

Barry University

COLLEGE OF NURSING AND HEALTH SCIENCES



UNDERGRADUATE NURSING STUDENT HANDBOOK

BARRY UNIVERSITY COLLEGE OF NURSING AND HEALTH SCIENCES
College of Nursing

2016-2017

11300 NE Second Avenue, Miami Shores, Florida 33161-6695

The College of Nursing and Health Sciences Undergraduate Student Handbook supplements and compliments the Barry University Student Handbook and the Undergraduate Catalog currently in effect. Students are expected to be knowledgeable as to the contents of these publications which are available to students via Barry Intranet and Internet sites. Faculty and administration reserve the right to make changes to this document as needed. Students will be notified if substantive changes are made.

Available in PDF format @ <http://www.barry.edu/nursing/bsn/>

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- Health Resources and Services Administration (HRSA) - Nursing
- Kathleen Papes Scholarship Fund - Nursing
- Lettie P. Whitehead Scholarship - Nursing
- Olga & David Melin Presidential Scholarship - SNHS
- Pamela & Stewart Greenstein Scholarship - Nursing
- Albert W. Shellan Memorial Scholarship – Nursing
- Florida Blue/Judith A. Balcerski Scholarship Fund - Nursing
- Miami Children's Hospital Scholarship - Nursing

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Welcome to Barry University's College of Nursing and Health Sciences Undergraduate Nursing Program

SECTION 1. INTRODUCTION

1.01 Purpose of the Student Handbook

The purpose of the Student Handbook is to communicate important information about major policies, procedures, and guidelines for the UG nursing program. Students are responsible for being familiar with information contained in this Handbook and in the Barry University Catalog. Failure to read these sources **will not** excuse students from abiding by policies and procedures described in them. The College of Nursing & Health Sciences reserves the right to make changes to its policies and procedures, and other information contained within the Student Handbook as considered appropriate and necessary. All changes will be communicated promptly to students, faculty, and staff. The Student Handbook is prepared and revised annually for the use of administrators, faculty, students, and staff. Suggestions regarding clarification or addition of topics are welcome. This Handbook can be accessed at www.barry.edu and on the Nursing Central Canvas Website.

1.02 Accreditation

The baccalaureate degree in nursing at Barry University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, Tel: 202-887-6791

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1.03 Mission of the University

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education. In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service. Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog. Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

Core Commitments

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

Knowledge and Truth Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

Inclusive Community Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others.

Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Social Justice Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Collaborative Service Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

1.04 Philosophy of Nursing

This philosophy describes the beliefs of the faculty about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission and supports the purposes of the nursing programs. The faculty believes that all humans are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual's culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons. We place value on the life of all human beings within the context of family, community, and society.

Society is the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society valuing cultural, social, and intellectual diversity. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health and eliminate healthcare disparities for all people. Within society, each defined community provides a unique, multidimensional context for learning.

The faculty believes that health is the balance of mind-body-spirit which is interpreted and expressed in individuals and groups. The experience of illness is an alteration in the harmony of the mind-body-spirit. Health and illness are not considered dichotomous experiences; both are human experiences occurring simultaneously. Understanding simultaneity is fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner across the life span, professional nursing roles involve evidence based practices that are preventative, restorative, and promotive. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. The faculty believes that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master's level is the minimal preparation for advanced nursing practice. Doctoral nursing education prepares nurses as clinicians, educators, leaders, researchers, scholars, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating and utilizing research, and selecting theoretical knowledge that are compatible with our professional values and practices. Inquiry is paramount to competence in professional practice and lifelong learning.

The curricula of the nursing programs are transformational and based on the belief that society and nursing are ever-changing. The focal area of our inquiry is health promotion and disease prevention with an emphasis on multicultural health. The curricula promote and facilitate analytical reasoning, critical thinking, evidence

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based practice, and the ability to construct knowledge. Quality of life and the health care needs of individuals, families, and communities inform and reform the curricula as faculty and students engage in the scholarly search for meaning and understanding in professional nursing.

This philosophy articulates with the University mission through its core commitments to knowledge and truth, collaborative service, social justice and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The faculty embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship, and service and commitment to a nurturing environment, social responsibility and leadership.

1.05 Mission of the UG Nursing Program

The College of Nursing and Health Sciences' Undergraduate Program embraces the core commitments and values expressed in the University Mission which is to provide a high quality education grounded in the liberal arts and sciences. The program provides educational experiences which are transformative and inclusive to establish a foundation for nursing as an applied science and practice discipline. The faculty is dedicated to educating nurses who honor and respect human dignity and who are prepared to take a leading role in meeting the health care needs of an ever changing global community.

Expected Learning Outcomes

Upon successful completion of the program the graduate will be able to:

1. Assimilate knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care as a nurse generalist.
2. Utilize clinical reasoning to formulate decisions regarding safe, quality healthcare outcomes.
3. Integrate evidence based practice to provide safe, compassionate, and holistic, patient/family centered nursing care in diverse settings.
4. Communicate effectively with all members of the health care team, including patients and their support system(s).
5. Integrate health promotion, disease and injury prevention strategies in the care of individuals, families and communities.
6. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care.
7. Demonstrate proficiency in using patient care technologies, information systems, and communication devices to support safe nursing practice
8. Evaluate the impact of political, legal, and ethical factors on the health of individuals, families and communities from a global perspective
9. Integrate professional standards of moral, ethical, and legal conduct into nursing practice.

SECTION 2 PROGRAM STRUCTURE

2.01 Program Administration

Mary Colvin Ph.D., RN, CNE
Undergraduate Program Director

Clare Owen Ph.D., RN
Assistant Program Director

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Victor Ospina DNP, RN

Director of Baptist Health

Scholars Program

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Ph. (786)596-2747

2.02 Faculty

The faculty are skilled practitioners and educators committed to facilitating your learning toward the achievement of program outcomes as a nurse generalist. Please see Appendix A for a current list of full time faculty and their credentials.

2.03 Administrative Staff

Ms. Sharon Lear

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To Undergraduate Program

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Ms. Rosanne Sonshine

Clinical & Rn-BSN Coordinator

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Ph. (305)899-3813

Ms. Daryl Hawkins

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NRCS Lab

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NRCS Lab

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Ph. (305)899-2959

Ms. Lisa Diaz

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Ph. (305) 899-3815

Undergraduate Nursing Program – Ph. (305)899-3800

2.04 Coordinators

COORDINATOR NAME	CONTACT INFORMATION	COURSE TITLE
Faye Milne/ Suzanne Jaffe	fmilne@barry.edu 305-899-3819	NUR 319: Foundations of Nursing Care
Suzanne Jaffe/ Nora Pupo Hernandez	sjaffe@barry.edu 305-899-3278	NUR 335: Patient Centered Care: Adult/Elderly I
Maxine Jeffery / Ronica Subramoney	mjeffery@barry.edu 305.899.3393	NUR 343: Patient Centered Care: Adult/Elderly II
Diann Carr/ Roselle Samson- Mojares	dcarr@barry.edu 305.899.3841 Rsamson- mojares@barry.edu 305.899 3817	NUR 383: Patient-Centered Care: Behavioral Health Nursing
Roselle Samson- Mojares	Rsamson- mojares@barry.edu 305.899 3817	NUR 416: Patient Centered Care: Mother/Baby Nursing and Women's Health
Lauren Schwal	LSchwal@barry.edu 305.899.3822	NUR 418: Family Centered Care: Parent/Child Nursing
Mureen Shaw	mshaw@barry.edu 305.899.3824	NUR 422: Community/Public Health Nursing
Virginia Hackett	vhackett@barry.edu 305.899.3804	NUR 432: Patient Centered Care: High Acuity Nursing
Rey Lavandera	rlavandera@barry.edu 305.899.3833	NUR 456: Professional Role Transition

Note: Coordinators change according to program plan and semester

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2.05 Advisors

Nursing majors are advised by faculty in the College of Nursing and Health Sciences. Advisement assignments are made by the Program Director for UG Nursing Education and may be changed upon request by the student and/or faculty member. Your faculty advisor is an important resource as you advance in the nursing program. Your advisor is available to facilitate your course registration and program planning and as a resource and support to assist with study skills, time management, conflict resolution, and career guidance. The student shares responsibility in initiating contact with his/her advisor periodically each semester to discuss academic planning and progress, as well as pertinent personal issues, if necessary. For the purpose of registration, refer to the Barry University undergraduate catalog and current semester schedule for class information. Students must meet with their advisors prior to each semester for registration approval. **After the first semester, registration will be done online by the student after gaining advisor approval.** A copy of the registration form must be signed by the advisor and student and be filed in the student's file. If a student wishes to add or drop a class, they must meet with their advisor. Every student will be asked to complete an advisor evaluation annually.

2.06 Committee Structure – College & Undergraduate Program Governance

The undergraduate nursing program is one of 6 health science disciplines located in the College of Nursing and Health Sciences. The following describes the college governance structure.

The College of Nursing and Health Sciences has four standing committees. These committees are interdisciplinary, meaning that faculty is represented on each committee from every discipline within the College of Nursing and Health Sciences.

- CNHS Curriculum and Policy Committee
- CNHS Center for Interdisciplinary Scholarship
- CNHS Faculty Search Committee
- CNHS Faculty Affairs Committee

Each program within the CNHS has established their own standing committees which are needed to fulfill the mission of the program and provide a venue for program improvement. In the Undergraduate Program the standing committees include:

UNDERGRADUATE FACULTY COMMITTEE

The purpose of the Undergraduate Faculty Committee is to oversee all aspects of the program quality and governance and to make recommendations for program improvement.

ADMISSIONS COMMITTEE

The purpose of the Undergraduate Admission Committee is to recommend qualified applicants for admission to the Traditional, Accelerated and RN to BSN

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programs, and to review and revise admissions policies for the College of Nursing.

CURRICULUM COMMITTEE

The purpose of the Undergraduate Curriculum Committee is to review, advise, and make program recommendations on issues related to curriculum and teaching/learning practices to assure congruence with expected student outcomes and the environment which fosters achievement of expected student outcomes.

NRC & SIMULATION LEARNING LAB ADVISORY COUNCIL

The NRC Advisory committee addresses current and future challenges of experiential learning and pedagogy in the NRC lab and in simulation as it pertains to the Barry University Nursing curriculum.

PROGRAM EVALUATION COMMITTEE

The purpose of the Program Evaluation Committee is to monitor and analyze data sources for achievement of established benchmarks in meeting program outcomes. To summarize aggregate data in accordance with UG Program Evaluation Plan and make recommendations for program improvement.

Ad Hoc committees may be formed to address programmatic issues or for time limited program improvement projects.

We value student representation on select standing committees. Representatives are sought on an annual basis in collaboration with the Nursing Student Association Executive Board and NSA Advisors.

2.07 Judith Balcerski Nursing Resource Center (NRC), Wallace Gilroy Clinical Simulation Nursing Lab, & Computer Lab

Nursing Resource Center

(Hours of operation are posted outside the Center)

The Nursing Resource Center (NRC) at Barry University provides space, equipment, supplies and instructor support to serve the learning needs of nursing students. The purpose of the lab is to provide a safe, nurturing and non-threatening environment. The NRC and Simulation lab provides students the opportunity to develop clinical nursing skills and clinical reasoning abilities through experiential learning. Students are expected to behave in a professional manner during NRC lab and simulation activities.

The NRC and Simulation Lab has open lab hours that allow students to be able to practice clinical nursing skills. Open lab hours posted. If at any time, students want to practice skills in the lab in addition to posted Open lab hours, they are encouraged to contact the NRC and Simulation lab director to schedule an

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appointment to utilize the lab resources. We encourage students to come and use these resources as much as possible.

Open lab is utilized for the following:

- Assessment of specific systems or general assessment skills
- Clinical nursing skills development and practice
- Remediation of clinical nursing skills
- Development and practice of clinical reasoning skills
- Development and practice of using patient care technologies

Students may request use of the extensive collection of resource materials: including videos, task training manikins and human patient simulators.

Faculty and instructors can refer students to the NRC for additional practice and review of nursing skills and concepts. Faculty and instructors can provide students a referral form and then should contact the NRC and Simulation lab staff to schedule an appointment. The form will be signed and sent back to the referring faculty member to communicate the learning/remediation progress.

Simulation

The NRC provides simulation experiences for students in clinical courses. These experiences are a mandatory part of clinical hours. Students must follow the policy for clinical attire and equipment when attending the simulation lab. Missed mandatory simulation time will require the student to re-schedule another simulation session, resulting in the student having to pay a \$35/hour administrative fee. Simulation is considered part of clinical hours. Absences and tardiness policies applicable to clinical hours extend to simulation experiences.

Simulation and NRC Lab Use Policy:

In order to maintain the NRC and Simulation lab as a place for conducive student learning, students must abide with policies pertaining to the use of the equipment and NRC and Simulation lab space. There will be no food or drink allowed inside any part of the NRC and Simulation lab. This violates the University Policy regarding respect for the property of the institution in providing a safe community of learning.

