unless prior arrangements have been made with the faculty member, work that is submitted late is downgraded one FULL letter grade for each day the paper/project is late until the grade of "F" is reached. Students are expected to be prepared for all classes and to participate in them.

Students should not ask a faculty member to change the course requirements by requesting special treatment such as “extra credit” work to raise a grade, or ask for extensions of deadlines for papers. These requests are unfair to other students and the faculty member.

Classroom Conduct and Responsibilities

As a matter of common courtesy, students should not enter classrooms late; carry on conversations, even whispered ones; or take up class time with questions of solely personal interest. Taping class lectures is at the discretion of each faculty member. The student must request permission before taping any classroom activity. Mobile phones must be placed on vibrate or turned off during class periods.

Children or pets are never permitted in the classrooms unless for specified laboratory experiences. Food and drinks are not permitted in the classrooms or the laboratories. This is a University policy. Students are expected to assist in keeping the School, College, and University laboratories, classrooms and lounge areas in a presentable condition at all times.

In consideration of others, classroom furniture or equipment that is moved during a teaching/learning activity should be returned to its original location.

Attendance

Students are expected to attend all classes, clinicals, and laboratory experiences. Courses include the instructional strategy of shared knowledge and experience between students during group presentations and discussions. Absence interferes with the student's ability to learn from this in class sharing. Students with military service obligations (i.e. weekend duty, drilling, training, etc.) must inform professors as soon as students are notified of orders and military obligations. It is the student's responsibility to coordinate with each professor to make up required assignments and clinical rotations.

Students are expected to read and adhere to the course syllabus regarding clinical and class attendance. Excessive absence or habitual tardiness for any reason may affect the course grade (since the stated course objectives cannot be met) and can result in failure.

Written Assignments

All written work is to be submitted on the announced due date unless the student made previous arrangements with the faculty member. Computers are available for student use in the computer laboratories. Formal written papers (term or scholarly papers) shall follow the format using the guidelines of the American Psychological Association's (APA) *Publication Manual* (the latest edition is available for purchase at the FIU Bookstore).

EXAMINATION POLICIES/PROCEDURES

Students encounter a variety of test forms including multiple-choice, short answer, essay, tandem testing, and take home tests. Instructions for examinations will be provided by the course faculty member.

Examination Security

If exams are closed-book, students may not use notes, texts, dictionaries, or other materials; nor can they talk to other students during the exam. If a student has a problem or question, it must be discussed with no one other than the faculty member proctoring the exam. If a student leaves the classroom, he/she will be asked to hand in the paper, and will not be permitted to return.

Students should use the bathroom facilities before an exam. Faculty members proctoring the exam have complete discretion on whether students are allowed bathroom trips and, if so, the procedures for bathroom trips.

Examination Reviews

Reviews of exams are at the discretion of the course faculty. No other person, including another faculty member, Chair, Associate Dean, or Dean can review and/or discuss the exam with the student (unless permission is granted by the course faculty member).

Failure to Take Examination

Students unable to take the exam at the scheduled time must make arrangements with the faculty member PRIOR to the exam date. If the student communicates with the faculty member prior to the exam, possible alternate arrangements can be discussed.

If a student fails to communicate with the faculty member prior to the exam and subsequently claims an emergency, illness, or accident, the explanation will be considered to determine extenuating circumstances. If extenuating circumstances are found, the student will not be penalized. If the faculty member believes there to be no extenuating circumstances, the student MAY be allowed to take the exam and may receive a lower grade at the discretion of the faculty member.

An alternate exam may be selected by the faculty member if taken late by the student.

Medication Calculation Test

All pre-licensure BSN students must pass a medication calculation test with a score of 90% or better each semester. Basic (non-programmable) calculators may be used for courses at Level 2 and above. Students can take a medication calculation test three times only. Students who do not pass the medication test will not be allowed to progress in the course and clinical areas, and the days missed will be counted as clinical absences. Students who fail a medication calculation test three times must drop the clinical course.

Final Examinations

In courses in which a cumulative (or comprehensive) final exam is given, the student must pass the final exam by a grade of 77% to pass the course.

Students are not allowed to re-take exams if they fail.

Computer-Based Clinical Examinations

Students are required to take computer-based clinical examinations at the completion of their clinical courses. The purpose of the computer-based examinations is to provide students with feedback related to their current clinical knowledge (strengths and weaknesses) of the specialty area. Students are encouraged to use the feedback to review for the RN licensing examination.

