INTRODUCTION TO THE

KIRKHOF COLLEGE OF NURSING

BACHELOR OF SCIENCE IN NURSING

PROGRAM HANDBOOK

ACADEMIC YEAR 2022-2023

ACADEMIC YEAR 2022-2023 BACCALAUREATE HANDBOOK UPDATES

Introduction to the KCON Baccalaureate Program in Nursing

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Dear Undergraduate Nursing Student: Welcome to the Kirkhof College of Nursing!

This handbook introduces important information with regard to your progression through the Kirkhof College of Nursing (KCON) program. Entering a professional nursing program is very different from taking courses as pre-requisites or completing other majors. As your faculty, we encourage you to review this handbook. This handbook begins with a section on our beliefs about nursing, health, and humankind because these beliefs are foundational to the profession of nursing and to the Kirkhof College of Nursing curriculum. The undergraduate program outcomes and level outcomes provide you with a brief view of the various courses across the curriculum. After giving you an overview of the curriculum, we have provided you with policies and procedures of specific areas that we know are of interest to students in nursing. We expect that you will do your best to follow this guidance as you progress through the program. The curriculum and associated processes for the KCON Undergraduate Programs have been developed in a very deliberative fashion. If you have any questions, please ask us. We would be happy to explain the rationale behind our thinking.

Review this handbook and then complete the Baccalaureate Handbook Signature Sheet and Academic Integrity Statement assignments on your NUR 266 (Trad), NUR 324 (SD), or NUR 265, NUR 311, and NUR 312 (RN-BSN).

The Kirkhof College of Nursing Faculty

Please note: During the COVID-19 global pandemic, KCON acknowledges that program delivery, policies, and processes may change to remain in compliance with federal, state, county, and university requirements. Throughout the Academic Year (AY) 22-23, please continue to monitor updates through the Health Compliance Office and the GVSU Lakers Together website: https://www.gvsu.edu/lakerstogether/

In addition, please monitor your emails on a daily basis throughout AY22-23. In the event GVSU classes are cancelled or courses are moved to complete remote/online delivery, please do not assume this necessarily means that your on-site clinical rotations are being cancelled. Please monitor your emails through KCON-Student-Connect and via your Bb course announcement emails to keep apprised of current practices. Your faculty and the KCON Office of Student Services will also be a resource for you with regard to questions.

KCON ADMINISTRATORS AND ACADEMIC SUPPORT PERSONNEL

ADMINISTRATORS

Lola Coke, PhD, ACNS-BC, FAHA, FPCNA, FNAP, FAAN
Associate Professor and Acting Dean

Janet Winter, DNP, MPA, FNAP, RN
Associate Professor & Associate Dean for Undergraduate Programs in Nursing

Katherine Moran, DNP, CDCES, FADCES, FNAP
Associate Professor & Associate Dean for Graduate Programs and Research

KEY SUPPORT PERSONNEL

Sandra Matthews, Receptionist & Special Events Coordinator

Lauren Homolka, Academic Department Coordinator (Undergraduate Programs)

Janice Aussicker, Academic Department Coordinator (Graduate Programs)

Denise Gross, Office of Student Services (OSS) Department Coordinator

FOR <u>TRADITIONAL</u>, <u>SECOND DEGREE</u>, AND <u>RN-BSN STUDENTS</u>

GVSU/ KCON Strategic Elements

CURRENT GVSU VISION

Grand Valley State University will prepare globally-minded citizens for the future they face and the communities they shape. Our community of educators create and employ innovative approaches to liberal education and professional programs that center on and prepare students for a lifetime of continual learning and growth.

GRAND VALLEY STATE UNIVERSITY (GVSU) MISSION

At Grand Valley State University, we empower learners in their pursuits, professions, and purpose. The university enriches society through excellent teaching, active scholarship, advancement of equity, and public service.