Students are expected to behave in a professional manner while in the NRC and Simulation lab. Students are held to the policies on behavior and conduct in alignment with the University Policy and Nursing Student Handbook.

Violators will be given an initial warning. Repeated occurrences may result in the student from being prevented from using lab space and facilities.

No Food and Drink Policy:

There will be no food or drink allowed inside the NRC main lab, simulation rooms, or the computer lab. Violators will be given an initial warning. Repeated occurrences may result in the student from being prevented from using lab

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space and facilities. This violates the University Policy regarding respect for the property of the institution in providing a safe community of learning.

2.08 Program Design

Program Descriptions:

Traditional Option

Students in the two year Traditional BSN Option enter a contemporary curriculum that is designed to prepare them for professional nursing practice as a nurse generalist. This program provides educational opportunities that provide a variety of healthcare delivery experiences; from critical care to community health care across the life span. The undergraduate curriculum builds upon a strong foundation in the liberal arts and sciences leading to a bachelor of nursing degree. Upon completion of all pre-nursing and upper division nursing credits, the student is awarded a bachelor's of science in nursing degree and is eligible to apply for the National Counsel Licensure Examination (NCLEX-RN).

Baptist Scholar's Program

The Baptist Health South Florida Health System has a collaborative agreement with the College of Nursing & Health Sciences to offer a select number of Traditional Option BSN students, admitted for the Spring and Fall semesters, the opportunity to apply and be interviewed for acceptance into the Baptist Bond Option. Upon acceptance into this option, Baptist Health South Florida pays a significant portion of the student's tuition in return for a 3-year employment commitment upon graduation.

The Traditional Option Program Plan can be viewed in Appendix B

Accelerated Option

The Accelerated Option (AO) is designed for students who have a bachelor's or higher degree in a field other than nursing. All nursing courses are taken full time at Barry during four consecutive terms beginning in January and ending the following May. Because time in class or clinical approximates 40 hours per week, it is not advised for an AO student to work during the year of enrollment in nursing courses. Tuition for this 4-semester program is a **flat rate** of \$28,000 + \$500/semester lab and technology fee. However, if a student in the AO program is unsuccessful in a nursing class, the repeated class and subsequent courses will be charged at the regular Barry University per credit rate.

Upon completion of all pre-nursing and upper division nursing credits, the student is awarded a bachelor's of science in nursing degree and is eligible to apply for the National Counsel Licensure Examination (NCLEX-RN).

The Accelerated Option Plan can be viewed in Appendix C

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RN to BSN Option - Distance Learning Format

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Option. The program is designed to be as flexible and responsive to individual students' needs as possible within the constraints of curriculum, university and accreditation requirements. The program is designed to be 15-months (four semesters) long and is offered in a distance learning format. Tuition for this program is a flat rate of \$12,000 + \$100/semester technology fee.

The RN to BSN Program Plan can be viewed in Appendix D

Philosophy of Grading

Nursing students are expected to maintain a level of achievement which ensures a sound foundation for decision-making and critical thinking for the practice of nursing. Methods of evaluation of student learning will be determined by each faculty member directing a course. At the beginning of each course, students will receive this information in writing. The following scheme is based on the faculty's beliefs about the purpose of grading in the program which is to help prepare students for the safe practice of nursing at the baccalaureate level.

- A grade of A represents an exceptional level of achievement.
- A grade of B represents an above average level of achievement.
- A grade of C represents an acceptable level of achievement.
- A grade of D represents unacceptable levels of achievement.

Obligation to the educational mission of the College of Nursing and Health Sciences gives faculty the right and responsibility, subject to the utilization of fair procedures, to suspend, dismiss, or deny continuance of a student whose performance does not meet minimum acceptable levels.

Grading Scale:

Grading Scale for Undergraduate Nursing Program

1. A = 92-100 %
B = 84-91.9 %
C = 76-83.9 %
D = 69-75.9 %
F = 68.9 % and below
2. Clinical: Pass/Fail

In all nursing courses, the clinical experience is graded on a Pass/Fail basis. If a Pass is earned, the theory grade becomes the course grade. If a Fail is earned, the entire course is failed NO MATTER WHAT THE THEORY GRADE and the student receives a grade of F for the course. A failure is a summative evaluation of the

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student's inability to achieve clinical learning objectives. Formative (midterm) clinical assessments inform the student of objectives not being met and a counseling form offering guidance to successfully achieve objectives is initiated. Please see Section 3 for details regarding clinical grading.

Course Grade Requirements

Undergraduate students are required to achieve a minimum of an unrounded weighted average of 76% on examinations before any other assignment points are added in all courses **except** NUR 205, NUR 207, NUR 337, NUR 426 and all RN to BSN courses. These specific courses require a variety of written assignments, research, and presentations, and the student must achieve an **overall** unrounded, weighted average of 76%.

In all courses except those mentioned above, students are required to achieve a minimum of an **unrounded, weighted average of 76% on examinations before** any other assignment points are added. Credit earned on written assignments and presentations will be added to the course average, but will not assist the student in improving exam scores. The clinical portion of courses is graded as Pass/Fail. If a student fails clinical, the grade will be recorded as an F for the course. Failing to successfully complete a clinical course will require the student to repeat and successfully complete the course prior to progressing to the next clinical course.

If a student is unsuccessful in a course, the student must meet with their academic advisor within 14 calendar days of course completion. The course instructor will notify the student of the course failure. However, the student is responsible for communicating with the course instructor to learn their final grade. The Academic Advisor, in consultation with the Program Director or Assistant Program Director, will develop an alternative plan of progression for the student's remaining course requirements.

If a student is unsuccessful in two nursing courses, they will be dismissed from the nursing program at Barry University and will NOT be eligible for readmission.

Progression Requirements and Standards

- Maintain current health and compliance requirements. Failure to submit evidence of compliance as directed will result in an administrative withdrawal from the course. The student must wait until the next time the course is offered to progress
- Earn a minimum of an unrounded, weighted average of 76% on examinations in all courses except NUR 205, NUR 207, NUR 337, NUR 426, and RN-to-BSN courses.
- Earn a final grade of an unrounded, weighted average of 76% in all nursing courses.
- In each clinical nursing course, pass a Medication Calculation Test (90%) within 3 attempts. Inability to achieve this standard will result in a course failure.
- Earn a passing grade in the clinical portion of nursing courses.

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- A clinical failure is considered a course failure regardless of didactic grade
- One nursing course may be repeated one time.
- Students who request and are granted an 'Incomplete' in a clinical practicum course must begin and complete the course in the next semester. Students who are unable to meet this requirement may not progress
- Students may not begin a new semester with a grade of 'Incomplete' in a didactic course from the previous semester.
- The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.
- A student receiving a second failure in any UG nursing course will not be permitted to continue in the nursing program and will not be eligible for readmission at any time.
- Grades of D, F and WF are considered the same as a grade lower than C when repeating any undergraduate nursing course.
- RN to BSN students may not enroll in other nursing courses until earning a C or better in repeated course.

Policy for Exams & Make up Exams

All exams are mandatory. If a student is absent for an exam he/she must notify the course theory professor **no later than** one hour prior to the exam and the student must contact the instructor to make an appointment for a makeup.

Theory Makeup Exam--The makeup exam must be made up within one week of the original exam date unless the faculty member determines an extension is necessary (such as in the case of a prolonged illness or jury duty). A different exam will be given to the student. The theory instructor will decide the date for the theory makeup exam. If the student does not take the make -up theory exam on the assigned date the grade for that exam will be a zero. Students entering late for the theory exam (a maximum of thirty minutes) will be allowed to take the exam without additional time. If they are more than thirty minutes late, they must arrange for a make- up exam with the theory instructor. Make up exams **are not** the same exam that the student missed. 8 points will be deducted from the attained score **regardless of the reason for missing the original exam.**

Math Calculation Test Policy

Each student in a clinical nursing course must pass a Medication Calculation Test of 90% within 3 attempts. Inability to achieve this standard will result in a course failure and a grade of WF. Students must take the Medication Calculation Test at the date and time specified by the instructor. Missing the scheduled Medication Calculation Test, for whatever reason, will result in a score of zero for that attempt.

Students may not prepare or administer medications or provide education for medication management in clinical practice until they successfully pass the math test for each clinical course.

If a student is unsuccessful in passing the math test on the first attempt, the student will meet with the course faculty and their advisor to determine the area of remediation required. The student may be sent to the Learning Center Math Lab for assistance with basic math skills. A minimum of five days must elapse between successive attempts at the math test to allow the student time to remediate adequately. In the event that the student is unsuccessful in passing the second math test, the student will be required to provide documentation of nursing math remediation in the Learning Center Math Lab and any other remediation deemed necessary by the course faculty. **A third failure will indicate that the student is unable to administer medications safely and will be administratively withdrawn from the course with a WF. A WF is defined as a failed course.** Students who fail the math test will not be allowed to progress and must repeat the course the next time it is available, provided that this is not a second failure nursing course.

This policy does not apply to the RN-BSN Program.

Program Evaluation & Student Assessment

The College of Nursing and Health Sciences faculty is committed to ongoing program improvement and student assessment strategies which promote student success from program entry to exit which includes the NCLEX (National Council of Licensure Examination). For program development purposes student feedback is valued through course evaluations and student representation on College of Nursing and Health Sciences standing committees. Upon program completion students are asked to complete a total program satisfaction survey. End of course and program evaluations are reviewed by faculty and changes are made based upon best evidence for improvement. Student assessment strategies are integrated throughout the nursing program.

The College of Nursing and Health Sciences utilizes the Kaplan Integrated Testing & NCLEX Preparation web based program. At the completion of each nursing course, students are required to take a standardized examination to assess content mastery. Individual test reports provide valuable information regarding knowledge gaps and test taking strategies. In addition, each test provides the student with opportunities for remediation which enhances their ability to take examinations and prepares them for their licensure examination. Students receive an orientation to Kaplan services and the assessment plan during their first semester. Students are responsible for monitoring their progress and collaborating with their faculty advisor for guidance and support with testing skills.

During the final semester of the nursing program a NCLEX Study Plan is distributed. Completion of this study and testing plan is essential for certification by the Program Director to take the NCLEX Examination. This process is described in the Program Exit Policy. It is reviewed annually by the faculty and re-affirmed

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or changed based upon graduate feedback and performance on the NCLEX examination.

Our graduates have consistently reported positive results using the Kaplan NCLEX resources, the NCLEX Study Plan and standardized testing exams which simulate NCLEX, and their intensive study post-graduation. Research has demonstrated that the earlier a student takes the NCLEX examination the higher the probability of success on the first attempt. Or, the longer the new graduate waits to take the exam the higher the probability of failure during on their first attempt. Strategies for preparation and the application for licensure are reviewed by faculty during the final semester of the nursing program. The College of Nursing and Health Sciences Exit Policy follows.

Kaplan Integrated Testing

The Traditional and Accelerated Option programs seek to facilitate the success of its students for entry into professional clinical practice as a nurse generalist. As part of this process, the faculty utilizes the Kaplan Integrated Testing series of content specific exams, remediation programs, and final comprehensive predictor examinations to assess knowledge of concepts and readiness for the national licensure examination (NCLEX-RN). All students are required to participate in this program and the Kaplan NCLEX-RN on-line or live preparation courses for licensure testing.

Exit Policy

This policy is reviewed on an annual basis by faculty. It is designed to support the student's preparation for the NCLEX-RN and to establish a basic level of readiness for the licensure examination. Students must take each exam and achieve benchmarks as described in order to be certified to take the NCLEX-RN licensure exam.

Required Standardized Examinations

Each test is mandatory, proctored and taken on campus according to the schedule distributed in NUR 456 Professional Role Transition

1. Nursing Assessment Test:

180 item comprehensive test that covers all aspects of the basic nursing curriculum.

This test assesses mastery of content. Therefore, it is important that students have already reviewed content videos! This test is proctored and lasts 216 minutes.

- a.** Scheduled at the beginning of NUR 456: Professional Role Transition
- b.** Minimum score of 76% should be achieved.
- c.** Students who do not achieve a 76% must meet with their advisor to develop a remediation plan and show evidence of completing remediation before taking Kaplan Predictor 1 test.

2. Kaplan Predictor Tests 1 and 2:

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150 items designed to predict readiness for success on the NCLEX- RN Examination. These exams interface with the Kaplan Review Course.

- a. This is a timed and proctored exam.
- b. Students must achieve a minimum raw score of 60 on both exams (which indicates a high probability of success on the NCLEX-RN Examination).
- c. If the student achieves 60 or greater on both exams, they have met the exit standard for approval to take the NCLEX-RN exam.
- d. All students, regardless of performance on any Exit test, must take the on campus live NCLEX-RN review and practice Readiness Exam.

