

THE STEPHENS COLLEGE NURSING PROGRAM

Bachelor of Science in Nursing

School of Health Sciences

Nursing Program
Student Handbook



Our vision is to prepare bold nurses who are passionate about improving health care for all people

Update: July 23, 2024

This handbook supplements other college resources for students and is intended for students enrolled in the nursing major at the college. Students are responsible for reading this handbook and adhering to the policies and guidelines herein.

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ACCREDITATION AND APPROVALS

Missouri State Board of Nursing (MSBN)

The Stephens College Nursing Program has the full approval of the [Missouri State Board of Nursing](#). Upon completion of the program, graduates are eligible to take the licensing examination for professional registered nurses (NCLEX-RN). Graduation from a nursing program does not guarantee licensure eligibility.

<https://www.pr.mo.gov/nursing.asp>.

Higher Learning Commission(HLC)

Stephens College is accredited by the Higher Learning Commission of the North Central Association, <https://www.hlcommission.org/>. The Higher Learning Commission approved Stephens College to offer the Bachelor of Science in Nursing.

<https://www.hlcommission.org/>, (800) 621-7440.

Commission on Collegiate Nursing Education (CCNE)

The nursing program at Stephens College is accredited by the [Commission on Collegiate Nursing Education](#)



PROGRAM ADMINISTRATION

Founding Director of Nursing

Noreen M. Houck, PhD, RN,
Associate Professor

Department Staff

Pamela Middleton
Administrative Assistant

NURSING FACULTY

Full-Time Faculty

Janet Chance-Hetzler, DNP, MSN, APRN, ACNS-BC, AOCNS, CNE,
Assistant Professor

Heidi Monroe, DNP, MSN, RN
Assistant Professor

Part-Time Faculty

Cathy Köetting, PhD, DNP, APRN, CPNP-PC, PMHS, FNP-C,
Associate Professor

Daniel Hargrove, MSN, RN
Adjunct Professor

Amy Maher, MS, RN
Adjunct Professor

Antonia Smith, MS, RN
Adjunct Professor

PROGRAM PURPOSE

The Bachelor of Science in Nursing program is a three-year (eight-semester) program that prepares students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The program will prepare students to care for patients in hospital and community settings through classroom, clinical, laboratory, and simulated instruction. Applied learning experiences begin the first summer and continue throughout the program. The city of Columbia and local counties provide many clinical learning experiences including Boone Health, MU Healthcare, schools and area Health Departments. Boone Hospital provides many clinical learning environments and a state-of-the-art Simulation Center.

Graduates of the program will be eligible to apply for licensure through their state board of nursing and are prepared for practice as an entry-level nurse generalist.** Graduates of the program are ready for graduate study and careers as professional nurses.

**Please note: Graduation from a nursing program does not guarantee eligibility to take the licensure examination (Section 332.066, RSMo, of the Missouri Nursing Practice Act). <https://pr.mo.gov/nursing-rules-statutes.asp>

GUIDING BELIEFS

The program is based on the guiding principles of Stephens College and Boone Hospital and considers local, national, and global issues in health care and nursing.

Stephens College Mission, Vision, and Values

Mission: Learn. Grow. Lead.

Vision: Inspired by its tradition as an undergraduate women's college, Stephens College engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression, and professional practice, supported by accomplished faculty, talented staff, and engaged alumnae/alumni. Graduates of Stephens College are educated in the liberal arts, informed by diverse perspectives, and committed to lives of leadership, integrity and service.

Values: Stephens College is committed to its *Ten Ideals* as core values that inspire and enrich our lives:

1. Respect for our own dignity and the dignity of others, embodied in a sense of social justice
2. Courage and persistence

3. Independence, autonomy, and self-sufficiency
4. Support for others through the willingness to take and give criticism, acceptance and love
5. Sensitivity to the uniqueness and fragility of the natural world of which we are a part
6. Responsibility for the consequences of our choices
7. Belief in our changing selves and in our right to change
8. Creativity in the spiritual and aesthetic dimensions of life
9. Intelligence that is informed and cultivated critical yet tolerant
10. Leadership that empowers others

Boone Hospital Mission and Shared Principles

Mission: Our [Boone Hospital's] mission is to improve the health of people and communities we serve. We will accomplish that mission by making Boone Hospital Center an excellent place to work and receive health care.

Shared Principles:

We [at Boone Hospital] are patient-focused, disciplined, knowledge-driven and motivated leaders. We demonstrate trust, dignity, respect, high ethical standards and behaviors, teamwork, and accountability.”

School of Health Sciences Vision, Mission, Values

Vision Statement: The School of Health Sciences utilizes evidence-based practices that inspire and prepare professionals who work to improve quality of life through scientific inquiry, information systems, clinical and experiential applications.

Mission Statement: The School of Health Sciences offers nationally recognized and accredited programs designed to prepare students for advanced studies and careers in life and social sciences, health-related professions, counseling, and equestrian. Faculty cultivate engaged student learning through dynamic activities, including research, case studies, service learning, internships, and clinical experiences. The School prepares outstanding professionals to serve as leaders; exhibit critical and creative thinking skills; adhere to high ethical standards; and demonstrate the knowledge, skills, dispositions and cultural sensitivity required to contribute to the needs of an evolving and diverse society.

Values: School of Health Science faculty are committed to preparing competent, caring, ethical professionals to meet the needs of society. As members of Stephens College and the broader community, the SHS faculty value the following:

- learner-centered teaching and student engagement that fosters intellectual vitality, critical thinking, and lifelong responsibility for learning and continuing professional development
- excellence and innovation in education, scholarship/research, and service, including outreach to the community
- contributing to developing knowledge, improving science education, and improving health care and health outcomes
- honesty, integrity, professionalism, and personal responsibility
- respect for diversity and appreciation of cross-cultural perspectives;
- adaptability and flexibility in response to an ever-changing external environment;
- effectively and efficiently using resources to maximize value to those we serve;
- a productive, satisfying work and learning environment that is built upon interdisciplinary collaboration; and
- education that fosters development of the whole person.

Nursing Program Vision, Mission, Philosophy, and Values

Vision: Bold nurses who are passionate about improving health care for all people.

Mission: The mission of the Nursing Program is to:

- Provide high-quality education in nursing
- Use research and evidence-based practices to prepare and inspire the delivery of quality education and health care
- Embrace diversity, creativity, and inclusion, through respect, sensitivity and tolerance of wide-ranging ideas, cultures, and experiences
- Raise the professional and social consciousness of our students as they contribute to the advancement of the profession
- Empower nurses to lead transformation in healthcare to meet the needs of individuals, families, communities, the nation, and the world, and
- Engage with health professionals, institutions and governmental agencies to strive toward an ethical and socially just system of health care

Philosophy: We believe:

- Advancing nursing science and practice improves the health of society; individuals, families, communities, and populations across the State, the Nation and the World
- Education is a lifelong process and includes both formal degrees, certifications, and continuing education, as well as intensive reading and awareness of new knowledge
- Nurses with a strong educational foundation engage in scholarly activities and translate knowledge obtained in the health sciences and health care to improve health care delivery to all

- By supporting the student's own dignity, providing diverse and global perspectives, and engaging in rigorous discourse our students will become health care leaders
- Each person is a unique being who is biologically and socially influenced by their environment, physically, culturally, and spiritually, and these aspects help shape a person's values, beliefs and behaviors
- A nurse's patient or client refers to individuals, groups, families and communities
- Faculty are committed to improving health care, advancing nursing knowledge, and supporting a strong profession
- The central values of care are at the core of nursing education including respect for human dignity, integrity, autonomy, altruism, and social justice.

Values: The nursing program embraces the college's commitment to the Stephens College Ten Ideals. The nursing program creates an environment that embraces inclusion, openness, and courage for faculty, staff, students and our community partners by creating dynamic learning environments where students, faculty, health professionals and patient's partner to advance health care.

NURSING PROGRAM GOALS AND LEARNING OUTCOMES

Goals: The Nursing Program's Goals are to:

- Prepare nurses ready to enter the workforce
- Exhibit excellence and innovation in education, scholarship, and service
- Foster a commitment to professional and personal development through life-long learning
- Serve the profession and communities of interest
- Model Stephens College Ten Ideals and our commitment to the core values of caring

Graduate Competencies/Program Learning Objectives (PLO)

The term patient is not limited to an individual but to the beneficiaries of nursing efforts. In this context the recipient of nursing care may include person(s), patients, clients, families, groups, communities, organizational and world systems.

At the completion of the program graduates will:

1. Synthesize broad perspectives from the arts, sciences, humanities, and human experience with the knowledge, skills and dispositions from nursing science to inform practice

2. Display a commitment to high standards of professional practice evidenced by continuous engagement in reflective personal and professional development
3. Engage in person-centered practice that integrates knowledge and skill to individuals and groups across the continuum of health care environments to improve health outcomes
4. Lead improvement in healthcare

The graduate competencies are further detailed and by year in the program.

Professional Standards

Program Framework



Program Outcomes

Program Outcome (AACN Essential 2019) Graduates will:

1. Synthesize broad perspectives from the arts, sciences, humanities, and human experiences with nursing science to inform practice. (I)
 - 1.1. Use written, verbal, and technology methods to communicate effectively.
 - 1.2. Engage in ethical reasoning and actions to promote social justice, advocacy, and collaboration.
 - 1.3. Integrate knowledge from the humanities, arts, sciences, and human experience to inform nursing practice.
 - 1.4. Apply knowledge of social, cultural, and spiritual factors to the care of diverse populations.
 - 1.5. Relate political, economic, and historical knowledge to the analysis of societal and professional issues.
 - 1.6. Demonstrate tolerance for ambiguity and the unpredictability of human behavior.

2. Display a commitment to high standards of professional practice evidenced by continuous engagement in reflective personal and professional development. (III, IV, VIII)
 - 2.1. Use a systematic process to evaluate and apply the best evidence in the care of patients.
 - 2.2. Act in accordance with professional standards, values, ethics, and legal comportment that reflects the profession.
 - 2.3. Assume accountability for personal and professional behaviors.
 - 2.4. Work with other professions, in a climate of mutual respect, to promote and advance the health and wellbeing of patients and groups.
 - 2.5. Assume a commitment to self-development, life-long learning, and continuous knowledge acquisition.
 - 2.6. Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care.
3. Engage in patient-centered practice that integrates knowledge and skill to individuals and groups across the continuum of healthcare environments to improve health outcomes. (VI, VII, IX)
 - 3.1. Promote safe and effective healthcare on all levels; individually to globally and throughout the lifespan.
 - 3.2. Demonstrate nursing care across continuums of care including acute care to population-based care and across the lifespan.
 - 3.3. Recognize nursing's role in world health and globalization of healthcare.
 - 3.4. Effectively manage and employ new and emerging patient care technologies.
 - 3.5. Provide culturally and spiritually sensitive and competent care.
 - 3.6. Use a systematic process to make decisions, using the best available research evidence, theory, expertise, and patient preferences.
4. Lead improvements in healthcare. (II, V)
 - 4.1. Demonstrate ability to negotiate complex organizational systems using knowledge of organizational structure:
 - 4.2. Apply leadership concepts, skills, and decision-making in the provision of high-quality nursing care.
 - 4.3. Advocate for healthcare that is sensitive to the needs of patients with emphasis on the needs of vulnerable populations.
 - 4.4. Assume a leadership role with members of the healthcare team in promoting desired patient outcomes.