Exit Examination

All pre-licensure BSN tracks require students to pass a nursing synthesis (Exit) examination during the last semester as a prerequisite to the BSN degree. The exam will be given as part of the requirement for the Senior Synthesis Course NUR 4940. If the student fails the first attempt of the synthesis examination, he/she will have an opportunity retake the exam. If the student fails the second attempt, he/she will receive a failing grade for the course and will have to re-register for the Senior Synthesis Course NUR 4940. Passing the Exit Examination at the specified level is a requirement for graduation and is non-negotiable.

If a student takes the exit exam successfully but then does not graduate on time due to a failure or separation from the program or other extenuating circumstances, another successful/passing exit exam will be required for graduation and release of student name to the board of nursing. If a student does not

have a successful exit exam in the semester they are graduating, their name will not be released to the board of nursing.

RN-BSN Excelsior Examinations

Excelsior Exams may be taken while enrolled in the track or prior to beginning the track, but must be completed and passed with a grade of 'C' or higher prior to taking the final two courses- Senior Clinical Practicum and Community Health. The exams are as follows:

NURX-310 Adult Nursing (554)

NURX-315 Maternal and Child Nursing (Baccalaureate) (457)

NURX-320 Psychiatric/Mental Health Nursing (503)

Excelsior exams must be less than 5 years old to count towards RN-BSN requirements.

UNIVERSITY ACADEMIC WARNING, PROBATION, AND DISMISSAL

Academic Warning

Undergraduate students in academic jeopardy are notified through conferences or in writing by the course faculty member, advisor, and/or the Chair.

An undergraduate student whose cumulative GPA falls below 2.0 will be placed on Academic Warning by the University. To remove the Academic Warning status, a student must attain a cumulative GPA of 2.0 or above in the subsequent semester. See the FIU Undergraduate Catalog for further information.

Academic Probation

A student on Academic Warning whose cumulative GPA remains below 2.0 will be placed on Academic Probation by the University. To remove the Academic Probation status, a student must attain a GPA of 2.5 for the subsequent semester. See the FIU Undergraduate Catalog for further information.

Dismissal

A course in the BSN curriculum can be repeated only once. If an undergraduate student fails the same course twice or any two courses, he/she will be automatically dismissed from the nursing program.

An undergraduate student on probation whose cumulative and semester GPAs fall below a 2.0 will automatically be dismissed from the program and the University. Students are advised to refer to the FIU Undergraduate Catalog for further information.

NOTE: The preceding are university-wide policies and procedures; however, all nursing students should refer back to the BSN Student Handbook grades and grading section for further information.

CLINICAL CONDUCT AND PERFORMANCE

Clinical Evaluation

Clinical performance is evaluated during each clinical nursing course by course faculty and preceptors. Clinical evaluation tools are designed to address specific course expectations and objectives. Typical clinical expectations include, but are not limited to:

- Safe, effective, ethical performance of nursing tasks;
- Problem solving;
- Use of appropriate judgment;
- Appropriate communication and interaction with others;
- Ability to apply knowledge.

Professional Behavior and Language in the Clinical Setting

Nursing students are expected to respect the rights of others regardless of their race, religion, nationality, gender, age, sexual orientation, physical condition or mental state, in both laboratory and clinical settings. Students are expected to:

- Adhere to established laboratory and clinical deadlines.
- Have no laboratory and clinical absences, either at arrival or while in the clinical setting.
- Exhibit promptness when attending classroom, laboratory, and clinical experiences.
- Remain for the entire laboratory clinical learning experience, unless excused.
- Adhere to policies and procedures related to the assigned clinical agency.
- Promptly and properly identify one's self and role during clinical experiences.
- Adhere to the uniform and dress policies found in the BSN student policies/procedures manual.

Unprofessional Conduct and/or Professional Misconduct

Nursing students are expected to act in a manner consistent with the ANA Code of Ethics. Failure to comply may result in action by nursing administrators and/or faculty including, in appropriate cases, dismissal from the nursing program. Examples include, but are not limited to:

- Negligence in patient care.
- Unprofessional behavior either at the laboratory or at the clinical agency.
- Substantiated act or acts of patient abuse, either physical or verbal.
- Unsatisfactory performance as judged by the clinical supervisor.
- Neglect of duty with actual cause or potential to cause patient harm.
- Fraudulent or egregious acts.
- Demonstrated and/or documented incompetence.
- Personal conduct which adversely effects the work environment and/or the supervisor's ability to perform his/her responsibilities.

