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**Section I. Introduction**

**1.01 Purpose of the Student Handbook**

The purpose of the Student Handbook is to communicate important information and promote effective operation of the Baccalaureate program in the College of Nursing & Health Sciences, University policies, CNHS policies and procedures, as well as information about advising, resources, and general operations are provided. 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 in 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](http://www.barry.edu) and on the Nursing Central Blackboard Website.

**1.02 Accreditation**

The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Being accredited indicates our commitment to public approbation, attesting to the quality of the educational program and the continued commitment to support and improve the program.

**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 of Barry University about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission which is congruent with the philosophy of nursing and supports the purpose of the College of Nursing & Health Sciences.

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 believe 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 unique focal area of our inquiry is multicultural health.

The curricula of the nursing programs are transformational and based on the belief that society and nursing are ever-changing. This attention to nursing’s influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community service. The curricula promote and facilitate analytical reasoning, critical thinking, evidence based practice, and the ability to construct knowledge.

The nursing philosophy articulates with the philosophy of the College of Nursing & Health sciencea and the University mission through the major characteristics of knowledge and truth, religious dimension, collaborative service, social justice and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The nursing 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.

**Section II. Program Structure**

**2.01 Program Administration**

Mary Colvin Ph.D., RN, CNE Clare Owen MSN, RN, CCRN

Program Director for UG Assistant Program Director

Nursing Education for UG Nursing Education

[**mcolvin@barry.edu**](mailto:mcolvin@barry.edu) [**cowen@barry.edu**](mailto:cowen@barry.edu)

**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. Cynthia Sheffield Ms. Beatriz Quiñones

Administrative Assistant Administrative Specialist

To Dr. Colvin & Prof. Owen for Undergraduate Program

[csheffield@barry.edu](mailto:csheffield@barry.edu) bquinones@barry.edu

(305) 899 3980 (305)899-3837

Ms. Rosanne Sonshine Ms. Daryl Hawkins

Clinical & Offsite BSN Program Nursing Resource Center & Simulation Lab

Coordinator Director

[rsonshine@barry.edu](mailto:rsonshine@barry.edu) [dhawkins@barry.edu](mailto:dhawkins@barry.edu)

(305)899-3813 (305)899-3842

Ms. Tatiana Rodriguez

Nursing Resource Center & Simulation

Lab Technician

[trodriguez@barry.edu](mailto:trodriguez@barry.edu)

**Undergraduate Nursing Program # - 305.899.3800**

**2.04 Coordinators**

|  |  |  |
| --- | --- | --- |
| **COORDINATOR NAME** | **CONTACT INFORMATION** | **COURSE TITLE** |
| Faye Milne | [fmilne@barry.edu](mailto:fmilne@barry.edu)  305-899-381 | NUR 319 Foundations of Nursing Care |
| Donna Rice | [DRice@barry.edu](mailto:DRice@barry.edu)  305.899.3828 | NUR 323: Health Assessment & Health Promotion |
| Virginia Hackett | [vhackett@barry.edu](mailto:vhackett@barry.edu)  305.899.3804 | NUR 335 Patient Centered Care: Adult/Elderly I  NUR 343 Patient Centered Care: Adult/Elderly II  NUR 432 Patient Centered Care: High Acuity Nursing |
| Lauren Schwal | [LSchwal@barry.edu](mailto:LSchwal@barry.edu)  305.899.3822 | NUR 416: Family Centered Care: Mother/Baby & Women’s Health Nursing  NUR 418: Family Centered Care: Parent/Child Nursing |
| Diann Carr | [dcarr@barry.edu](mailto:dcarr@barry.edu)  305.899.3841 | NUR 383: Patient-Centered Care: Behavioral Health Nursing |
| Paula Delpech | [pdelpech@barry.edu](mailto:pdelpech@barry.edu)  305.899.3821 | NUR 422: Community/Public Health |
| Rey Lavandera | [rlavandera@barry.edu](mailto:rlavandera@barry.edu)  305.899.3833 | NUR 456: Professional Role Transition |
| Victor Ospina | [vospina@barry.edu](mailto:vospina@barry.edu)  786.596.2747 | Director, Baptist Health Scholars Department |

**2.05 Advisors**

Nursing majors are advised by academic advisors 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. 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 adviser.

**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 five 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 Alumni Relations & Steering 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:

* **Admissions Committee**

The purpose of this committee is to select qualified candidates for admission to the nursing program, review and make recommendations for changes in admission policies, and review petitions for re-admission.

* **Undergraduate Curriculum Committee**

The purpose of this committee is to review, advise, and makes policy recommendations on issues related to undergraduate education to the UG Program Faculty, Program Director, Associate Dean for Academic Affairs, and the Dean of the College. The Committee develops, reviews, and makes policy recommendations regarding the curriculum and educational goals of the UG Program in accordance with current accreditation standards. The Committee develops standards for the evaluation of programs and related components of teaching. Members shall be full time faculty with 2 years’ experience appointed by the Program Director to serve a 2 year term.

* **Nursing Resource Center & Simulation Lab Advisory Committee**

The purpose of this committee is to address quality of teaching-learning resources, review policies guiding the effective functioning of the center and make recommendations for changes to the faculty. This committee has graduate and undergraduate faculty membership.

* **Coordinator Committee**

The purpose of this committee is to address clinical course related issues such as planning for and scheduling clinical learning experiences, assuring clinical objectives are being met, working with adjunct faculty to assure effective class and clinical learning experiences.

