

THE STEPHENS COLLEGE NURSING PROGRAM

Bachelor of Science 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: August 17, 2026

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](https://www.pr.mo.gov/nursing.asp). 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](https://www.hlcommission.org/)



PROGRAM ADMINISTRATION

NURSING FACULTY

Director of Nursing /Nursing Faculty

Karina Floyd, PhD, MSN, RN
Associate Professor
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Dr. Karina Floyd is an experienced nurse educator and leader with nearly two decades of clinical and academic expertise. She earned her BSN and MSN in Nursing Education, followed by a PhD in Nursing with research focused on empowering minority nurses in the face of incivility and bullying. Dr. Karina has practiced in pediatric and adult nursing, including transitional care and neonatal intensive care. As Director of Nursing of Nursing at Stephens College, she is dedicated to program development, accreditation compliance, and fostering student success. Her passion lies in preparing future nurses through evidence-based teaching, mentorship, and community partnerships.

Full-Time Faculty

Erika Goellner BSN, RN
Nursing Practicum Coordinator and Assistant Professor
egoellner@stephens.edu

Erika Goellner brings seven years of nursing experience, including five years in Neuro and Medical Intensive Care Units. Her clinical background also includes experience in general surgery clinic nursing. In addition to her clinical expertise, she has served as both a clinical and laboratory instructor in undergraduate nursing education, with teaching experience across foundational, medical-surgical, and critical care nursing courses. Erika earned her Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) degrees from Columbia College and is currently completing her Master of Science in Nursing Education at Western Governors University.

Janet Chance-Hetzler, DNP, MSN, APRN, ACNS-BC, AOCNS, CNE,
Assistant Professor
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Dr. Janet Chance-Hetzler has over 30 years of nursing experience and continues to practice in hematology and oncology as an advanced practice nurse. She earned her BSN, MSN in Nursing Education, and Doctor of Nursing Practice in Adult Health and Gerontology from the University of Missouri–Columbia. A Certified Nurse Educator and board-certified Clinical Nurse Specialist in Adult Health and Oncology, she has taught nursing at the ASN, BSN, and graduate levels. Her research and publications focus on breast cancer, lymphedema, and reducing health disparities.

Kristen Lachance, MSN, RN
Simulation Coordinator and Assistant Professor
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Kristen LaChance is an experienced nurse educator with expertise in Medical-Surgical Nursing, Mental

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Health, Pediatrics, and simulation-based learning. She has served as faculty and program coordinator, leading curriculum redevelopment, clinical scheduling, and hospital compliance processes. Her clinical background includes neonatal intensive care at Women's and Children's Hospital and progressive care at University Hospital. She holds a Master of Science in Nursing, is a Certified Healthcare Simulation Educator (CHSE), and is currently completing a Doctor of Education specializing in Simulation in Nursing.

Shana Luebbering, MSN, RN
Assistant Professor (573) 876-7278
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Shana Luebbering is a nurse educator with experience teaching across ADN, BSN, and RN-BSN programs in classroom, lab, clinical, and simulation settings. She has also served as Remediation and Success Coordinator, supporting students in academic recovery and NCLEX readiness. Her clinical background includes neonatal intensive care, progressive care, medical-surgical nursing, and maternity care at University of Missouri Health Care. She earned her MSN in Nursing Education and BSN from the University of Missouri-Columbia and her ASN from Lincoln University.

Department Staff

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Patrick Remis
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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 Health 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 Health and considers local, national, and global issues in health care and nursing.

Stephens College Mission, Vision, and Values

Mission, Vision, & Ideals - Stephens College

Boone Health Mission and Shared Principles
About Us - Boone Health

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.

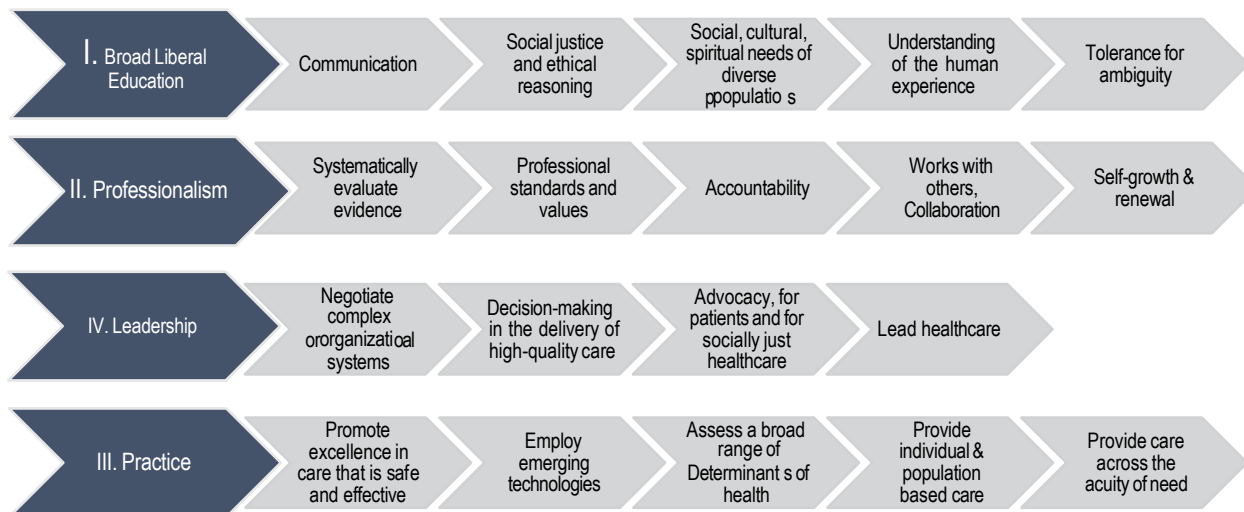
At the completion of the program graduates will:

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 (Aligned with AACN Essentials 2021)

Program Outcome 1 – Integrate Knowledge for Nursing Practice

(AACN Essential 1; EBP, Informatics)

Graduates will synthesize perspectives from the arts, sciences, humanities, and nursing science to provide safe, evidence-based, person-centered care.

- 1.1 Use effective written, verbal, and digital communication across diverse settings.
- 1.2 Apply ethical reasoning to promote advocacy, equity, and social justice.
- 1.3 Integrate cultural, spiritual, social, and historical knowledge into nursing practice.
- 1.4 Demonstrate tolerance for complexity, ambiguity, and unpredictability in human responses.

Program Outcome 2 – Exemplify Professionalism and Leadership

(AACN Essentials 8, 9, 10; Teamwork & Collaboration, Safety)

Graduates will demonstrate professionalism, integrity, and a commitment to lifelong learning, while actively engaging in personal and professional leadership development.

- 2.1 Evaluate and apply best evidence to improve patient care.
- 2.2 Act in accordance with professional standards, legal and ethical frameworks, and nursing values.
- 2.3 Assume accountability for personal and professional growth and behaviors.
- 2.4 Collaborate respectfully with other professions to optimize outcomes.
- 2.5 Commit to life-long learning, resilience, and self-renewal as essential to sustained nursing practice.

Program Outcome 3 – Provide Person-Centered and Population Health Care

(AACN Essentials 2, 3, 6; Patient-Centered Care, Informatics)

Graduates will deliver safe, person-centered, culturally responsive, and population-focused care across the continuum of health.

- 3.1 Demonstrate nursing care across the lifespan and across settings (acute to community-based).
- 3.2 Promote safe and effective care at the individual, family, community, and global levels.
- 3.3 Recognize nursing's contribution to global health and equity in healthcare access.
- 3.4 Employ technology and informatics to improve patient outcomes.
- 3.5 Engage patients and families as partners in decision-making using evidence, theory, expertise, and preferences.

Program Outcome 4 – Lead Quality and Safety Improvements in Health Systems

(AACN Essentials 4, 5, 7;: QI, Safety, Teamwork & Collaboration)

Graduates will lead interprofessional teams and advocate for system-level improvements that advance safety, quality, and equity in healthcare.