For GVSU Core Values and Commitments, visit: https://www.gvsu.edu/reachhigher2025/

RUSSEL KIRKHOF – THE LEGACY

The Kirkhof College of Nursing (KCON) was named in recognition of Russel Kirkhof, a self-taught electrician. His avid interest in finding solutions to manufacturing problems through the application of electricity developed into an international business enterprise. His life paralleled the American dream of becoming a self-made millionaire through the virtues of hard work, talent, and personal determination. Kirkhof was a humble man who conducted his life without fanfare and he was happiest when he was working with his hands. Today, his life story serves as an inspiration to others in making meaningful contributions to their communities. KCON embodies the values espoused by Kirkhof through professional education that teaches the importance of making significant contributions as nurses to surrounding communities and society-at-large.

KCON VISION

The Kirkhof College of Nursing is known as a regional, national, and international leader in:

- Educating individuals at the undergraduate and graduate levels for professional nursing practice, leadership, and scholarship while promoting the importance of lifelong learning and global perspective.

- Developing relevant and reciprocal collaborations.

- Fostering the conduct of research and the application of evidence-based practice innovation to transform health care delivery for diverse populations.

FOC Approval: 12/17/2015

KCON MISSION

The mission of the Kirkhof College of Nursing is to provide quality nursing education to a diverse population of students. Kirkhof College of Nursing strives to improve the well-being of people through leadership in nursing education, professional practice, and scholarship.

CURRENT KIRKHOF COLLEGE OF NURSING GOVERNANCE COMMITTEES

The KCON Faculty Organization Committee Bylaws provide the governing structure for KCON. In 2014, the KCON governing body was restructured into seven standing committees under the Faculty Organization Committee (FOC). The standing committees of the FOC are as follows:

1. College Personnel Committee
2. Faculty Affairs Committee
3. Curriculum Committee
4. Undergraduate Academic Affairs Committee
5. Graduate Academic Affairs Committee
6. Scholarship, Evaluation and Practice Committee

Membership composition on the Curriculum Committee and the Scholarship, Evaluation, and Practice Committee includes student representation. To view the KCON By-laws in their entirety, please go to the KCON website at http://www.gvsu.edu/kcon/ and search for KCON By-laws, then click on the Faculty Organization Committee Bylaws link.

FOR <u>TRADITIONAL</u>, <u>SECOND DEGREE</u>, AND <u>RN-BSN STUDENTS</u>

Curriculum

GRAND VALLEY STATE UNIVERSITY
KIRKHOF COLLEGE OF NURSING

PHILOSOPHY

The Kirkhof College of Nursing, as an academic unit of Grand Valley State University, supports the University's values, goals and strategies associated with its mission of teaching excellence, active scholarship and public service. The curricula provide educational experiences that encourage intellectual achievement, critical thinking and self-expression while maintaining emphasis on the importance of human values and cultures. The College initiates and maintains relationships within the University, West Michigan, national and global communities to share resources and knowledge in approaches to health care. The faculty role is to educate nurses who promote health and wellness, to share resources and knowledge in both conventional and alternative approaches to health care, to promote social justice and stewardship, and to diagnose and treat a wide range of human responses to actual and potential health problems while holding the highest regard for those in their care.

Graduates of the baccalaureate degree program function as generalists and provide comprehensive care to individuals, families, groups, and communities. The master's degree provides nurses with advanced knowledge to function as advanced generalists and clinical leaders in a variety of roles and settings. The doctor of nursing practice degree prepares nurses for the highest level of leadership in nursing practice, functioning as advanced specialists in clinical or health systems leadership practice roles. The faculty subscribe to the following beliefs about persons, environment, health, nursing and nursing education. These beliefs evolve in response to the changing needs of society and the discipline.

Persons
The faculty believe in the innate worth and dignity of individuals. Persons have a uniqueness which is the product of genetic heritage and the dynamic interaction with the environment across the life span. As integrated physiological, psychological, socio-cultural, spiritual beings, they exhibit a propensity for holistic growth. Individuals form familiar attachments in which certain thoughts, feelings, and actions are shared and valued in common. These attachments are manifested as families, groups and communities, collectively known as society. The family and community are primary social systems essential for the fulfillment of basic needs and personal goals. Parameters for human relationships, behaviors and modes of action are socially constructed and develop over time.