* **UG Faculty Committee**

The purpose of this committee is to address all aspects of undergraduate program quality which include; mission and governance, resources, curriculum and teaching learning practices; and the assessment and achievement of program outcomes.

Ad Hoc committees may be formed to address programmatic issues such as violations of the Honor & Civility Code or Academic Integrity. In this circumstance faculty and students would be asked to serve on an as needed basis.

Student representatives are invited to serve on select committees in the undergraduate program. Representatives are appointed on an annual basis in collaboration with the Nursing Student Association.

**2.07 Nursing Resource Center, Simulation & 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 where nursing students can come to practice technological and physical assessment skills. The NRC has an extensive library of DVDs, computer-based learning modules; thirty computers with internet and printing capability. Students are expected to behave in a professional manner during nursing practice and simulation experiences.

RN coaching (tutoring) is available by appointment or posted hours. We encourage students to come and use these resources as much as possible.

RN Coaching is available for the following areas:

* Math practice and remediation
* Assessment of specific systems or general assessment skills
* Technological skills
* Skill development and practice

Students may request use of the extensive collection of resource materials: including videos, computer based learning modules, 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. Students will be given a referral form and then will contact the RN coach for an appointment. The form will be signed and sent back to the referring faculty member to communicate learning progress.

**Simulation**

The NRC also offers simulation experiences for students in clinical courses. These experiences are a mandatory part of ~~coursework~~ and count as clinical hours. The student is expected to be on time, dressed in clinical attire with all of the proper implements that are utilized in the clinical setting.

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.

**Computer Lab**

Adjacent to the Nursing Resource Center is a computer lab which houses 30 desktop computers. Faculty use this area for selected classes and testing. Students may use the computer lab during open hours.

**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 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: Overview of the Curriculum**

**Program 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 will 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.

**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. The program prepares students to meet the requirements for RN licensure.

**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 Fall semester, the opportunity to apply and be interviewed for acceptance into the Baptist Bond Option. Upon acceptance into this option, Baptist Health South Florida pays half 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. The AO student may earn prerequisite course credit through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University. 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. Advance preparation should be made for financing during that year. Some financial aid and loans are available, and students are encouraged to seek assistance from the Financial Aid Office. The cost for tuition and fees for the nursing credits equals that for four full-time semesters. Books, uniforms, and other requirements will be additional costs.

The Accelerated Option Plan can be viewed in Appendix C

**RN to BSN Option - Blended Distance Learning**

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 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 in a blended distance learning format.

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 insures 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. Class:

|  |  |
| --- | --- |
| TESTS | |
| 92- 100 | A |
| 84- 91 | B |
| 76- 83 | C |
| 69- 75 | D |
| 0- 68 | F |

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 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 a 76% average on exams in order to pass the nursing courses. 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 adviser 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 for Undergraduate Nursing Education, will develop an alternative plan of progression for the student’s remaining course requirements.

**BSN Progression Requirements**

* Maintain current health and compliance requirements.
* Earn a minimum of a 76 average to pass nursing courses
* Earn a passing grade in the clinical component of nursing courses.
* One nursing course may be repeated one time.
* A student receiving a second failure in any undergraduate nursing course will not be permitted to continue in the nursing program and will be withdrawn.
* The grades of D, F, and WF are considered the same as a grade lower than C in any undergraduate nursing course.
* Students are allowed a maximum of 2 Ws or WPs in any given 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 you are more than thirty minutes late you must arrange for a make- up exam with the theory instructor. Make up exams

**are not** the same exam that the student missed. 8% will be deducted from the attained score regardless of the reason for missing the original exam.

**Math Test Policy**

Students in all undergraduate clinical nursing courses will be given a medication calculation test (not a pharmacology test) at the beginning of the course. The student will be allowed three attempts to pass the math test. A minimum of 90% is required to pass.

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 adviser to determine the area of remediation required. The student may be sent to the Learning Center Math Lab for assistance with basic math skills and/or setting up ratio proportion problems. 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 on-going 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 to monitor their progress and collaborate 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 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 for your basic nursing curriculum.

This test assesses mastery of content. Therefore it is important that you 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.

d. Print your individualized test results/report; schedule your appointment with your advisor to review your results.

2. **Kaplan Predictor Tests 1 and 2**: 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. You must achieve a minimum raw score of 60 (which indicates a high probability

of success on the NCLEX-RN Examination).

c. If you achieve 60 or greater, congratulations you 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.

e. If you do not achieve a 60 on either test, the following approved policy is in effect:

1. After completion of the on campus review course and practice Readiness Exam the student will schedule to take a 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. Once completed, the student will schedule an appointment to take a Predictor Exam, different from the last attempt.
3. If the student fails to reach the standard of 60 or above after 3 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. All **students are encouraged** to take Question Trainers 4 through 7 leading up to

their NCLEX- RN exam date. These will be made available after graduation.  
g. You are strongly encouraged to take your exam within 3 months of graduation.

Research has shown (in repeated studies) that delaying beyond 3 months

significantly decreases success on exams.