- 4.1 Apply leadership principles to navigate and influence complex healthcare systems.
- 4.2 Use quality improvement methods and outcome data to improve care processes.
- 4.3 Advocate for vulnerable and underserved populations in policy and practice.
- 4.4 Assume leadership roles in promoting teamwork, communication, and patient-centered outcomes.

Registered Nurse 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, [New Nurses: Your License to Practice](#) New Nurses: Your License to Practice 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)

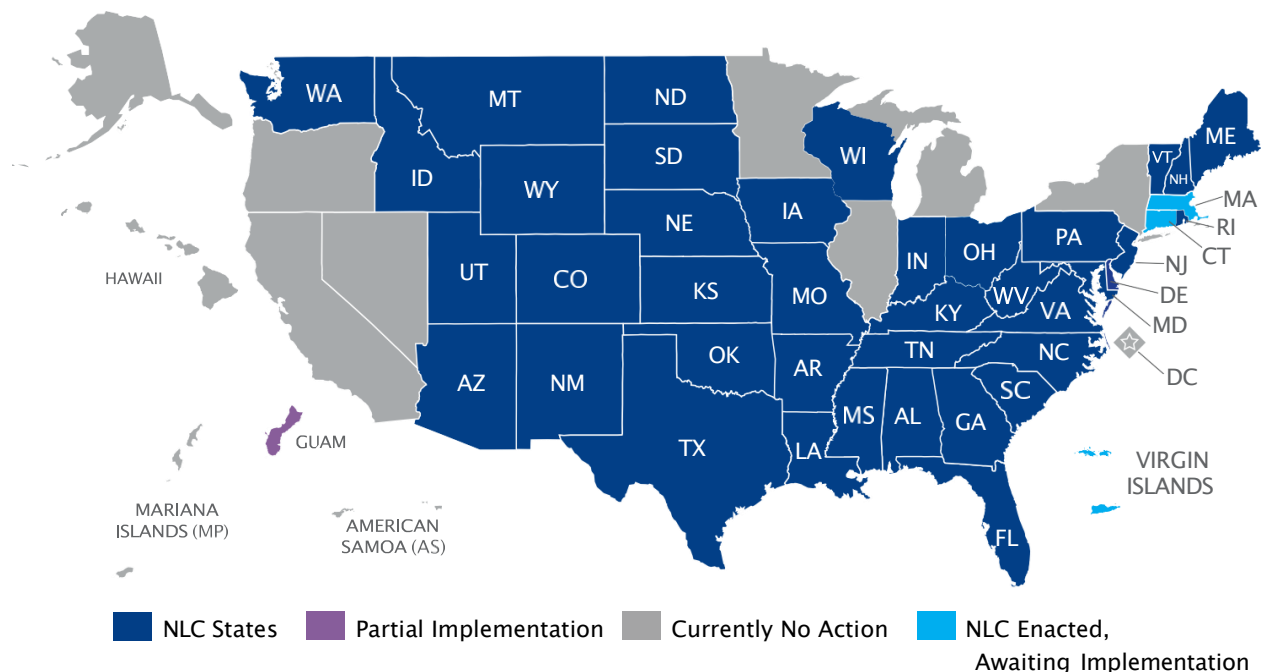
The National Council of State Boards of Nursing (NCSBN) is a nonprofit organization made up of all U.S. state and territorial boards of nursing, including the Missouri State Board of Nursing. It was created in 1978 to provide leadership and coordination for nursing regulation nationwide.

What NCSBN Does

- **Develops the NCLEX® Exams:**
 - Creates and maintains the NCLEX-RN and NCLEX-PN exams that all nurses must pass to become licensed.
- **Supports State Boards of Nursing:**
 - Provides research, resources, and guidance so boards can regulate nursing safely and consistently.
- **Sets National Standards:**
 - Helps ensure that nurses in every state are held to similar expectations for safe and competent practice.
- **Monitors Nursing Practice Issues:**
 - Studies emerging topics such as simulation in education, APRN regulation, nursing workforce data, and patient safety.
- **Coordinates Nurse Licensure Compact (NLC):**
 - Oversees the agreement that allows nurses to hold one multistate license and practice across member states.

Nurse Licensure Compact (NLC)

The NLC increases access to care by allowing nurses to practice seamlessly in other NLC states, without obtaining additional licenses. The NLC helps protect patients by maintaining high standards of care and facilitating communication between member 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.

Nursing Program Admission Requirements

Admission to the Nursing Program is competitive and contingent on academic qualifications and space availability. Applicants must first meet Stephens College general admission. The Nursing Program uses a composite scoring model to ensure clarity and fairness.

Direct Admit Freshmen

Evaluation uses ACT or SAT and unweighted high school GPA.

ACT to score value

33 to 36 = 5

28 to 32 = 4

24 to 27 = 3

20 to 23 = 2

19 or below = 1

Or

SAT to score value

1450 to 1600 = 5

1300 to 1440 = 4

1150 to 1290 = 3

1000 to 1140 = 2

Below 1000 = 1

Unweighted GPA to score value

3.9 to 4.0 = 5

3.6 to 3.89 = 4

3.3 to 3.59 = 3

3.0 to 3.29 = 2

Below 3.0 = 1

Composite formula

(Test value x 0.40) + (GPA value x 0.60)

Decision guide

4.5 to 5.0 = Direct Admit, guaranteed seat

3.5 to 4.49 = Priority Admit, space available

2.5 to 3.49 = Conditional Admit, faculty review required

Below 2.5 = Not eligible for direct admission, pre-nursing pathway recommended and faculty review required

Minimums for consideration

ACT 20 or SAT 1000, and unweighted GPA 3.4

Application materials

Reference letter from a coach, nurse, or teacher who can address academic preparation, professionalism, or work ethic. The prior essay requirement is removed to reduce subjectivity and clarify expectations.

Conditional and faculty review pathway

Applicants in the conditional range or below the direct-admit threshold are moved to faculty review. Review includes transcript trends with emphasis on science performance, course withdrawals, professionalism, reference letter, and extracurricular activities. A majority faculty vote determines the outcome. Approved students may be admitted conditionally with an individualized success plan and monitoring.

Note: Admission to the program does not guarantee eligibility for NCLEX-RN licensure. Licensure decisions are made by individual state boards of nursing.

U.S. High School Applicants

Applicants applying directly from high school are expected to have completed the following:

1. Three units of high school science, including biology and chemistry.
2. Three units of high school mathematics, including algebra.
3. Minimum cumulative GPA of 3.4 on a 4.0 scale
 - o ACT or SAT as noted above
4. Submit a reference letter from a coach, nurse, or teacher.
5. Pass a criminal background check and drug screening for professional practice.
6. Register with the Missouri Family Care Safety Registry (FCSR).

Students with Prior College Experience

Applicants transferring from another college or university must meet one of the following:

- Meet all high school admission criteria, **or**
- Have 12 or more transferable college credits including college-level chemistry and mathematics (algebra or statistics) with a preferred college GPA of 3.5 or higher.

Additional requirements:

1. Submit a reference letter from a coach, nurse, or teacher.
2. Pass a criminal background check and drug screening for professional practice.
3. Register with the Missouri Family Care Safety Registry (FCSR).

Advanced Standing Admissions

Qualified transfer applicants may be considered for advanced standing based on space availability and prior coursework. Advanced standing students must meet readiness-for-clinical criteria within two weeks of the admissions deadline.

- Transfer admissions for advanced standing will complete the program in 7 semesters, including two summer sessions. Applications are on a rolling basis.
- Students must have completed 12 or more college credits, including General Chemistry and at least two of the courses listed below for spring admission.
- Students considering May admission should complete 30 college credits, including courses on the advanced standing list.

Advanced Standing Course list: Prerequisite Courses for Advanced Standing

Course	Credits
BHS 225 Nutrition	3
BIO 211 Medical Microbiology	4
EDU 114 Life Span Development	3
ENG 107 English Composition I	3
ENG 108 English Composition II	3
MAT 207 Statistics	3
PSY 111 General Psychology	3

Change of Major to Nursing

Applications for a Change of Major 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 (see U.S. High School Students section above) and 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. High School 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 Director of Nursing of Nursing.
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 and register with the Missouri Family Care Safety Registry (FCSR).