If students do not achieve a score of 60 on both tests, the following will apply:

1. After completion of the on-campus review course and practice Readiness Exam, the student will be scheduled to take a third proctored Kaplan predictor exam. If the student scores a 60 or above, he/she will be approved by the Program Director to take the NCLEX RN exam.
 2. If the student is unsuccessful, he/she must enroll in a Kaplan on-line review course or live review in the Miami Dade/Broward area. The student must present evidence that the Review was completed prior to scheduling another appointment to take the Kaplan Predictor exam.
 3. If the student fails to reach the standard of 60 or above after 4 attempts, and 2 review courses the student must meet with the Program Director to develop an action plan or learning contract.
 4. After the requirements on the action plan have been met, the student will have the opportunity to re-test. If the student is unable to achieve a satisfactory score additional assistance may be recommended on a case by case basis until the Program Director determines that the student may be certified to take the NCLEX-RN examination.
- f. Students are **strongly encouraged** to take the NCLEX-RN exam within **3 months of graduation**. Research has shown (in repeated studies) that delaying beyond 3 months significantly decreases success on this exam
 - g. If the student does not take the NCLEX RN exam within 6 months of graduation, they must take an approved refresher course at their own expense per the Florida Board of Nursing rules and regulations.

Computer Requirements

All BSN students are required to have an up to date, fully functioning laptop computer. The majority of testing is on-line and it is the student's responsibility to assure that they have a reliable computer. Specifications were provided at the time of admission.

Bridge to Barry

The Bridge to Barry is an online orientation created to transition incoming undergraduate nursing students into the nursing program. Students who have been accepted into the Nursing Program are given access once registration is

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completed. The online orientation includes information about Background screening, Drug testing, Compliance, CPR, Math, and many other items students have to complete prior to the start of the program. Students are required to complete this on-line pre-orientation program and submit evidence of completion as directed.

Nursing Central

Nursing Central is a virtual space in which all students and faculty are enrolled to communicate outside of the didactic and clinical areas. Students and faculty can send and access content on any number of topics including Clinical Placement documentation, Nursing Student Associations, SIM Center and academic resources. Any number of categories can be created within this platform, and as the use of technology grows within the Nursing program, so will available information here.

2.09 Time Commitment to the Program

Student Employment

The nursing faculty recognizes that students may need to seek outside employment to supplement income. However, theoretical and clinical demands of a full-time nursing program are such that the faculty believes that employment in excess of 12 hours per week is detrimental to the student's educational development. The faculty, therefore, encourages students to assess their needs and establish the appropriate priorities as they progress through the nursing curriculum.

Non-U.S. Or International Students

It is important for all non US or international students who do not have an employment authorization permit to declare this status upon admission to the College of Nursing and Health Sciences. In addition once accepted to the College of Nursing and Health Sciences all such students are required to contact the Office of International and Multicultural Programs (IMP) at 305-899-3082 or 1-800-756-6000 ext. 4290. These students should also notify their nursing faculty advisor of their status and keep in touch with the international student advisor on a monthly basis. The international student advisor may be reached at the same telephone number listed above or by email DSantiago@barry.edu or FFrage@barry.edu

Approved Absences from Class/ Clinical

A student observing a religious holiday on which lecture and/or clinical is scheduled shall notify the instructor at least 30 days in advance (please see section on Religious Accommodations). Students missing lecture and/or clinical for approved conventions or conferences should have at least a C average in the class and in all nursing courses at the time a request for absence is made. A written (e-mail) request should be submitted to the faculty member for permission for the absence. It is the student's responsibility to confirm with the lecture and/or clinical instructor that permission was granted. Students shall be

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responsible for lecture material and any examinations, and clinical absences shall be handled in accordance with the course syllabus. No clinical hours may be conducted during Holidays when the University is officially closed.

For Holiday schedule see Appendix E or visit <http://www.barry.edu/future-students/academics/calendar.html>

SECTION 3: CLINICAL EDUCATION STRUCTURE

3.01 Clinical Assignments

Clinical placements are randomly assigned by the course coordinator. If a student is not in compliance with medical and non-medical clinical requirements by the due date indicated by the coordinator the student will NOT be able to progress and will be administratively withdrawn. The student will be eligible to take the course the next time it is offered.

3.02 Clinical/Lab Procedures/Skills Policy

Students will be provided with a booklet entitled "Clinical Skills for Patient Care Technologies." Students are responsible for keeping and maintaining this booklet for the duration of their nursing program. All skills must be signed off by either lab faculty or designated RN coaches in the NRC lab. Students may be referred to the NRC to remediate skills deemed unsatisfactory by the faculty in the clinical setting. Students are responsible for reporting to the Nursing Resource Center with their referral sheet and successfully remediating the required skill or behavior.

3.03 Attendance

Attendance is expected for theory classes. Students MUST notify their clinical faculty member of any illness or unusual circumstance which would impact (effect) their attendance. The expectation is that faculty will be notified at least 30 minutes before the start of the clinical learning experience. Simulation hours are counted as clinical hours **all absences** from clinical or simulation, both excused and unexcused, are required to be made up. If the student does not attain the minimum mandatory clinical hours for the course prior to the last day of class, a failing grade will result. Make-up clinical hours will be scheduled and assigned by the Course Coordinator in consultation with the clinical faculty member. If a student is absent for 15% or more of the total clinical hours required for the course, the student must attend a mandatory meeting with the Course Coordinator and Assistant Program Director to formulate an action plan for completing hours or take a Leave of Absence from the nursing program.

1. Excused absences

A student may be excused from a clinical or simulation experience for the following reasons:

- Attendance at the funeral of an immediate family member (father, mother, brother, sister, grandparent, son, daughter). The funeral program must be provided to the Course Coordinator within 72 hours of the missed clinical/simulation.
- Military or court orders.
- Acute illness (fever of 101 or above), nausea & vomiting, diarrhea, an open wound, any contagious illness such as conjunctivitis ("pink-eye").
- Students with casts, splints, or any condition that inhibits movement and will prevent the individual from carrying out all of the physical requirements of a nursing clinical.
- Students in OB rotations cannot attend clinical if they have any cold sores or other herpes infections that are exposed.
- **Documentation from the student's medical provider must be provided to the Course Coordinator within 72 hours of the missed clinical/simulation.**

***The hours missed must be made up with clinical faculty but there will be no charge to the student for an excused absence. ***

2. Unexcused absences

An absence from clinical or simulation for which the student does not provide documentation as stated above, will be considered an unexcused absence.

Examples of unexcused absences include (but are not limited to):

Medical/dental appointments, weddings, taking a day off to study for an exam, family vacations, attending work, childcare responsibilities, and car problems.

Unexcused absences must be made up with the clinical faculty at a cost to the student of \$35/hour (payable by money order or cash).

All clinical absences and tardiness will be documented in the student's record for the course. These course records will become a part of the student's permanent file. Attending clinical assignments and being on time are important facets of professional nursing development. **Students who are repeatedly absent or late will be counseled for unprofessional conduct. If the student continues to be absent or late, it may result in a clinical fail for the course.**

In the event that a student (per faculty judgment) is unable or unprepared to function in the clinical or lab area and it is the judgment of the faculty member that a student's problem interferes with his/her performance the faculty member will dismiss the student from the clinical or lab area. This will be counted as a clinical or lab absence. The faculty member may require the student to seek appropriate assistance before permitting him/her to return to the clinical area.

In the event that the student is injured outside of the clinical area/or is hospitalized for any given period he/she must submit a report from his/her

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healthcare provider clearing the students to return to the clinical setting. In the event that the student is pregnant during a clinical course, she must submit a note from her OB/GYN regarding her ability to engage in required clinical activities.

It is important that the student obtain contact information for the hospital or clinical site and the clinical faculty during clinical orientation.

3.04 Clinical Performance Grading

In all nursing courses, the clinical experience is graded on a Pass/Fail basis. If a Pass is earned, the theory grade becomes the course grade. If a Fail is earned, the entire course is failed NO MATTER WHAT THE THEORY GRADE and the student receives a grade of F for the course. A failure is a summative evaluation of the student's inability to achieve clinical learning objectives. Formative (midterm) clinical assessments inform the student of objectives not being met and a remediation plan developed to guide the student toward successful achievement of clinical learning objectives

Dismissal for Unsafe Practices

The faculty in the undergraduate nursing program has an academic, legal and ethical responsibility to protect the public and health care community from unsafe nursing practice. It is in this context that students can be disciplined or dismissed from the program for actions which threaten or have the potential to threaten the safety of a patient, a family member or another student, a faculty member or other health care provider. An unsafe practice is defined as:

- An act or behavior of the type which violates the Florida *Nursing Practice Act* (Chapter 464 Florida Statutes)
- An act or behavior which violates the Code for Nurses of the American Nurses Association (www.nursingworld.org)
- An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the patient, a family member, another student, a faculty member or another health care provider
- An act or behavior which represents nursing practice for which the student is not authorized or educated at the time of the incident

Failure of the clinical experience can result from the lack of demonstration of the critical elements of nursing skills or from unsafe nursing behavior. A failing grade in a clinical nursing course may result from a lack of unsafe behavior including but not limited to, leaving the unit without charting or reporting off; unacceptable performance of nursing responsibilities, falsifying information, or failure to report a medication error. If the student is considered unsafe in clinical practice, she/he may be immediately removed from the clinical area, may fail the course and/or be withdrawn from the nursing program.

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Should a student be dismissed from the clinical setting the faculty member shall immediately notify the course coordinator, the Assistant Program Director and the Program Director. The faculty member will clearly document the incident and provide this to the course coordinator. The course coordinator, faculty and student will meet to discuss the occurrence. If the faculty and Coordinator determine that a warning and a remediation plan is appropriate a learning contract will be initiated and monitored. If the faculty and Coordinator determine that the action or potential action is a major violation of University, program and/or the affiliating clinical site policies a recommendation for dismissal may be made to the Program Director. The Program Director will review the recommendation and notify the student of a decision. The student has the right to appeal the decision through the Grievance & Appeal policy.

3.05 Clinical Dress Code

A. Professional Dress Code

Professional dress is dressing appropriately for the situation. At professional functions, such as Barry University College of Nursing and Health Sciences professional meetings, a suit or dress is appropriate attire. Inappropriate dress includes, but is not limited to jeans, shorts, mini-skirts, halter tops, midriff tops, tight or wrinkled clothing. Shoes must have a closed toe. Unacceptable shoes include, but are not limited to, open-toed or open-back shoes, clogs and sandals.

B. Uniform Policy for Clinical and Lab

1. Identification

A Barry University picture I.D. is to be worn visibly by all students during lab, simulation and clinical experiences.

2. Grooming

- Hair on men and women should be neat and off the uniform's collar.
- Fingernails should be kept clean, filed short. Clear or natural colored polish may be worn. Artificial nails are prohibited.
- Make-up worn by women must be moderate, not excessive.
- Men must be clean shaven or have short neatly trimmed mustaches, beards and sideburns.
- Exposed body piercing jewelry and/or tattoos are **not permitted** in the lab, simulation and clinical settings.

3. Accessories

All students are required to wear a wrist watch with a second hand and to carry bandage scissors and a stethoscope.

4. Jewelry

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Allowed:

- Individuals with pierced ears may wear a single pair of post or stud earrings without loops or dangles 6mm in diameter or less.
- Plain wedding band, if applicable

Not allowed:

- Jewelry that presents potential injury to the patient may not be worn (i.e., bracelets).
 - No post/rings worn in the nose, tongue, eyebrow or lip, cheeks
- a. The legal title for signature of nursing students is BUSN, (Barry University Student Nurse). The student must follow the legal title for signature at all times during clinical experiences, when a signature is warranted.
5. **Approved blue scrubs**, available from the Barry University bookstore, with Barry University nursing emblem on left upper area. Any undergarment/shirt worn under the scrub top must be white and non-patterned. Female students must wear a bra. A white skirt may be worn in lieu of scrub bottoms for students with appropriate religious exemptions. Skirt length must be at the knee or longer, and undergarment must not be visible at any time. White stockings and white uniform shoes should be worn with the skirt. Uniforms must be freshly laundered and ironed.

White uniform shoes and white socks are to be worn with pants uniform. Shoes and laces are to be kept polished/clean at all times. Sandals and clogs are not permitted.

A white lab jacket (hip length), with Barry University nursing logo on upper left may be worn over the uniform.

The Barry University logo, and/or Barry University picture I.D. are to be worn only during the student's assigned lab and simulation/clinical experience with the College of Nursing and Health Sciences. Under no circumstances should they be worn when employed prior to graduation.

6. **All Students in Community/Public Health Nursing (NUR 422)**
Black slacks/skirt with BU polo shirt with logo upper left must be worn. Shoes must be low heeled, black or white uniform shoes, with closed heel and toe. Barry University picture I.D. is required. White or black cardigan sweater may be worn.
7. **All Students in Behavioral Health Nursing (NUR 383)**
Black slacks/skirt with BU polo shirt with logo upper left must be worn. Shoes must be low heeled, black or white uniform shoes, with closed heel

and toe. Barry University picture I.D. is required. White or black cardigan sweater may be worn.