Environment
Environment encompasses all the surroundings and conditions that affect the health of individuals, families and communities, including the built environment and biological, social, cultural, political, economic and ecological factors that affect the health of present and future generations.

Health
Health is the ability to function at optimal capacity across the lifespan as perceived by the individual, family, group, or community. Health is a complex phenomenon which reflects an integration of physiological, psychological, socio-cultural, and spiritual needs. Health is influenced by the interaction of age, development, gender identity, environment, culture, ethnicity, race, spirituality, education, sexuality, and global interaction within a dynamic life context. When limitations in functional capacity and/or resources are perceived, health is compromised. Inherent healing and the potential for health exist within persons and the environment in spite of imbalance, illness and disease.

Nursing

Nursing is a professional practice discipline. Professional practice is the application of critical/clinical reasoning, effective communication, caring attitudes and behaviors, comprehensive assessments and clinical skills. Nurses provide leadership in evidence-based practice in partnership with the interprofessional team and the community and within ethical, legal and socially just parameters. Inherent to nursing practice is lifelong personal and professional growth to learn deeper and broader perspectives of self, persons, the environment and the world. Within a holistic perspective, the professional nurse acts independently and collaboratively to promote health and safety, prevent illness, reduce health risk, maintain optimal capacity to function, and, maximize the quality of life throughout the lifespan. The profession of nursing is influenced by and provides leadership to policy-making on local, national and global levels to promote health across populations and stewardship of resources. Active participation in professional organizations is the cornerstone for the enhancement of high-quality, cost-effective health care, and, the advancement of the profession.

Nursing Education

The aim of nursing education is to facilitate the acquisition of knowledge, attitudes, values and skills for the development of critical/clinical reasoning, creativity, leadership, and autonomy inherent in the practice of professional nursing. Quality nursing education integrates liberal arts, humanities and sciences with nursing, taking advantage of intra and inter-professional learning opportunities. The faculty believe that adult learning is a self-directed, lifelong process of intellectual curiosity and personal growth that is the result of informed choice. The development, implementation and evaluation of curricula are dynamic processes that support continuous improvement and evolution in student and faculty outcomes. Within this dynamic process, faculty and learners negotiate desired goals through a variety of structured and unstructured learning experiences to develop the roles of provider of care, designer/manager/coordinator of care, and member of the profession.

Created 1976
Rev 1986
Rev 1994
Rev 2000 Affirmed 2001
Approved by KCON Curriculum Committee 4/6/09
Approved by the KCON Faculty Organization Committee 4/29/09
Approved by the KCON Curriculum Committee 4/11/16
Approved by the KCON Faculty Organization Committee 5/5/16

ORGANIZING FRAMEWORK

The discipline of Nursing has developed from the generation of knowledge unique to nursing and the synthesis and reformulation of knowledge from the physical, natural and social sciences and the humanities. The constructs of persons, environment, health, and nursing are central to the organizing framework.

Persons

Persons have needs that are physiological, psychological, socio-cultural and spiritual in nature. Physiological needs pertain to biochemical functioning and activities required for the healthy, normal functioning of human beings. Psychological needs pertain to mental and behavioral processes and activities. Socio-cultural needs pertain to the relationships among persons and their patterns of interactions. Spiritual needs reflect the purpose and meaning of life unique to persons. These needs vary according to developmental phases throughout the lifespan and within dynamic life contexts. Nurses interact with persons to facilitate fulfillment of these multifaceted, interrelated, and complex needs within the context of ever diversifying local and global environments.

Environment

The cyclic, multifaceted and complex elements of internal and external environments interact with individuals, families, groups, and communities. Nursing is concerned with those elements that affect the health of persons and environments. Nurses use their knowledge of the global community as they collaborate with persons to assess, diagnose and design environments to maximize functioning at optimal capacity across the lifespan.