Any Stephens College student interested in transferring to the Nursing Program is encouraged to contact the Director of Nursing to discuss requirements, prerequisites, admission criteria, and program space availability.

Technical Standards and Essential Functions

Nursing students must be able to meet certain cognitive, physical, sensory, and behavioral standards required for safe and effective patient care. These standards ensure the student's ability to participate fully in clinical learning environments. Students must be able to:

- perform physical movements required for providing direct patient care, including lifting, transferring, bending, standing, and walking for extended periods
- demonstrate fine motor skills necessary for medication administration, assessment techniques, and equipment operation
- possess sufficient hearing, vision, and tactile ability to assess patients and monitor equipment safely
- communicate clearly and respectfully in verbal, nonverbal, written, and digital formats
- tolerate physically, mentally, and emotionally demanding workloads in dynamic environments
- maintain professional behavior, composure, and judgment during stressful situations

Students who are unable to meet these essential functions may be referred to student support services to determine reasonable accommodations. Accommodations cannot fundamentally alter program requirements or compromise patient safety.

Curriculum

General Information and Degree Requirements

The pre-licensure baccalaureate program in Nursing is a three-year program that includes two summers. Students are directly admitted to the program during their freshman year and assigned to a cohort.

Graduation Requirements: 120 total credit hours

Nursing Core Requirements – 61-64 Hours

Course	Title	Credits	Course	Title	Credits
NUR 130	Nursing at Stephens College	3	NUR 345	Community Practicum	2
NUR 150	Medical Math Calculations	1	NUR 355	Pediatric & Women's Health Practicum (IV)	2
NUR 250	Health Assessment and Nursing Skills	4	NUR 410	Health Care Policy and Advocacy	2
NUR 255	Health Assessment Practicum (I)	3	NUR 446	Public Policy Practicum	1
NUR 310	Care of Adults I	3	NUR 412	Leadership	2
NUR 315	Care of Adults I Practicum (II)	2	NUR 445	Leadership Practicum	1
NUR 330	Pharmacology	4	NUR 414	Research & EBP: Quality and Safety	2
NUR 332	Mental Health Care	3	NUR 325	Nursing EBP Project Practicum I	1
NUR 365	Mental Health Practicum	1	NUR 326	Nursing EBP Project Practicum II	1

NUR 334	Care of Adults II	3	NUR 415	Critical Care Practicum (V)	1–4
NUR 335	Care of Adults II Practicum (III)	3	NUR 455	Capstone Clinical Experience & Senior Project: Practicum (VI)	4
NUR 350	Care of Children	3	NUR 449	Senior NCLEX-RN Preparation I	2
NUR 352	Care of Childbearing Women & Families	3	NUR 450	Senior NCLEX-RN Preparation II	2
NUR 354	Community Health	2	NUR 454	Ethics & Advocacy in Women's Health: Global Health & Ethics	3

Note: The 61–64 required hours do not include NUR 451 Advanced Topics in Nursing: Capstone Exploration, an elective offered for 1–4 credits.

Required Supporting Courses – 35 Hours

Course	Title	Credits
BHS 225	Nutrition	3
BIO 330	Pathophysiology	3
BHS 426	Epidemiology and Health Disparities*	3
BIO 211	Medical Microbiology	4
BIO 320	Anatomy & Physiology I	4
BIO 321	Anatomy & Physiology II	4
CHM 111	General Chemistry*	4
EDU 114	Lifespan Development*	3
MAT 207	Statistics*	3
PSY 111	General Psychology*	3
SCI 280	TPCS: Scientific & Medical Terminology	1
Total Required Supporting Course Hours		35

Meets Stephens College General Education requirements (2025 update).

General Education – 36 Hours (Met with Required Courses)

Category	Credits	Courses
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Arts & Humanities	9	—
Behavioral and Social Science	6	PSY 111, EDU 114
Communication	6	ENG 107, ENG 108
General Education	6	BHS 220, BHS 426
Quantitative	3	MAT 207
Science	4	CHM 111
Women's Studies	3	—

Program Electives (Recommended)

- NUR 451 Advanced Topics in Nursing: Capstone Exploration 1-4 credit
 - BIO 181 Principles of Biology, 4 credits
-

Stephens College Block Plan and the Nursing Major

Stephens College has adopted an innovative Block Plan to support immersive learning, balanced student life, and student success. The block 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 across the community. The block system applies primarily to the first two semesters of prerequisite courses prior to the start of practicum courses. Once practicum begins, additional courses may be scheduled online or in hybrid alternative formats to accommodate clinical schedules.

Academic Advising, Degree Audits, Block Courses, and Acadeum

Nursing students are expected to meet regularly with their nursing faculty advisor to review their degree progress and ensure all remaining requirements are completed on schedule. Students are also required to request a degree audit from the Registrar's Office to confirm that all transcripts and transfer credits have been received and applied appropriately and to identify any remaining general education or degree requirements.

Students must promptly notify their nursing faculty advisor if the degree audit identifies a missing prerequisite, general education course, or other course required for graduation.

Once students begin the nursing program, they may not enroll in block courses while completing the nursing curriculum. If a required course is unavailable through Stephens College in a format that fits the student's nursing schedule, the student may request permission to complete an approved course through Acadeum. All Acadeum course requests are coordinated by the Dean of the Women's College. Students should first discuss the course requirement with their nursing faculty advisor and then contact the Dean of the Women's College during the appropriate registration period to review available options and request approval. Students should not register for an outside course independently. Acadeum enrollment is subject to course availability, approval, transfer equivalency, and applicable College policies.

Students are responsible for monitoring their degree progress, reviewing their degree audit, and initiating course requests early enough to avoid delaying progression or graduation.

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FALL (16 weeks) 2026							SPRING (16 weeks) 2027							SUMMER (12 weeks) 2027						
#	PRE	NUM	TITLE	Block	GE	CrHR	#	PRE	NUM	TITLE	Block	GE	CrHR	#	PRE	NUM	TITLE	Block	GE	CrHR
1	NUR	130	Welcome to Nursing	1		3	2	MAT	207	Statistics	5	Q	3	3	PSY	111	General Psychology (online)	online	bs	3
	ENG	107	English Composition I	online	C	3		BHS	225	Nutrition	6		3		NUR	150	Medical Calculations	online		1
	CHM	111	General Chemistry	3		4		BIO	211	Medical Microbiology	8		4		NUR	130	Welcome to Nursing (transfer students)			3
	BIO	320	Anatomy and Physiology I	4		4		BIO	321	Anatomy and Physiology II	7		4		NUR	250	Health Assessment & Nursing Skills			4
	EDU	114	Life Span Development	2	BS	3		ENG	108	English Composition II	online	C	3		NUR	255	Health Assessment Practicum			3
								SCI	280	Medical Terminology	online		1		BIO	330	Pathophysiology	online		3
															NUR	325	Nursing Project Practicum I			1
						16							18							18
#	PRE	NUM	TITLE			HR	#	PRE	NUM	TITLE			HR	#	PRE	NUM	TITLE			HR
4	NUR	330	Pharmacology			4	5	NUR	332	Mental Health Care			3	6	NUR	350	Care of Children			3
	NUR	310	Care of Adults I			3		NUR	365	Mental Health Practicum			1		NUR	352	Care of Childbearing Women & Families			3
	NUR	315	Adult I Practicum			2		NUR	334	Care of Adults II			3		NUR	355	Pediatric & Women's Health Practicum			2
	NUR	414	Research & Evidenced-Based Practice			2		NUR	335	Adult II Practicum			3		BHS	426	Social Epidemiology	online	GE	3
	NUR	326	Nursing Project Practicum II			1		NUR	410	Healthcare Policy & Advocacy			2				GE course			3
			GE course			3		NUR	446	Public Policy Practicum			1							
						15							13							14
#	PRE	NUM	TITLE			HR	#	PRE	NUM	TITLE			HR							
7	NUR	412	Leadership in Nursing			2	8	NUR	450	Senior NCLEX-RN Preparation II			2							
	NUR	445	Leadership Practicum			1		NUR	451	Advanced Topics in Nursing: Capstone Exploration (ELECTIVE)			1-4							
	NUR	415	Critical Care Practicum			1-4		NUR	454	Ethics & Advocacy in Women's Health			3							
	NUR	449	Senior NCLEX-RN Preparation I			2		NUR	455	Capstone Clinical Experience & Senior Project			4							
	NUR	354	Community Health Nursing			2		NUR	345	Community Practicum (covers SC research conference for senior cohort)			2							
			GE course			3				GE course			3							
						11-14							15-18							
										Total NUR courses 64-70			61-64							

Note: The 61–64 required hours do not include NUR 451 Advanced Topics in Nursing: Capstone Exploration, an elective offered for 1–4 credits.