3.06 Confidentiality Policy & HIPAA

CONFIDENTIALITY POLICY

All students are patient advocates and must maintain privacy and confidentiality of medical and non-medical information for every individual for whom care is provided in any setting. Any breach of patient confidentiality could result in disciplinary action against the student, including dismissal from the program. Students must sign a Confidentiality of Information Statement in the first week of classes. No smart phone pictures may be taken in any clinical site. Students must be HIPAA certified during their first semester. Students may not discuss confidential patient information in public places or social media. Cell phones may NOT be used in patient care areas or during patient care.

THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law that governs the use, transfer, and disclosure of identifiable health information. HIPAA Privacy Regulations include new rights or individuals and new privacy requirements for health care providers and health plans. This means any piece of information about an individual's health, the treatment for their health condition, or the payment for their health services. Health information includes information about those who are alive and those who are deceased. All nursing students will be certified regarding compliance during the first week of class.

3.07 Visiting Clinical During Non-Clinical Hours

A lab coat or jacket with BU official picture I.D. must be worn over acceptable street clothing or uniform.

3.08 CPR Requirements (BLS)

All students must complete their Basic Life Support (BLS for Healthcare Providers) requirement at Barry University College of Nursing and Health Sciences prior to entering the program. This is mandatory for all students, even those who have completed a CPR class at another institution. Students have a maximum of 3 attempts to obtain certification in BLS at Barry University.

3.09 Religious Accommodation

In accordance with the Florida Board of Education and Florida Law, students have the right to reasonable accommodations from the university in order to observe religious practices and beliefs with regard to didactic classes and clinical assignments. Students are required to meet with the Assistant Program Director at the beginning of their BSN program and provide documentation from their religious institution to support their request for a religious exemption for certain class and clinical days. Due to the advance planning for clinical assignments, students must notify the instructor of an upcoming course a MINIMUM of 60 days in advance of the course start date that they have been granted religious accommodations.

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3.10 Health Certification & Immunization Record

The following health requirements apply to all students in the College of Nursing and Health Sciences who are enrolled in a clinical nursing course(s).

General

Students shall possess reasonably good health, and physical disabilities shall be such that the student is able to render safe nursing care. An annual physical examination and an annual PPD are required. Students must show proof of Hepatitis B vaccination or must sign a waiver. If PPD is positive, an annual review of symptoms and a tri-annual chest x-ray is required.

Health Certification and Immunization Compliance Record^{1/}

The Annual Physical and Immunization Compliance Record form must be completed by an MD, or ARNP and returned to the College of Nursing and Health Sciences. The records must be returned to the College of Nursing and Health Sciences compliance officer no later than August 1st of each year. Student beginning the program in January must have their documents submitted no later than December 15th of the year prior to their enrollment in nursing courses. All immunizations must be complete. Immunization **requirements** are as follows:

- MMR (Measles, Mumps, Rubella) – proof of two immunizations or positive titers for Measles (Rubeola) and Rubella
- Tdap (Diphtheria/Tetanus/Pertussis) – one within the last 10 years
- Varicella (Chickenpox) – proof of two immunizations or positive titers. History of disease does NOT meet the requirement.
- Hepatitis B Vaccination – proof of three injections, a positive titer or a signed waiver.
- Annual Influenza vaccination. Please note that the vaccine released by the CDC in August of each year lasts until the following summer. A new vaccination must be obtained at the beginning of each Fall semester. Students must provide the original documentation of flu vaccination with the lot number clearly shown. All clinical partner sites require students and instructors to have the flu vaccine.

3.11 Consent/Refusal of Hepatitis B

All though not a requirement, nursing students are encouraged to take the series of injections to immunize them against Hepatitis B. If you choose not to take the injections, you must complete the Consent/Refusal of Hepatitis B Vaccination form (waiver).

3.12 TB Tuberculin Screening

TB (Tuberculin) screening

Students must submit evidence of a current tuberculin test (PPD).

Students with a negative PPD must have a second PPD in 3 weeks to confirm non-reactive status. Two PPD tests are required only for your initial TB screening,

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unless otherwise requested by the health care provider. After the initial TB screening, a PPD test must be completed once yearly.

Students with a positive PPD must show documentation of a chest x-ray every 3 years as well as documentation of any required follow up. After the first year, students must have a licensed health care provider complete a TB Symptom Check List annually.

3.13 Health Insurance

Students must have adequate health insurance. The definition of adequate health insurance as defined by the university can be found at:

<http://www.barry.edu/healthservices/studentInsurance/Default.htm>

Current students who have health insurance must show proof of insurance through the Student Health Service waiver process. New incoming students must submit the online waiver through their My Barry account. Waivers must be completed annually. Students must also have a copy of their insurance card in their portfolios and furnish it upon request. Students who do not have adequate health insurance will be immediately withdrawn from the nursing program until proof is provided. Students are responsible for obtaining and maintaining their health insurance.

Completion of these requirements is a prerequisite for admission to and continuation in each clinical nursing course. Some clinical agencies may have additional requirements which the student will be required to meet.

Students will NOT be permitted to engage in clinical experiences and will have a registration hold without the documentation listed above.

3.14 Background Checks

Clinical agencies require students to be fingerprinted, pass drug screening and background checks, and clear the Human Services/Office of Inspector General's (HHS/OIG) list of excluded individuals and the General Service Administration (GSA) list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction [as specified in Florida Statutes, Title XXXI, Labor Chapter 435.04 Employment Screening (level 2), which can be found at:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=04000499/0435/0435ContentsIndex.html&StatuteYear=2010&Title=%2D%3E2010%2D%3EChapter%20435] or have a positive drug screen will be unable to enroll in or remain in the nursing program. Additionally, students who refuse to provide a

copy of the results to a clinical agency upon request will not be able to continue in the nursing program. Please see statute at:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0464/Sections/0464.018.html

The College of Nursing and Health Sciences has contracted with American Databank (ADB) to conduct routine criminal background screening, FBI checks, and drug screening for all incoming nursing students for a \$142 fee. A link is placed on the College of Nursing and Health Sciences web site that takes the students to the requirements and the forms that need to be completed. Students are responsible for the cost of the background check and drug testing. Forms required for drug testing and FBI checks are sent to students by ADB once payment is received.

The College of Nursing and Health Sciences will receive the criminal history and drug screening results of each student. The school will not use this information in any way except to verify to clinical agencies students have been subjected to a criminal background check and are not restricted by law from clinical placement. Records are maintained by ADB. Students have the option and are encouraged to request a copy of the report be sent to them. Failure to comply with all of the above requirements will result in a registration hold and up to an administrative withdrawal from the nursing program. If the student commits a criminal offense during the course of their nursing program, they MUST notify the Program Director immediately. Failure to do so may result in immediate dismissal from the program.

3.15 Safe Practice in Clinical Settings

Safe practice in clinical settings is expected at all times. A student whose pattern of behavior is determined to be unsafe may be terminated from a clinical rotation at any time during the semester, thus earning a grade of "F" for the course. The faculty member will document unsafe behaviors in the student's file. In order to continue in the nursing program, a student who is terminated from a clinical rotation, due to unsafe practice, must apply for readmission to the College of Nursing and Health Sciences. Readmission is not guaranteed and is at the discretion of the Admissions Committee

It is expected that students demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care personnel, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals.

Indicators to be used as guidelines for evaluating safe practice are:

1. Regulatory: The student practices within the boundaries of the Florida Nurse Practice Act, the policies and procedures of the College of Nursing and

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Health Sciences, and follows the rules and regulations of the health care agency.

2. Ethical: The student practices according to the American Nurses Association Code of Ethics, Standards of Practice, and the Florida Nurse Practice Act.
3. Biological, Psychological, Social, and Cultural Realms: Within the limits of the student's level of education, the student's practice meets the needs of the human system from a biological, psychological, sociological, and cultural standpoint.
4. Human Rights: The student's conduct shows respect for the individual, client, health team member, faculty, and self- including but not limited to the legal, ethical, and cultural realms.

Procedure for appeal:

Students wishing to appeal the decision for dismissal for unsafe clinical practice must follow the Grievance Procedure outlined in the University Catalog and University Student Handbook.

3.16 Transportation

Clinical learning experiences require that students have access to transportation. Since many experiences occur in the community and other affiliations, students should own, or have access to, a car. Unavailability of private transportation will not excuse the student from meeting clinical learning objectives. Students without their own private car should familiarize themselves with local public transportation prior to the beginning of the semester. Students are encouraged to be proactive in arranging transportation needs. Faculty and clinical adjuncts do not provide transportation for students. Clinical assignments are done by random allocation within Dade and Broward counties and are NOT determined by the individual student's geographic location or transportation particulars.

3.17 Non-exposure Clinical Injury

The safety and well-being of the student and the patient are the priorities in the event of a clinical accident or injury.

- a. Occasionally students are injured while in a clinical facility. In compliance with Agency procedures, an incident report is to be completed. The information documented on the incident report must be reported to the Program Director for Undergraduate Nursing Education or Assistant Program Director for undergraduate nursing education, soon after the incident as possible. If the injury is of a major nature, the Program Director for Undergraduate Nursing Education and/or the Assistant Program Director are to be notified immediately by telephone.

If a student is injured in a clinical setting, the student will:

- i. Immediately report the incident to the appropriate faculty member for guidance.

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- ii. If in a clinical facility, the student must be in compliance with agency policies & procedures, including completion of an incident report.
- iii. See his/her health care provider, and ask for a report from the health care provider regarding treatment and ability to return to the clinical setting. This report is to be given to the clinical instructor.
- iv. Call Barry Health Services for a referral, if needed.

Students are responsible for the cost of their own health care, not the University.

The cost may be decreased if the student receives care from his/her own physician or at the public health department rather than in the clinical facility. *Note:* If injury of an emergent nature, the student shall seek care immediately.

3.18 Exposure to Blood borne Pathogens

1. Purpose and definition

The purpose of this policy is to delineate the management of incidents of exposures to blood-borne pathogens that involve Barry University nursing students during the time that they are in an educational setting.

An educational exposure to blood-borne pathogens is defined as a percutaneous injury (e.g. a needle stick or cut with a sharp object), contact with mucous membranes or contact with skin (especially when the exposed skin is chapped, abraded, or afflicted with dermatitis, or the contact is prolonged or involving an extensive area) with blood, tissues, or other bodily fluids to which universal precautions apply, which occurs in the educational setting.

A source patient is the patient from whom the exposure originates.

2. Prevention

All Barry University students will receive information about universal precautions, blood borne pathogens, and the student directives portion of this policy during orientation. Further direction will be given during didactic lecture and throughout practical instruction in the Nursing Resource Center.

Prior to the first day of clinical rotations, all students are to verify that their private health insurance coverage provides a benefit for Post-Exposure Prophylaxis (PEP). If the student's private insurance does not provide this coverage, a supplemental injury plan can be purchased through Student Health Services. The primary student insurance through Barry University provides for PEP.

3. Protocol for Managing Exposure to Blood Borne Pathogens

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- a. Call for assistance and immediately provide care to exposure site by washing the wound and skin with soap and water and flushing mucous membranes with water. Flush exposed eyes with water or saline solution.
- b. Immediately following step a report, the injury to the clinical faculty and seek evaluation and treatment for the injury. If you are in a hospital, follow the guidelines at that institution. If you are in a community setting, follow the guidelines of the community agency and go to the nearest emergency room. You must seek treatment immediately as PEP needs to be started within 72 hours in order to work effectively.
- c. With your clinical faculty complete the Student Incident Form.
- d. Identify and document patient source (if known) who should be tested for HIV, Hepatitis B and C. The clinical agency may have to obtain consent from the patient source.
- e. The student should be tested immediately and confidentially for HIV, Hepatitis B (if immunity uncertain or unknown) and Hepatitis C.
- f. Get post-exposure prophylaxis (PEP) when source patient is unknown. The treatment regime will vary depending on the results of the source patient. This is in accordance with CDC guidelines and you may call the National Clinicians PEP Hotline at 1-888-448-4911 or go to this website:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>
- g. Get follow up testing, counselling and monitoring of post-exposure prophylaxis toxicity. This will be managed according to the discharge instructions from the ER or by the student's primary care physician. Follow up testing and HIV counselling is available on Barry University main campus through CARE resources. Contact the Student Health Center at 305 899 3750 for times and location. Mental health counselling is available at Barry University by contacting the Center for Counselling and Psychological Services at 305 899 3950.
- h. Students injured while in clinical and who are treated in the hospital emergency department will be liable for all financial charges.

4. Responsibilities

The clinical/community faculty are responsible for:

- a. Informing students about this policy
- b. Filling out the student incident form and notifying the course coordinator, Program Director and Assistant Program Director

Barry University nursing students are responsible for:

- a. Reading the policy and following the guidelines
- b. Following ALL policies in both the hospital and community agencies with regard to blood borne pathogens

SECTION 4: GENERAL PROGRAM POLICIES

4.01 Privacy Rights of Students (Family Educational Rights and Privacy Act)

(Revised: June, 2016)

STATEMENT REGARDING THE PRIVACY RIGHTS OF STUDENTS (FERPA)

FERPA is a Federal law that protects the privacy of student education records and information. The law applies to all schools that receive funds under an applicable program in the U.S. Department of education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends school beyond high school level. Therefore faculty must secure written permission from a student before they can speak to a parent regarding their child's education record or academic progress.