Health

Health is the ability of persons and environments to function at perceived optimal capacity. Health of persons is an integration of physiological, psychological, socio-cultural, and spiritual needs within a dynamic life context. When needs are met, the ability to function is augmented. The health of the environment is based on the ecological balance among physiological, psychological, socio-cultural and spiritual elements. The manner in which health is expressed is dependent on the quality of interaction among persons and the dynamic relationship between persons and environments.

Nursing

Through the scholarship of discovery, integration, application, and teaching, the knowledge base of nursing is developed and advanced. This unique knowledge is critically appraised and synthesized with knowledge from arts, humanities, and sciences. The key skills used in these processes are open inquiry, learning to ask questions, evaluating the relevancy and validity of evidence, examining underlying assumptions and inferences, and interpreting and evaluating arguments. Ethical behavior evolves from the enactment of professional and personal values, which convey respect for the uniqueness of persons and ecological balance. In their professional role, nurses are accountable for the application of these processes to maximize health of persons, of environments, and of self. There are three dimensions to the role of the professional nurse: provider of care, designer/manager/coordinator of care, and member of the profession. In these role dimensions, personal growth and communication are essential. Personal growth is the ongoing process of expanding one's potential and capabilities, of becoming a more aware and conscious human being. Communication is the dynamic process that links nurses with persons, environment, and health. Effective communication promotes the interchange of information, feelings, needs and values, which support the quality of relationships and the attainment of health. Provision of health care requires an interprofessional team. Nursing is committed to interprofessional education throughout the curricula. As members of interprofessional teams, nurses demonstrate scholarship, ethical and intercultural safety, knowledge and behaviors, a commitment to social justice, accountability, and creativity in addressing the health of persons and environments.

As providers of care, professional nurses exercise clinical judgment to facilitate the ability of persons and the environment to function at optimal capacity. Integral to this role dimension is enhanced knowledge of various cultures including the intercultural learning and assessment of social determinants of health. Likewise, integral to providing care to the environment is enhanced knowledge and sensitivity to patterns of change and the elements that affect ecological balance. Clinical judgment incorporates the assessment of persons and environments, the implementation of evidence-based interventions to promote, restore, and maintain health and the evaluation of outcomes. As designers/managers/coordinators of care, professional nurses independently and interdependently design and evaluate systems to deliver safe, cost-effective, quality-driven care locally, nationally, and internationally. As leaders, professional nurses use their knowledge of health care policy to enhance accessibility, availability and affordability of services to persons. In managing the processes of care, professional nurses use their skills in delegation, negotiation and evaluation to maximize outcomes.

As members of the profession, nurses are committed to the health of persons and environments and advancement of the discipline. Nursing practice reflects the integration of personal values, professional ethics and standards, and legal guidelines for optimal quality of life. Nurses advocate for quality care for all with strong consideration of at-risk populations and environments.

Summary

This framework provides the basis for construction of the undergraduate and graduate curricula. The undergraduates are prepared to provide care at the basic generalist level in all environments; to work with individuals, families, groups, and communities to promote health and reduce risks; to manage indirect care provided by others; and to improve systems at the point of care. With a firm foundation in the constructs of the discipline, baccalaureate prepared professional nurses can become more specialized at the graduate level. Knowledge of the work of primary nurse theorists and theorists from other disciplines is expanded to prepare nurses to function as masters-prepared advanced generalists in many different roles and functions. At the doctoral level, nurses, prepared with expert knowledge and skills, function in advanced specialist roles that focus on either the direct expert clinical nursing care of individuals and specific patient populations, or in roles that specialize in expert nursing practice at the systems or organizational level.