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

*All NUR (nursing program courses) are on the 12 (summer) and 16 (fall/spring) week schedule. ON = online and Hybrid

DISMISSAL POLICY

Dismissal from the Nursing Major

Causes for dismissal from the Nursing major include:

- Earning a second final course grade of C-, D or F in a NUR-designated course. All final grades of D or F in NUR-designated courses are cumulative. Each grade of D or F counts as a separate course failure, whether the grades are earned in the same course or in different courses and whether the course is an initial or repeated enrollment. Successfully repeating a previously failed course does not remove the original course failure for purposes of this policy.
- Completing two consecutive semesters with an overall cumulative GPA or Nursing major GPA below 2.5.
- Demonstrating behavior or comportment inconsistent with the professional or ethical standards established by the Nursing Program, the College, or the [American Nurses Association \(ANA\)](#)
- Interrupting the prescribed program of study for a full semester without an approved leave of absence or other written authorization from the Nursing Program and the College.
- Failing to maintain a clear background check and drug screen as required by the Nursing Program, the College, applicable law, or affiliated clinical agencies. Students may be required to complete an initial or updated background check or drug screen at any time during enrollment. A student who is unable to satisfy these requirements or who becomes ineligible to participate in required clinical learning experiences may be dismissed from the Nursing Program.

A student who earns a first final course grade of D or F in a NUR-designated course may repeat that course one time, subject to course availability, course sequencing, and other applicable program requirements. If the student subsequently earns a final grade of D or F in the repeated course or in any other NUR-designated course, the student will be dismissed from the Nursing Program. No additional NUR course attempt will be permitted after the second course failure.

A student dismissed from the Nursing Program is not eligible for readmission to the Nursing Program. Dismissal from the Nursing Program does not automatically constitute dismissal from the College. The student may apply to change to another major, subject to the requirements of the College and the selected major.

This policy is effective August 17, 2026, and applies to all students enrolled in the Nursing Program on or after that date. Beginning August 17, 2026, progression and dismissal decisions will be made under this policy.

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 Director of Nursing 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 Director of Nursing, 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, 2025-2026. 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 learned in prior program courses. Failure to meet new or previously achieved expectations may lead to an unsatisfactory course grade (incomplete or below the required C). Students must maintain compliance with clinical agency requirements.

Grading Scale – Nursing Courses (NUR prefix)

Final didactic 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

Practicum Courses

Designated nursing practicum courses are graded Complete/Incomplete rather than by the traditional A–F grading scale. To earn a grade of Complete, students must successfully achieve all course and clinical competencies, complete all required practicum, clinical, simulation, and nursing skills laboratory hours, submit all required assignments and documentation, and maintain clinical eligibility throughout the course.

Failure to satisfy any required component, including required hours, competencies, assignments, evaluations, clinical documentation, professional conduct expectations, or clinical eligibility requirements, may result in a grade of Incomplete. A student must earn a grade of **Complete** to progress in the Nursing Program. An

Incomplete grade constitutes an unsuccessful course attempt and is subject to the Nursing Program progression, repeat of the course, and dismissal policies.

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 applies include the following: NUR 250, NUR 310, NUR 332, NUR 334, NUR 350, NUR 352, and NUR 412.

(Approved 12/15/2025)

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.

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) or Kaplan. 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 or ADA/Section 504 accessibility services 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 and ACADEMIC INTEGRITY

Nursing students are expected to comply with all policies and procedures pertaining to academic performance as stated in the current Stephens College Catalog and the student handbook, *Within the Ivy*. Students must also uphold the professional and ethical standards of the Nursing Program, the American Nurses Association, and applicable clinical agencies.

Because nursing involves public trust and patient safety, these expectations apply in classroom, online, laboratory, simulation, clinical, employment, personal, and professional settings.

Academic Honor Code

The Stephens College Academic Honor Code states:

“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 Stephens 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.”

The complete definition of academic honesty and applicable procedures is available in the current Stephens College Catalog and the student handbook, *Within the Ivy*.

Student Expectations

Students are expected to:

1. Demonstrate honesty, integrity, accountability, respect, and professional communication.
2. Attend class, clinical, laboratory, simulation, and conferences punctually.
3. Arrive prepared, meet assignment deadlines, and participate actively in learning.
4. Treat patients, classmates, faculty, staff, administrators, and clinical personnel with dignity, consideration, and respect.
5. Demonstrate purpose, respect, and integrity through posture, expression, actions, communication, attention, and behavior.
6. Listen respectfully when another person is speaking and demonstrate attentiveness and cooperation.
7. Avoid harmful, hostile, sarcastic, demeaning, threatening, discriminatory, or disrespectful verbal, written, or nonverbal communication.
8. Maintain honesty, proper etiquette, and professionalism in verbal, written, and electronic communication. Students should pause before responding when communication may be influenced by frustration or strong emotion.
9. Participate in cooperative learning and demonstrate concern, respect, support, and tolerance toward classmates, faculty, staff, administrators, and clinical personnel.
10. Protect patient privacy and confidential College, clinical, and assessment information.
11. Follow all College, Nursing Program, course, laboratory, simulation, and clinical agency policies.
12. Maintain professional behavior in person, in writing, online, and on social media.
13. Submit accurate academic, clinical, health, credentialing, and clinical readiness information.
14. Maintain a clean, neat, and professional appearance consistent with the Nursing Program dress code and the requirements of the learning environment.
15. Avoid conduct that compromises patient safety, disrupts learning, interferes with College or clinical operations, or damages public trust in the nursing profession.

Academic Misconduct and Academic Dishonesty

Academic honesty is essential in a community devoted to learning and the exchange of educational information. Academic misconduct and academic dishonesty include behaviors that violate the academic standards of Stephens College or the Nursing Program.

Academic misconduct may include, but is not limited to:

1. Plagiarism, including presenting another person's words, ideas, or work as one's own, whether copied directly or paraphrased.
2. Cheating on examinations, tests, quizzes, assignments, or other assessments.
3. Giving, receiving, or using unauthorized assistance.
4. Using or sharing unauthorized examination materials, protected assessment content, or illegitimate sources of information.
5. Collaborating with other individuals when independent work is required.
6. Using fraudulent or dishonest methods in classroom, laboratory, simulation, clinical, field, or computer based work.

7. Falsifying or misrepresenting academic records, clinical experiences, patient encounters, clinical hours, documentation, or other program information.
 8. Failing to complete or accurately report credentials, health records, screenings, or materials required for clinical readiness and placement.
 9. Engaging in other conduct generally recognized as dishonest or inconsistent with academic or professional standards.
- Artificial intelligence may be used only as permitted by the Nursing Program's Artificial Intelligence Use Policy and applicable course or assignment instructions.

Collaboration and Independent Work

Collaborative learning is encouraged and may be required when authorized by the instructor. Students may work together on assignments when collaboration is permitted because discussion and shared learning can improve understanding of course material.

Each student must independently complete examinations, tests, quizzes, and assignments designated as individual work. Giving assistance to or receiving assistance from another person on an examination, test, or quiz without authorization constitutes academic dishonesty.

Students involved in unauthorized assistance may receive a grade of zero for the examination, test, or quiz, and the Academic Standing Committee may be notified in accordance with College procedures.