Notice is hereby given that the Barry University complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380), as amended, and regulations promulgated there under. Eligible students, as defined in the regulations, have the right 1) to inspect and review their education record, as defined in the regulations; 2) to request the amendment of their education records if they are inaccurate, misleading or otherwise in violation of the student's rights; 3) to consent to the disclosures of personally identifiable information in their education records except to the extent permitted by law, regulation or University policy; 4) to file a complaint with the United States Department of Education if the University has failed to complete with the requirements of law or regulation.

Student File Content and Policy

Files of undergraduate students are kept in the College of Nursing and Health Sciences offices for one year following graduation. While an undergraduate nursing student is actively enrolled in the College of Nursing and Health Sciences the following can be found in the student files:

- Required health documents
- Barry University application
- Acceptance letter and authorization form
- Program of Study Sheet
- Transfer Equivalency Reports (if any)
- Copy of transcripts of courses taken at other colleges/universities
- Initial advisement paperwork (Substance Abuse Policy, consent forms, etc.)
Academic Evaluation(s)
- Advisee anecdotal records
- Clinical evaluations
- Copy of signed HIPAA form

4.02 Hurricane/Inclement Weather

In the event of a campus emergency or severe weather, Barry University uses a system of alerts that aim to ensure the health and safety of its students, faculty, and staff. Be Prepared! You can be notified of the emergency and receive further instructions in the following ways: Text Message, Phone Recording, Email or On Campus Alerts. To receive text, voice and email alerts, be sure to log into

(Revised: June, 2016)

Web Advisor and update your emergency contact information. Visit www.webadvisor.barry.edu and click on "Emergency Contact Information" under the Communication heading. The University also operates a hotline, with recorded messages on campus closures, emergency procedures, or other urgent information at **305.899.4000**.

4.03 Substance Abuse Policy

Philosophy: Barry University acknowledges the problem of substance abuse in our society and perceives this problem as a serious threat to employees and students. It is the intent of the University to establish and maintain a drug-free workplace. The faculty of Barry University College of Nursing and Health Sciences believes that each nursing student has a personal obligation to practice those health conscious behaviors intended to foster clear and rational decision-making, as well as, the ability to function in a safe and therapeutic manner throughout the program of study. While we recognize chemical dependence as a disease, we believe public safety requires regulation of behavior, in addition to treatment for the disease. The University policies related to substance abuse can be found in the current Barry University Student Handbook on the Student Webpage as well as the Undergraduate Nursing Student Handbook, also accessible on the Student Web.

A. Policy

All incoming students for the undergraduate nursing program shall be drug screened, prior to the start of nursing courses. Students are responsible for the cost of all screenings. Information about drug screenings will be conveyed to students at the time they are approved for admission into the nursing program. Faculty and staff will have access to the results of the screenings. No documentation of the results will be kept in the College of Nursing and Health Sciences, only a notation will be made that the drug screening was completed.

A negative drug screen will be required in order to enroll in any nursing course. Additionally, students must agree, at the time of admission into the program, to be drug screened at any time in the program. Evidence of substance abuse will result in disciplinary action up to and including administrative withdrawal.

B. Substance Abuse Verification Process

The College of Nursing and Health Sciences has the right to require a student to submit to testing for substance abuse at the student's expense when the nursing program has reasonable cause to believe that a student is abusing alcohol or controlled substances. Observable phenomena, such as:

1. Direct observation of drug use
2. Physical symptoms or manifestations of being under the influence of a drug or alcohol
3. Slurred speech
4. Noticeable change in grooming habits

(Revised: June, 2016)

5. Impaired physical coordination
6. Inappropriate comments or behaviors
7. Pupil changes
8. Abnormal conduct or erratic behavior, absenteeism, tardiness or deterioration in performance
9. A report of drug use provided by credible sources
10. Evidence of tampering with a drug test
11. Information that the individual has caused or contributed to harm of self, visitors, other staff, or patient while under the influence of drugs as identified in item II.
12. Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while in the educational setting.

If a faculty member observes such behavior, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately and contact the Program Director(s) in order to review the situation. The Program Director(s) will then determine if it is appropriate to test the student for substance or alcohol abuse.

If questionable behavior is observed by a preceptor or other agency personnel overseeing a student's clinical experience performed in conjunction with, or as a component of, meeting the requirements of a course of study in Barry University College of Nursing and Health Sciences, such preceptor or other agency personnel and a member of the nursing supervisor staff, in the interest of patient safety, shall have the authority to take action in the same manner as an assigned faculty.

If a decision is made to test the student, the Program Director(s), will direct the faculty member to make arrangements to have the testing performed **immediately**. The students will need to go to **Occupational Medicine Centers of America** for testing. If a drug use/abuse incident occurs while on a clinical unit, the student will be responsible for obtaining transportation to the designated lab or other testing agency. The student will not be allowed to drive from the clinical facility. The student will be requested to sign an informed consent to be tested before the specimen is collected at the designated testing agency. The student's failure to consent to the substance abuse test or failure to show for testing shall result in immediate termination from the nursing program.

C. Substance Abuse Screening Procedure

1. Students will need to go to one of the following Occupational Medicine Centers of America locations:

12014 Miramar Parkway

3705 Garfield Street

(Revised: June, 2016)

Miramar, Florida 33025

Hollywood, Florida 33021

2. Students must pay the screening fee at the time of specimen collection at the designated agency. **Payment is the responsibility of the donor.**
3. Students must submit a photo I.D. and some form of verification of social security number, such as Social Security Card, if SSN is not indicated on the photo I.D.
4. Collection procedures, chain of custody, and monitoring of specimen collection; will be in accordance with the designating collection agency's standard operating procedures and will be explained to the student at the time of specimen collection.
5. When screening is initiated due to suspicion of abuse, specimens will be screened, at a minimum, for the following classes of drugs: Amphetamines, Barbiturates, Benzodiazepines, Cocaine Metabolites, Marijuana Metabolites, Methadone, Opiates, Propoxyphene, Methaqualone, Phencyclidine
6. Additional testing for the following substances may be required based on "Reasonable Cause" according to the criteria established in section B.
 - a) 3, 4 – Methylenedioxymethamphetamine (MDMA)
 - b) Alcohol, Ethyl
7. All test results are verified by Gas Chromatography/Mass Spectrometry (CG/MS) to confirm the reported result.
8. If there is a medical reason, the Medical Review Officer (associated with the designated lab) will need to obtain further information from the student: name of prescription, prescription number, name of the doctor that prescribed the medication, name of the pharmacy filled at and the pharmacy phone number.
9. Positive drug screens shall be reviewed by the CNHS administration.

Penalties

Evidence of substance abuse will result in disciplinary action up to and including administrative withdrawal and any disciplinary action as listed in the Barry University Student Handbook. If a nursing student is dismissed from the nursing program for substance abuse, this action may be reported, if appropriate to the Florida Board of Nursing and /or another appropriate assisting agency.

a) Readmission

In order to be considered for readmission, students who are dismissed from the nursing program due to a positive substance abuse screen must:

- 1) Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.

(Revised: June, 2016)

- 2) Prior to readmission, submit to an unannounced substance abuse screening at the student's expense. A positive screen will result in ineligibility for readmission.

4.04 Disability Services

The primary purpose of the Office of Disability Services (ODS) is to provide equal access for students with disabilities. Students must present medical or extensive educational documentation of all disabilities. Accommodations for students with disabilities are granted on a case by case basis in accordance with medical and professional information in the student's record, legal precedent, and the national standards for students with disabilities. Detailed information is provided in the UG catalog.

4.05 Social Media

Professional conduct extends to all forms of social networks, including Facebook, Twitter, and YouTube, texting, and emailing, photographing, videotaping and any other means of communication. Students must follow HIPAA guidelines when dealing with information about clients and patients. Students must also follow privacy laws when exposed to information about other students, faculty, staff, and others they meet during their time at the CNHS Information regarding students and others may not be saved or broadcast in any form without written release by the individuals involved and the agencies identified. Permission must be obtained prior to recording or taping. **Students may not record lectures unless faculty gives permission for them to do so and may not share these recordings with students in other classes unless given permission by the faculty.** Failure to follow these rules may result in administrative action, including dismissal from the College of Nursing and Health Sciences. Disrespectful behavior by students towards other students, faculty, staff, patients, clients, agencies, etc. will not be tolerated. The undergraduate program adheres to the American Nurses Association (ANA) guidelines for social media in programs of nursing.

4.06 Canvas and Email Communication

The approved form of email communication is through Barry's intranet, and with your Barry email. Faculty will not respond to personal emails. Students should look at their course Canvas site at least once a day to see if any important announcements have been made.

4.07 Graduation

Students should refer to the Barry University undergraduate catalog for specific undergraduate graduation requirements. Students are responsible to meet with their advisors to apply for graduation according to posted dates on the University website. Upon successful completion of the exit exam and completion of all requisites for graduation, the student is eligible to take the National Council Licensure Examination-RN (NCLEX-RN).

LPN LICENSURE

The student may apply for licensure as an LPN once they have completed a certain number of courses. Information is available in the ADMINISTRATIVE SUITE.

(Revised: June, 2016)

Florida Board of Nursing Application Procedure for Registered Nurses (NCLEX-RN)

- Applications for Florida licensure should be submitted midway through the final semester so that the graduate is able to take the exam as soon as possible after graduation.
- Visit the Florida Board of Nursing Website for licensure application and instructions: http://www.doh.state.fl.us/MQA/nursing/ap_licensure-RN-LPN.pdf
- Remember to follow the directions regarding examination testing site registration.
- The College of Nursing and Health Sciences certifies that the student has received education comparable to the mandatory continuing education in the area of medication safety to the Board of Nursing.

Upon completion of all nursing program requirements, including passing a nationally standardized comprehensive examination, the graduate is eligible to take the National Council Licensure Examination (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. Applications of those who have been convicted of a felony and whose civil rights have not been restored are considered to be incomplete until documentation of restoration of civil rights is received.

Effective July 1, 2009, Title XXXII Section 456.0635, Florida Statutes, requires health care boards or the Department of Health to refuse renewal of a license, certificate or registration, refuse to issue a license, certificate or registration, or admit a candidate for examination, if the applicant meets certain conditions. Florida Statutes: Title XXXII FLS 409; Title XLVI FLS 817 and FLS 893.

Website for Florida Statutes: www.flsenate.gov

The application and records should be filed at least 90 days before the examination date in case a student may be required to appear before the Board.

Students wishing to take the NCLEX-RN in a state other than Florida should visit the website or write the appropriate Board of Nursing for the requirements for licensure.

4.08 University Support Services

Counseling Center 305.899.3950

The Center for Counseling and Psychological Services can be of assistance to you in a variety of ways. We are able to help you continue your personal development and to reach your life goals more effectively. Sometimes the issue that brings students to the Center may be as simple as time management or more involved

(Revised: June, 2016)

such as personal loss, anxiety, or depression. Each person's needs are different and therefore each counseling relationship is unique. A counselor will help you to establish a plan which helps to develop your abilities to reach your goals. There are times when a person's needs require that they make use of another counseling agency, or a person wants to receive counseling but would feel more comfortable seeing someone not part of the Barry community. In either scenario, the Center will make the appropriate referrals when necessary.

Learning Center 305.899.4092 (Writing Center) or 305.899.3364 (Math Lab)
The Glenn Hubert Learning Center provides academic support services to Barry University students, faculty, alumni, and employees through student-centered and technology-enhanced tutorial programs, activities, and courses that inspire involved learning and academic achievement.

Student Health Center Landon Hall at 305.899.3750
The mission of the Barry University Student Health Center is to provide access to quality health care to the student community, by encouraging healthy life styles through community collaboration, health promotion, disease prevention, education and mentorship. Our staff respects diversity and is committed to excellent, affordable, confidential and compassionate services that enhance students learning experience in matters of personal health and well-being.

Hours: The Student Health Center is opened Monday through Friday 9am-5pm

Financial Aid Kelley House 305-899-3673:
Financial aid is available to qualified applicants. Students should check with Financial Aid Counselor for money available to nursing students. It must be remembered that very little financial aid money is "free." Unless it is a scholarship, it will either be paid for by you as a taxpayer, or must be "returned" after graduation in the form of loan and interest repayments or service to an institution. It is important to remember that loan money to future nurses depends on the repayment of loans after graduation.

Career Services Landon Hall 305.899.4010
Career Services is available to assist students, faculty, staff, and alumni with a variety of career related services, events and resources. The staff within the center is dedicated to helping with all aspects of the academic/major exploration and career search process. Services available include: Career Counseling and Assessment, resume and cover letter assistance, interview skills (including mock interviews), networking and informational interviews, job and internship searches, on-campus interviews and employer information sessions, career fair preparation, and graduate school applications.