**Computer Requirements**

All entry level BSN students are required to have a laptop computer which meets the following system requirements:

**PC:**

* Windows 2000 or XP
* Pentium 750 MHz (1 GHz or higher recommended)
* 128 MB RAM (256 MB recommended)
* Sound card and speakers or headphones
* 56k modem or faster, and reliable Internet service (DSL/Cable modem or faster recommended)
* Internet Explorer 6.0 and Internet Tools or higher or Firefox 1.5 or higher (IE recommended)
* Macromedia Flash Player 8.0 or higher (available as a free download from [www.flash.com](http://www.flash.com))
* Cookies and JavaScript must be enabled
* America Online users will need to minimize the AOL window and open Internet Explorer 6.0 or higher
* 1024 x 768 screen resolution or higher

**MAC:**

* Macintosh OS 10.2 or higher
* 128 MB RAM (256 MB Recommended)
* G4 processor (1 GHz or better)
* Sound card and speakers or headphones
* 56k modem or faster, and reliable Internet service (DSL/Cable modem or faster recommended)
* Firefox 1.5 or higher (limited support for Safari 1.0 or higher)
* Macromedia Flash Player 8.0 or higher (available as a free download from [www.flash.com](http://www.flash.com))
* Cookies and JavaScript must be enabled
* America Online users will need 5.0 or higher and will need to minimize the AOL window and open Safari 1.0 or higher
* 1024 x 768 screen resolution or higher

MAC users sometimes report difficulty with the online program. If so – the suggestion is to not use Safari but to use Internet Explorer or Firefox.

**Bridge to Barry**

The Bridge to Barry is an online orientation for incoming undergraduate nursing students. Students who have been accepted into the Nursing Program are given access to the online orientation which has to be completed before they return for their first day on campus.  The online orientation includes information about Compliance, CPR, Math, the English test and many other items students have to complete before they start the program. Students are given quizzes to complete to ensure they have read and understood the materials.  They are told to print out a "Checklist" of which they have to bring back to campus with all items complete.  If the student completes all of the quizzes and returns the Checklist with all items completed, they get a certificate of completion.  The online orientation enables students to form a bond with the university ahead of their actual start date.  Additionally, academic performance within the orientation provides the Nursing Program with vital information that could help with potential support issues.

**Nursing Central**

Nursing Central is a virtual space in which all students and faculty are enrolled to communicate outside of the didactic and clinical spaces.​ Nursing Central is a virtual space that all nursing students and faculty are enrolled in.  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 and as the use of technology grows within the Nursing program, the space continues to grow.

**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 [cbiscardi@mail.barry.edu](mailto:cbiscardi@mail.barry.edu)  or [tnguyen@mail.barry.edu](mailto:tnguyen@mail.barry.edu)

**University Holidays**

A student observing a holiday on which lecture and/or clinical is scheduled shall notify the instructor. Students missing lecture and/or clinical for convention 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 responsible for lecture material and any examinations, and clinical absences shall be handled in accordance with the course syllabus. No clinical learning may be conducted during Holidays when the University is officially closed.

**For Holiday schedule see Appendix E**

**Section 3: Clinical Education Structure**

**3.01 Clinical Assignments**

Clinical assignments are made 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 clinical 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 successful remediating the required skill or behavior.

**3.03 Attendance**

For classroom attendance policy, see each course syllabus. Attendance is required for all clinical and laboratory sessions and expected for theory classes. Any student unable to attend clinical or laboratory experience or is unable to arrive on time is to notify the appropriate faculty member as early as possible, no later than one hour before the scheduled clinical or lab experience. Students should follow the directions of the clinical faculty as to how he/she should notify the clinical instructor.

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.

In the event that a student (per faculty judgment) is unable or un prepared 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 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.

**When do I stay home from clinical if I am sick?**

**Students should make every effort to attend clinical because missed clinical time may result in a failing grade for the course and will affect the student’s ability to progress in the program. However you need to use your best judgment and common sense to determine** if you are too ill to attend clinical experiences. Remember, patients in the hospital often have weakened immune systems and your first responsibility is patient safety.

The following guidelines will help you with this decision making process.

* You should notify your clinical instructor and leave a message with the unit where you are scheduled as soon as you make the determination that you are too ill to attend clinical. Follow your clinical faculty directions as to how you should communicate this information.
* Make sure the first day of clinical that you have contact information for your clinical instructor and the unit at the hospital or agency you are assigned to.

Students should not attend clinical if they:

* Have a fever (temperature above 100 F or 38 C) o Students should be free of fever for a full 24 hours--without medications that lower temperature like acetaminophen (Tylenol) or ibuprofen (Advil) --before returning to clinical 
* Have an open wound
* Have immobilizing devices such as casts, crutches
* Students in OB cannot attend clinical if they have any cold sores or other herpes infections that are exposed 
* Have vomiting &/or diarrhea 
* Are on medications that cause significant drowsiness or make then unsafe to drive
* Have been on antibiotics for less than 24 hours for a communicable bacterial infection

**Do I need a note from a health care provider if I miss clinical?**

If a student misses one clinical day, documentation from a health care provider is not required. The student will be required to make up the clinical time at the direction of the course coordinator and clinical instructor and the student may incur an administrative fee of $35.00/hour.

**If the student misses more than one day of clinical:**

1. They will be required to obtain written medical approval from a health care provider in order to return to clinical practice.
2. The written medical clearance should be submitted to the clinical instructor and course coordinator and must document the student's ability to function as a student nurse, at full capacity, in the acute care or community health setting.

**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 counseling form offering guidance to successfully achieve objectives is initiated.

**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 of 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](http://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 include but are 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.

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**

1. **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.

1. **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

**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
  1. 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 visible at any time. White stockings and white uniform shoes should be worn with the skirt.

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.