Plagiarism

Plagiarism is prohibited on all written, oral, electronic, and creative assignments. Plagiarism includes copying or paraphrasing another person's work without appropriate acknowledgment or presenting another person's ideas, language, or work as one's own.

Plagiarism may result in a grade of zero for the assignment and notification of the Academic Standing Committee. Students who have questions about proper citation, permitted collaboration, or how to avoid plagiarism should consult the course instructor before submitting the assignment.

Professional and Personal Conduct

Students must follow the professional standards established in the American Nurses Association's Nursing: Scope and Standards of Practice and Code of Ethics for Nurses.

A student's behavior at College, in clinical settings, at work, online, and in personal life may affect the student's ability to maintain public trust, participate in clinical experiences, complete the Nursing Program, or qualify for professional licensure. Legal, licensing, or professional matters may affect a student's eligibility to continue in the Nursing Program. These matters may include a felony or misdemeanor, criminal charges or convictions, pending investigations, prior refusal or revocation of a professional license, suspension or restriction of a professional license, or withdrawal of privileges by a healthcare facility. Students should promptly discuss any such matter with the Director of Nursing.

Students are responsible for reviewing applicable requirements of the Missouri State Board of Nursing, the Missouri Nurse Practice Act, and any other board of nursing through which they intend to seek licensure. Completion of the Nursing Program does not guarantee eligibility for professional licensure.

Review and Consequences

Suspected violations will be reviewed according to established College and Nursing Program procedures. Consequences will be based on the nature, severity, frequency, intent, and impact of the conduct and may include:

1. Counseling or education.
2. Required remediation.
3. An academic integrity report.
4. Reduced or zero credit for an assignment or assessment.
5. Notification of the Academic Standing Committee.
6. Course failure.
7. Removal from a learning experience.
8. Academic probation.
9. Suspension.

10. Dismissal from the Nursing Program.

More than one occurrence of academic dishonesty in the same course may result in a final course grade of F, consistent with Stephens College academic policies. Students retain access to applicable review and appeal procedures described in the current Stephens College Catalog, Within the Ivy, and Nursing Program policies.

ARTIFICIAL INTELLIGENCE USE POLICY

This policy applies to all Nursing students and to all coursework, assessments, clinical and simulation activities, documentation, and group work. Artificial intelligence (AI) may support learning when authorized, but it may not replace a student's own knowledge, clinical judgment, or professional responsibility.

Core Expectations

- Student work must reflect the student's own reasoning and meet all academic-integrity requirements.
- Students are responsible for the accuracy, currency, safety, and appropriate citation of all submitted information, including AI-assisted content.
- AI output must be verified against current, authoritative sources. AI can produce inaccurate, incomplete, fabricated, or biased information.
- AI use must comply with the course syllabus and assignment instructions. When expectations are unclear, students must obtain faculty approval before using AI.
- Patient safety, privacy, and confidentiality requirements always take priority over permission to use an AI tool.

Permitted Uses

- **Unless prohibited by the course syllabus or assignment instructions, AI may be used to:**
- Explain concepts or terminology as a starting point for further study.
- Create personal study aids, such as practice questions, flashcards, study outlines, or summaries not submitted for credit.
- Suggest search terms, databases, paper outlines, or organizational approaches that the student independently evaluates and develops.
- Assist with spelling, grammar, or APA formatting without generating or substantially rewriting the student's work.
- Support faculty-authorized learning activities, such as communication practice, case review, or simulation preparation.

Prohibited Uses

- **Unless a faculty member expressly authorizes the use in writing, students may not:**
- Submit AI-generated or AI-rewritten content as their own work.
- Use AI to complete examinations, quizzes, timed assessments, discussion posts, reflections, care plans, clinical documentation, or other work intended to demonstrate individual competency or judgment.
- Enter examination questions, assignment prompts, case materials, or other protected course content into an AI platform.
- Use AI to make or document clinical decisions, calculate medication dosages without independent verification, or substitute for approved clinical references.
- Upload or enter protected health information (PHI), patient identifiers, confidential clinical information, or other private information into any AI platform.
- Use AI to fabricate or misrepresent clinical experiences, patient encounters, documentation, practicum activities, or clinical hours.
- Use AI translation or other AI assistance to avoid demonstrating the student's own required writing, reasoning, or communication skills.

Disclosure of AI Use

- When permitted AI is used in preparing submitted work, the student must include the AI Use Statement required by the course or assignment and identify the tool and how it was used. Disclosure does not make an otherwise prohibited use permissible. Failure to provide an accurate disclosure may constitute an academic-integrity violation.

Course and Assignment Requirements

- Faculty may permit, limit, or prohibit AI use for a course or assignment and will communicate applicable expectations in the syllabus or assignment instructions. Course-specific guidance may not reduce requirements related to patient safety, privacy, confidentiality, or academic integrity.

Violations and Consequences

- Suspected violations will be reviewed under the Nursing Program's academic-integrity policies and the College Student Code of Conduct. Consequences will reflect the nature, scope, intent, impact, and history of the violation and may include:

Level	Examples and Possible Consequences
Minor	First-time failure to disclose an otherwise permitted use. Possible consequences: warning, education, correction, or resubmission.
Moderate	Unauthorized AI use on an assignment or assessment, including substantial AI-generated content. Possible consequences: reduced or zero credit, an academic-integrity report, or academic probation.
Severe	Generating an entire assignment, sharing protected assessment content, falsifying documentation, or repeated violations. Possible consequences: course failure, referral for formal review, or program dismissal.
Critical	Uploading PHI or confidential patient information, or fabricating clinical hours or patient encounters. Possible consequence: program dismissal, subject to applicable review and appeal procedures.

Student Rights and Responsibilities

- Students must read and follow this policy and all course-specific AI instructions, seek clarification before using AI when permission is uncertain, and protect the accuracy and confidentiality of clinical information.
- Students are entitled to clear expectations, fair review of suspected violations, and access to the established appeal process.
- AI-detection results will not be used as the sole evidence of a violation; faculty will consider the available evidence and the student's response.

Faculty Responsibilities

- Faculty will communicate AI expectations, design assessments that evaluate student learning and clinical judgment, protect confidential information, and review suspected violations consistently. The course instructor will consult the Director of Nursing when a violation may warrant formal program-level action.

PROGRAM POLICIES

Late Assignment Policy

Written assignments must be submitted by the due date and time listed in the course syllabus or Canvas. Students receive an automatic 24 hour grace period without penalty.

Assignments submitted after the grace period are subject to the following deductions:

1. Up to 24 hours after the grace period: 10 percent deduction.
2. From 25 through 48 hours after the grace period: 20 percent deduction.
3. From 49 through 72 hours after the grace period: 30 percent deduction.
4. More than 72 hours after the grace period: The assignment will not be accepted and will receive a grade of zero.

Students requesting an extension must contact the instructor by email before the original due date. Extensions are granted at the instructor's discretion. Assignments submitted by an approved extended due date will not receive a late penalty.

In a documented emergency, students should notify the instructor as soon as reasonably possible, preferably within 24 hours. The instructor may request appropriate documentation and determine whether an exception is warranted.

For group assignments, each student is responsible for communicating with the group and completing assigned responsibilities by the established deadline. A late penalty may be applied to an individual student when that student's failure to participate or submit required work causes the delay.

This policy does not apply to timed quizzes, examinations, proctored assessments, or clinical documentation when the course syllabus or clinical agency establishes a different deadline or consequence. Instructors may apply additional course specific requirements stated in the syllabus.

Attendance Policy

The Nursing Program has established an attendance policy to facilitate the student's acquisition of the knowledge, skills, and professional attitudes vital to success in the program. Nursing education at Stephens College is delivered as an immersive, competency-based educational experience. This means students must be actively engaged in learning activities, including didactic, online, hybrid, lab, simulation, and clinical experiences, in order to demonstrate mastery of program outcomes and meet CCNE Essentials for prelicensure nursing education.