- Exhibiting aggressive or intimidating behavior (e.g., profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients, or agency personnel.
- Attempting to use paid time from employer as clinical hours.

Clinical Probation, Failure, and Dismissal

A student who demonstrates unprofessional conduct and/or professional misconduct will be notified by the faculty member of such behavior. The faculty member will counsel the student, document the occurrence of the behaviors in writing and place the documentation in the student's file. The student may respond in writing within 48 hrs. to the faculty member's findings and/or submit written documentation relevant to the behavior. Depending on the nature of the behavior, the faculty member, in consultation with the Program Chair, may place the student on clinical probation.

Clinical Probation

Clinical probation is based on the performance of the student in relationship to course objectives, and expected behaviors and attitudes that are consistent with those of a professional nurse. In addition, to persistent behavior or behaviors related to unprofessional conduct (see above), the student enrolled in a clinical nursing course may be placed on clinical probation for one or more of the following:

- Initiating clinical experiences without a contract;
- Initiating interventions or actions without appropriate supervision or approval of the supervisor;
- Consistent difficulties in applying theory to the clinical setting;
- Violating patient confidentiality/HIPAA;
- Inconsistently completing clinical assignments or logs.

The faculty member will notify the Chair of Undergraduate Nursing of any student who is placed on clinical probation. In addition, the faculty member will send a letter to the student indicating the areas of weakness as the basis for clinical probation. A copy of the letter will be placed in the student's academic file.

The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the faculty will remove the probationary status at the end of the course. Failure to meet the requirements of the probation will result in clinical failure.

Clinical Failure

Clinical failure is based on the unsatisfactory performance of the student in relationship to the course objectives, expected behaviors, and attitudes that are consistent with those of a professional nurse. A student enrolled in a clinical nursing course may receive a clinical failure and/or dismissal from the nursing program for one or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical probation;
- Recurring absenteeism or tardiness in the clinical setting that has not been approved by the professor in advance of planned clinical experience;
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the supervisor;

- Acts of dishonesty;
- Repeated lack of preparation for the clinical setting;
- Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practice;
- Demonstrating practices that are inconsistent with professional standards or codes of ethics;
- Unsatisfactory final clinical evaluation;
- Attempting to use paid time from employer as clinical hours;
- Failure of student to keep clinical clearance items up-to-date, resulting in multiple clinical absences.

The faculty member will notify the Chair of Undergraduate Nursing of any student who earns a clinical failure. In addition, the faculty will place a copy of the letter sent to the student indicating the clinical failure in the student's academic file.

Dismissal

A student may be dismissed without a probationary period for identified infractions. Grounds for dismissal without a probationary period include:

- Level of incompetence representing a threat to patient safety;
- Falsification of documents or records;
- While in the clinical area, being under the influence of alcohol, marijuana, or any controlled substances not legally prescribed;
- Insubordination or failure to follow direct orders from a clinical supervisor;
- Theft of College, University, or agency property;
- The inappropriate administration of any drug or treatment without the permission of the clinical supervisor.

CLINICAL EXPERIENCES

Clinical Agencies

Various agencies throughout the community are utilized as clinical learning experience sites for nursing students. The student has a responsibility to follow the regulations of each agency (including but not limited to orientation materials, immunization verification, health screenings, and maintaining CPR certification) and to exhibit professional conduct at all times. All students must submit information to Complio for background/drug screening and current clearance items as a requirement for clinical placement at health care facilities. Screening and clearance items must be kept up-to-date by the student at all times, or students' grades will be affected and may require students to drop courses.

Clinical Groups

Students are placed in clinical groups at faculty discretion. The student who wishes to change his/her clinical group must find a student from the preferred group who is willing to change groups and make a request in writing to the Clinical Director within two business days of the email notifying of the clinical assignment. The student must clearly state the rationale for the change. The Clinical Director may grant a request if group information has not been forwarded to the facilities for placement and no other conflict

exists. All orientation materials for clinical placement must be completed within one week of student notification. Failure to complete orientation materials within the deadline may result in an administrative drop from the course.

Transportation

All students are expected to have transportation to and from their clinical sites. Faculty members are not responsible for arranging students' assignments according to car pools, distance from home or work to clinical site, work schedules, or making babysitting/day-care arrangements.