Quality and Safety Education for Nurses ([QSEN](#)) Competencies:

1. Patient-Centered Care
2. Teamwork and Collaboration
3. Evidence-based Practice (EBP)
4. Quality Improvement (QI)
5. Safety
6. Informatics

AACN Essentials, (April 6, 2021)

1. Knowledge of Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Practice
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based practice
8. Informatics and health care technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

Licensure

The Missouri State Practice Act: [Missouri](#)

The requirements to obtain your license as a Registered Professional Nurse (RN) may be found in the Nurse Practice Act (NPA) for your State. The Missouri Board of Nursing provides an educational presentation, [Pathways to Licensure Presentation](#) on their website.

- Education: The NPA describes the minimum education requirements for a qualified school of nursing and the program requirements
- Approval: The State Board approves or registers the nursing school to meet the minimum criteria needed to provide the nursing program and allow graduates to take the licensing examination, NCLEX-RN. Please note: *Graduation from the nursing program does not guarantee eligibility to take the licensure exam*
- Accreditation: is usually offered through a specialized professional organization that establishes standards and criteria higher than those of basic licensure. These are often national and approved by the US Department of Education
- Complaints to the Board: Complaints about your nursing program should follow the school, college, or department's complaint procedure. If the problem is not resolved a written complaint may be submitted to the Board of Nursing, <https://pr.mo.gov/nursing-rules-statutes.asp>

National Council State Boards of Nursing (NCSBN)

The NCSBN is a not-for-profit organization whose U.S. members include the nursing regulatory bodies in the 50 states, the District of Columbia and four U.S. territories. The NCSBN is responsible for developing and administering the RN licensing exam NCLEX-

RN. Students and Graduates should review the candidate process on their website and review the [New Candidate Bulletin](#) at least six months before graduation.

Nurse Licensure Compact (NLC)

Currently the Nurse Licensure Compact (NLC), is comprised of 25-member state boards of nursing and allows a nurse (registered professional nurse or licensed practical/vocational nurse) to possess a multistate license, which permits practice in both their home state and other compact states. Unless the nurse is under discipline or restriction, a compact license permits practice (physically and telephonically/electronically) across state lines in all NLC states.

ACADEMIC POLICIES

College academic policies are found in the [Curriculum Catalog: Undergraduate Programs](#). Students may access college policies and resources through their Stephens College Gateway Portal, a personal sign-in is required. The policies in this handbook are those that are specific to the nursing program. These two resources should be viewed together for the most complete information.

ADMISSIONS

Stephens College believes in a “holistic review process” for admission to the Nursing Program. That means we consider a broad range of factors in making application decisions. However, general expectations have been established to guide admissions decisions and evaluate each applicant.

Admissions to the nursing program is competitive and contingent on academic qualifications and space availability. Students may apply directly from high school or with college experience. Primary consideration is given to an applicant’s high school academic record, college entrance test scores, application essay, and healthcare experience. ***Admission to the program does not guarantee NCLEX-RN licensure eligibility.*** [Licensing](#) is determined by state boards of nursing.

Missouri Nurses Practice Act

Prior to admission, students should familiarize themselves with the [Missouri State Board of Nursing, Statutes & Rules](#), Nurse Practice Act describes the process for seeking professional licensure. The Nurse Practice Act includes information for complaint procedures and denial, revocation, or suspension of a license (Chapter 335.066).

Diversity, Equity, and Inclusion

Learn, grow and lead together.

Stephens College works to create an inclusive community that is welcoming to all. We seek a diverse student body that reflects the diversity of the patients and communities we serve. Embracing the principles of cultural humility and social justice we seek to create an environment where we can partner with our students to learn, grow, and lead together.

Discrimination and Harassment Policy

Stephens College is a proud women's college. Graduate, online, and certificate programs are open to all gender identities and sexes.

Stephens College is committed to creating a safe and respectful learning, living, and working environment that is free from harassment, discrimination, abuse, intimidation and/or violence. No enrolled student or employee shall be discriminated against or harassed on the basis of age, color, disability, gender expression and identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status and all other classifications protected by law in the administration of educational and employment policies, scholarship and loan programs, and all other programs administered by the College; or in its employment practices. Consistent with college policy, and as allowed by law, the same principles apply to admissions policies and practices concerning women applicants to the residential undergraduate program.

Furthermore, the College prohibits retaliation against anyone because that person makes a good faith complaint under this Policy, assists in an investigation of such complaint, or otherwise exercises any rights protected by law or under this Policy.

Successful candidates for the Stephens College Nursing program meet the Stephens College general admission requirements and the following requirements specific to the nursing program. The successful candidate will have primarily As and Bs in math and science courses and express a desire for nursing at Stephens College in the essay.

U.S. High School Students

1. Three units of high school science, including biology and chemistry
2. Three units of high school mathematics, including algebra

3. Grade point average 2.5 on a 4.0 scale
4. College Entrance Examinations Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Preferred scores include:
 - a. SAT: 1100 or higher (out of 1600)
 - b. ACT: 22 or higher (out of 36)
5. Submit an essay
6. Pass a satisfactory criminal background check and drug screening for professional practice, and register with the Missouri Family Care Safety Registry (FCSR).

Students with Prior College Experience

Applicants with prior college experience (at an institution outside of Stephens), must meet the following:

1. Meet high school admission criteria or
Have 12 or more transferable college credits including college level chemistry and mathematics (algebra or statistics) with a college GPA of 3.5 preferred.
2. Submit an essay indicating experience with health care and nursing (see guidelines for the essay).
3. Pass a satisfactory criminal background check and drug screening for professional practice, and register with the Missouri Family Care Safety Registry (FCSR).

Advanced Standing

Students who meet the above criteria, may request to transfer into the program with advanced standing for admission. Admission will depend on space and prior coursework. Advance standing students will need to meet the readiness for clinical criteria within two weeks of the admissions deadline.

January transfer admissions for advanced standing will complete the program in 7 semesters, including two summer sessions. Applications should be received by November 1.

Students will have completed 12 or more college credits including General Chemistry and two of the following courses for January admission. Students considering May admission should complete 30 college credits including the courses on the following list. View the sample curriculum plan and discuss your program plan with a nursing advisor.

CHE 111 General Chemistry plus two or more of the following courses.

Advanced Standing Course list:

Course	Credits	Semester offered at SC
BHS 225 Nutrition	3	Spring – block 6
BIO 211 Medical Microbiology	3	Spring – block 8
EDU 114 Life Span Development	3	Fall – block 3
ENG 107 English Composition I	3	Fall
ENG 108 English Composition II	3	Spring
MAT 207 Statistics	3	Spring – block 5
PSY 111 General Psychology	3	Spring - online

Change of Major to Nursing

Change of Major applications to nursing are considered based on available space and a competitive review of applications. Students interested in changing their major to nursing should review the admission criteria to the program (see above, U.S. Student section) and visit the [Sample Program Plan](#).

Applicants currently enrolled at Stephens College who would like to transfer to the Nursing major should:

1. Review the criteria for entry into the program (see above, U.S. Students section)
2. Complete the following program prerequisites and required courses prior to the start of the summer session: BIO 211, BHS 225, EDU 114, PSY 111, and MAT 207
3. Meet with the program director
4. Complete the Stephens College Change of Major Application to nursing by the posted start of the January term.
5. Pass a satisfactory criminal background check and drug screening for professional practice required, and register with the Missouri Family Care Safety Registry (FCSR).

Any Stephens College student interested in transferring to the nursing program is welcome to contact the program director to discuss requirements, prerequisites, admission criteria, and program space.

Summer Patient Care Technician Program at Boone Health

Students accepted to the major may be eligible for the summer Patient Care Technician (PCT) program offered through Boone Hospital. The program begins five weeks prior to the start of the semester and concludes following the completion of practice hours in the first semester. [Learn more and apply](#).

CURRICULUM

General Information and Degree Requirements

Nursing Major Requirements - Prelicensure

The following is a breakdown of the course requirements in the program:

<i>Nursing Major</i>	<i>Credits</i>	<i>Hours</i>
<i>Graduation Requirements</i>	120	
Major Requirements	98	
Nursing core	61	
Required courses	37	
College general education	36*	

**18 general education credits are included in required courses and meet the 2022 General education update.*

Required Major Courses			Hrs.	61
NUR	130	Nursing at Stephens College	3	
NUR	250	Health Assessment and Nursing skills	4	
NUR	255	Practicum I	3	
NUR	310	Care of Adults I	3	
NUR	315	Practicum II	2	
NUR	330	Pharmacology	4	
NUR	332	Mental Health Care	3	
NUR	334	Care of Adults II	3	
NUR	335	Practicum III	3	
NUR	350	Care of Children	3	
NUR	352	Care of Childbearing Women & Families	3	
NUR	354	Nursing Seminar	2	
NUR	355	Practicum IV	5	
NUR	410	Health Care Policy and Advocacy	2	
NUR	412	Leadership	2	
NUR	414	Quality and Safety	2	
NUR	416	Critical Care	2	
NUR	415	Practicum V	4	
NUR	455	Practicum VI: Capstone	4	
NUR	450	Senior Seminar	2	
NUR	454	Global Health & Ethics	2	

Required Supporting Courses			Hrs. 37
BHS	225	Nutrition	3
BHS	330	Pathophysiology	3
BHS	220	Principles of Public Health	*
BHS	426	Epidemiology and Health Disparities	*
BIO	211	Medical Microbiology	4
BIO	320	Anatomy and Physiology I	4
BIO	321	Anatomy and Physiology II	4
CHM	111	General Chemistry	*
EDU	114	Lifespan Development	*
MAT	207	Statistics	*
PSY	111	General Psychology	*

Transfer students note BIO 320 & 321 must be taken at the same institution.

*Meets College General Education Requirements approved 2022.