**3.05 Confidentiality Policy & HIPPA**

**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 HIPPA certified during their first semester. Students may not discuss confidential patient information in public places or social media. Cell phone s 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.

**3.06 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.

**3.07 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.

**3.08 Religious Accommodation**

In accordance with the rules of 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.

**3.09 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 Record1/**

The Annual Physical and Immunization Compliance Recordform 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.

**3.10 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](http://www.barry.edu/nursing/pdf/consentRefusalVaccination.pdf) form (waiver).

**3.11 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, 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.

**3.12 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.

**3.13 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=0400-0499/0435/0435ContentsIndex.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.

**3.14 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 Health Sciences, and follows the rules and regulations of the health care agency. (The Policies and Procedures of the College of Nursing and Health Sciences are found in the Undergraduate Student Nurses handbook.
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 Student Handbook.

**3.15 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.

**3.16 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.

1. 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.

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

**3.17 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.

1. **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.

1. **Protocol for Managing Exposure to Blood Borne Pathogens**
2. 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.
3. 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.
4. With your clinical faculty complete the Student Incident Form.
5. 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.
6. The student should be tested immediately and confidentially for HIV, Hepatitis B (if immunity uncertain or unknown) and Hepatitis C.
7. 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: **hppt://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm**
8. 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.
9. Students injured while in clinical and who are treated in the hospital emergency department will be liable for all financial charges.
10. **Responsibilities**

The clinical/community faculty are responsible for:

1. Informing students about this policy
2. Filling out the student incident form and notifying the course coordinator,

Program Director and Assistant Program Director

Barry University nursing students are responsible for:

* 1. Reading the policy and following the guidelines
  2. 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 (FERPA)**

**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
  + **English Assessment Test**

All Undergraduate Students are required to complete the EAT Test prior to beginning of their first semester of Nursing courses and follow all recommendations from the Writing Center/Reader Center Coordinator. This includes the 7-Session Sentence Grammar Seminar and the 9-week tutorial in the Reader Center.

**4.03 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 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**.

**4.04 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.

1. **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.

1. **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
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.

1. **Substance Abuse Screening Procedure**
2. Students will need to go to one of the following Occupational Medicine Centers of America locations:

**12014 Miramar Parkway 3705 Garfield Street**

**Miramar, Florida 33025 Hollywood, Florida 33021**

1. Students must pay the screening fee at the time of specimen collection at the designated agency. **Payment is the responsibility of the donor**.
2. 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.
3. 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.
4. 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
5. Additional testing for the following substances may be required based on “Reasonable Cause” according to the criteria established in section B.
6. 3, 4 – Methylenedioxymethamphetamine (MDMA)
7. Alcohol, Ethyl
8. All test results are verified by Gas Chromatography/Mass Spectrometry (CG/MS) to confirm the reported result.
9. 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.
10. 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.

1. 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.
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.

**4.05 Disability Services**

In keeping with its mission and goals and compliance with CHS Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the Barry University College of Nursing and Health Sciences promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for one self, performing manual tasks, walking, seeing, hearing, breathing, learning and working.

| **Issue** |  | **Standards** |  | **Some examples of Necessary Activities (Not all inclusive)** |
| --- | --- | --- | --- | --- |
| Critical Thinking |  | Critical thinking ability sufficient for clinical judgment |  | Identify cause-effect relationships in critical situations, develop nursing care plans. |
| Interpersonal |  | Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds |  | Establish rapport with patients/clients and colleagues. |
| Communication |  | Communication abilities sufficient for interaction with others in oral and written form |  | Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Gives oral and written reports to other members of the health care team. |
| Mobility |  | Physical abilities sufficient to move from room to room and maneuver in small spaces |  | Moves around in patient rooms, work spaces, and treatment areas, administers cardio-pulmonary resuscitation procedures. Meets responsibilities in a timely manner. |
| Motor Skills |  | Gross and fine motor abilities sufficient to provide safe and effective nursing care |  | Sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic techniques; calibrate and use equipment; position and transport patients/clients. |
| Hearing |  | Auditory ability sufficient to monitor and assess health needs |  | Hears monitor alarm, emergency signals, auscultatory sounds, cries for help. |
| Visual |  | Visual ability sufficient for observation and assessment necessary in nursing care |  | Observes patient/client responses at a distance and close at hand. Comprehends three-dimensional relationships and spatial relationships of objects. |
| Tactile |  | Tactile ability sufficient for physical assessment |  | Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention. |
| Social Behavior |  | Compassion, integrity, interpersonal skills, interest and motivation |  | Develops a mature, sensitive and effective relationship with clients |

The term "physical impairment" includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Individuals applying for admission, progressing to clinical courses and graduating from the College of Nursing and Health Sciences must be able to meet the physical and emotional requirements of the academic program. The National Council of State Boards of Nursing (NCSBN) has defined a thorough list of competencies necessary for the professional practice of nursing that can be used as a useful reference. These competencies were derived from an extensive study of practicing nurses and can be defined in general terms as:

1. Ability to see, hear and touch, smell and distinguish colors.
2. Oral and writing ability with accuracy, clarity and efficiency.
3. Manual dexterity, gross and fine motor movements.
4. Ability to learn thinks critically, analyze, assess, solve problems, and reach judgment.
5. Emotional stability and ability to accept responsibility and accountability.

An individual who possess a direct threat to the health or safety of others or to themselves may be denied admission, progression and graduation. The division's determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess: a) the nature, duration and severity of the risk and b) the probability that the potential injury will actually occur.