Clinical Assignments and Preparation

The student is directly responsible to the supervising faculty member. The student taking a clinical course also functions as a member of the health care team. Faculty will provide clinical assignments based upon the course objectives and learning level of the student. Assignments are made prior to the clinical experience and, unless the student is told otherwise, the student will pick up his/her own assignment at the appropriate agency that day or evening. The student will prepare for the clinical experience by reviewing the client's chart, nursing procedures, textbooks, and class notes.

Clinical Clearance Deadline

Clinical clearance MUST be completed 2 weeks prior to the start of the semester and reflect that all clinical clearance items will be valid through the entire semester. This is a non-negotiable requirement. Students will be dismissed from the nursing program if the deadline is not met and it is the first semester in the program. Students will be dropped from all clinical courses if the deadline is not met and it is semester 2 or beyond in the program. The foregoing does not apply to RN-BSN students.

RN-BSN students have clinical experiences with a preceptor in Senior Clinical Practicum (NUR 4945L). Students may not obtain clinical hours in the same location as their exact work location or unit. Preceptors may be utilized within the same agency but in a different location than where the student works. No paid time may be used for clinical hours. Preceptors for these clinical courses must be nurses with a baccalaureate degree in nursing. In addition, all clinical sites must have a current contract with the NWCNHS. Preceptor approval will be made by the faculty member and not demonstrate any conflict of interest.

The RN-BSN Senior Clinical Practicum allows transition from student to graduate role through leadership experiences in selected settings. It is best to seek a preceptor within your facility. Preceptors who are advanced practice nurses i.e. clinical nurse specialists and nurse practitioners, who solely are in the role of primary care providers, are not an appropriate preceptor for this course and will not be approved. Such nursing roles are not appropriate for this course because you cannot transition into that role with a BSN degree and because the experience with that preceptor will not meet the objectives of this course. Practicum hours to gain clinical nursing skills in a specialized hospital unit floor, ER or ICU will not meet objectives for this course and practicum requests for these types of experiences will not be approved.

The following practicum experiences are appropriate for this course:

Quality Assurance
Risk Management
Infection Control
Telehealth and or
Informatics
Healthcare Facility Educator

Simulation Faculty
Distance Learning Faculty
Research Faculty
Research leader Healthcare facility
Research Clinical Coordinator
Nurse Managers: Associate and Head Nurses
Nurse Coordinator
Case Management and or Liaisons
Other similar leadership experiences

Time scheduling for precepted courses is arranged between the student and the preceptor with the faculty member's approval. The student has a responsibility to follow the regulations of each agency/site and to exhibit professional conduct at all times.

Students are expected to complete the required practicum hours for Care of Communities: Community Health (NUR 4636C) and Senior Clinical Practicum (NUR 4945L) by the completion of the semester in which they are registered. Students are also expected to maintain a log documenting their activities. The clinical faculty member will communicate with each student and the preceptor during the clinical experience to determine that the student is able to meet course objectives. Both courses have online discussions with all students for the purpose of sharing experiences. The student is expected to arrange their schedule in order to attend these discussions.

Practicum requirements are NOT waived if you move out of the South Florida area or if you cannot locate a practicum setting/preceptor. Faculty members and advisors are not responsible for locating practicum experiences for students.

Prior to NUR4945L Senior Practicum and/or NUR 4636C Community Health: Care of Communities, eligible RN-BSN students must complete and submit the Practicum Request Form. Students seeking readmission for final semester must:

- Meet the previous deadlines,
- Obtain approved readmission,

And meet the final semester Excelsior exams, clinical clearance, and final semester registration request deadlines of November 1st, March 1st, and June 1st.

Chart Documentation

All student charting entries must be co-signed by the supervising faculty instructor, the responsible RN, or the RN preceptor.

Keys

Students are occasionally offered or request unit keys. If the student accepts or utilizes keys, the student is completely responsible for returning the keys to the appropriate person before leaving the unit. If the student takes unit keys off the unit or out of the hospital, the student will be required to return the keys **immediately** (including driving back to the facility).

Photography

Students are forbidden to take photographs while in clinical settings. This policy includes all cameras and cellular phones.

Family Members and/or Friends as Patients

Students may not practice on any unit where a family member or close friend is a patient. If this situation arises, the student must inform the clinical instructor, and arrangements will be made for a clinical experience on another unit.