General Education	Hrs. 37	Met with required courses
Arts & Humanities	9	
Behavioral and Social Science	6	PSY 111, EDU 114,
Communication	6	EDU 107, EDU208
General Education	6	BHS 220 , BHS 426
Quantitate	3	MAT 207
Science	4	CHM 111 (4 cr.)
Women's Studies	3	

Program Electives/Recommended

HIA 255 Medical Terminology, 3 credits

NUR 150 Medical Math Calculations, 1 credit

BIO 181 Principles of Biology, 4 credits

The prelicensure baccalaureate program is a 3-year program that includes two summers. Students are directly admitted to the program during their freshman year and are assigned to a cohort.

Stephens College Block Plan and Nursing Major

The college has adopted an innovative approach to scheduling student courses that focuses on immersive learning, a balanced student life, and student success. The new plan allows students to focus on one course at a time in a 3.5-week block. Classes are scheduled each morning, Monday through Friday. The nursing program is an immersive program with over 1,000 hours of applied learning experiences. These experiences occur throughout the community. Therefore, the block system will only apply to the

courses in the first two semesters prior to the start of the practicum courses. Additional college courses may be scheduled online.

Sample Plan of Study – Full-Time

Stephens College Nursing
Sample Program Plan – Starting Fall 2024

SEM	BLOCK	PRE	NUM	TITLE	GE	HR
Fall						
1	1	NUR	130	Nursing at Stephens College		3
1	2	EDU	114	Life Span Development	BS	3
1	3	CHM	111	General Chemistry	Sci	4
1	4	BIO	320	Anatomy & Physiology		4
1	online	ENG	107	English Comp I	C	3
1	online	NUR	TBA	Medical Terminology	elective	[1]
				Semester Total		17
Spring						
2	5	MAT	204	Statistics	Q	3
2	6	BHS	225	Nutrition		3
2	7	BIO	321	Anatomy and Physiology II		4
2	8	BIO	211	Medical Microbiology		4
2		NUR	151	Medical Calculations	elective	[1]
2	online	PSY	111	General Psychology	BS	3
				Semester Total		17
Summer						
3	online	ENG	108	English Comp II	C	3
3	12 wks	NUR	250	Assessment & Skills		4
3	12 wks	NUR	255	Practicum I		3
3	12 wks	BIO	330	Pathophysiology		3
				Semester Total		16
Fall						
4	16 wks	NUR	310	Care of Adults I		3
4	online	BHS	220	Public Health	GE	3
4	16 wks	NUR	315	Practicum II		2
4	online	NUR	354	Nursing Seminar		2
4	online			Select	AH	3
4	online			Select	AH	3
				Semester Total		16

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SEM	BLOCK	PRE	NUM	TITLE	GE	HR
Spring						
5	16 wks	NUR	330	Pharmacology		4
5	16 wks	NUR	332	Mental Health Care		3
5	16 wks	NUR	334	Care of Adults II		3
5	16 wks	NUR	335	Practicum III		3
5	online			Select	AH	3
				Semester Total		16
Summer						
6	online	BHS	426	Social Epidemiology	GE	3
6	12 wks	NUR	350	Care of Children		3
6	12 wks		352	Care of Childbearing Family		3
6	12 wks		355	Practicum IV		5
				Semester Total		14
Fall						
7	16 wkks	NUR	410	Public Policy		2
7	16 wkks	NUR	412	Leadership		2
7	16 wkks	NUR	414	Quality and Safety		2
7	16 wkks	NUR	415	Practicum V		4
7	16 wkks	NUR	416	Critical Care		2
7				Semester Total		12
Spring						
8	16 wkks	NUR	450	Senior Seminar		2
8	16 wkks	NUR	454	Global Health		2
8	16 wkks	NUR	455	Practicum VI Capstone		4
8	online			Select	AH	3
8	online	NUR	451	Illuminations: Student Driven Projects	elective	[1]
				Semester Total		12
				Total		120
				Nursing		61
				Required		40
				Gen Ed		37

General education category: Arts & Humanities (AH) 9 credits, Behavioral & Social Science (BS) 9 credits, Quantitative Analysis (Q) 3 credits, Science (SCI) 3 credits, Written Communication (C) 6 credits, General Education (GE) 6 credits. Total 36 credits. Gen Ed revision for nursing 2022.08.16

The first two semesters are on the Block Plan. Each block is 3.5 weeks (18 days) 1-12 block including fall, spring, and summer. Other semesters are on the 12 (summer) and 16 (fall/spring) week schedule. ON = online

Subject to change. Visit the Nursing Web page for the most recent version.

PROGRESSION POLICIES

Concern for student success was considered in the design of the program. The depth and breadth of learning is based on scaffolding through admission criteria and foundation courses through progress in the program. The program is rigorous and intense, yet we are invested in the student's success through program design, academic and social support, clear expectations, learning outcomes, and high academic standards.

Progression Policy

1. A grade of C or better in all required courses for the major
2. A grade of C or better in repeat courses
3. A student may withdraw from no more than one required course due to low academic performance
4. Repeat no more than 2 required courses in the program
5. Maintain an overall GPA of 2.5 or greater and a major GPA of 2.5 or greater
6. Maintain behavior and comportsment consistent with the accepted standards of professional and ethical behavior of the major and of the [American Nurses Association \(ANA\)](#)
7. Maintain continuous enrollment
8. Maintain a clear background check and clear drug screen. Drug screening and background information may be requested updated at any time.

(Approved 12/15/2021)

Dismissal from the Major

Causes for dismissal from the major include but are not limited to:

- Two consecutive semesters with a GPA below 2.5
- Inability to earn a C or better in a repeated course
- Behavior inconsistent with the [professional standards set by the Program](#) and the [American Nurses Association \(ANA\)](#)
- Interruption in the program of study lasting a full semester.

Students who are or have been dismissed from the program are not eligible for readmission to the program.

(Approved 12/15/2021)

Program Withdrawal and Leave of Absence

- Students who withdraw from the program must reapply to the major and are not guaranteed readmission. Many factors may be considered in the readmission

process, including academic history, the strength of the application, professional comportment, clinical performance, and space in the program

- **Leave of Absence:** Students in good academic standing who request a leave of absence from the program or have an interruption in their studies should meet with the program director prior to the absence to discuss options. Eligible students may apply for readmission to the program *once*. Readmission is never guaranteed and space may not be available. The readmission decision is made based on academic record, potential to complete the program, recommendation of the program director, and available space in the program.

APPEAL POLICIES AND PROCEDURES

Student policies and procedures are published annually in the Stephens College [Curriculum Catalog, Undergraduate Programs, 2019-2020](#). The full document is available through the hyperlink or from Gateway.

GRADING SCALE

Practicums, Labs, Clinical

Nursing is a practice-based profession and has performance-based assessments throughout the program including practical, laboratory (lab), and clinical experiences. Students must achieve a minimal competency level to achieve a satisfactory grade in the course. Students will be expected to carry-over competencies from prior program courses. Failure to perform new or previously achieve expectations may lead to an unsatisfactory course grade (below the required C). Students must maintain compliance with clinical agency requirements.

Grading Scale – Nursing Courses (NUR prefix)

Final course grades will be letter grades according to the range adopted by the Nursing Program. All required program courses must attain a C or better with a cumulative grade point of 2.5 or better.

Nursing Program Scale (NUR prefix courses):

93	-	100	A	Excellent
90	-	92.99	A-	
87	-	89.99	B+	
83	-	86.99	B	Good

80	-	82.99	B-	
77	-	79.99	C+	
73	-	76.99	C	Passing
70	-	72.99	C-	Does not meet passing standard in Nursing
67	-	69.99	D+	
63	-	66.99	D	
60	-	62.99	D-	
0	-	59.99	F	Failure

Testing Standard

In the listed nursing classes, 80% of the course will be NCLEX-RN style test questions. A cumulative grade of 73% is required before other assignments are included in the overall grade calculation in order to achieve a passing course grade. Standardized test scores will count for no more than 20% of the overall course grade. Any student who does not achieve a test score of 73% or more on any quiz, test, or exam, will be required to attend a remediation session as prescribed by the course instructor.

Courses in which the testing standard policy apply include the following: NUR 250, NUR 310, NUR 332, NUR 334, NUR 350, NUR 352, NUR 412, NUR 416.
(Approved 12/15/2021)

Some tests, clinical calculations, and performance exams, for example, may be set at a mastery level. This sets an expectation that students can achieve a safe and consistent level of performance. Mastery-level learning allows students to practice and get feedback before testing. See the [medication calculations](#) policy.

Students are expected to follow the testing guideline described in the conduct code and testing environments.

Standardized Testing and Resources

Evaluation of student knowledge is assessed using nationally normalized nursing tests. These include a range of products like those from Elsevier (adaptive quizzing and online resources). Other products may include Integrated testing, test bank, and focused review and mastery learning. Other standardized tests may include but are not limited to: Dosage calculation, NCLEX-RN Preparation, Diagnostic Tests, Question Trainer, Practice Questions, and Review Courses

Testing Environments

Students are expected to behave in a way that assures the student's integrity and the continued integrity of tests and exams. To maintain an individual's good reputation and integrity requires attention and diligence in personal behaviors during testing

circumstances. Most exams will be held in a proctored classroom environment. Students will not have access to books, phones, or notes. The test proctor or instructor will frequently move through the environment, look at the student's work, and lean into student space to view the exam, and student behavior and progress. Coats, backpacks, purses, books, phones, and additional electronic devices may be placed in the front of the room or requested to not be brought to the testing environment. Most tests are electronic. Unless instructed by the teacher, students should not have additional browsers open on their computer. Their eyes should not stray to another person's computer, exam, or resource material. Students should not have other applications running like music, and should not be using headphones without instructor permission. Students seeking Title IX accommodation should make the instructor aware of this service well in advance of the test day and follow campus policies for accommodation. All exams will build on and test prior learning from other courses in the program that preceded the current course this is especially true for final exams which are comprehensive and often cumulative.

Students should read carefully the section on Code of Conduct and Academic Misconduct.

CODE OF CONDUCT

As nurses, future nurses, and members of the Stephens College community we believe in honesty, trust, and respect for others. We, therefore, affirm our support for academic honesty in our personal conduct and in our responsibility toward our colleagues, the college, and the profession.

However, the nursing profession holds a special place in society as our duty to serve and protect the public. Because safe and high-quality patient care requires the highest standards of integrity, responsibility, and sensitivity, students are held to extremely high standards that may be more stringent than those in other majors. The Nursing Program holds students to the professional conduct code found within the American Nurses Association's [Scope and Standards of Practice](#) and the [Code of Ethics for Nurses](#).