The faculty having accepted the definition of nursing as a practice discipline with cognitive, sensory, affective and psychomotor requirements have a list of "Core Performance Standards" which will provide an objective measure upon which an individual and the faculty can base informed decisions regarding whether the individual is "qualified" to meet the requirements of the academic program. Each standard has an example of activities which a student would be required to perform while enrolled in a baccalaureate program.

**Core Performance Standards for Admission, Progression, and Graduation**

**Admission, Progression, and Graduation**

Prior to enrollment in the first nursing course, the student is expected to submit a completed Health Certificate Compliance Record. This form must be received by the College of Nursing and Health Sciences, along with other pre-clinical forms, no later than one week before the first day of class. Students will not be allowed to participate in clinical without submission of current and updated pre-clinical forms. Failure to submit these forms could result in a failure of the course and/or withdrawal from the nursing program.

**4.08 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 prior to recording or taping must be obtained. Students may not record lectures unless faculty gives permission for them to do so. 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.

**4.09 BB 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 BB site at least once a day to see if any important announcements have been made.

**4.10 Locker Policy**

The CNHS provides lockers which are issued each fall. An assignment one year is no guarantee of a locker assignment in the following year. A lottery will be held when there are more students in a category than lockers. Student responsibilities include the following:

* Students provide their own lock for their assigned locker
* Do not post pictures, stickers, and other materials that permanently adhere to lockers
* Do not keep personal valuables in lockers
* No food is to be stored in lockers

The University and the College of Nursing and Health Sciences have no responsibility for any loss or damage to property stored in lockers. Students who do not meet their responsibilities as described above will forfeit their locker assignment eligibility.

**4.11 Graduation**

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 & RN LICENSURE APPLICATION**

**Florida Board of Nursing Application Procedure for Licensed Practical Nurses (NCLEX-LPN)**

The student must successfully complete nursing courses through NUR 416 and 418 to apply for the licensure exam. The student will complete an application from the Florida Board of Nursing. Board of Nursing website: **http://www.doh.state.fl.us/MQA/nursing/ap\_licensure-RN-LPN.pdf**

Application from the Florida Board of Nursing includes: fees, pictures, and a university transcript requested by the student and mailed from the Registrar's Office to the Florida Board of Nursing

Upon request, the Program Director for Under Graduate Nursing Education of the College of Nursing and Health Sciences will submit the name(s) of an eligible student(s) to the Florida Board of Nursing. Upon passing the licensure examination, the examinee will receive a license number issued by the Florida Board of Nursing

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

* Applications for Florida licensure should be submitted after completion of the nursing program.
* Graduates are responsible for ordering their transcript from the University Registrar.
* 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 mandatory continuing education 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 Statues: Title XXXII FLS 409; Title XLVI FLS 817 and FLS 893.

Website for Florida Statues:  [www.flsenate.gov](http://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.

**4.12 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 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, om-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 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**](mailto:barry@bkstr.com)

**Institutional Technology - Library**

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

**Hours of Operation**

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

**Contact Information**

**Phone: 305.899.3604**

**Email: helpdesk@mail.barry.edu**

**SECTION 5: REMEDIATION and DISCIPLINARY ACTIONS**

**5.01 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.

**5.02 Academic Integrity and Honor/Civility Code**

**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.

**College of Nursing and Health Sciences Honor Code**

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.

Therefore, 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.

The following are examples of academic dishonesty:

**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.

**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.

Therefore, I commit myself to the highest standards of honesty, academic, personal and professional integrity, accountability, and confidentiality, in all my written work, spoken words, actions and interactions with clients, families, peers, and faculty. I commit myself to work together with my peers and to support one another in the pursuit of excellence in our nursing education and to report unethical behavior I recognize that these responsibilities do not end with graduation, but are a lifelong endeavor.

**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. R**espect 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 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,

1. I may be withdrawn from my program at study at Barry University.

OR

1. 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 community or any person present on University property

1. 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.
* 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

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

* 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 Academic Dishonesty**

Consequences will be in accordance with the University Catalog and University Student Handbook if plagiarism or cheating occurs. The faculty member shall decide how the student will be graded for the course in which the cheating or plagiarism occurred. Typical penalties range from resubmission of an assignment to a zero for the assignment or exam, a failing in the course, and ultimately suspension or dismissal from the University if subsequent offenses occur. Consequences will be decided by the faculty member in consultation with the UG Program Director and Assistant Program Director. Procedures for handling cheating and plagiarism are described in the University Catalog.

**PROFESSIONAL CODE OF ETHICS**

In addition to the academic and behavioral norms outlined in previous pages, each student enrolled in 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

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.
  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

**5.03 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.

**5.04 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 Garner Learning Center.

**5.05 Failure**

If the student is unsuccessful or decides to withdrawal from a course, he/she must Contact their advisor immediately. Complete the Undergraduate Course Failure Policy Form and make an appointment to 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. The Undergraduate Course Failure Policy Procedure and Form are available, available in PDF format at: <http://student.barry.edu>

**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.

**5.05 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

**5.06 Grievance and Appeal of Grades**

The following procedure is for undergraduate students in the College of Nursing and Health Sciences earning course work grades of D or F and for earning clinical grades of an F, in which the student alleges that the grade was given in an arbitrary or capricious manner.