Attendance is therefore **mandatory** for all scheduled learning experiences. 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 required hours may not be able to meet course objectives and may risk course failure. Excessive absenteeism may lead to disciplinary action, including but not limited to academic warnings, an incomplete, course failure, or removal from the program.

The attendance policies recognize that emergency circumstances may occur (serious illness, death of an immediate family member). These events will be reviewed on an individual basis by the course faculty and Director of Nursing. Students with ongoing circumstances such as pregnancy or chronic illness are encouraged to seek accommodation through the Title IX office.

Didactic Attendance

- Students are expected to attend every scheduled class, arrive on time, and be dressed appropriately.
- When absences occur, students are responsible for notifying their instructors and completing any missed content or assignments.
- Students may not miss more than twice (2x) the clock hours for each course. For example, in a 2-hour class, students may not miss more than 4 hours total, including tardiness and absences.
- When absences exceed the maximum amount, an academic warning will be issued and a written assignment may be required for each additional absence. Failure to complete the assignment may result in grade reduction or course failure as determined by the faculty.

Online and Hybrid Course Attendance

- Online and hybrid courses are designed with weekly academic attendance requirements, which may include logging in to the learning platform, discussion board posts, assignments, quizzes, and scheduled synchronous activities.
- Logging in to the course platform is required and serves as a record of engagement. Students are expected to log in regularly and participate at least once per week in each course. Participation is defined as a meaningful academic activity (for example, posting to discussion boards, submitting assignments, engaging in group work, or completing assessments).
- Failure to log in and engage in weekly participation is considered a form of absenteeism. Missed weeks will be tracked and may result in academic warnings, grade penalties, or course failure.
- Hybrid courses may **require** on-campus lab, simulation, or clinical sessions. These sessions are mandatory components of the course and follow the practicum attendance policy listed below.

Practicum, Clinical, Nursing Skills Lab, and Simulation Attendance

- Practicums, clinical placements, nursing skills labs, and simulation labs are considered immersive competency-based learning experiences and attendance is mandatory. These experiences are essential to meeting program outcomes, NCLEX readiness, and CCNE accreditation requirements.
- Absenteeism, including tardiness or early departure, resulting in 18% or more of missed clinical/lab/simulation time per semester may require disciplinary action and jeopardize program completion.
- Excused and unexcused absences are not differentiated; missed hours of any type may affect grades and clinical competency. Documented illness or family emergencies will be considered on a case-by-case basis.
- All missed experiences require an alternate assignment, determined by the lead faculty in consultation with the clinical instructor. Examples may include:
 - Additional clinical or simulation hours (if available)*
 - Research papers, case studies, care plans, or concept maps
 - Other targeted assignments to demonstrate competency
- Students may incur additional fees for make-up experiences.
- College closures or instructor absences reduce the total required hours but do not count against student attendance.

Notification of Clinical Absences or Tardiness

- Students must notify the clinical instructor prior to the start time or as soon as the occurrence is known.
- Failure to notify (a “no call, no show”) is considered unprofessional behavior and may result in disciplinary action, up to and including dismissal from the program.

*Make-up experiences are not guaranteed and may include additional student fees.

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/patient or client/patient records is not acceptable and is cause for immediate removal from the clinical site and the nursing 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. MAC books tend to have more issues than HP or other android products to take exams with a proctor and for some Evolve/Elsevier or Kaplan products used by the program. 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, & AMERICANS WITH DISABILITIES ACT

Title IX

Stephens College affirms its commitment to equity and fairness in all aspects of its educational program. Harassment, discrimination, sexual misconduct, and retaliation not only disrupt this commitment but also violate College policy and federal, state, and local law. Stephens College prohibits harassment, discrimination, sexual misconduct, and retaliation, and addresses reported incidents through institutional procedures, and, if desired by the individual who has experienced or is experiencing such behavior, through assistance in reporting to law enforcement as applicable.

Should you or someone you know experience behavior that is discriminatory, harassing, coercive, and/or violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact the appropriate Equity + Compliance Team member:

- For concerns involving sex- or gender-based discrimination, harassment, or misconduct, contact the Title IX Coordinator, Trish Parsons, in LRW 331, or at (573) 876-2348, titleix@stephens.edu, or [TitleIX](#).
- For concerns related to disability discrimination or accommodations, contact the

adacoordinator@stephens.edu

ADA/504 Coordinator: adacoordinator@stephens.edu or visit [ADA](#). For concerns related to all other forms of civil rights discrimination or harassment, contact the Equity + Compliance Office at equity@stephens.edu or visit [Equity](#).

Unless specifically identified otherwise by policy, all faculty, staff, and administrators of Stephens College are considered mandatory reporters and are required to notify the College's Title IX Coordinator of any incident of discrimination, harassment, sexual misconduct, or retaliation disclosed to them or known to them involving a member of the campus community. This includes any and all reports of sexual harassment, sexual or gender-based violence, sexual misconduct, domestic or dating violence, stalking, or retaliation. Mandatory reporting helps to ensure that individuals who are experiencing or have experienced discrimination, harassment, violence, or retaliation have the opportunity to be connected to the full range of resources and options afforded to them on- and off-campus. If you disclose information about these behaviors to me, **I am required to report to the Title IX Coordinator.**

Disclosures in classroom writing assignments, classroom discussions, or other open campus forums will not be considered a formal complaint or notice by the College unless you intend them to be and you make that clear to a mandatory reporter.

If you disclose something to a mandatory reporter, you can request that information about your situation be shared by your instructor with the Title IX Coordinator without sharing your name or personally identifiable information. Please understand that if you make this request, the Title IX Coordinator will not be able to reach out to offer you services and resources. An anonymous report is not considered a formal complaint by the College.

If you want to make a formal complaint, I can help to connect you to the Title IX Coordinator, or you can connect with the Title IX Coordinator directly if you prefer, using the contact information above. Once you are connected with the Coordinator, you are under no obligation to take any action.

The College respects your right to file or not file a formal complaint. The Title IX Coordinator must take action only in situations that pose a serious threat of harm to you or the community, or in the case of misconduct by an employee. Otherwise, you are in control of how the College responds.

In all cases, the College's formal grievance process is confidential; only the small group of administrators involved in the process will have information about your situation.

If you are in need of support and wish to discuss such matters confidentially, you are invited to consult the Stephens College Counseling Center at (573) 876-

7157 or counselingcenter@stephens.edu. Unlike other College employees, staff in the Counseling Center are exempted from mandatory reporting obligations to the Title IX Coordinator. See the Title IX website at [Title IX](#) for a list of other confidential reporting options off-campus.

Title IX says that institutions may not discriminate, limit opportunity, or decide what is or is not safe for pregnant students as part of their academic, co-curricular or residential programs. Therefore, courses or surroundings involving labs/equipment/supplies, work with chemicals or radiation, equestrian work or riding, lifting requirement, extreme movement or exercise, or any other circumstances that could be hazardous to pregnant students should include a disclaimer in the course description and/or on the syllabus a description of the potential hazard and a statement that, if a student is or plans to become pregnant, they should consult their medical provider.

The Title IX Office is available to answer questions and provide support and accommodations for pregnant students. The full policy is available at [Pregnancy](#).

Student Disability Services

If you require reasonable disability-related accommodations, please register your official ADA-approved documentation with the ADA/504 Coordinator Sady Strand at the Student Success Center: (573) 876-7240 or adacoordinator@stephens.edu. After you have registered with the ADA/504 Coordinator for the semester and have arranged to have your accommodations letters sent to your instructors, please meet with me regarding your accommodations as soon as possible. Please note that retroactive accommodations will not be provided, and no

accommodations will be provided without notification from the ADA/504 Coordinator.

Additionally, please inform me immediately if you need to disclose emergency medical information or need to make arrangements in the event the classroom and/or classroom building must be evacuated.

Practicums: Clinicals, Labs, and Simulations

Practical experiences are vital to applying theory to practice and are an essential hallmark of high-quality nursing education. Guided by faculty and clinical staff, students acquire the skills necessary to provide safe, effective, patient-centered care. Practicums are immersive, competency-based learning experiences that integrate classroom, online/hybrid, skills lab, simulation, and clinical practice in alignment with the CCNE Essentials.