Academic Honor Code

The following Honor Code was adopted and is endorsed by the Stephens College Student Government Association: "We, the students of Stephens College, in keeping with the high standards of this institution, are committed to upholding the traditions of academic honesty and personal integrity. We promote an atmosphere of mutual trust among students, faculty and administrators – trust that Stephen's students will conduct themselves honorably. We will not cheat or steal or tolerate those behaviors in fellow

students. Each student is responsible for protecting these standards for the benefit of the entire Stephens College community.” (Stephens College Curriculum Catalog, 2019-2020, p. 35)

For questions about the violations of the conduct code in academic settings, visit the Stephens College Curriculum Catalog.

Academic Policies

All policies and procedures pertaining to academic performance will be followed as stated in the Stephens College catalog.

Academic Misconduct

Academic misconduct is a breach of academic integrity. Procedures for handling cases of academic misconduct are listed in the Stephens College catalogue. Misconduct may include, but is not limited to, the following:

- Plagiarism -presenting as one’s own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests and quizzes - the wrongful giving or accepting of unauthorized assistance.
- Using unauthorized exam material and/or the use of illegitimate sources of information.
- Illicit collaboration with other individuals in the completion of course assignments.
- The use of fraudulent methods in laboratory, studio, field or computer work.
- Other acts generally recognized as dishonorable which bear upon academic endeavors.
- Not completing or misrepresenting credentials and materials required for clinical readiness or clinical vetting.

Academic and Personal Conduct for Nursing Students

Nursing is a profession that holds the public’s trust and safety. As a highly esteemed profession, a nurse’s behavior at work and in her or his personal life may affect the nurse’s ability to secure the public trust and maintain a professional license. In Missouri, students should visit the [Missouri Board of Nursing](#) and the [Missouri Nurse Practice Act](#) to explore licensing requirements and standards of “Good Moral Character.” Students should discuss concerns with the Program Director if they suspect challenges related to legal issues such as a felony or misdemeanor, criminal charges, prior licensing refused or revoked, a suspended professional license, have charges pending, or have had a

health care facility withdraw privileges as an associate. If these issues or concerns arise while a student is in the program, their ability to meet program requirements and graduate may be affected.

In preparation for professional life, students are expected to dress and act in accordance with professional standards *at all times*. This includes showing up on time to class, turning assignments in on time, being well prepared, actively participating in one's learning, demonstrating academic and personal integrity, and showing consideration and respect towards others, including the administration, staff, faculty, health care personnel, and student-colleagues, in all encounters.

Expectations of the professional nursing students

- Be punctual in attendance at class, clinical, and conferences
- Maintain honesty in written and verbal documentation
- Through posture, expression, motions, actions, and attention demonstrate purpose, respect, and integrity
- Demonstrate respect for the speaker and when someone else "has the floor"
- Display an attentive attitude that show attentiveness and a spirit of cooperation
- Show support, respect, and tolerance towards, peers, classmates, staff, personnel, and faculty
- Avoid the use of harmful, hostile, sarcastic, demeaning, or negative verbal or non-verbal language
- Engage in cooperative learning with instructors and classmates demonstrating a concern for others and a collaborative spirit
- Maintain a neat and clean appearance and attire that reflects well on the college and the profession

PROGRAM POLICIES

Attendance Policy

The Nursing Program has established an attendance policy to facilitate the student's acquisition of the knowledge, skills, and attitudes, vital to success in the program. All missed learning hours may affect the student's grade and ability to fulfill a course's requirements. Absences include leaving early, arriving late, or missing a scheduled learning experience. Students who miss learning experiences may not be able to meet the course objectives and may not pass the course. Absenteeism, excessive absences as determined below, may lead to disciplinary action including but not limited to academic warnings, grade reduction, course failure, and removal from the program.

The attendance policies consider individual student needs and the recognition that emergency circumstances may occur (i.e., serious illnesses, deaths, of an immediate

family member); these events will be evaluated on an individual basis and taken under advisement by the Faculty and the Program Director.

Didactic Attendance

- Students are expected to attend every class for which they are scheduled, to arrive on time, and to be dressed appropriately to the situation. When absences occur, students are responsible for contacting their instructors, and are responsible for any missed content or assignments.
- **Students may not miss more than two-times (2x) the clock hours for each course.** For example, if the course is a 2-hour course, then the student should not miss more than 4 hours of didactic, including tardiness and absences.
- An academic warning will be given when the number of absences exceeds the maximum amount and a written assignment may be required *for each additional absence*. Failure to complete the written assignment may result in further disciplinary actions which may include a grade reduction or course failure as determined by the course faculty.
- Students with extenuating circumstances (pregnancy, serious illness) are encouraged to seek accommodations through the Title IX office.

Practicum Attendance

- Absenteeism, including late arrivals and early leaves, resulting in 18% of missed clinical time per semester, may require *disciplinary action* and jeopardize program completion.
 - Excused and unexcused absences are not separated. Regardless of the reason, missed clinical hours may affect a student's grade and ability to fulfill clinical requirements for the course. A student who misses clinical experiences due to unforeseen circumstances may not be able to meet the course objectives and may not pass the clinical. Unforeseen/unavoidable absences because of illness or medical/family emergencies will occasionally occur and these circumstances will be evaluated on an individual basis. At the instructor's discretion, an exception can be made for legitimate, documented illness or personal family emergencies.
 - All missed learning experiences will result in an alternate assignment. The lead course instructor will determine the learning assignment with consultation of the clinical instructor. Examples of make-up work may include an additional clinical day*, simulation*, a research paper, case studies, a care plan, and care maps. Students may incur significant additional fees for missed practicum days.
 - A College closure and or instructor absence reduces the total number of clinical hours but will not count against the student attendance.

- Students with extenuating circumstances (pregnancy, serious illness) are encouraged to seek accommodations through the Title IX office.

Notification for Clinical Lateness/Absence

- The student reports absences and tardiness to the respective clinical instructor, as directed during orientation, before the designated time, or as soon as the occurrence is known. A “no call – no show” is considered unprofessional and failure to utilize the proper communication procedure can be cause for *disciplinary actions including a written warning or program dismissal.*

*These options, when available, may include additional student fees.

(Approved 8/18/2022)

Cell Phone Policy

Course guidelines restrict or allow cell phone presence and use in the learning environment. The course syllabi should be consulted for individual instructor’s cell phone guidelines. Students may not use these devices in the clinical or classroom setting for personal texting, access to social media sites, or other unrelated internet access. **Taking pictures of clients or client records is not acceptable and is cause for immediate removal from the clinical site and the nursing program.**

Confidentiality Policy

Sensitive, confidential information is shared during class, lab, clinical, and on-line clinical conferences. Any breach of confidentiality may result in expulsion from the program and legal action against the student. An intentional breach of confidentiality may be considered to include, but not limited to, the access to information not necessary to carrying out clinical responsibilities and / or the sharing of any confidential or proprietary information with others who have no right to it. No photographs are allowed in the clinical setting. Professional discipline will result if photographs are taken in clinical. Students are required comply with HIPAA guidelines for health care confidentiality

Drug and Alcohol Policy

Students will abide by campus and clinical site policies related to drug, alcohol, and other illegal substance use. Students deemed unfit for clinical may be subjected to on-

the-spot testing, at the student's expense. Refer to the policy statement in the catalog under Nursing program background checks and/or drug screening. Any drug included in the drug screen, prescribed or legal, are prohibited for use in the clinical area and result in a positive drug test. A positive drug test may incur additional student expenses and academic consequences not limited to suspension or dismissal from the program.

Recording of Lecture

Sensitive, confidential information may be shared during class and learning experiences. Voice, video, photographic, or digital recording of any kind in class requires faculty permission prior to class. Violations may result in disciplinary action.

Social Media

Students are legally responsible for, and must be sensitive to, what they post on electronic forums and electronic communications as these are public forums. Examples of these include Facebook, Twitter, Instagram, Snapchat, TikTok, group chats, instant messaging, away messages, on-line journals, listservs, etc. Nursing students continue to serve as role models in these forums and the content presented will be assessed similarly as personal behavior while in the nursing program.

Technology Needs in Program

Use of technology is an important aspect of health care. Nursing students will need access to a computer to complete many assignments. It is strongly recommended that students have a personal computer. There are computer labs and printing facilities available on campus. When taking an online course, high-speed internet is required. Courses or activities may require use of a webcam and microphone. Technology needs of the program changes frequently and students need a robust computer that can handle the diverse application in use. Visit the campus technology recommendations page on the website for graduate and online students.

<https://www.stephens.edu/files/resources/computer-technology-requirements-for-gcs-students.pdf>

TITLE IX, DIVERSITY, EQUITY & INCLUSION, AMERICANS WITH DISABILITIES ACT

Title IX

This office oversees College policies and procedures related to sex- and gender-based discrimination and harassment as required by federal law under Title IX. Reports of

policy violations can be made online at www.stephens.edu/titleix. The Title IX Office also produces important training and prevention activities for the campus throughout the year. The mission of this office is to create and maintain an educational and workplace environment that is free from all forms of sexual and gender-based harassment, discrimination, exploitation and intimidation in which all students, faculty and staff can learn, live, work, and thrive.

Diversity, Equity & Inclusion

The Office of Diversity, Equity, and Inclusion works to create inclusive communities that are welcoming to all. We advocate for change with and inside communities. We are committed to our mission: to learn, grow and lead together.

Director of Diversity, Equity and Inclusion
(573) 876-2321, Ext. 4321
Lela Raney Wood Hall 362

Americans with Disabilities Act

Stephens College is committed to providing reasonable, non-retroactive accommodations to qualifying students, faculty and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as state law. Disabilities may include mental or physical impairments that substantially limit one or more of a person's major life activities, and which require modifications to the programs, services or facilities of the College. Consistent with the law, Stephens College is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the College's programs.

Stephens College actively engages the expertise and commitment of its community to facilitate the accommodation of students with disabilities. The College's ADA/Section 504 Coordinator is a member of the Student Success Center staff. An ADA/Section 504 Committee comprising faculty and staff has been appointed by the President to work with the ADA/ Section 504 Coordinator to certify eligibility and to coordinate services and accommodations for students with qualifying disabilities.

College employees with ADA and/or Section 504-related concerns are supported by the Office of Human Resources.

Nature and Scope of Policy

Stephens College is committed to providing reasonable accommodations to students and employees with qualifying disabilities as required by applicable laws. Nothing in this policy is intended to provide fewer substantive benefits or procedural protections than

are required by these laws; similarly, nothing in this policy is intended to provide greater substantive benefits or procedural protections than are required by these laws. Should there be a discrepancy between the language of this policy and any relevant legal authority, the College's obligations will be determined by the latter.