Public Safety Langdon Hall: 305-899-3333:
The Public Safety Department (PSD) at Barry University is committed to working with the community to facilitate the development and maintenance of a safe environment. This commitment supports the continued evolution of the Barry University Mission and the Basic Principles of Service of the Division of Student

(Revised: June, 2016)

Affairs. The primary purpose of this site is to provide security information, assistance, and service to aid campus occupants in the protection process. A safe campus is everyone's responsibility. Do your part to protect yourself and others. Increased awareness by all of us can help prevent crime and keep our community safe. Crime prevention and awareness is not the sole responsibility of the Public Safety Department. It is a joint venture with the community which it serves. The Public Safety Department provides information, assistance, and service to aid campus occupants in the protection process.

Bookstore

Phone: 305.899.3970

Fax: 305.899.1759

Email: barry@bkstr.com

Institutional Technology - Library

Provides assistance with password, log in, remote access, email, Canvas

Hours of Operation

Monday- Friday 7:30am -9:00 pm

Contact Information

Phone: 305.899.3604

Email: helpdesk@mail.barry.edu

SECTION 5: PROFESSIONAL ETHICS

5.01 Professional Code of Ethics

The College of Nursing and Health Sciences is expected to uphold the professional code of ethics established for and by the nursing profession and as defined by the college. Ethics is foundational to the nursing profession. The nursing profession expresses its moral obligations and professional values through the Code of Ethics for Nurses (ANA, 2008). Each student should read the American Nurses Association Code of Ethics and be accountable for its contents.

Professional Ethics

In its Code of Ethics for Nurses, the American Nurses Association has stated that:

“Ethics is an essential part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, vulnerable and for social justice. This concern is embodied in the provision of care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities.”

–American Nurses Association Code of Ethics for
Nurses with Interpretive Statements

(Revised: June, 2016)

Nursing students are expected not only to adhere to the morals and norms of the profession, but also to embrace them as part of what it means to be a nurse. The nurse recognizes that his/her first obligation is to the patient's welfare and that all other needs and duties are secondary; the nursing student adheres to this same value. An honor code makes the professional goals, values, and obligations of a nursing student more explicit, assisting the student in the development of his/her professional ethics.

A nursing student at Barry University College of Nursing and Health Sciences will strive to act in a professional, ethical manner in accordance with the Code of Ethics for nurses, the College of Nursing and Health Sciences, and the Academic Ethics Policy.

Each student will:

- 1) Read the College of Nursing and Health Sciences' Academic Ethics policy (this document) and be accountable for its contents.
- 2) Be responsible for his/her own learning and clinical practice and honor other students' right to learn and be successful in academic and clinical environments (e.g., develop own knowledge base through study and inquiry; recognize others' right to do well on their written work; have access to reserved material; and have access to their own preparation materials and supplies used in clinical areas).
- 3) Demonstrate respect in verbal and non-verbal behaviors to all others in clinical and academic settings e.g., interact with others without using threats of, or commission of, physical harm, coercion, verbal abuse, unwanted sexual advances or contact, or other unwarranted physical contact. Arrive to class and clinical on time; silence cell phones in class, etc.
- 4) Assess patient status carefully upon assuming responsibility for his/her care.
- 5) Provide safe, competent care, seeking assistance when personal knowledge and/or skill are not adequate. Avoid use of any substances that would impair clinical ability or judgment e.g., prepare for clinical assignment to develop required knowledge and skill; Review patient's medical record; Seek assistance according to course and curricular objectives.
- 6) Provide the same standard of care to all patients and families regardless of race, ethnicity, age, sexual preference, disability, religion, economic status, employment status, or the nature of their health problem(s). Accept that others have the right to their own cultural beliefs and values and respect their choices e.g., demonstrate compassion and respect for every individual ;provide the best quality of care possible to all patients; be non-judgmental of cultural differences.

(Revised: June, 2016)

- 7) Provide patient care without expectation of, or acceptance of, any remuneration over and above salary (if applicable) (e.g., do not accept gratuities or personal gifts of monetary value).
- 8) Document in a thorough, accurate, truthful, and timely manner data that reflects findings from one's own personal assessment, care, interventions, teaching, or the patient's and/or family's response to those activities e.g., documentation errors are corrected in an acceptable manner, documentation is unaltered, vital signs are recorded at the time they are measured, and late entries are duly noted..
- 9) Act in a manner that contributes to the development and maintenance of an ethical educational and practice environment. Recognize that the primary commitment in clinical practice is to the patient and that respectful interactions are expected e.g., act as a role model for other students and colleagues; speak up if another student is speaking disrespectfully to classmates or faculty; work through appropriate organizational channels to share concerns about situations that jeopardize patient care or affect the educational environment; advocate patient safety.
- 10) Complete legally required HIPAA Training and University or clinical site requirements regarding confidentiality. Use patient data in all school work, papers, presentations, research findings and in the clinical setting in a manner that is accurate, truthful, and confidential. Patient data must have a justifiable reason for its presence. Acknowledge real data gaps that may exist in written work. Identify patient in paper by initials, not full name.
- 11) Refrain from unauthorized use or possession of school or clinical setting's equipment, patient's belongings, or items dispersed or intended for patient use e.g., do not download University software onto a personal PC or mobile device; do not use a hospital computer terminal for personal use such as playing online games; do not take a patient's prescribed medication for personal use.

Reference:

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2008.
Retrieved November 11, 2004 from
<http://www.nursingworld.org/ethics/code/ecode.html>

College of Nursing and Health Sciences Honor Code

Barry University's College of Nursing and Health Sciences expects all students to conduct themselves with integrity in all their endeavors including honesty in their academic work and accountability for actions. The following is the UG Program Honor Code:

(Revised: June, 2016)

I recognize I am in a profession where I have responsibility for the lives of others. With that responsibility comes accountability for my actions. As stated in the 2008 ANA Code of Ethics for Nurses, I agree that "The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems" (ANA Code, 2008, p.143). I will work to safeguard the health and well-being of clients who have placed their trust in me and will advocate for the clients' best interests.

Examples of violations and academic integrity and the honor code include the following:

Cheating

- Students may not seek or give help to another student during a test/quiz. This includes tests or quizzes that are for practice and may not count towards the final grade.
- Students may not use any notes or books during a test unless approved by the instructor.
- Students may not give information about a test if they take the test before other students.
- Students may not take another student's exam or have another student take the exam for them.
- Students may not use reprogrammed calculators, camera pens, cell phones, or recording devices of any type during tests or test reviews.
- Students may not take a test or quiz outside the proctored classroom environment unless given permission to do so by the instructor.

Fabrication

- Students may not falsify any information or data. This includes falsifying doctor's notes/excuses, personal medical records/forms, excuses for not taking a test or requesting a make-up exam, or excuses for not submitting an assignment on a scheduled date.
- Students may not make up or change patient information.
- Students may not change data results.
- Students may not copy or imitate another person's signature. This includes university forms and doctor's notes/records.

Assisting someone in academic dishonesty

- Students may not copy another student's test or work.
- Students are responsible for making sure that no one is using their work inappropriately. (This does not include group projects assigned by the instructor.)

Plagiarism

- Students may not use another person's words, ideas, or data, even when using their own words, without acknowledging the source of the other person's work.

(Revised: June, 2016)

Multiple submissions of work

- Students may not submit a paper or an assignment for a class that has previously been submitted or used in another class.

Unapproved collaboration

- Students may not work together on a project or assignment unless the instructor has given prior approval.

Academic Integrity

Students at all times are expected to know and adhere to the standards of academic integrity and personal conduct. The following statement is to be distributed by faculty and to be signed by all students to promote academic and personal honesty. A copy of the form will on file in the student's academic record.

Code of Conduct

Students enrolled in the Undergraduate Program of Nursing are expected to conduct themselves in a manner which supports the values and core commitments of Barry University. These include:

1. **Respect for Oneself**

Living a life with personal integrity builds self-esteem and fosters identity development and a sense of purpose.

2. **Respect for Others**

Barry is a campus community that honors the right of students to pursue their studies free from harassment, intimidation, intolerance, bigotry or any act, circumstance or situation that hinders their total learning and development as individuals.

3. **Respect for Property**

Our campus is a living-learning environment that is open to and enjoyed by students, faculty, staff, parents, local citizens, and visitors from near and far. We have an absolute responsibility to care for academic and office buildings, residence halls, library holdings, campus equipment, green spaces, and other's personal property.

4. **Respect for Authority**

As noted above, students who attend Barry agree to abide by the established standards and expectations that are administered and enforced by those overseeing the orderly operations of the institution: faculty, administration and staff.

5. **Civility Policy**

Refer to Barry University Student Handbook, available on the student web page, addressing student's code of conduct. The following

(Revised: June, 2016)

document will be distributed by faculty and signed by all students to promote civility. A copy of the form will on file in the student's academic record.

Statement of Civility

All students at Barry University are required to adhere to the Student Code of Conduct. In addition, I understand that as a student in the College of Health Sciences who is pursuing a career in the healthcare industry, I will be expected to act in a professional manner for the good of patients, faculty, staff, and/or colleagues. To do less would jeopardize patient care services possibly causing undue harm to those I will serve, and jeopardize the educational experiences of myself and others. Therefore, I attest that I will conduct myself in a professional manner through my words and actions throughout the course of my program of study both in the classroom as well as in the clinical setting. I will collaborate, be civil to others, avoid conflict and aggression, and be accountable for my actions. I realize that if I am unable to conduct myself in a respectful, civil manner,

(A) I may be withdrawn from my program at study at Barry University.

OR

(B) That an intervention will be required up to and including withdrawal from the program.

Signature

Date

Definitions and Examples of Violations in Academic Integrity & Honor/Civility Code

- 1) Alteration of Graded Assignments • Submission of an examination or assignment for re-grading after making changes to the original answers
- 2) Assault the threat of or commission of physical or psychological harm against any member of the School of Nursing, the College of Nursing and Health Sciences, or any person present on University property
- 3) Cheating on Examinations • Use of unauthorized materials (e.g., devices, notes, books) during an in-class or take-home examination
 - Consultation of unauthorized materials while being excused (e.g., on a bathroom break) from an examination room.
 - Copying answers from another student or allowing another student to copy your answers.
 - Unauthorized discussion of an exam's content during its administration.
 - Obtaining an examination or answers to an examination prior to its administration.

(Revised: June, 2016)

- Studying from an old exam or procuring information related to previous exam questions.
- Failing to comply with designated time limits for an academic evaluation prior to its administration.
- Acting as a substitute for another or utilizing another as a substitute during an academic evaluation of any type.
- Making unauthorized photocopies of examinations.
- Taking photos or other images of test/quiz questions.
- Keeping a record of exam/quiz questions and sharing them with other students.
- Sharing exam/quiz passwords with students outside the proctored environment.

4) Destruction or Defacement of Property

- Willful or otherwise unwarranted destruction or damage of property belonging to the University or sites used by the School of Nursing for clinical or other educational or business purposes

5) Disruption or Obstruction of Nursing Events such as Classes, Meetings, and Organized Social Events

- Use of abusive, violent, obscene or irresponsible behavior on University property or during University sponsored events

6) Facilitating Academic Dishonesty

- Intentionally or knowingly aiding another student to commit a violation of academic conduct
- Allowing another student to copy from one's examination during administration of the exam
- Providing copies of course material whose circulation was prohibited (e.g., exams or assignments) to students enrolled in or planning to take that course
- Taking an examination or completing an assignment for another, or permitting one to do so
- Providing specific information about an exam to a student who has not yet taken the exam

7) Forgery and Falsification • Falsification or invention of data in laboratory experiments, data analysis, or patient evaluation

- Citation of nonexistent sources or creation of false information in an assignment
- Attributing to a source ideas or information not included in the source
- Forgery of university documents, such as academic transcripts

(Revised: June, 2016)

8) Improper Use of Electronic Devices

- Consultation of unauthorized electronic devices (e.g., calculators, cellular phones, smartphones, computers) during examinations
- Use of electronic devices to communicate within or outside an examination room (e.g., use of cellular phones is not permitted during an exam)
- Storage of test answers, class notes, and other references in electronic devices for use during examination
- Improper use during examination of email, text paging, and instant messaging
- Transmittal of patient/client data or photographs
- Use of electronic device to record examination questions

9) Improper Use of Internet

- Plagiarism from a published or unpublished Internet source
- Improper or lack of documentation of an Internet source
- Use of paper writing services or paper databases on the Internet
- Posting of patient/client data or photographs
- Accessing Internet during an examination without prior approval

10) Infringement on the Rights of Others

- Using behavior that jeopardizes the rights or safety of members of the Barry University community, or jeopardizes the orderly functioning of University-related activities

11) Lying

- Request for special consideration from faculty or university officials based upon false information or deception
- Fabrication of a medical or emergency excuse as a reason for needing an extension on an assignment or for missing an examination or clinical
- Claiming falsely to have completed and/or turned in an assignment

12) Theft

- Theft of any item or property or knowing possession of stolen property belonging to the University, any member of the University community, or any site used in conjunction with University educational or business purposes

13) Unauthorized Collaboration

- Collaboration on homework assignments, papers, or reports unless explicitly assigned or approved by faculty

14) Unfair Competition

(Revised: June, 2016)

- Willfully damaging the academic efforts of other students
- Stealing another student's academic materials (e.g. book, notes, assignment, USB, flash drives, etc.)
- Denying another student needed resources in a deliberate manner (e.g. hiding library materials or stealing lab equipment)

15) Violation of any of the Rules and Regulations of Barry University and the College of Nursing and Health Sciences

- Examples include but are not limited to illegal use of drugs, firearms, and sexual harassment

Consequences of Violations in Professional Ethics

If there is a violation of the Academic Integrity, Civility and Honor codes the student may be dismissed from the nursing program. The procedures for addressing such violations are detailed in the Undergraduate Catalog.