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

1. **Informal Steps**
2. The student will first discuss the matter with the faculty member teaching the course.
3. If the appeal is not resolved, the student will discuss the matter with the course coordinator.
4. If the appeal is not resolved, the student will request the assistance in resolving the grievance from the Program Director for Under Graduate Nursing Education The Program Director will meet with the faculty member(s) and student separately to investigate the grievance. The Program Directorwill then meet with the student and faculty jointly. The Program Director for will issue a decision in writing to the student and faculty member.
5. **Formal Steps**
6. If the appeal is not resolved informally, the student or faculty member may file

the Grade Appeal Form. The form must be filed no later than five

calendar days after notification of the Program Director

b The Grade Appeal AdHoc Committee shall inform the involved faculty

member of the student's formal appeal.

c. The Chair of the Grade Appeal Ad Hoc Committee shall convene a meeting within seven calendar days of receipt of a grade appeal letter.

1. Grade Appeal Ad Hoc Committee shall be composed of three faculty members who are not directly involved in the grievance and two students, at least one shall be a student in the same option as the appealing student.
2. Grade Appeal Ad Hoc Committee will meet at which time the student will have up to twenty minutes to present his/her case.

The student may invite a parent/spouse or another Barry University student to be present; however, only the student may speak on his/her own behalf. The involved faculty member(s) shall present relevant information to the Subcommittee. The faculty member(s) may invite another faculty member to be present but not speak.

1. After completion of the students and faculty member's presentations the proceedings will be adjourned; however, the Subcommittee may investigate the matter further and use expert resources when considering the issues at hand. The Subcommittee will reconvene in executive session to discuss and decide the resolution of the appeal. The options available are:
2. grade stands
3. recommend that the faculty member change the grade
4. The faculty member responsible for the grade is the only person who may make a grade change. If the faculty member disagrees with the recommended change, he or she will promptly inform the Subcommittee chair of that decision. The Subcommittee Chair will then notify the student and the Program Director in writing within 7 days of receipt of the appeals folder.
5. If the student wishes to appeal the decision of the Grades Appeal Subcommittee or the decision of the faculty member not to change the grade as recommended by the subcommittee, she/he will request a hearing with the Associate Dean of the College of Nursing and Health Sciences.
6. If the student wishes to appeal the decision of the Grade Appeal Ad Hoc Committee or the decision of a faculty member not to change the grade, she or he may file the grade appeal letter with the Chair of the University Committee on Grades after the Chair has submitted the decision within 7 days of receipt of the appeals folder. Refer to the current **Barry University Student Handbook, Procedure for Appeal of Grades for the steps to be followed and the time limits to initiate the procedure.**

**5.07 Readmission**

Readmission is not automatic and is contingent on approval of the Admission Committee and the Undergraduate Program Director in the school in which the applicant is reapplying to. If approved, the degree requirements in place at the time of readmission must be met, and the applicant re-entering Barry University, is bound by the policies dictated in the current catalog.

Students returning to the program after suspension or leave of absence (other than approved medical leave) are bound by the regulations in place at the time of readmission.

In the Undergraduate Nursing program, when readmitted, the student must be prepared to demonstrate proper preparation to meet all current admission and degree requirements. Readmission to the nursing program is contingent upon a number of factors: a student letter/petition explaining reasons for readmission and a statement of actions taken to assure success, GPA, size of class and clinical space. Upon readmission, the program of studies will be based on courses completed, current curriculum and placement considerations.

A student who was dismissed because of unsatisfactory academic or clinical performance

(i.e. failure in more than one nursing course) may reapply for admission to the CNHS

and will be evaluated by the Admissions Committee of the CNHS on a case-by-case basis.

Readmission is **not guaranteed**.

To be considered for readmission to the BSN program, the student:

* 1. Must sit out a minimum of one semester after being dismissed from the program. The student may submit their application for readmission to the Admissions Committee during the semester immediately following their dismissal from the program. .
  2. Must have a cumulative GPA of at least 3.0 (unrounded)
  3. Must submit a comprehensive letter giving evidence that supports the assertion that he/she will be successful in the program if readmitted.
  4. Must appear in front of the Admissions Committee if requested to do so
  5. Must provide a minimum of three professional references in support of his/her application for readmission.

Additional information may be requested such as references or a personal interview and may be set requirements as a condition for readmission that is designed to enhance the student’s chances for academic success.

Students, who have been dismissed from the CNHS for any non-academic reason (e.g. unprofessional behavior, nom-adherence to the codes of honor, civility and/or a breach in academic or personal integrity), will be considered for readmission on an individual basis by the Program Director in consultation with administration, appropriate faculty, and upon recommendations from the Admissions Committee of the CNHS in compliance with University Policy. Factors which shall be considered are the reasons for dismissal, academic standing, personal interview and additional relevant information with permission of the applicant.

A request for admission to the CNHS Undergraduate Program will be considered after:

1. The student has followed University Policies for re-admission
2. The Student has submitted a letter of request summarizing why he/she should be considered, what is different now and what the student plans to do differently to assure success**. Please address the letter to Undergraduate Program Director for Nursing Education, 11300 N.E. 2nd Avenue, Miami Shores, Florida 33161.**
3. Pending approval by the Program Director in consultation with the Admissions Committee the applicant will receive a letter explaining the decision.
4. All nursing students who are re-admitted **MUST** comply with health regulations and CPR requirements.

**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. 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: SCHOLARSHIPS and LEADERSHIP OPPORTUNITIES**

7.01 **Scholarships**

There are a number of scholarships available to those students who meet specified qualifications. Please refer to the College of Nursing Undergraduate Program website for a list of scholarships, deadlines and application forms.