Procedures for requesting ADA accommodations can be found in the Curriculum Catalog.

ADA/Section 504 Coordinator: Sady Mayer Strand

Email: adacoordinator@stephens.edu

Phone: (573) 876-7240

Office: Hugh Stephens Library Room 216

PRACTICUMS: CLINICALS, LABS, and SIMULATIONS

Practical experiences are vital for the application of theory to practice. With the guidance of faculty and institutional staff, nursing students acquire the skills needed to provide safe and effective, patient-centered care. Students apply a systematic process to make decisions, using the best available research evidence, theory, expertise, and patient preferences as they plan and deliver care. Strong communication and a professional demeanor are important to the provision of high-quality care. In order to successfully complete a practicum rotation, the students must demonstrate that they have met the objectives of the course.

Mandatory Practicum Requirements

The practicum courses typically have four areas of practice in each course. The amount of time in each area changes as student progress through the program. The practicum courses are the applied learning experiences associated with the courses in that level of the program. Each practicum course may have an acute care (hospital), public health (community-based) skills lab, and simulation component. As a practice-based profession, applied learning is critical to gain experience to perform competently. It is one of the hallmarks of a high-quality program.

Students provide their own transportation to clinical locations. Clinical sites are approved by the faculty and have a clinical affiliation contract in place prior to student participation. Students are required to make themselves aware of and comply with requirements set by the clinical institution. Some agencies require criminal background checks, fingerprints, and drug testing. The student is responsible for the cost of additional background checks and testing.

Student Roles and Responsibilities

The clinical and practical experiences are designed to engage students in an active learning process involving direct patient encounters. Students are expected to apply the knowledge, skills, and attitudes taught in the program. Students must be able to function at the level of their progress in the program. The program and experiences are designed to guide students to assume greater knowledge and responsibility through their education and coursework. Students are expected to ask questions and seek clarification with their assigned nurse and instructor regarding any part of the clinical encounter where they are unsure; in fact, asking questions is a sign of a student's commitment and motivation to the learning process.

Students participating in clinical experiences are, in effect, ambassadors of Stephens College and the Nursing program, as well as invited guests of each clinical rotation site. As such, students should always strive to uphold the highest levels of ethical standards, professionalism, and competency and work to leave a positive impression. Remember, it is both an honor and a privilege to participate in the care of patients and to be part of the healthcare team. Discretion and professional behavior are required with every patient encounter and interactions must be courteous and respectful.

Practicum Assessments

The practicum courses are separate, graded courses with a lead instructor and often several instructors teaching in each area. Students may be asked to meet in classrooms for orientation or on site at partner agencies to complete agency or unit specific orientation and assessments. These practicum courses often have learning experiences in Public Health, Acute Care, Simulation, and Lab. Each section or part will contribute to the final course grade. Students should plan for a midterm assessment and final assessment with their instructor. Students will be expected to complete a self-evaluation prior to their final course assessment. Due to the number of faculty and parts of these applied learning courses students need to carefully their plan communication among the instructors. The scheduling of these activities may occur at various times during the semester including evening and weekend hours.

Practicum/Clinical Vetting

Each student is responsible for assuring they are cleared by the nursing program for clinical, laboratory, simulation, and practicum experiences. Students are provided a packet of information that must be completed and kept current for clinical vetting. Certifications, health assessments, immunizations, drug screenings, and background checks must be kept current and maintained in the prescribed system. Students who are not in compliance with these requirements may be administratively withdrawn from

the course, may have a grade reduction for any missed clinical experiences, and may receive an academic warning.

All clinical vetting documents must be on file in the department and verified 8-weeks prior to the start of a clinical course.

<u>Term</u>	<u>Due Date</u>
Fall	July 1
Spring	November 1
Summer	March 1

Policies and Guiding Documents for Practical Experiences

Patient Rights

In 2010, a Patient Bill of Rights was created when the Affordable Care Act (ACA) was made into law. The bill is designed to give patients protection in dealing with health insurance companies, how patient information is shared, and how information is used in making treatment and insurance coverage decisions. It also covers rights around mental health care, hospice care and the rights of people in hospitals. Our major clinical partners will have a list of patient rights. Make sure you are familiar with policies at your clinical institutions

- [Centers for Medicare & Medicaid Services \(CMS\)](#)
- [Boone Health](#)
- [Missouri University Health Care](#)

Patient Privacy, Confidentiality, and HIPAA

Medical ethics forbids violation of patient confidentiality. In addition, The Health Insurance Portability and Accountability Act of 1996 (HIPAA), is a federal law to protect health information. The privacy rule in this act gives the individual rights with respect to their health information and how it can be shared with others. Students and preceptors alike must be sensitive to this issue. Any discussion regarding a patient's diagnosis, care, and condition should be conducted with the utmost discretion and always with patient privacy in mind. All current HIPAA Guidelines must be followed. Students must complete Program approved HIPAA training prior to first practical experience.

Protected health information (PHI) is confidential and protected from access, use, or disclosure except to authorize individuals requiring access to such information.

Attempting to obtain or use, actually obtaining or using, or assisting others to obtain or use PHI, when unauthorized or improper, will result in counseling and/or disciplinary action up to and including termination.

Medication Calculation Policy

Medication calculations are essential to nursing care and patient safety. Each practicum course has a required medication calculation exam. Exam content builds on program content to ensure student medication calculation ability progresses with new content and learning areas. Students are expected to pass a medication calculation exam before beginning their patient-care experiences and before their preceptorship. An elective medication calculation course is recommended for all nursing students before NUR 250/255.

- All students will take a scheduled medication and calculation exam before starting patient care experiences. **The student cannot attend clinical experiences until the calculation exam is passed.**
- Students must pass the exam with a 90% or better (9/10 points).
 - The student has a total of 3 attempts to pass the exam.
 - Each attempt must be more than 24 hours apart and within 2 weeks.
 - Remediation must be completed before the 2nd and 3rd attempts.
- If unsuccessful on the first attempt, the student will meet with the course faculty and complete a remediation plan;
- If the student is unsuccessful following the second attempt,
 - the student will receive an academic warning prior to the third attempt and last attempt and
 - the student will remediate with the Student Success Center.

Clinical calculations and math questions are on course exams at the instructor's discretion. Repeated delays and failures of the calculation exam will put the student at risk for course failure and delay progression in the program. Clinical absences due to the calculation exam may trigger the clinical absence policy.

(Approved 12/12/2022)

Safety

Student Safety During Learning Experiences

The Stephens College Nursing Program will provide appropriate training to students regarding Occupational Safety and Health Administration (OSHA) issues prior to clinical and practical courses. The facility at which the experience takes place shall provide students access to the facility's rules, regulations, policies and procedures with which students are expected to comply, including the facility's OSHA, personal and workplace

security and personal safety policies and procedures and shall address all appropriate safety measures for all students and any clinical instructors on site. It is the responsibility students, instructors, and preceptors to take reasonable steps to ensure personal safety and security of students during the learning experience.

Universal Precautions

Students are responsible for following OSHA Guidelines for universal precautions at the clinical rotation site, including the use of gloves, care of sharp objects, use of protective eyewear, protective clothing, and other precautionary measures.

Safety Procedures

Students must follow personal safety and security procedures as outlined in the Nursing Handbook in addition to the material posted on the College's Campus Safety web site. Each clinical site will have their own policies and procedures for safety and security. It is important that students review these policies and procedures before attending a clinical rotation at that site. This information or how to acquire this information will be made available to students as part of the unit orientation.

Any documented allergies to latex products should be reported to the instructor and the Clinical Coordinator. Each student is responsible for supplying latex free products they may need if not readily available.

While on clinical rotation it is the responsibility of students to inform the Instructor and the Clinical Coordinator (or representative) of any safety concerns.

Accident Reporting

If a student believes they have been injured or exposed to an infectious disease they should consult their medical provider as soon as possible. If the exposure occurred during the care of patients at an agency, the student must contact their faculty member and together complete the agency incident reporting protocols. The program director must be notified of any exposure, possible exposure, or injury as soon as possible. All costs related to medical care are the student's sole responsibility. Please refer to the [absence policy](#) for all time missed. Follow the [Injury Decision Tree](#) on how to manage patient and student incidents.

Medical Care

All full-time students at Stephens College are provided limited primary care medical services free of charge. Student must maintain a valid health insurance policy throughout their entire course of study. Costs incurred through illness and/or hospitalization during attendance in the program is the student's responsibility.