Clinical Absences and Tardiness

A student who is absent or tardy in the clinical facility on the assigned day is expected to contact the clinical faculty member and or preceptor prior to the assigned reporting time. This notification is important because the patient must be reassigned as soon as possible; otherwise the patient will be considered as abandoned, and legal consequences could result from an unanticipated hazardous situation.

Students are expected to have 100% attendance for all laboratory experiences. The stated course objectives must be met in order to successfully pass the course. Students are expected to read and adhere to the course syllabus regarding clinical and class attendance.

Missed clinical days cannot be "made up." If a student misses a clinical day, the faculty member will take the absence under consideration to determine whether the student will be able to fulfill all stated objectives. Twenty points will be deducted from the student's clinical evaluation for each absence.

Accidents/Injuries

If an accident or injury occurs while the student is in the clinical area, the student is responsible for following up on the necessary medical care. Faculty are to follow the clinical agency's policy for employee/student injuries, such as an incident report, emergency room treatment, etc. The Program Chair and Clinical Director must be notified and NWCHNS clinical incident/blood-borne pathogen exposure policy must be followed.

<http://cnhs.fiu.edu/nursing/undergrad/bsn-programs/clinical-education/index.html>

Illness

If a student needs health care and/or is at risk to others, the faculty member must determine appropriate action based on the individual circumstances and make the proper referrals. Health care alternatives are treatment at the nearest walk-in facility, the FIU Student Health Clinic, or a private physician. Students who are ill must deliver medical clearance documents with no restrictions to the clinical director and faculty before clinical can resume.

RN-BSN students who are ill and unable to be in the clinical site on the assigned day are expected to contact the preceptor and the clinical faculty member prior to the assigned time of reporting. The student is then expected to meet with the preceptor and the faculty member to plan an appropriate make up assignment. Students failing to complete the assigned hours will receive a grade of "F" for the course.

Tardiness in the clinical area is an unprofessional behavior and will not be tolerated. If a tardy cannot be prevented, the student is expected to notify the preceptor and the faculty member.

Nursing Skill Deficiencies

If the clinical faculty member identifies that a student is deficient in a specific skill, a lab prescription form will be completed and given to the student. The student must contact the Coordinator of the STAR (Simulation Teaching and Research) Center on the next class day to set up an appointment to work on the deficient skill. Practice and review must be completed within two weeks.

General Expenses

Expenses are incurred by all FIU students; however, undergraduate nursing students have some

additional expenses, such as smart phones, laboratory fees, uniform, stethoscope, penlight, watch with second hand, bandage scissors, name badge, goggles, personal audio plug-in (earphones) for the computer, transportation, CPR certification, health screenings (including immunizations) and health insurance. These requirements not only protect students, staff, and patients, but also assist students in developing professional responsibility and accountability.

CPR Certification. All students must have the current BLS CPR certification from American Heart Association before entering the clinical areas. College nursing personnel may be able to schedule a CPR certification class at the STAR Center for students. However, if a certification class cannot be scheduled (or a student cannot attend the class), the student is responsible for obtaining AHA BLS CPR certification in the community. CPR certification renewals are the responsibility of the student.

Immunizations/Health Screening Requirements. Periodically, all students must obtain specific immunizations, health screening tests, and background screening (such as TB tests, drug testing, fingerprints, and titers). The requirements are subject to change, depending upon current knowledge and practices relating to health care. Students should review the Complio website for the most updated information.

Major Medical/Hospitalization Insurance. All students registered in clinical nursing courses must have major medical/hospitalization insurance (student health fees cover only routine health services).

The College is required to send reports of immunizations and health-screening tests to clinical agencies where students will practice, and these tests must reach the clinical agency before the student is allowed to practice. If a requirement is due to expire during the upcoming semester, students must renew the requirement and upload it to Complio 2 weeks prior to the beginning of the semester. In addition, students must purchase NWCNHS approved goggles for eye protection. Students who do not have current and reported CPR certifications, immunizations, health screening tests, and health insurance will not be allowed in the clinical areas, and may be dropped from the course. Clinical absences can impact fulfillment of the clinical course objectives.

RN-BSN students must meet all clinical agency/site requirements. In addition, they must purchase and/or show proof of professional liability insurance before registering for clinical courses.