* Dr. John T. MacDonald-Harold – Nursing
* Health Resources and Services Administration (HRSA) - Nursing
* Kathleen Papes Scholarship Fund - Nursing
* Lettie P. Whitehead ScholarshipScholarship Donor Manager - 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
* Florence Bayuk Educational Trust Scholarship - Nursing
* North Dade Medical Foundation Scholarship - Nursing
* Walgreens Scholarship - Nursing
* W.R. Hearst Scholarship - Nursing
* Sigma Theta Tau International Nursing Honor Society, Barry University Lambda Chi Chapter
* The Thrasher Research Fund – Nursing

7.02 **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 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.nsna.org](http://www.nsna.org)

7.03 **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.

**7.04 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.

7.05 [**Nursing Student Awards**](#IIIC)

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.

1. **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.

1. **Honor’s Convocation**

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.

1. **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.

**Criteria**

1. Demonstrates outstanding abilities in the delivery of holistic nursing care;
2. Fosters a culture of respect, integrity, and collegiality within the healthcare team;
3. Actively advocates for quality patient/family care;
4. Incorporates and shares learning gained through nursing coursework into her/his practice setting;
5. Utilizes critical thinking/problem solving; and
6. Communicates effectively with patients, team members, faculty, and clinical staff and
7. Other academic criteria may be used as well
8. **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.

**Other awards:** From time to time there may be other awards for which the student may nominate him/herself. Please consult with your advisor about the criteria and submission dates for these awards.

**Appendix A**

|  |  |  |
| --- | --- | --- |
| **FACULTY NAME** | **CONTACT INFORMATION** | **Room** |
| **Diann Carr, EdD, ARNP** | **305.899.3841** | **Wiegand 210** |
| **Mary Colvin, PhD, RN, CNE** | **305.899.3844** | **Wiegand 133** |
| **Paula Delpech, PhD, RN** | **305.899.3821** | **Wiegand 109** |
| **Alina Diaz-Cruz, MSN, MA, RN** | **305.899.4066** | **Wiegand 209** |
| **Maxine Jeffery, MSN Ed., RN** |  | **Wiegand 202** |
| **Virginia Hackett, PhD, RN** | **305.899.3804** | **Wiegand 101** |
| **Indra Hershorin, PhD, RN, CNE** | **305.899.4018** | **Wiegand 214** |
| **Suzanne Jaffe, MSN, RN** | **305.899.3278** | **Wiegand 207** |
| **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** |
| **Karen Miles, EdD, RN** | **305.899.3808** | **NHS 132** |
| **Faye Milne, MSN, RN, CNE** | **305.899.3819** | **Wiegand 208** |
| **Debra Mosley, MSN, Ed, RN** | **305.899.3800** | **Wiegand 106** |
| **Clare Owen, MSN, RN, CCRN-CSC, TNCC** | **305.899.4895** | **Wiegand 133** |
| **Fern People, EdD, RN** | **305.899.4715** | **Wiegand 212** |
| **Donna Rice, PhD, RN, CCNE, CNE** | **305.899.3828** | **Wiegand 206** |
| **Roselle Samson-Mojares, MSN, RN** | **305.899.3817** | **Wiegand 203** |
| **Lauren Schwal, MSN, 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, CCRN** | **305.899.4046** | **Wiegand 211** |

**Appendix B**

**BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES**

**COLLEGE OF NURSING AND HEALTH SCIENCES**

**BACHELOR OF SCIENCE IN NURSING**

**CURRICULUM PLAN: TRADITIONAL OPTION**

**SPRING CLASS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | SEMESTER 1 Spring | **Credits** | **Clinical hours** |
| NUR 205  NUR 313  NUR 319  NUR 323 | Introduction to Nursing Science (2T)  Pathophysiology (4T)  Foundations of Nursing Care (3T, 2C, 1L)  Health Assessment and Health Promotion (3T,1L) | 2  4  6  4  **16** | 135  45  **180** |
| **Course**  **Number** | SEMESTER 2 Summer | **Credits** | **Clinical hours** |
| NUR 329  NUR 335  PHI 353 | Pharmacology (3T)  Patient Centered Care: Adult/Elderly Nursing I (3T, 2C)  Biomedical Ethics(3T) recommended here)\*\* | 3  5  3  **11** | 90  **90** |
| **Course**  **Number** | SEMESTER 3 Fall | **Credits** | **Clinical hours** |
| NUR 337  NUR 343  NUR 383 | Research and Evidence Based Practice (3T)  Patient Centered Care: Adult/Elderly Nursing II (3T, 3C)  Patient Centered Care: Behavioral Health Nursing (3T, 2C) | 3  6  5  **14** | 135  90  **225** |
| **Course**  **Number** | SEMESTER 4 Spring | **Credits** | **Clinical**  **hours** |
| NUR 416  NUR 418  NUR 422  NUR 426 | Family Centered Care: Mother/Baby & Women’s Health Nursing (2.5T,1.5C)  Family Centered Care: Parent/Child Nursing (2.5T,1.5C)  Community/Public Health Nursing (3T,3C)  Health Policy, Advocacy & the Political Process (2T) | 4  4  6  2  **16** | 67.5  67.5  135    **270** |
| **Course**  **Number** | SEMESTER 5 Summer | **Credits** | **Clinical**  **hours** |
| NUR 432  NUR 438  NUR 456 | Patient Centered Care: High Acuity Nursing (3T,2C)  Nursing Leadership & Management (3T)  Professional Role Transition (4C) | 5  3  4  **12** | 90  175  **290** |
|  | \*\*Note: PHI 353 Biomedical Ethics (may be taken in other semesters per advisorapproval. Upper Division includes 3 credits of Biomedical Ethics.) | **TOTAL** | **1030** |