Boone County Medical Group

1605 E. Broadway

Broadway Medical Plaza, Suite 110

(573) 815-8130

www.boonemedicalgroup.org

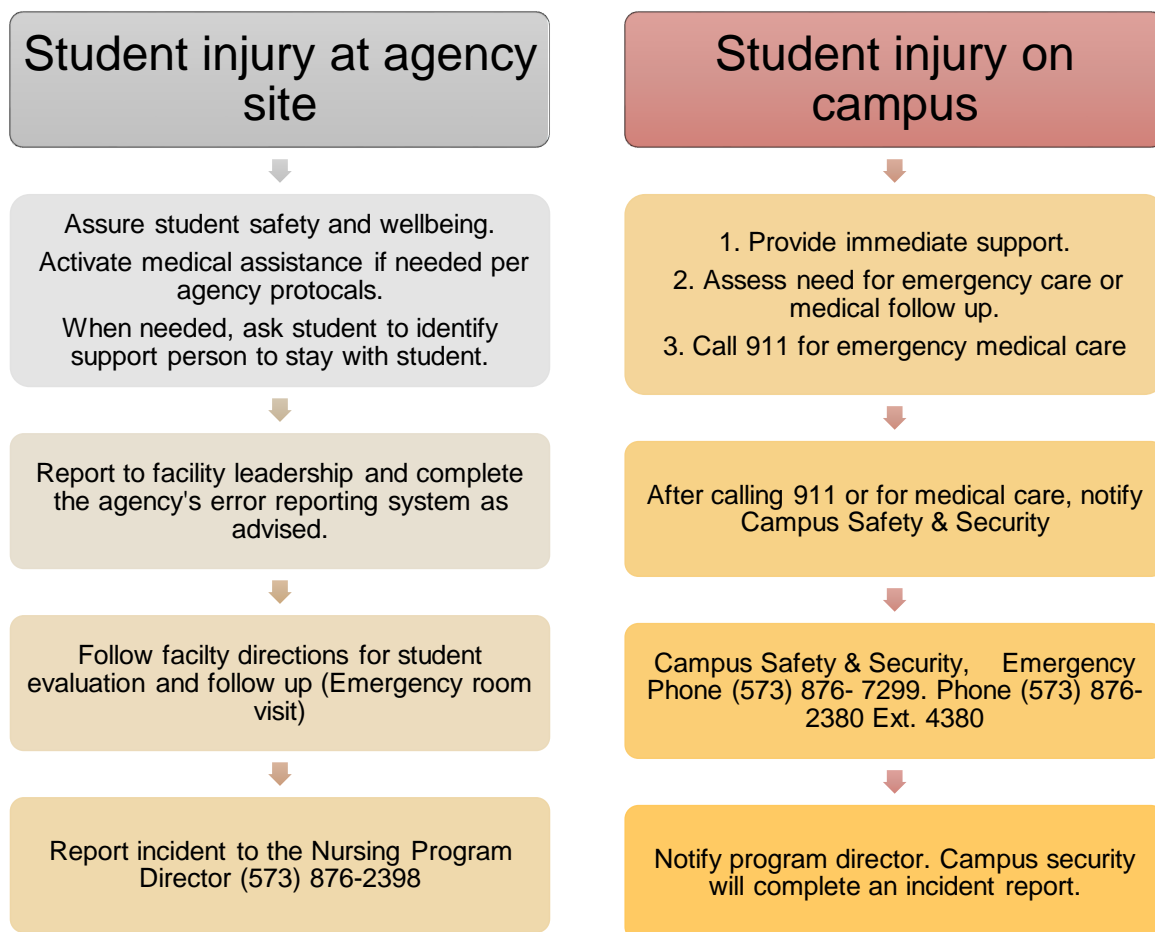
Hours of operation: M-F 8 am – 5 pm

After-hours care (located at 900 W. Nifong) is available through your health insurance.

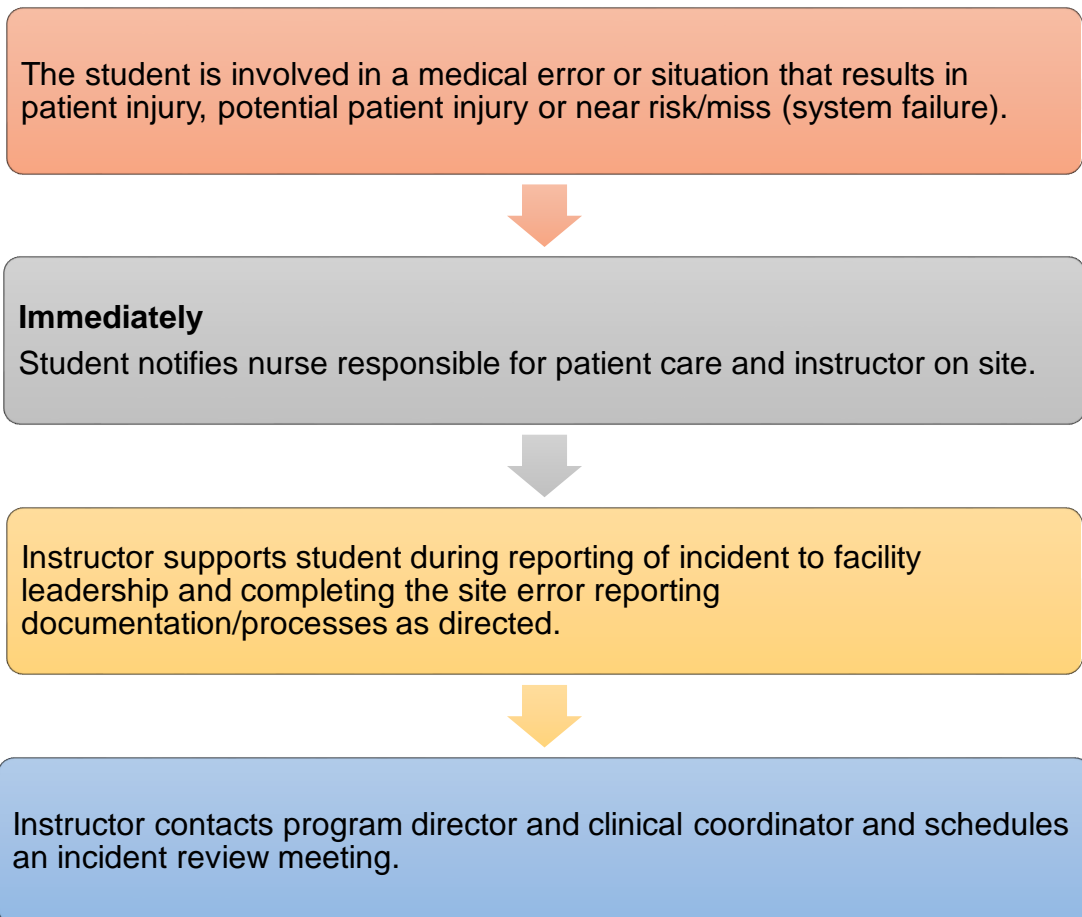
Incident and Injury Reports

For all incidents/injuries, students are required to complete the Student Incident/Injury Report Form (Appendix IV). Our top priority is student and patient safety. The following decision tree will help students and faculty ensure communication and processes are followed for the best interest of all parties involved.

Injury Decision Tree



Student Error and/or Patient Injury Flow Chart



Requirements

Background Checks/ Drug Screenings:

All students will be required to successfully complete a background check and drug screening prior to the first clinical nursing course. Some agencies will require the student to complete an additional drug screen or background check immediately prior to clinical experiences. Any student seeking placement at an agency that requires additional screens will be notified and sent instructions about how to complete the screens.

Important things to know:

- Background check documents will be sent to clinical partners/agencies as needed to secure clinical sites.
- Students may be asked for an updated background check or drug screening at any time. Students should plan for additional expenses. Failure to successfully pass the drug screen may have academic and progression consequences.
- Students must maintain, Health Care Insurance, Current Basic Life Support CPR certifications, Immunizations, & Health Screening; Students participating in the Nursing program are covered for [malpractice](#) by the College's blanket malpractice insurance policy as dictated by the policy stipulations.
- Prior to beginning the first nursing course with a clinical component and annually thereafter, students must meet the following health and safety requirements. Health forms are available in the School Office and on the website. Required clinical documents must be kept up to date throughout the semester. Students without appropriate documentation may not participate in clinical experiences, which may impede success in the course, delay or impede graduation, and maybe a cause of dismissal from the program.
- Findings from the background check and drug screenings are managed on an individual basis and results or failure to obtain screenings and checks may be cause for removal from the program.
 - We currently use Castle Branch to perform a 10-panel urine drug screen before the start of the first practicum course.
 - Results must indicate a "negative" result meaning no drugs are noted in the sample. A "dilute negative" may need to be repeated at the student's expense. A positive result may be cause for dismissal from the major.
- Prior to or as part of the background check, students must register with the Missouri Family Care Safety Registry (FCSR). A small fee may be requested for out-of-state students.

Drug, Alcohol, and Marijuana Testing and Screening

The improper use of any substance, including alcohol and marijuana, and those in the drug screening panel for clinical compliance, may lead to program delay or dismissal. This includes the unlawful possession, use, diversion, manufacture, or distribution of may result in immediate testing at the student's expense, removal from the learning experience, dismissal from the clinical unit or agency, removal from the learning environment, course failure, program dismissal, and removal from school-sponsored activities and employment. Current drugs in our drug screening panel include amphetamines, barbiturates, benzodiazepines, cocaine, metabolites, cannabinoids, methadone, opiates, phencyclidine (PCP), propoxyphene, narcotics, meperidine, oxycodone, ketamine, or LSD, may lead to program dismissal whether prescribe or legally obtained. Nursing students under the influence of marijuana, alcohol, illegal substances, and substances listed in the drug screen while in the clinical or learning environment will result in disciplinary action and may be dismissed from the program.

There may be circumstances in which a student may need to take a medication that has the potential to impair their performance or behavior, those situations must be discussed with the program director or program coordinator prior to engaging in the learning or clinical environment. This type of circumstance may lead to absences that can impact program progression.

A student suspected of substance misuse due to behavior, or reports from another party will be:

1. Removed from the clinical area or any activity that may pose a danger to themselves, patients, or others.
2. The faculty will discuss the situation with the student and determine if drug/alcohol testing is needed.
3. The situation will be reported to the program director and course coordinator and the behavior will be documented.
4. The behavior will be reported to the campus Dean and VPAA.
5. Additional testing may be required according to the campus or agency's guidelines and at the student's expense.

Health Screening

Immunizations

Students must demonstrate immunization or immunity to:

- Measles, mumps, and rubella (2 doses of vaccine or immunity through titer);
- Tetanus and diphtheria dose within 7 years prior to admission to program, (cannot expire during clinical rotation).
- Varicella (chickenpox) (2 doses of vaccine, disease or immunity through titer);
- Hepatitis B (3 doses or titer);
- Seasonal influenza (annual dose).

Tuberculosis (TB) Testing

TB testing may be required yearly depending on clinical placements. Our clinical partners require students meet one of the following paths to testing compliance;

- 2-step TB Skin Test: Tests 1 and 2 are separated by 7-21 days and both tests are within the last 12 months. The testing period must cover the clinical rotation. Plan to return to the healthcare provider to read the test in 24-72 hours following each dose.
- TB Blood Test (QFT or T-spot) within the last 12 months. The testing period must cover the clinical rotation.
 - A negative TB skin test or blood test (QFT or T-spot) indicates there is no active or latent TB detected.
 - Positive TB results: Requires a positive TB skin test or positive blood test (QFT or T-spot), a clear chest X-ray report with no evidence of TB, a TB Risk Assessment and a TB Symptom Review

Health Assessment

Students must obtain a health assessment by a health care provider show in a positive evaluation of physical and mental fitness for clinical (forms available through the program Administrative Assistant).

COVID-19 Vaccination

COVID-19 Vaccination requirements depend on the policies of our clinical partners. As of this update, each student needs to have completed the COVID vaccination and booster for their safety, and the safety of patients, colleagues, and classmates. The absence of the vaccine may impact your ability to meet program requirements and the student's ability to progress or complete the program. Submit a copy of the initial vaccine (2 doses, depending on the manufacturer), visible will be the manufacturer, lot number, date of each dose and subsequent booster dose.

Malpractice Insurance Coverage

Students participating in the Nursing program are covered for malpractice by the College's blanket malpractice insurance policy as dictated by the policy stipulations. A copy of the insurance certificate is on file at the College.