Students are expected to use the best available evidence, nursing theory, clinical expertise, and patient preferences in decision-making. Professional communication, accountability, and ethical conduct are required in all settings. To successfully complete a practicum, students must demonstrate achievement of the stated course objectives.

Mandatory Practicum Requirements

Each practicum course integrates four primary areas of practice: acute care (hospital-based), community/public health, nursing skills lab, and simulation. The proportion of time in each area shifts as students progress through the program.

- Attendance in all practicum, lab, simulation, and hybrid learning experiences is **mandatory**, as these hours are competency-based requirements tied to course outcomes.
- Students must provide their own transportation to clinical sites. Sites are approved by the program, and agency requirements (background checks, fingerprinting, drug testing, orientation modules, etc.) must be met before participation.
- Students are responsible for costs associated with additional screenings or requirements mandated by clinical agencies.

Clinical and practicum experiences are designed to actively engage students in direct patient care and applied learning. Students are expected to:

- Function at the level appropriate to their program progression.
- Ask questions and seek clarification from faculty and preceptors when needed.
- Apply knowledge, skills, and attitudes taught in the program to real-world settings.
- Conduct themselves as representatives of Stephens College, demonstrating professionalism, respect, discretion, and ethical behavior at all times.

Travel and Transportation

Students are responsible for providing their own reliable transportation to and from clinical, simulation, laboratory, and community sites. Travel time may vary and may include early mornings, evenings, or weekends. Stephens College assumes no responsibility or liability for personal injury or loss that occurs during travel to clinical locations, parking areas, or commuting between learning sites.

Practicum experiences are a privilege, and students are expected to leave a positive impression on patients,

healthcare teams, and partner agencies.

Student Fees and Program-Related Expenses

In addition to college tuition and general fees, students enrolled in the Nursing Program are responsible for program-specific expenses. These fees support clinical readiness, skills development, standardized testing, and professional appearance requirements. Costs are subject to change based on vendor pricing, clinical partner requirements, and institutional policies.

Itemized Student Fee Table

Stephens College scrubs (one set) 50
Stephens College polo top 25
Stephens College jacket (clinical-approved) 40
Name badge 10
Nursing pin 34
National Student Nurses Association (NSNA) membership (annual) 32
Professional conferences (travel, registration) 400
Nursing skills supplies 80
Urine drug screen (10-panel) 37
Background check 51
Castle Branch medical document manager 38
Textbook and digital resource package (program total) 3500
Virtual reality simulation platform 330
Total Estimated Cost \$4627

Note: Additional costs may be required for graduation ceremonies, NCLEX-RN application fees, state licensure fees, background fingerprinting, and travel to clinical sites. These costs vary by state board of nursing.

Textbook and digital resource pricing reflects bundled package rates negotiated to support NCLEX preparation and standardized learning outcomes. Students may incur additional costs for replacement of expired or missing documentation, additional background checks, immunization titers, or supplemental items required by clinical sites.

Students are responsible for maintaining compliance with all agency-specific onboarding requirements. Failure to complete required screenings and documentation may delay clinical placement, progression in the program, or graduation.

Practicum Assessment and Grading

All Nursing Program practicum courses are graded on a Pass or Fail basis. To earn a passing grade, students must complete all required practicum hours and demonstrate satisfactory achievement of the course objectives, clinical competencies, professional conduct standards, and patient safety requirements.

Practicum evaluation may include faculty and preceptor evaluations, student self assessments, clinical documentation, assignments, laboratory and simulation performance, and demonstration of required competencies. Students may receive midterm and final evaluations and are responsible for reviewing their progress with faculty.

Failure to meet clinical objectives, demonstrate required competencies, complete required hours, or maintain safe and professional practice may result in a failing practicum grade, regardless of performance in a related didactic course.

Practicum/Clinical Vetting and Documentation

Students must receive Nursing Program clearance before participating in clinical, practicum, laboratory, or simulation experiences. Students are responsible for completing and maintaining all College, Nursing Program, and clinical agency requirements by the established deadlines.

Clinical eligibility requirements may include:

1. A current health examination and health insurance.
2. Required immunizations, evidence of immunity, and tuberculosis screening.
3. Current American Heart Association BLS or approved RQI certification.
4. A criminal background check and drug screening.
5. Registration with the Missouri Family Care Safety Registry.
6. Clinical agency orientation, training, and compliance documentation.
7. Any additional health, safety, screening, or onboarding requirements established by a clinical agency.

Detailed immunization, tuberculosis, health assessment, and related medical documentation requirements are provided in the Health Screening on page 37 section of this handbook.

Students are responsible for associated costs and must keep all documentation current throughout enrollment. Additional or updated documentation and screening may be required at any time.

Failure to submit required documentation, maintain clinical clearance, or satisfy clinical agency requirements may prevent participation in required learning experiences and may result in course failure, delayed progression or graduation, or dismissal from the Nursing Program. The College cannot guarantee an alternative clinical placement.

Clinical Failure and Patient Safety

Clinical performance is evaluated separately from didactic coursework. Failure to meet clinical objectives or demonstration of unsafe practice results in an automatic failure of the associated course, regardless of performance on written assignments. Unsafe practice may include errors in judgment, breaches in professionalism, violation of confidentiality, or behavior that places patients, staff, or peers at risk. Students removed from clinical for safety concerns will be referred to faculty review to determine progression, remediation requirements, or dismissal from the program.

Return-to-Clinical Clearance

Students who experience illness, injury, hospitalization, surgery, or health concerns that may impair safe clinical performance must notify faculty immediately. Before returning to clinical, students may be required to submit written clearance from a licensed healthcare provider indicating:

- the student is able to return safely to clinical duties
- any required restrictions or limitations
- any medications that may impair performance

Return to clinical placement is not automatic and may require review by the Director of Nursing and faculty. Students returning after extended absence may be required to demonstrate skills competency or participate in remediation before resuming patient care activities.

Policies and Guiding Documents for Practical Experiences

Patient Rights

In 2010, a Patient Bill of Rights was created through the Affordable Care Act (ACA). This bill protects patients in how they interact with health insurance companies, how health information is shared, and how

information is used in treatment and coverage decisions. It also addresses rights in areas such as mental health care, hospice care, and hospital-based services.

Our major clinical partners maintain their own lists of patient rights, and students are expected to review and comply with policies at each clinical institution:

- Centers for Medicare & Medicaid Services (CMS)
- Boone Health
- University of Missouri Health Care

Patient Privacy, Confidentiality, and HIPAA

Medical ethics and federal law forbid violations of patient confidentiality. The Health Insurance Portability and Accountability Act (HIPAA, 1996) protects patients' health information. The privacy rule gives individuals rights over their health information and defines how it may be shared.

- All students must complete program-approved HIPAA training prior to their first practicum or clinical experience.
- Protected Health Information (PHI) must only be accessed, used, or disclosed by authorized individuals.
- Unauthorized use, disclosure, or attempts to access PHI will result in counseling and/or disciplinary action, up to and including program dismissal.
- Discussions about patients must always be conducted with discretion and in appropriate settings.

Chain of Communication

Students are expected to follow the established chain of communication regarding concerns or questions:

For clinical: Clinical Nurse → Instructor → Director of Nursing → Dean

For course: Faculty → Director of Nursing → Dean

Bypassing this chain may delay resolution and you will be asked if you followed the chain of command.

Professional communication is required at all times.

Student Safety During Learning Experiences

The Stephens College Nursing Program provides training regarding OSHA standards prior to clinical and practicum participation. Clinical sites also provide their own safety policies, which students must review and follow. Students, instructors, and preceptors are jointly responsible for maintaining personal safety and security.

Universal Precautions

- Students must follow OSHA guidelines for standard precautions at all times.
- This includes proper use of gloves, sharps safety, protective eyewear, clothing, and infection prevention practices.
- Latex allergies must be reported to faculty and the Practicum Coordinator and Clinical Instructor; students may be required to provide their own latex-free supplies if not available on site.