Rev 1994
Affirmed 2001
Rev 2002

Approved by KCON Curriculum Committee 4/6/09
Approved by the KCON Faculty Organization Committee 4/29/09

COURSE DESCRIPTIONS

Descriptions for courses within the undergraduate curricula may be accessed through the GVSU on-line course catalog at: https://www.gvsu.edu/catalog/2022-2023/

KIRKHOF COLLEGE OF NURSING
LEVEL, EXIT, AND PROGRAM OUTCOMES

The KCON undergraduate concept-based curriculum is based on the American Association of Colleges of Nursing's (AACN) Baccalaureate Essentials. It focuses on the student's role development as 1) provider of care; 2) designer, manager and coordinator of care; and 3) member of the profession.

CONNECTION BETWEEN AACN ROLES TO KCON UNDERGRADUATE PROGRAM OUTCOMES:

- The AACN role of provider of care is achieved through the conceptual themes of *health* and *person-centered holistic care*;

- The AACN role of designer, manager, and coordinator of care is achieved through the conceptual themes of *communication* and *quality & safety*;

- The AACN role of member of the profession is achieved through the conceptual theme of *professionalism/ professional values*.

TRADITIONAL (PRE-LICENSURE) LEVEL, EXIT, AND PROGRAM OUTCOMES IN THE UNDERGRADUATE CURRICULUM							
ORGAN-IZING FRAME-WORK	AACN ROLE	CONCEPTUAL THEME	Level I	Level II	Level III	Exit Outcome	Program Outcome
NURSING HEALTH	PROVIDER OF CARE	**1. Health**	**NUR 265, 266, 267**	**NUR 316, 317, 328, 366, 367**	**NUR 416, 417, 467 & IPE 407**		
		Health is the physical, social, mental, and spiritual well-being, not just the absence of disease as perceived by the individual, family, group, or community. *Adapted from the WHO*	Understand and retain basic concepts of health from an individual and global perspective.	Apply and analyze techniques and theories of health within the continuum of care.	Evaluate and adapt systems to maintain and enhance healthy environments.	Create and integrate a comprehensive concept of health in nursing practice covering all dynamics from self to global health.	Provide nursing care based on expanding clinical judgment within parameters of functional capacity of individuals, families, groups and communities in multiple settings that incorporate knowledge from the liberal arts and knowledge unique to nursing. *2004 Assessment*
NURSING PERSONS		**2. Person-Centered Holistic Care**	**NUR 265, 266, 267**	**NUR 316, 317, 328, 366, 367**	**NUR 416, 417, 467 & IPE 407**	**Exit Outcome**	
		Care that is respectful and responsive to the preferences, psychosocial, physical, and spiritual needs, and values of the person while simultaneously designed to maximize health outcomes. *Adapted from the IOM definition in Crossing the Quality Chasm*	Demonstrate basic or foundational nursing skills in order to provide person-centered holistic care.	Apply and analyze the knowledge, skills, and attitudes necessary to provide person-centered holistic care.	Integrate the knowledge, skills, and attitudes necessary to provide person-centered holistic care.	Provide person-centered holistic care consistent with evidenced-based standards of nursing practice in order to maximize healthcare outcomes.	