Malpractice coverage is limited to:

- Students currently registered and matriculated in the Stephens College Nursing Program.
- Clinical sites approved and scheduled through the program

- Students participating within the guidelines outlined in the course syllabi

The student will not be covered for any service or activity that is not approved and scheduled by the Nursing program.

It is expected that all incidents involving students and patients will be reported immediately by phone and in writing to the program director. Students may choose to purchase their own additional personal professional liability insurance in addition to that provided by the school.

Cardiopulmonary Resuscitation and Basic Life Support (CPR & BLS)

Students are required to maintain certification in adult, child, and infant CPR. The course must meet the requirements for health care providers, including instruction in AED use and non-invasive mechanical ventilation. The certification courses are BLS for Health care providers through the American Heart Association.

Health Data Tracking

Health data tracking is maintained in the program offices and through Castle Branch.

Health requirements may change as agency requirements change. These changes may occur with very little advance notice. The following information is to help students manage their records:

- Students are responsible for assuring the program has all the required materials. Be sure to keep your own files and copies of your records.
- Students should confirm that all materials meet the qualifications and respond to all alerts and emails from the program representatives.
- The only staff members who will have access to students' private information are the Director of the Nursing Program, the Clinical Coordinator, the designated faculty and the administrative assistant when there is a need to visit the records.
- Students may be dismissed from the course if the requirements are not met by the vetting dates.
- No refunds will be issued to students who withdraw from a course or the college due to missing health records.

Professional Appearance and Dress Code

The Stephens College Nursing student uniform consists of a school-determined wine or maroon scrub-style top and pants, neutral-colored closed-toed shoes, socks, and a grey cover jacket. Community wear consists of dress pants or khaki pants (pressed) with the Nursing program polo or dress-style shirt in maroon. A college-designated lab coat may be worn following the white coat ceremony.

Nursing Student Handbook

- The nametag, patches, polo shirt, and jacket shall be ordered through school-approved vendors.
- Modest undergarments are required including a supportive bra, briefs, socks or hose. Compression stockings are encouraged.
- When personal student clothing is worn, it must be modest and professional; jeans are not acceptable, and appropriate undergarments are required.
- Acceptable attire is determined by the program according to the learning environment.
 - **Acute care** (hospital or clinic): Program scrub top and matching bottom, closed-toe shoe. Depending on the unit, a close-fitting solid under-shirt with push-up sleeves may be acceptable under the lab top.
 - **Community-based site**: Polo/khaki outfit or a combination of dress-style clothing and the cover jacket will be worn, as directed by faculty or clinical partners. The manner of dress should be modest.
- Clothing should be clean and wrinkle-free. Clothing should not be excessively snug or form-fitting.
- To meet health and safety requirements, socks or nylons must be worn, and open-toed shoes are prohibited.
- A school-designated nametag displaying the student's name, title of 'student nurse', and affiliation with Stephens College must be visible.
- The student identification card furnished by the college must be in a protective holder and clipped to a badge reel on the uniform in a location easily seen. Agencies may require a visible agency ID as well.

Safe and professional practice requires that appearance be kept to professional standards while on the clinical site. Students must comply with clinical institution dress code requirements. The following guidelines are consistent with expectations in the profession and with agency requirements for students and nurses:

- Hair: clean, pulled back from the face, off the shoulders and arranged neatly.
- Nails: short, free from polish, no artificial nails, nail tips, or sealants.
- Make-up: Light make-up is allowed.
- Jewelry: Jewelry is not recommended in practice areas.

Nursing Student Handbook

- Earrings: limit to small posts and should not exceed 1 per ear. No dangle earrings, bars, or bracelets. Skin-colored discs must be worn in any ear gauging. No facial jewelry or visible body piercings.
- Rings: A plain band ring may be worn in some circumstances; may need to be removed for some tasks, no other hand adornments;
- No bracelets and necklaces, except for medically required jewelry.
- Tattoos: You may be asked to cover tattoos to comply with clinical agency requirements. The inability to comply with clinical guidelines may impede or delay the ability to complete clinical courses or the program.
- Other:
 - No smoking or use of tobacco products including chew, cigarettes, cigars, pipes, and vape pens, e-cigs, etc.
 - No foreign bodies in mouth while providing patient care (no gum, lozenges, piercings, tongue bar, hard candy, food, or other).
 - No perfume, cologne, or scented lotions.
 - Students should not have odor that can impact patients or colleagues.
- Valuables:
 - Cell phones and personal items may not be allowed on the unit. Agencies usually do not provide safe and secure locations for student belongings. It may be preferable to keep valuables at home during clinical experiences.

Institutional Requirements

Students will be oriented to institutional requirements prior to the practicum rotation. Students are responsible for complying with policies and documentation, which may require reading student guidelines and completing a post-test. Patient and institutional confidentiality must always be protected. This includes refraining from discussion of all matters related to client identifiers, events, and clinical situations. Students must not share their institutional computer codes and may be required to sign a confidentiality statement. Required documentation (CPR, liability, physical exam, vaccinations, etc.) must be submitted to the school administrative assistant or contracted vendor by [posted date](#).

Handheld devices, including smartphones, may be recommended to provide access to references and resources. Students may benefit from data programs that can be loaded onto a device or from online access to evidence-based sources. Some agencies will limit cell phone use while working on patient care areas. Students are required to know the policies at the agency and at all times, keep patient, staff, and agency information safe and protected – do not share.

Prior to the first lab or clinical course, students obtain a uniform, stethoscope, manual blood pressure cuff (sphygmomanometer), simple calculator, a pen light, a watch with a sweep second-hand, and the nursing lab supply kit. Additional materials may be required for specific courses.

Institutional parking may be limited or not allowed at some clinical sites; carpools are encouraged.

Prerequisites for Clinical Rotations

- Maintain of a valid health insurance policy. Failure to maintain health insurance throughout the clinical year will result in removal from rotations until proof of compliance is submitted. Removal may result in a failure of the course and delay in graduation.
- Successful completion of a criminal background check and drug testing.
- Completion of all required immunizations and testing including but not limited to yearly TB testing.
 - Some clinical facilities may require more comprehensive immunizations.
 - Students are responsible for maintaining their personal immunization record. Students will be notified if required to carry this record to their clinical site on the first day of the rotation.
 - Serum titers for immunization proof are acceptable in some, but not all cases.
 - Failure to demonstrate an up-to-date immunization status on request will result in removal from the rotation until proper proof of “current” immunization status is presented, and may result in the inability to complete the course, course failure, and delay of graduation.
 - The COVID-19 pandemic is an evolving situation and our policies will evolve as campus policies change and as our clinical partner requirements are determined.
- Maintain a functional cell phone and Stephens College email. Students are responsible for regularly reading all communication transmitted via e-mail. It is required that students keep the Program informed of any phone number changes throughout the clinical year. Some clinical agencies or rotations will require students not have their cell phones on their person during the clinical experience. Students will need to check with the faculty member and agency policies.
- Completion of a signed release of health information by the student permitting Stephens College to maintain and release the following information to clinical rotation sites: Immunization and TB status, drug screen, and background check status.

Requirements for Participation in Practicum Activities

- Students meet all prerequisites as detailed above.
- Students identify themselves as “Stephens College Nursing Student”.
- Students perform only those procedures authorized by the Program, clinical site, and/or instructor.
- Students adhere to all regulations of the Nursing program and the clinical sites.
- Students do not exhibit any behavior that may jeopardize the health and safety of patients, faculty, or fellow students.
- Students deliver health care services to patients without regard to a patient’s race, ethnicity, religion, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, and political beliefs.
- In the event of the temporary absence of the instructor, students will be notified if a replacement is available or if that clinical day is canceled.
 - At no time will students work without having a clearly identified instructor who directly oversees the student’s activities.
 - See the attendance policy.
- All medical documents completed by the student must be signed with the student’s name clearly written, followed by the designation “SN” (student nurse).
- The instructor or preceptor will countersign all chart entries and written orders immediately.
- Students need to know their limits. Do not consent to assess any patient or perform any procedure that is beyond the student’s ability.
- The highest level of patient confidentiality and compliance with the HIPAA guidelines must always be observed.
- Students must adhere to standards related to universal precautions.

SIMULATION AND SKILLS LAB POLICIES

Purpose

The purpose of the Nursing Skills and Simulation Labs are to provide our students an exceptional educational experience in a dynamic and culturally diverse learning environment. Our aim is to provide quality, evidence-based learning opportunities while promoting nursing student clinical competence and decision-making in areas of culture, spirituality, health disparities, team collaboration and effective communication for better patient outcomes.

Goals

Experience in the Nursing Skills and Simulation Labs will prepare students to:

- Adapt care to meet the cultural and spiritual needs of a variety of patients in a range of settings.
- Utilize available resources and standard practices to provide safe patient care.

- Communicate effectively in a professional manner with fellow students, instructors, patients, family members/friends, and the healthcare team.
- Collaborate with an interdisciplinary health care team, inter and intra-professional team.
- Demonstrate clinical competence through reflective, repeated, and deliberate practice.
- Integrate theory and practice to prioritize and implement evidence-based care.
- Display clinical judgment and decision-making in a variety of patient care situations.
- Utilize critical thinking and reflective self-analysis of performance to assess growth.

Lab rules

1. Students are required to check in with lab personnel and present a current Stephens College student ID before using Open Lab. This includes during class, practice, or observation.
2. In general, only Nursing students can practice in Open Skills/Simulation Lab. Children, friends and family members are not allowed in the Nursing skill and simulation Labs without prior approval and parental releases while participating in non-invasive health assessments as standardized patients.
3. Students should bring their lab kits each time they come for class or open Lab session. For additional supplies, please ask the instructor.
4. Students should follow the clinical or community standard dress code when in the hospital or simulation center. Students must wear closed-toe shoes (clinically appropriate footwear) when in the lab.
5. Alcohol-based hand sanitizers will always be available for use. Proper hand hygiene is an important part of nursing practice, therefore, make it a habit.
6. No food, eating or drinking is allowed in the lab.
7. Products and supplies in the Nursing skill/simulation Lab are intended for teaching purposes only and are not safe for human or animal use or consumption. No products in the lab are safe for human ingestion, injection, or infusion (via skin, oral, vaginal or rectal routes).
8. Manikins should be respected and treated like “real” patients. Please ask instructor or simulation coordinator for any questions regarding manikin use.
9. Manikins may have IV bags of simulated blood or other items attached to them. Please be careful when moving the manikins or changing their positions.
10. Students should not use ink pens, paint, or markers at the patient bedside. These items will permanently stain and damage the manikins.
11. Some products will permanently stain the manikins, such as povidone iodine (Betadine) and Chloraprep swabs. Do not use any of these products that might be included in your lab kits (Please simulate using these items, i.e. pretend to use them without applying to the patient).
12. Students must return all supplies to the instructor, simulation coordinator, lab personnel or to the area you found them.
13. Students are expected to leave the Nursing Skill/Simulation Lab in good condition. All sharps and trash must be properly disposed prior to leaving the lab.