Background Checks

All students must submit information for background screening as a requirement for clinical placement at health care facilities through Complio. Note: students who are younger than 21 years old by graduation and have never been employed in the United States do NOT need to complete the employment verification. Findings in background checks and drug screening may affect a student's ability to participate in clinical experiences, complete the program, and/or obtain a registered nurse licensure. In addition, FIU's policies and procedures related to substance abuse may be affected.

Students with an arrest history must disclose such history to the Chair of the NWCNHS Undergraduate Nursing Programs who will inform the Board of Nursing. Students must disclose arrests made before and after admission to the NWCNHS Chair or designee in writing. Background checks are performed by the State on application for licensure and advanced certification and during the nursing program by clinical agencies. Failure to disclose can result in refusal of clinical agencies to host a student and a required appearance before the Board of Nursing and a significant delay (or possible denial) of a nursing license or advanced certification.

<http://cnhs.fiu.edu/nursing/undergrad/bsn-programs/clinical-education/index.html>

CLINICAL DRESS GUIDELINES

Uniform Purchase

Uniforms will be worn in all clinical facilities with variations as noted below. The official generic BSN nursing uniform must be purchased through the approved NWCNHS retail store or FIU bookstores.

Equipment

All students are to carry bandage scissors, a personal stethoscope, a penlight, watch with a second hand, and NWCNHS approved goggles to clinical practice areas. Students are also encouraged to purchase personal audio plug-in (earphones) for the computer.

Identification Name Badge

The NWCNHS (Panther one card picture ID) must be worn by all students in any clinical experience, even if the agency provides another ID (then the student will wear both). The student can place his/her Panther one card picture ID in a plastic sleeve and pin the plastic sleeve to the uniform. If a student does not display an ID on their uniform, the student may be asked to leave the clinical area. Students who are participating in experiences where the uniform is not worn must identify themselves immediately as an FIU nursing student to other professionals working in the area.

NWCNHS Uniform Patch

The NWCNHS patch is to be worn by all generic BSN students in official uniform. It must be securely attached 2 1/2 inches below the shoulder seam on the left sleeve of lab coat and on the anterior top left pocket of navy scrub top.

Uniform-General Guidelines

Clinical faculty members have the right to approve the uniform. If the faculty member finds any part of the uniform unacceptable, the nursing student may be asked to leave the clinical area. Clinical agencies also have the right to refuse the placement of a student who is inappropriately attired or who exhibits inappropriate behavior.

Male and female students are to wear (except in community health and psychosocial nursing): navy blue scrub top; navy blue scrub pants; regulation white uniform shoes (which are to be kept polished) or all white, all leather athletic shoes with no ventilation holes.

A plain white or navy long sleeve cotton undershirt may be worn under the navy scrub top.

All students are to purchase a white lab coat with NWCNHS uniform patch to left sleeve to be worn whenever representing the Nicole Wertheim College of Nursing and Health Sciences in community settings.

Permissible jewelry includes only a sweep-second hand watch and an engagement ring and/or wedding band; students with pierced ears may wear a single pair of gold, silver, blue, or white stud earrings (no hoops or dangles). Other body piercing that can be seen while in uniform is not permitted (i.e., eyebrow, lip, nose, ear pinna, etc.). Visible tattoos are not permitted.

Meticulous personal hygiene is mandatory. Hair must be neat and above the uniform collar; long hair must be pinned up. Hair must be a "natural" color.

Fingernails must be short (no longer than 3 mm length); only clear, unchipped nail polish is acceptable. For infection control purposes, artificial nails (any materials added to the natural nails to strengthen and/or

lengthen the wearer's own nails) are not permitted. Nail piercing, and nail jewelry are not permitted. Makeup should be minimal.

Colognes, perfumes, and after-shave lotions are not permitted.

Sportswear is not acceptable in any clinical areas: no shorts, jeans or denim skirts, culottes/skorts, T-shirts, tank tops, or sleeveless blouses/shirts. Required shoes: white leather, low-heeled, closed toe and heel.

RN-BSN students are expected to wear the appropriate attire for the clinical sites in their clinical courses. (The clinical agency may specify uniform). If there is no agency uniform requirement, the student may wear a white nursing uniform or a white laboratory coat over professional street clothes (no blue jeans, shorts, tank tops, or other non-professional attire).

For Client Assessment (NUR 3066C), the student is required to have a personal stethoscope, watch with second hand, and pen light. Additional assessment equipment such as ophthalmoscope/otoscope is optional.

RN-BSN students can punch their University photo identification badge and attach it with a clip for identification in the clinical area.