**Appendix C**

**BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES**

**COLLEGE OF NURSING AND HEALTH SCIENCES**

**BACHELOR OF SCIENCE IN NURSING**

**CURRICULUM PLAN: ACCELERATED OPTION**

**SPRING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | **SEMESTER 1 Spring** | **Credits** | **Clinical hours** |
| NUR 205  NUR 313  NUR 319  NUR 323  NUR 329 | Introduction to Nursing Science (2T)  Pathophysiology (4T)  Foundations of Nursing Care (3T, 2C, 1L)  Health Assessment and Health Promotion (3T,1L)  Pharmacology (3T) | 2  4  6  4  3  **19** | 135  45  **180** |
| **Course**  **Number** | **SEMESTER 2 Summer** | **Credits** | **Clinical**  **hours** |
| NUR 335  NUR 337  NUR 383  NUR 416 | Patient Centered Care: Adult/Elderly Nursing I (3T, 2C)  Research & Evidence Based Practice (3T)  Patient Centered Care: Behavioral Health Nursing ( 3T, 2C)  Family Centered Care: Mother/Baby & Woman’s Health Nursing (2.5T, 1.5C) | 5  3  5  4  **17** | 90  90  67.5  **247.5** |
| **Course**  **Number** | **SEMESTER 3 Fall** | **Credits** | **Clinical hours** |
| NUR 343  NUR 418  NUR 422 | Patient Centered Care: Adult/Elderly Nursing II (3T, 3C)  Family Centered Care: Parent/Child Nursing (2.5T, 1.5C)  Community/Public Health Nursing (3T, 3C) | 6  4  6  **16** | 135  67.5  135    **337.5** |
| **Course**  **Number** | **SEMESTER 4 Spring** | **Credits** | **Clinical**  **hours** |
| NUR 426  NUR 432  NUR 438  NUR 456 | Health Care Policy, Advocacy & the Political Process (2T)  Patient Centered Care: High Acuity Nursing (3T, 2C)  Nursing Leadership & Management (3T)  Professional Role Transition (4C) | 2  5  3  4  **14** | 90  175    **265** |
|  |  |  |  |
|  |  |  |  |
|  | \*\*Note: PHI 353 Biomedical Ethics (must be taken pre-nursing and counts toward 3 Upper Division credits) | **TOTAL** | **1030** |

**Appendix D**

**BARRY UNIVERSITY COLLEGE OF HEALTH SCIENCES**

**COLLEGE OF NURSING AND HEALTH SCIENCES**

**BACHELOR OF SCIENCE IN NURSING**

**CURRICULUM PLAN: RN-BSN OPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | SEMESTER 1 | **Credits** | **Clinical hours** |
| NUR 303  NUR 313 | Professional Processes (3T)  Pathophysiology (4T) | 3  4  **7** |  |
| **Course**  **Number** | SEMESTER 2 | **Credits** | **Clinical**  **hours** |
| NUR 483  NUR 493R | Health Assessment (3T)  Nursing Leadership (3T) | 3  3  **6** |  |
| **Course**  **Number** | SEMESTER 3 | **Credits** | **Clinical hours** |
| NUR 488  NUR 337 | Health Care Trends & Politics (3T)  Nursing Research (3T) | 3  3  **6** |  |
| **Course**  **Number** | SEMESTER 4 | **Credits** | **Clinical**  **hours** |
| NUR 481  NUR 432 | Community Health Nursing (3T, 3C)  Intro to Nursing Informatics (3T) | 6  3  **9** | 135    **135** |
|  |  |  |  |
|  |  |  |  |
|  |  | **TOTAL** | **135** |

**Appendix E**

**Academic Calendar**

**\*FALL 2014**

Orientation New Faculty/Staff Monday, August 18th

Orientation new nursing UG students Friday August 22nd

Classes begin Monday 25th August

Labor Day Monday September 1st

Fall Holiday Friday October 10th

Thanksgiving Holiday, Thursday November 27th-30th

Classes end Friday December 5th

Final exams Monday-Friday, December 8th-12th

Commencement Saturday December 13th

\***SPRING 2015**

Spring Orientation January 7-9th

Classes Begin Monday January 12th

Martin L. King Holiday Monday, January 19th

Spring Break Monday – Sunday, March 2nd-8th

Easter Holiday Thursday – Sunday, April 2nd-5th

Classes End Friday, May 1st

Final Exams Monday – Friday, May 4th-8th

Commencement Saturday, May 9th

**\*SUMMER 2015**

Classes Begin Monday, May 11th (general university classes), May 18th for nursing classes

Classes End: Friday July 31st

**Accreditation**

Approved by the Florida Board of Nursing

Commission on Collegiate Nursing Education (CCNE)

**Appendix F**

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments regarding source client risk factors:

HIV, Hepatitis A, B, C, type unknown, Syphilis, Gonorrhea, Tuberculosis, Meningitis, Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medical Information

Did you seek medical attention? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who is your health care provider? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who is your current health insurance provider? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*Please provide a copy of the provider statement related to the incident

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AM PM

**NOTES:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**