TRADITIONAL (PRE-LICENSURE) LEVEL, EXIT, AND PROGRAM OUTCOMES IN THE UNDERGRADUATE CURRICULUM (CONTINUED)						
ORGAN-IZING FRAME-WORK	AACN ROLE	CONCEPTUAL THEME	Level I	Level II	Level III	Exit Outcome	Program Outcome
		3. Communication	**NUR 265, 266, 267**	**NUR 316, 317, 328, 366, 367**	**NUR 416, 417, 467 & IPE 407**		
NURSING ENVIRONMENT	DESIGNER, MANAGER, AND COORDINATOR OF CARE	Dynamic process involving the interchange of information, feelings, needs, and values that supports the quality of relationships.	Demonstrate effective communication with individual patients using basic therapeutic communication skills.	Demonstrate effective communication in complex circumstances with individual patients, other professionals and groups of individuals and families.	Demonstrate effective communication in challenging circumstances with patients, families, communities and other professionals.	Demonstrate effective communication within a therapeutic relationship with patients, and a collaborative relationship with other professionals and with community systems.	Coordinate health care with individuals, families, groups and communities across the life span, using communication skills, in collaboration with members of the health care team. *2004 Assessment*
		4. Quality & Safety	**NUR 265, 266, 267**	**NUR 316, 317, 328, 366, 367**	**NUR 416, 417, 467 & IPE 407**	**Exit Outcome**	
NURSING ENVIRONMENT		The minimization of risk of harm to patients and providers and the ongoing improvement of care through both system effectiveness and individual performance. (KCON)	Identify quality issues evident in the provision of care and relate them to a beginning knowledge of complex systems.	Apply the concepts of quality to the provision of care.	Analyze quality issues relevant to patients, providers and systems, and propose interventions to improve care.	Affect the culture of quality across healthcare systems that bring about positive consumer, provider and system outcomes that meet nationally recognized standards.	
	AACN ROLE	CONCEPTUAL THEME	Level I	Level II	Level III	Exit Outcome	Program Outcome
		5. Professionalism and 6. Professional Values	**NUR 265, 266, 267**	**NUR 316, 317, 328, 366, 367**	**NUR 416, 417, 467 & IPE 407**		
NURSING	MEMBER OF THE PROFESSION	The process whereby individuals acquire and integrate into their lives the expected knowledge, behaviors, skills, attitudes, values, roles, and norms deemed appropriate and acceptable to their chosen profession.	Explore affective domain in relation to personal attitudes, values, and perceptions influencing professionalism.	Develop knowledge and intellectual skills for understanding the value of professionalism.	Demonstrate professional commitment and self-reliance through professional practice.	Practice in a manner that reflects professional standards for the baccalaureate-prepared nurse including engagement with interprofessional aspects and upstanding external character.	Assume ethical, legal and professional accountability for the development and practice of nursing in a changing health care environment. *2004 Assessment*

|							
SECOND DEGREE (PRE-LICENSURE) LEVEL, EXIT, AND PROGRAM OUTCOMES IN THE UNDERGRADUATE CURRICULUM							
ORGAN-IZING FRAME-WORK	**AACN ROLE**	**CONCEPTUAL THEME**	**Level I**	**Level II**	**Level III**	**Exit Outcome**	**Program Outcome**
NURSING HEALTH	PROVIDER OF CARE	**1. Health**	NUR 322, 323, 324, 325	**NUR 328, 332, 333, 335, 336/338, 442, 443, 445, 446, 447**	**NUR 472, 473, 475, 476**		
		Health is the physical, social, mental, and spiritual well-being, not just the absence of disease as perceived by the individual, family, group, or community. *Adapted from the WHO*	Understand and retain basic concepts of health from an individual and global perspective.	Apply and analyze techniques and theories of health within the continuum of care.	Evaluate and adapt systems to maintain and enhance healthy environments.	Create and integrate a comprehensive concept of health in nursing practice covering all dynamics from self to global health.	Provide nursing care based on expanding clinical judgment within parameters of functional capacity of individuals, families, groups and communities in multiple settings that incorporate knowledge from the liberal arts and knowledge unique to nursing. *2004 Assessment*
NURSING PERSONS		**2. Person-Centered Holistic Care**	NUR 322, 323, 324, 325	**NUR 328, 332, 333, 335, 336/338, 442, 443, 445, 446, 447**	**NUR 472, 473, 475, 476**	**Exit Outcome**	
		Care that is respectful and responsive to the preferences, psychosocial, physical, and spiritual needs, and values of the person while simultaneously designed to maximize health outcomes. *Adapted from the IOM definition in Crossing the Quality Chasm*	Demonstrate basic or foundational nursing skills in order to provide person-centered holistic care.	Apply and analyze the knowledge, skills, and attitudes necessary to provide person-centered holistic care.	Integrate the knowledge, skills, and attitudes necessary to provide person-centered holistic care.	Provide person-centered holistic care consistent with evidenced-based standards of nursing practice in order to maximize healthcare outcomes.	