Academic Policies

5.02 Midterm Warnings

If a student's exam average is less than 76% at midterm or the student is not satisfactorily meeting clinical objectives, a warning is issued to the student and advisor. The student must meet with their advisor and the course faculty to discuss strategies for test taking, studying, and/or stress management. Students are strongly encouraged to proactively seek faculty and advisor assistance so that early intervention assistance may be provided.

5.03 Remediation Strategies

Faculty may recommend a variety of remediation strategies depending on the needs of the student. These include but are not limited to; a) assignments using Kaplan focused review quizzes, b) RN Coaching, c) assistance with test anxiety and study strategies in the Counseling Center, d) and assistance with reading, math or writing offered by the Glenn Hubert Learning Center.

5.04 Clinical Formative & Summative Evaluations

Each clinical course uses a clinical evaluation form which lists learning objectives. Faculty provides performance assessments at midterm (formative) and at the end of the rotation (summative). Feedback is provided on an on-going basis however a midterm assessment provides the student and faculty to meet in a more formal, deliberative way to discuss areas of strength and opportunities for improvement. Students are made aware if they are in jeopardy of not meeting clinical objectives in writing using the *Student Counseling Form*. A plan for improvement and remediation is completed by the faculty and student. If necessary the course coordinator may be consulted. The student has until the end of the

course to demonstrate successful achievement of clinical learning objectives.

5.05 Failure

If the student is unsuccessful or decides to withdrawal from a course, he/she must contact their advisor immediately for an appointment. The student should meet with their academic advisor as soon as possible but no later than 1 week from the time grades are posted. If this is the first failure the academic advisor will revise the student's academic program plan and discuss the timeframe for repeating the course. If it a second failure in a nursing course, the Program Withdrawal Form will be completed.

5.06 Students Withdrawing from Courses **(Please also refer to undergraduate catalog)**

Following the end of the Add/Drop period, if a student withdraws during the first third of a course, he/she will receive a grade of W; during the second third of a course, s/he will receive a grade of WP or WF (determined by grade earned by student); and during the final third of a course the student will receive a grade of F.

5.07 Dismissal

A student may be dismissed from the College of Nursing and Health Sciences for any of the following reasons:

- Unsatisfactory grade in 2 or more nursing courses
- Unsatisfactory grade of a repeated nursing course
- Unsatisfactory clinical performance
- Inability to participate in clinical because of incomplete clinical requirements
- Unsafe clinical performance
- Professional judgment of the faculty
- Breach of academic integrity
- Unsafe/unsatisfactory professional behavior such as repeated violation of the Honor/Civility Code

5.08 Grievance and Appeal of Grades

If a student has received a grade of D or F in a nursing course and feels that this grade has been assigned unfairly, they may file an appeal, following the steps below. The student will be required to submit evidence to support their claim that the faculty member allotted the grade in a manner that is different to the grades assigned to the class as a whole.

The procedure for appeal of grades for undergraduate students in the College of Nursing and Health Sciences is shown below:

Each step should be followed in sequence and no step should be missed. Calendar days are exclusive of weekends and holidays.

- 1) The student will first discuss the matter with the faculty member teaching the course and the course coordinator within 5 days of the grade being posted.
- 2) If the appeal is not resolved at this time, the student will complete the Grade Appeal Form and will request an appointment with the Assistant Program Director (APD) for UG Nursing Education within the next 5 days.
- 3) The APD will notify the student of their decision within 48 hours of the meeting.
- 4) If the student is dissatisfied with this decision, they may request an appointment with the Program Director.
- 5) If the student disagrees with the decision of the Program Director, the student may contact the Associate Dean for CNHS for an appointment.
- 6) If the appeal is not resolved at this time, the student may follow the general Barry University procedure for appeal of grades.

5.09 Readmission

If a student is dismissed from the nursing program after failing two nursing courses, they are not eligible for readmission at any time.

If a student is applying for readmission following a Leave of Absence, they must follow the procedures for admissions in the UG Catalog.

SECTION 6: EVALUATION AND PROGRAM IMPROVEMENT

6.01 Course Evaluations

Students are asked to complete a course evaluation at the end of each course. These are anonymous. Responses are tabulated by staff and a summary is reviewed by the Program Director and course faculty after the course has been completed. We value student feedback about how the course facilitated their achievement of learning objectives and how the course might be improved.

6.02 Faculty Evaluations

At the end of each course and clinical rotation students are asked to evaluate faculty teaching. Your thoughtful feedback is valuable in helping faculty reflect on ways they may improve their teaching and the overall learning experience.

(Revised: June, 2016)

These are anonymous, tabulated by staff and shared with the faculty after the course has been completed.

6.03 Clinical Site Evaluations

After each clinical rotation the Course Coordinator or a faculty member may ask for your participation in a clinical site evaluation to determine if the clinical environment supports the learning needs of the students.

6.04 Preceptor Evaluations

Preceptors are used in NUR 456 Professional Role Transition. At the end of this final nursing course you may be asked to provide an evaluation of your preceptor.

6.05 Exit Survey

At the conclusion of your program you will be required to complete a short paper survey or participate in a focus group to elaborate on how the program helped you to achieve program outcomes, your overall satisfaction with your education and suggestions for program improvement.

6.06 Exit Benchmark Inc. Survey

At the end of your nursing program you will receive an email with a survey link for an Exit Benchmark Survey Assessment is vital to improving nursing education and attaining standards. In partnership with the AACN, Educational Benchmarking Incorporated (EBI) designed sophisticated, user-friendly nursing benchmarking assessments based on CCNE standards for accreditation. The purpose of this survey is to:

- Calibrate performance against professional standards (CCNE)
- Identify specifically where improvement efforts should be focused to improve overall quality and performance
- Benchmark your institution's performance with our existing community of hundreds of institutions
- Evaluate performance over time to monitor the impact of improvement efforts and inform future improvement initiatives
- Provide evidence of how your department contributes to the fulfillment of the institutional mission
- Create/Enhance continuous improvement methodology for Academic Affairs on your campus

SECTION 7: Awards & Leadership Opportunities

7.01 National Student Nurses Association

NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as

(Revised: June, 2016)

responsible and accountable leaders and members of the profession. The NSA provides educational resources, scholarships, leadership opportunities and career guidance. Every nursing student is a member of the NSNA and Barry University has a very active chapter. You may visit the website at www.nсна.org

7.02 Sigma Theta Tau Inc. Honor Society

Students who have completed at least one-half of the nursing component of the baccalaureate curriculum with a cumulative GPA of 3.0 or above, ranked scholastically in the upper 35% of their class, and have demonstrated ability in nursing are eligible for induction into the Lambda Chi Chapter (Barry University College of Nursing and Health Sciences). In the Spring of each year, eligible juniors and seniors are invited into membership. The Induction Ceremony is held in the Spring.

7.03 The Center for Interdisciplinary Scholarship (CIS)

The Center for Interdisciplinary guides supports and assists with the discovery, application, integration and dissemination of scholarly work of the CNHS faculty and students. The Center will be guided by Boyer's (1990) model of scholarship, which includes the scholarship of discovery, application, integration and teaching. To accomplish its purposes, the Center will: Provide support in the creation of scholarly activities that lead to the discovery, application and integration of knowledge that affects multicultural health; guide faculty and students in the design of scholarly inquiry; assist with the dissemination of scholarly work to a variety of audiences and through various means (poster/presentation and refereed publications); encourage clinical partnership with health care organizations to facilitate clinical research; provide support to develop skills in proposal writing and publishing; review IRB proposal to assist faculty and students in preparation for submission to the University IRB; support scholarship that is created/informed by practice, community service, and/or teaching.

7.04 Nursing Student Awards

All nursing students are encouraged to gain recognition by meeting the qualifications of the various campus and national honor societies described in the Student Handbook.

1. Dean's List

Each semester, a Dean's List is posted containing the names of those full-time students (12 credits earning grades) whose semester grade point average is 3.50 or above and who have neither incomplete grades nor a grade lower than a C.

2. President's List

Each semester, a President's List is posted containing the names of those full-time students (12 credits earning grades) whose semester grade point average is 4.0 and who have neither incomplete grades.

3. Honor's Convocation

(Revised: June, 2016)

At the Honors Convocation during graduation week, the College of Nursing and Health Sciences recognizes graduating students who have achieved a GPA of 3.2 and contributed to the community and/or university life. One student will be selected from the entry level BSN and RN to BSN programs.

4. Academic Excellence Award

This award is given to the student with the highest GPA in the graduating class.

5. Outstanding Clinical Excellence Award

This award recognizes an undergraduate and graduate nursing student who demonstrates professional excellence in direct client care. Nominations for this award come from the College of Nursing and Health Sciences faculty.

6. Community Impact Award

This award recognizes an undergraduate and graduate nursing student who demonstrates a commitment to excellence through her or his community involvement, professional achievements, and leadership activities.

Nominations for this award come from the College of Nursing and Health Sciences faculty and students. The documentation should demonstrate how this service contributes to the Barry University mission.

7. Alex J Santorum Award: In memory of Alex Santorum this award is given to a student who demonstrates excellence in pediatric nursing.

Appendix A

Main Campus

FACULTY NAME	CONTACT INFORMATION	Room
Diann Carr, EdD, ARNP	305.899.3841	Wiegand 210
Mary Colvin, PhD, RN, CNE	305.899.3844	Wiegand 133
Alina Diaz-Cruz, MSN, MA, RN	305.899.4066	Wiegand 209
Virginia Hackett, PhD, RN	305.899.3804	Wiegand 101
Nora Hernandez-Pupo, MSN, RN	305.899.5449	Wiegand 106
Indra Hershorin, PhD, RN, CNE	305.899.4018	Wiegand 214
Suzanne Jaffe, MSN, RN	305.899.3278	Wiegand 207
Maxine Jeffrey DNP, RN	305.899.3393	Wiegand 202
Ann Lamet, PhD, ARNP	305.899.4066	Wiegand 107
Rey Lavandera, PhD, ARNP, BC	305.899.3833	Wiegand 213
Daryl Lazaro Hawkins, MSN, RN	305.899.3842	Wiegand 204
Faye Milne, MSN, RN, CNE	305.899.3819	Wiegand 208
Clare Owen, PhD, RN,	305.899.4895	Wiegand 133
Donna Rice, PhD, RN, CCNE, CNE	305.899.3828	Wiegand 206
Roselle Samson-Mojares, MSN, RN	305.899.3817	Wiegand 203
Lauren Schwal, DNP, RN-BC, CNS, CNE	305.899.3822	Wiegand 201
Mureen Shaw, DNP, MSN, ARNP-BC	305.899.3824	Wiegand 102
Rosanne Sonshine, MSN, RN	305.899.3813	Wiegand 107
Ronica Subramoney, PhD, RN, CCRN	305.899.4046	Wiegand 211

Baptist Faculty

FACULTY NAME	CONTACT INFORMATION	EMAIL
Vanessa Collazo, MSN, ARNP, ACNP-BC	786.596.2746	vcollazo@barry.edu
Gisell Gonzalvo, MSN, ARNP, ACNP-BC	786.596.7809	ggonzalvo@barry.edu
Steve Lewis, MHS, MSN, ARNP, FNP-BC	786.596.2744	slewis@barry.edu
Beatrice Sikah DNP, NE-BC	786.596.2745	bsikah@barry.edu

Baptist Scholars Program Coordinator

***Donna Rice, PhD, RN, CCNE, CNE	305.899.3828	drice@barry.edu
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Appendix B
BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES
COLLEGE OF NURSING AND HEALTH SCIENCES
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: TRADITIONAL OPTION
Spring Admissions (December Graduation)