Safety Procedures

- Students must follow safety and security procedures outlined in the Nursing Handbook and in each clinical site's policy.
- Concerns about safety should be immediately reported to the clinical instructor and Clinical Coordinator.

Accident Reporting

- Students injured or exposed to infectious disease should seek medical evaluation immediately.
- Any incidents occurring at a clinical site must be reported to faculty, with the agency's incident reporting protocol completed.
- The Director of Nursing must be notified as soon as possible.
- All medical costs related to illness, injury, or exposure are the student's responsibility.

Medical Care

- Full-time students have access to limited primary care services through Boone County Medical Group.
- Students must maintain valid health insurance throughout enrollment.

Incident and Injury Reports

- Students must complete a **Student Incident/Injury Report Form** for all incidents or injuries.
- The Injury Decision Tree should be followed to ensure proper reporting and communication.

Student Error and Patient Safety Incident Procedure

If a student is involved in a medical error, near miss, system failure, or any situation that results in actual or potential harm to a patient, the following procedure must be followed immediately:

1. Immediate Notification

The student must immediately notify the licensed nurse responsible for the patient's care and the clinical instructor on site. Prompt communication is essential to ensure patient safety and initiate corrective action.

2. Support and Reporting

The clinical instructor will support the student in:

- alerting unit leadership, charge nurse, or preceptor as required
- completing any facility-required incident or error reports
- following the institution's established processes and protocols

Students may not complete these reports independently.

3. Internal Program Notification

The clinical instructor will contact the Director of Nursing and Practicum Coordinator to report the event, provide initial details, and determine next steps.

4. Incident Review Meeting

The Director of Nursing and Practicum Coordinator will schedule an incident review meeting with the student and instructor. The purpose of this meeting is to:

- review contributing factors
- assess learning needs
- evaluate clinical safety concerns

- determine remediation, if indicated
- support student development and safety culture adherence

Documentation from the clinical site and associated program forms will be maintained as part of the student's clinical file.

This process prioritizes the protection of patients, supports transparent reporting, and reinforces a learning-centered safety culture consistent with professional nursing standards.

Students must report errors, near misses, or safety concerns immediately, and failure to do so may result in disciplinary action, up to and including removal from clinical experiences.

A blame-free, just culture approach will be used to support student growth, identify contributing system factors, and promote safe nursing practice.

(Reporting: Quick Reference)

Step	Responsibility	Required Action
1. Event Occurs	Student	Identify incident, error, near miss, or system failure
2. Notify Immediately	Student	Inform assigned nurse and clinical instructor
3. Patient Safety Response	Clinical Nurse + Unit Nurse	Initiate corrective actions and secure patient safety
4. Facility Reporting	Student with Clinical Nurse Support	Complete site-required documentation according to facility policy
5. Program Notification	Clinical Nurse	Notify Director of Nursing and Practicum Coordinator
6. Schedule Review	Director of Nursing/Practicum Coordinator	Arrange an incident review meeting
7. Follow-Up	Nursing Program	Determine remediation, education, or return-to-clinical conditions

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

Students must comply with College and clinical-agency policies regarding drugs, alcohol, marijuana, and other substances. Students may not participate in classroom, laboratory, simulation, clinical, or other program activities while impaired or unable to practice safely, regardless of whether a substance is legal or prescribed.

Required drug screening must be completed through the Nursing Program's approved vendor. Students may also be required to complete additional or updated testing based on clinical-agency requirements or reasonable suspicion of impairment. Testing may be conducted at the student's expense.

The authorized use of a prescribed or over-the-counter medication does not automatically constitute a policy violation. Results involving authorized medications must undergo medical-review verification before being considered a confirmed positive result. However, students remain responsible for determining whether a medication could impair their ability to practice safely and should consult the appropriate healthcare provider when necessary.

A student suspected of impairment may be:

1. Removed immediately from the learning or clinical environment;
2. Referred for drug or alcohol testing;
3. Required to arrange safe transportation at the student's expense; and
4. Reported to the Director of Nursing and appropriate College or clinical-agency officials.

Refusal to complete required testing, a verified positive result without an authorized medical explanation, impairment during program activities, unlawful possession or use of a substance, or failure to meet clinical-agency eligibility requirements may result in removal from clinical activities, course failure, program delay, suspension, or dismissal from the Nursing Program.

Because clinical agencies establish their own eligibility requirements, the College cannot guarantee an alternative placement when a student is denied access to a clinical site.

Health Screening

The following health requirements support the clinical eligibility requirements described earlier in this handbook. Students must maintain current health documentation throughout enrollment and comply with any additional requirements established by the College, Nursing Program, or clinical agencies.

Health screening requirements include immunizations, tuberculosis screening, a health assessment, and any other

documentation required to verify eligibility for clinical participation.

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

Students must satisfy current clinical partner requirements. COVID-19 Vaccination requirements depend on the policies of our clinical partners

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 Director of Nursing. 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, American Red Cross is accepted as well and RQI through AHA.

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 Nursing, the Practicum 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. 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.
- 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.
- Nails: short, free from polish, no artificial nails, nail tips, or sealants.
- Jewelry: Jewelry is not recommended in practice areas.
 - Earrings: limit to small posts. No dangle earrings or bracelets. No excessive facial jewelry.
 - Rings: A plain band ring may be worn in some circumstances; may need to be removed for some tasks, no other hand adornments;
 - Bracelets and wrist accessories: Not permitted during clinical activities, unless they serve a documented medical purpose.
- Tattoos: Clinical agencies may require that visible tattoos be covered. Students are expected to follow dress code standards established by each clinical partner.
- Other:
 - No smoking or use of tobacco products including chew, cigarettes, cigars, pipes, and vape pens, e-cigs, etc.
 - No perfume, cologne, or scented lotions.
 - Students should not have odor that can impact patients or colleagues.
- Valuables:

Cell phones and personal belongings may not be permitted on patient care units. Clinical agencies typically do not provide secure storage for valuables, and the program cannot assume responsibility for lost or stolen items. Students are strongly encouraged to leave valuables at home during clinical experiences.

If a cell phone is permitted by the clinical site or instructor, it must remain silenced or on vibrate mode and stored out of sight. Cell phones may not be used for personal calls, texting, social media, or photography while in the clinical environment.

Use of devices is limited to approved professional purposes only.

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

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.

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, if it applies to that lab course, 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. 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.
14. No equipment or supplies may be taken out of the Nursing Skills/Simulation Lab without approval.

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 Nursing Skills Labs** are located on campus at the Visitors Center (Nursing program).

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.

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 Welcome Orientation

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 and Pinning Ceremony

The combined White Coat and Pinning Ceremony is a meaningful tradition that marks the completion of the nursing program and celebrates each graduate's transition from nursing student to professional nurse.

During the ceremony, graduates receive their white coats as symbols of professionalism, compassion, scientific excellence, and a commitment to keeping "Healthcare Human". The white coat reflects each graduate's responsibility to provide ethical, collaborative, person-centered care and to serve patients, families, and communities with dignity and respect.

Graduates are then presented with their nursing pins, representing their connection to Stephens College and their entrance into the nursing profession. The pinning tradition honors their academic accomplishments, clinical preparation, perseverance, and pride in their school.

As part of the ceremony, graduates recite an oath affirming their commitment to humanistic care, moral courage, professional integrity, and innovative, person-centered care for all populations. Together, the presentation of the white coat and nursing pin recognizes the graduates' achievements and the professional responsibilities they carry forward into nursing practice.

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 it is a reflection or journal. First person may be used when appropriate to the assignment or authorized by the instructor.

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 HEALTH 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 Health 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>

Policy Change Disclaimer

Nursing education is regulated by state boards of nursing, accreditation agencies, and clinical partners. As such, policies in this handbook are subject to change at any time in order to maintain compliance with regulatory requirements or clinical agency expectations. When changes occur, students will be notified in writing through official Stephens College communication channels. Continued enrollment indicates acknowledgement of and compliance with updated policies.

APPENDIX

APPENDIX A: 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

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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.