Psychosocial Nursing

In this clinical area sensible taste--specifically, no "seductive" clothing--is mandatory. According to agency policy, students may be expected to wear the NWCNHS scrub uniform or ordinary street clothes. In the event skirts/dresses are worn, they must be knee-length.

Note: Students are sometimes given a key to a locked ward. These keys must be returned to the faculty member on the last day of clinical. If the key is not returned at that time, a grade of Incomplete will be recorded until the student returns the key to the proper agency and the agency has notified the School of its return. If any fees or charges are assessed for the key's late return, the student must pay it. Neither the School nor the faculty member will pay the fee.

Community Health Nursing

Students are to wear the clinical scrub uniform or professional attire as appropriate for the clinical site or as requested by the agency.

GRADUATION PROCEDURES AND GUIDELINES

Eligibility

To be eligible for the Bachelor of Science in Nursing (BSN), the student must satisfactorily complete all courses required by the College, University, and the State University System.

RN-BSN students must complete the Excelsior College exams with a grade of C or better. The RN-BSN student must earn at least 120 credit hours, 60 of which must be at the upper division (3000 level or above).

FIU Honors

See the FIU Catalog for required number of semester hours and GPA for Summa Cum Laude, Magna Cum Laude, and Cum Laude.

Nursing Honors

Pi Alpha is the NWCNHS Chapter of Sigma Theta Tau, Nursing's Honor Society. Students who are eligible will receive an invitation to become a member.

Application for Graduation

The student must submit an Application for Graduation form to the Office of the Registrar. The application for graduation is submitted by the deadline during the beginning of the final semester of studies. Students who do not graduate during that semester must re-submit an Application for Graduation for the semester in which they plan to graduate. Veterans should identify themselves during cap and gown purchase in order to obtain the veterans cap cord. See *the Academic Year Calendar* for deadline.

Graduation Activities

Students who will graduate at the end of a major semester (Fall or Spring) delete are invited to participate in University and College graduation activities. The annual Pinning Ceremony will be in the spring semester. Pins can be purchased during the spring semester if desired. The pin must be purchased in order to participate in the Pinning Ceremony. last semester in the nursing program.

STATE BOARD OF NURSING LICENSURE APPLICATION

Eligibility

Upon satisfactory completion of the nursing program, the pre-licensure BSN graduate will be awarded the BSN degree and will be eligible to take the NCLEX examination for state licensure as a registered nurse (RN). To apply for licensure, the student must have successfully completed the course work in nursing and required prerequisites, including general education requirements. Application takes place at the conclusion of the final semester of studies.

Students with an arrest history must disclose such history to the Board of Nursing. Students must disclose arrests made before and after admission to the NWCNHS. Background checks are performed by the State on application for licensure. Failure to disclose can result in a required appearance before the Board of Nursing and a significant delay (or possible denial) of a nursing license.

Application Procedure

Once the student is notified that the FBON has received the School NCLEX list, the student must complete an application on from the Florida Board of Nursing (FBON) website. The student must also complete a PerasonVUE application form and mails submit both forms electronically, with required fees,

to the State Board of Nursing. The students must also be fingerprinted through a FBON approved LifeScan site.

1. Request that a University transcript be mailed from the Office of the Registrar to the Board of Nursing (a transcript request form can be obtained from the Office of the Registrar).
2. The Dean of the NWCNHS, or designee, will submit a list of eligible students to the Florida Board of Nursing (FBON) as soon as it is assured that the student will graduate.
3. The FBON will send a confirmation email, Appointment to Test (ATT) to which allows the student to make an appointment to take the examination. When the student graduate passes the licensure examination, a license number will be issued and the graduate will officially be a Registered Nurse.

To clarify, first:

1. The Dean of the NWCNHS, or designee, will submit a list of eligible students to the Florida Board of Nursing (FBON) as soon as it is assured that the student will graduate.

Next:

2. Once the student is notified that the FBON has received the School NCLEX list, the student must complete an application on from the Florida Board of Nursing (FBON) website. The student must also complete a PerasonVUE application form and mails submit both forms electronically, with required fees, to the State Board of Nursing. The students must also be fingerprinted through a FBON approved LifeScan site.

Finally:

3. The FBON will send a confirmation email, Appointment to Test (ATT) to which allows the student to make an appointment to take the examination. When the student graduate passes the licensure examination, a license number will be issued and the graduate will officially be a Registered Nurse.