SEMESTER	COURSES	CREDITS
Spring	NUR 205 Introduction to Nursing Science (2T)	2
	NUR 207 Essentials of Nursing Education (2T)	2*
	NUR 313 Pathophysiology (4T)	4
	NUR 323 Health Assessment and Health Promotion (3T, 1L)	4 (3)
	Total	12
Summer	NUR 319 Foundations of Nursing Care (3T, 1.5C, .5L)	5**
	NUR 329 Pharmacology (3T)	3
	Total	8
Fall	NUR 335 Patient Centered Care: Adult/Elderly Nursing I (3T, 2C)	5
	NUR 383 Patient Centered Care: Behavioral Health Nursing (3T, 2C)	5
	NUR 337 Research and Evidence Based Practice (3T)	3
	Total	13
Spring	NUR 343 Patient Centered Care: Adult/Elderly Nursing II (3T, 3C)	6
	NUR 416 Family Centered Care: Mother/Baby & women's Health Nursing (2.5T, 1.5C)	4
	NUR 418 Family Centered Care: Parent/Child Nursing (2.5T, 1.5C)	4
	Total	14
Summer	NUR 432 Patient Centered Care: High Acuity Nursing (3T, 2C)	5
	NUR 426 Health Policy, Advocacy & the Political Process (2T) (w)	2
	Total	7
Fall	NUR 422 Community/Public Health Nursing (3T, 2C)	5**
	NUR 458 Senior Seminar	3*
	NUR 438 Nursing Leadership & Management (3T)	3
	NUR 456 Professional Role Transition (4C)	4
	Total	15
TOTAL PROGRAM CREDITS =		69

***=New course**

PHI 353 Biomedical Ethics (3T): Recommended in Semester 1

****= Change in lab/clinical hours**

(Revised: June, 2016)

**BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES
COLLEGE OF NURSING AND HEALTH SCIENCES
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: TRADITIONAL OPTION
Fall Admissions (August Graduation)**

SEMESTER	COURSES	CREDITS
Fall	NUR 205 Introduction to Nursing Science (2T)	2
	NUR 207 Essentials of Nursing Education (2T)	2*
	NUR 313 Pathophysiology (4T)	4
	NUR 323 Health Assessment and Health Promotion (3T, 1L)	4
	Total	12
Spring	NUR 319 Foundations of Nursing Care (3T, 1.5C, .5L)	5**
	NUR 329 Pharmacology (3T)	3
	NUR 383 Patient Centered Care: Behavioral Health Nursing (3T, 2C)	5
	Total	13
Summer	NUR 335 Patient Centered Care: Adult/Elderly Nursing I (3T, 2C)	5
	NUR 337 Research and Evidence Based Practice (3T)	3
	Total	8
Fall	NUR 343 Patient Centered Care: Adult/Elderly Nursing II (3T, 3C)	6
	NUR 416 Family Centered Care: Mother/Baby & women's Health Nursing (2.5T, 1.5C)	4
	NUR 418 Family Centered Care: Parent/Child Nursing (2.5T, 1.5C)	4
	Total	14
Spring	NUR 426 Health Policy, Advocacy & the Political Process (2T) (w)	2
	NUR 422 Community/Public Health Nursing (3T, 2C)	5**
	NUR 438 Nursing Leadership & Management (3T)	3
	NUR 432 Patient Centered Care: High Acuity Nursing (3T, 2C)	5
	Total	15
Summer	NUR 456 Professional Role Transition (4C)	4
	NUR 458 Senior Seminar	3*
	Total	7
TOTAL PROGRAM CREDITS =		69

* =New course

PHI 353 Biomedical Ethics (3T) – Recommended in semester 1

(Revised: June, 2016)

Appendix C
BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES
COLLEGE OF NURSING AND HEALTH SCIENCES
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: ACCELERATED OPTION
Spring Admissions (May Graduation)

SEMESTER	COURSES	CREDITS
Spring	NUR 205 Introduction to Nursing Science (2T)	2
	NUR 313 Pathophysiology (4T)	4
	NUR 319 Foundations of Nursing Care (3T, 1.5C, .5L)	5**
	NUR 323 Health Assessment and Health Promotion (3T, 1L)	4
	NUR 329 Pharmacology (3T)	3
	Total	18
Summer	NUR 335 Patient Centered Care: Adult/Elderly Nursing I (3T, 2C)	5
	NUR 337 Research and Evidence Based Practice (3T)	3
	NUR 383 Patient Centered Care: Behavioral Health Nursing (3T, 2C)	5
	NUR 416 Family Centered Care: Mother/Baby & women's Health Nursing (2.5T, 1.5C)	4
		Total
Fall	NUR 343 Patient Centered Care: Adult/Elderly Nursing II (3T, 3C)	6
	NUR 418 Family Centered Care: Parent/Child Nursing (2.5T, 1.5C)	4
	NUR 422 Community/Public Health Nursing (3T, 3C)	5**
	NUR 426 Health Policy, Advocacy & the Political Process (2T) (w)	2
		Total
Spring	NUR 458 Senior Seminar	3*
	NUR 432 Patient Centered Care: High Acuity Nursing (3T, 2C)	5
	NUR 438 Nursing Leadership & Management (3T)	3
	NUR 456 Professional Role Transition (4C)	4
		Total

*=new course

**= Change in lab/clinical hours

NUR 319= Lecture-3cr/lab .5 cr/clinical 1.5cr

NUR 422=3 hours lecture/2 hours (90) clinical

(Revised: June, 2016)

Appendix D
BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES
COLLEGE OF NURSING AND HEALTH SCIENCES
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: BAPTIST SCHOLAR'S PROGRAM

Spring Admission (December Graduation)

SEMESTER	COURSES	CREDITS
Spring	NUR 205 Introduction to Nursing Science (2T)	2
	NUR 207 Essentials of Nursing Education (2T)	2*
	NUR 313 Pathophysiology (4T)	4
	NUR 323 Health Assessment and Health Promotion (3T, 1L)	4
	Total	12
Summer	NUR 319 Foundations of Nursing Care (3T, 1.5C, .5L)	5
	NUR 329 Pharmacology (3T)	3
	Total	8
Fall	NUR 335 Patient Centered Care: Adult/Elderly Nursing I (3T, 2C)	5
	NUR 383 Patient Centered Care: Behavioral Health Nursing (3T, 2C)	5
	NUR 337 Research and Evidence Based Practice (3T)	3
	Total	13
Spring	NUR 343 Patient Centered Care: Adult/Elderly Nursing II (3T, 3C)	6
	NUR 416 Family Centered Care: Mother/Baby & women's Health Nursing (2.5T, 1.5C)	4
	NUR 418 Family Centered Care: Parent/Child Nursing (2.5T, 1.5C)	4
	Total	14
Summer	NUR 432 Patient Centered Care: High Acuity Nursing (3T, 2C)	5
	NUR 426 Health Policy, Advocacy & the Political Process (2T) (w)	2
	Total	7
Fall Graduation December Versant, March	NUR 422 Community/Public Health Nursing (3T, 3C)	5
	NUR 458 Senior Seminar	3*
	NUR 438 Nursing Leadership & Management (3T)	3
	NUR 456 Professional Role Transition (4C)	4
	Total	15
TOTAL PROGRAM CREDITS =		69

***=New course**

PHI 353 Biomedical Ethics (3T): Recommended in Semester 1

(Revised: June, 2016)

**BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES
COLLEGE OF NURSING AND HEALTH SCIENCES
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: BAPTIST SCHOLAR'S PROGRAM**

Fall Admission (June Graduation)

SEMESTER	COURSES	CREDITS
Fall	NUR 205 Introduction to Nursing Science (2T) NUR 207 Essentials of Nursing Education (2T) NUR 313 Pathophysiology (4T) NUR 323 Health Assessment and Health Promotion (3T, 1L)	2 2* 4 4
Total		12
Spring	NUR 319 Foundations of Nursing Care (3T, 1.5C, .5L) NUR 329 Pharmacology (3T) NUR 383 Patient Centered Care: Behavioral Health Nursing (3T, 2C)	5 3 5
Total		13
Summer	NUR 335 Patient Centered Care: Adult/Elderly Nursing I (3T, 2C) NUR 337 Research and Evidence Based Practice (3T)	5 3
Total		8
Fall	NUR 343 Patient Centered Care: Adult/Elderly Nursing II (3T, 3C) NUR 416 Family Centered Care: Mother/Baby & women's Health Nursing (2.5T, 1.5C) NUR 418 Family Centered Care: Parent/Child Nursing (2.5T, 1.5C)	6 4 4
Total		14
Spring Complete Licensure application process	NUR 458 Senior Seminar NUR 422 Community/Public Health Nursing (3T, 2C) NUR 438 Nursing Leadership & Management (3T) NUR 432 Patient Centered Care: High Acuity Nursing (3T, 2C)	3* 5 3 5
Total		16
Summer Graduation June 15 th July – NCLEX RN August 8 th – Versant Program	NUR 456 Professional Role Transition (4C) NUR 426 Health Policy, Advocacy & the Political Process (2T)	4 2
Total		6
TOTAL PROGRAM CREDITS =		69

*** =New course**

PHI 353 Biomedical Ethics (3T) – Recommended in semester 1

Appendix E
BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES
COLLEGE OF NURSING AND HEALTH SCIENCES
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: RN- BSN Distance Learning

SEMESTER	COURSES	Credits	Clinical hours
1	NUR 333 Professional Nursing Practice (3T) NUR 313 Pathophysiology (4T)	3 <u>4</u>	
	Total	7	
2	NUR 337 Research and Evidence Based Practice (3T) NUR 323 Health Assessment & Health Promotion (3T, 1L)	3 <u>4</u>	
	Total	7	
3	NUR 422 Community Health Nursing (3T, 2C) NUR 426 Health Care Policy, Advocacy & the Political Process (2)	5 <u>2</u>	90
	Total	7	
4	NUR 444 Nursing Informatics & Healthcare Technologies (3T) (In Progress) NUR 438 Nursing Leadership (3T)	3 <u>3</u>	
	Total	6	
TOTAL CREDITS		= 27	

Appendix F
Academic Calendar

***FALL 2016**

Orientation New Faculty/Staff Monday, August 15th
Orientation new nursing UG students Friday August 19th
Classes begin Monday 22th August
Labor Day Monday September 5th
Fall Holiday Friday October 7th
Thanksgiving Holiday, Thursday November 24th-27th
Classes end Friday December 2th
Final exams Monday-Friday, December 5th – 9th
Commencement Saturday December 10th

***SPRING 2017**

Spring Orientation January 4-6th
Classes Begin Monday January 9th
Martin L. King Holiday Monday, January 16th
Spring Break Monday – Sunday, March 6-12th
Easter Holiday Thursday – Sunday, March 13-16th
Classes End Friday, April 28th
Final Exams Monday – Friday, May 1-5th
Commencement Saturday, May 6th

***SUMMER 2017**

Classes Begin Monday, May 8th (general university classes),
May 15th for nursing classes
Classes End: Friday July 28th

Accreditation

Approved by the Florida Board of Nursing
Commission on Collegiate Nursing Education (CCNE)

Appendix G
Barry University
College of Nursing and Health Sciences
Student Incident Report Form

This report is to be completed promptly (within four (4) hours of incident) by the student for any related accident, injury, or illness. This report is to be turned into or sent to the College of Nursing and Health Sciences Program Coordinator or Associate Dean, and a copy to the Dean's office.

If immediate medical attention is needed, report to the Barry University Student Health Services

If Student Health Services is closed / unavailable, go to the hospital Emergency Department immediately for treatment.

PLEASE PRINT:

Student Name _____

Time of Incident: _____ AM / PM

Address: _____

Date of Birth _____ / _____ / _____

Contact Phone #: _____ - _____ - _____

Social Security #: _____ - _____ - _____

Date of Incident: _____ / _____ / _____

Instructor: _____

Please describe any other information related to the incident (use separate pieces of paper if needed):

How did incident occur?

Where did the incident occur (be specific to exact site and clinical location)?

Who witnessed the incident?

Who did you first report incident to:

Name: _____ Phone #: _____

What is the nature of your injury? (Circle appropriate)

Needle stick / Cut/ Strain/ Burn/ Bite/ Puncture/ Splash/ Inhalation/ Other:

(Revised: June, 2016)

Body part affected: (i.e. low back, right arm, left leg)

Type of fluid involved: (circle appropriate)

Blood Saliva Emesis Mucus Semen Urine Feces Sweat Tears Exhaled Air Other:

Amount of exposure: (circle appropriate)

Less than one drop/ One drop to one teaspoon/ Over one teaspoon/ Unknown

The following questions are for needle stick incident only:

Was the instrument visibly contaminated with blood?

(Circle appropriate answer) YES / NO

Needle stick from (circle appropriate response):

Recapping Injection/ in trash/ in linen/ Full needle/ box/ other:

The following questions are for splash incident only:

Splash to: Mouth/ Eye/ Ear/ Nose/ Other:

Skin- no break/ Skin-broken (explain):

What steps were taken immediately after exposure? (Circle all appropriate)

Washing/ Rinsing/ Bleeding

Type of protective equipment worn at the time of exposure?

(Circle all that apply)

Gloves/Mask/ Eye protection/ Gown/Apron/ Resuscitation Mask/ None/ Other:

Source of exposure (Gather information available):

Name of source client:

Date of Birth:

Full Address:

Telephone:

Attending physician of source client:

Diagnosis of source client:

(Revised: June, 2016)