14. No re-capping or reusing needles or IV catheters. Sharps are to be placed in sharps boxes after use. Please dispose of these items in the sharp's containers.

15. No equipment or supplies may be taken out of the Nursing Skills/Simulation Lab without approval.

Simulation

Simulation is a teaching strategy in nursing education to mirror real life situations and to complement clinical education. The use of simulation allows students to learn by doing and by reflecting on their experience. The clinical environment is recreated using mid and high-fidelity manikins, standardized patients, realistic equipment, and realistic environments to provide nursing students a controlled, risk-reduced environment to demonstrate their psychomotor skills, teamwork, effective communication, and critical thinking skills.

Debriefing

Debriefing is the most important piece of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. The debriefing session is a learner-centered experience and uses reflection to promote learning. The role of the debriefer is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences (Driefuerst, 2015).

General Lab Information

- **The Simulation Lab** is located at Boone Hospital, 1600 E. Broadway Street, Columbia, MO 65201.
- **The Skills Labs** are located on campus at the Sampson Hall Building or Lela Raney Wood in the nursing center.

Hours of operation: Lab and Simulation Center hours of operation are listed in the course syllabus.

STUDENT ACTIVITIES

Participation in Program Governance

Students are invited to participate in committees and other activities related to planning and governance of the program and curriculum. Student representatives from each student cohort are requested to attend and provide input at Faculty, Curriculum, and other committees as appropriate.

Student Nurse Associations

The National Student Nurses Association (NSNA)

NSNA is dedicated to fostering the professional development of nursing students. The NSNA is the voice of the future of the nursing profession. NSNA members can get involved in their school and state associations and gain recognition for the leadership activities that they participate in. SNA offers two meetings annually where nursing students are informed about nursing and healthcare trends and legislative issues that impact the nursing profession. The NSNA Foundation offers scholarships annually to undergraduate nursing students to assist them in completing their education.

<https://www.nsna.org/membership.html>

Nursing Ceremonies and Events

Nursing Welcome/Convocation

Each spring and fall semester, students and faculty come together for a program-wide welcome, a gathering of students and faculty. These meetings are used to build community, celebrate our good work, receive helpful program information, and begin the semester with thoughtful intentions.

White Coat Ceremony

The White Coat Ceremony is an iconic ritual that involves donning the white clinician's lab coat. The ceremony captures an important moment in the nurses' journey to professionalism. The event emphasizes the student's commitment to compassionate, collaborative, and scientifically excellent care in the health professions. The ceremony marks the phase of students' education where they engage with the public in providing care. The tradition started in 1993, has become a tradition at many colleges across the country. The theme behind the white coat ceremony is a reminder to keep "Healthcare Human". For the Stephens' nurses the program heralds their entry into the practice portion of the program and their commitment to service.

Pinning Ceremony

The Pinning Ceremony is a unique and special event for nursing students. It usually occurs near graduation and provides a touch point to the graduate between their practice and their pride in their school. The pinning ceremony includes an oath to provide humanistic care and includes a commitment to display "*moral courage and the agency to provide innovative person-centered care to all populations*".

Graduation

Students must apply for graduation as described in the college handbook and the registrar's webpage.

RN LICENSING

Visit licensing resources in the first part of the handbook.

Students who meet graduation requirements for the freshmen-entry program are eligible to take the National Council Licensing Examination (NCLEX) and seek registered nurse (RN) licensure. Students apply to the desired State Board of Nursing in mid-spring; those applying to MO should visit [Missouri Division of Professional Registration](#) webpage. They provide information on licensing [RN Fees](#), [License Status Explanations](#), [Application Instruction](#), and the [application form](#). Students must follow the state's instructions on background tests (fingerprinting), identification, and citizenship verification. Testing is completed through Pearson VUE. Information and registration may be found at [Pearson VUE](#). There is a charge for taking NCLEX-RN.

After graduation, the Registrar will send verification of education to the Missouri Board of Nursing. Verification for other states must be individually arranged by the student. After the state has received verification, the student will receive an Authorization to Test (ATT), which allows the NCLEX to be scheduled. Students should take the NCLEX very soon after graduation. Information about the NCLEX can be found at the [National Council of State Boards of Nursing](#).

Students who have had criminal convictions may be prohibited from licensure, despite completion of the Nursing program. Further information can be obtained by contacting the State Board for Nursing. Felony arrest will result in review of fitness for continuation in the Nursing major or clinical site. Falsifying information about a criminal conviction or ongoing investigation is grounds for program dismissal.

WRITING STANDARDS

American Psychological Association (APA)

For all courses and assignments, a professional, scholarly writing standard is expected and required. This includes use of proper grammar, sentence structure, paragraph use and format; an introduction, conclusion, with no first-person references. Unless otherwise notified by the instructor, APA documentation style is the required format. APA format requirements include (but are not limited to) the inclusion of a Title Page, Headers, Reference list, Page Numbers; accurate documentation of sources for in-text citations, direct quotes and paraphrasing of other's work is essential. Students

should refer to the: Publication Manual of the American Psychological Association, 7th Edition, 2020, Print ISBN: 9781433832154, 1433832151
eText ISBN: 9781433832185, 1433832186

Zotero

Students will be expected to use Zotero, a reference package, for formal papers and assignments. The library provides information and support for Zotero.

Student Success Center

Students are encouraged to seek assistance from the Student Success Center located in Stampers Commons before submitting assignments. The [Purdue Online Writing Lab](#) (OWL) is also a valuable resource for writing information. At the instructor's discretion, students may be required to seek Writing Center assistance to strengthen writing skill.

BOONE HOSPITAL PATIENT CARE TECHNICIAN (PCT) PROGRAM

Students accepted to the major may be eligible for the summer Patient Care Technician (PCT) program through Boone Hospital. The program begins 4 weeks prior to the start of the semester and concludes following the completion of practice hours in the first semester.

- Apply through Boone Hospital's human resources department for the Patient Care Technician program for employment in the training class and flex pool.
- Complete application, background check and drug testing prior to July 1.
- Be eligible to work a minimum of 16 hours per 4-week pay period in off shifts (weekend, evenings, and night shifts).
- This paid certification program includes 175 hours of training by Boone Hospital nurse educators: 75 hours class time and 100 hours clinical time. The course is full time, Monday through Friday; classes are 8:00 am – 4:30 pm, and clinical days are 7:00 am – 3:30 pm.

Important Links

- Missouri State Board of Nursing (MSBN) RN License by Examination <https://pr.mo.gov/nursing-licensure-rn.asp>
- Missouri Nurse Practice Act <https://pr.mo.gov/nursing-rules-statutes.asp>
- Library Nursing Research page <https://www.stephenslibrary.org/nursing>
- American Association of Colleges of Nursing <https://www.aacnnursing.org/About-AACN>
- American Nurses Association <https://www.nursingworld.org/>
- National Council of State Boards of Nursing <https://www.ncsbn.org>
- Quality and Safety in Nursing Education <https://qsen.org/>

APPENDIX

APPENDIX A: Prerequisites

Approved 3/7/2023

NURSING COURSES with Prerequisites and Corequisites

Highlighted courses are applied-learning courses with patient care experiences.

Nursing Course	Prerequisites	Corequisites [or Pre]
NUR 130: Welcome to Nursing	Nursing Major	N/A
NUR 250: Health Assessment and Skills	NUR 255 taken concurrently	BIO 211, 320 & 321, BHS 225, NUR 255,
NUR 255: Practicum I	EDU 114, PSY 111	NUR 250
NUR 310: Care of Adults I	NUR 250 & NUR 255 BIO 321	
NUR 315: Practicum II	NUR 255	NUR 310, BIO 330
NUR 330: Pharmacology	MAT 207, BIO 311, BIO330	
NUR 332: Mental Health Care	NUR 310	
NUR 334: Care of Adults II	NUR 310 & 315	
NUR 335: Practicum III	NUR 315	NUR 330, 332 & 334
NUR 350: Care of Children	EDU 114, NUR 332, 334, 335	
NUR 352: Childbearing Women & Families	NUR 332, 334, 335	
NUR 354: Nursing Seminar	NUR 250	BHS 220
NUR 355: Practicum IV	NUR 334 & NUR 335	NUR 350, 352, 332
NUR 410: Public Policy	BHS 426 & 220, Nursing major or POI	
NUR 412: Leadership	BHS 426, NUR 355	
NUR 414: Quality and Safety	BHS 426, NUR 355	
NUR 415: Practicum V	NUR 355	NUR 410, NUR 412, NUR 414 & NUR 416
NUR 416: Critical Care	NUR 335	NUR 415
NUR 450: Senior Seminar	NUR 415 & NUR 416	NUR 455
NUR 454: Global Health	BHS 426	
NUR 455: Practicum VI Capstone	NUR 355, 414, 415 & 416	

The practicum courses, NUR 255, 315, 335, 355, 415, & 455, are applied-learning intensive courses. When a pre/co-requisite course is dropped for any reason, the student may be removed from the associated practicum course. Students should seek guidance from their advisor prior to withdrawing from a corequisite course as it may delay their plan of study, **jeopardize progression in the program, trigger a dismissal**, reduce the semester credit load, and impact financial aid.

APPENDIX B: Stephens College Nursing Oath

I hereby pledge as a member of the Stephens College Nursing Program to uphold our core values of the ten ideals:

- *Respect for our own dignity and the dignity of others, embodied in a sense of social justice*
- *Courage and persistence*
- *Independence, autonomy, and self-sufficiency*
- *Support for others*
- *Sensitivity to the uniqueness and fragility of the natural world*
- *Responsibility for the consequences of our choices*
- *Belief in our changing selves and in our right to change*
- *Creativity in the spiritual and aesthetic dimensions of life*
- *Intelligence that is informed and cultivated, critical yet tolerant*
- *Leadership that empowers others*

I commit to Nursing as a healing profession.

I will use the Science and Art of Nursing to improve functioning, alleviate suffering, and promote wholeness in my care of patients.

I will collaborate with all team members to deliver the highest quality care, assuming and delegating tasks responsibly, observing, assessing, and evaluating the patient's response to guide and revise the plan of care.

I will work for social justice and equity, opposing systems that support disparities and inequalities while seeking to identify and eliminate my own implicit biases.

I will endeavor to mentor even as I continue to learn, grow, and share in the advancement of the nursing profession.