ORGAN-IZING FRAME-WORK	AACN ROLE	CONCEPTUAL THEME	Level I	Level II	Level III	Exit Outcome	Program Outcome
		3. Communication	NUR 322, 323, 324, 325	**NUR 328, 332, 333, 335, 336/338, 442, 443, 445, 446, 447**	**NUR 472, 473, 475, 476**		
NURSING ENVIRONMENT	DESIGNER, MANAGER, AND COORDINATOR OF CARE	Dynamic process involving the interchange of information, feelings, needs, and values that supports the quality of relationships.	Demonstrate effective communication with individual patients using basic therapeutic communication skills.	Demonstrate effective communication in complex circumstances with individual patients, other professionals and groups of individuals and families.	Demonstrate effective communication in challenging circumstances with patients, families, communities and other professionals.	Demonstrate effective communication within a therapeutic relationship with patients, and a collaborative relationship with other professionals and with community systems.	Coordinate health care with individuals, families, groups and communities across the life span, using communication skills, in collaboration with members of the health care team. *2004 Assessment*
		4. Quality & Safety	NUR 322, 323, 324, 325	**NUR 328, 332, 333, 335, 336/338, 442, 443, 445, 446, 447**	**NUR 472, 473, 475, 476**	**Exit Outcome**	
NURSING ENVIROMENT		The minimization of risk of harm to patients and providers and the ongoing improvement of care through both system effectiveness and individual performance. (KCON)	Identify quality issues evident in the provision of care and relate them to a beginning knowledge of complex systems.	Apply the concepts of quality to the provision of care.	Analyze quality issues relevant to patients, providers and systems, and propose interventions to improve care.	Affect the culture of quality across healthcare systems that bring about positive consumer, provider and system outcomes that meet nationally recognized standards.	
	AACN ROLE	CONCEPTUAL THEME	Level I	Level II	Level III	Exit Outcome	Program Outcome
		5. Professionalism and 6. Professional Values	NUR 322, 323, 324, 325	**NUR 328, 332, 333, 335, 336/338, 442, 443, 445, 446, 447**	**NUR 472, 473, 475, 476**		
NURSING	MEMBER OF THE PROFESSION	The process whereby individuals acquire and integrate into their lives the expected knowledge, behaviors, skills, attitudes, values, roles, and norms deemed appropriate and acceptable to their chosen profession.	Explore affective domain in relation to personal attitudes, values, and perceptions influencing professionalism.	Develop knowledge and intellectual skills for understanding the value of professionalism.	Demonstrate professional commitment and self-reliance through professional practice.	Practice in a manner that reflects professional standards for the baccalaureate-prepared nurse including engagement with interprofessional aspects and upstanding external character.	Assume ethical, legal and professional accountability for the development and practice of nursing in a changing health care environment. *2004 Assessment*

RN-BSN (POST LICENSURE) LEVEL, EXIT, AND PROGRAM OUTCOMES IN THE UNDERGRADUATE CURRICULUM							
ORGAN-IZING FRAME-WORK	**AACN ROLE**	**CONCEPTUAL THEME**	**Level I**	**Level II**	**Level III**	**Exit Outcome**	**Program Outcome**
		1. Health	**ASSOCIATES DEGREE**	**NUR311**	**NUR411 NUR412**		
NURSING HEALTH		Health is the physical, social, mental, and spiritual well-being, not just the absence of disease as perceived by the individual, family, group, or community. *Adapted from the WHO*	Understand and retain basic concepts of health from an individual and global perspective.	Apply and analyze techniques and theories of health within the continuum of care.	Evaluate and adapt systems to maintain and enhance healthy environments.	Create and integrate a comprehensive concept of health in nursing practice covering all dynamics from self to global health.	Provide nursing care based on expanding clinical judgment within parameters of functional capacity of individuals, families, groups and communities in multiple settings that incorporate knowledge from the liberal arts and knowledge unique to nursing. *2004 Assessment*
	PROVIDER OF CARE	**2. Person-Centered Holistic Care**	**NUR265**	**NUR311 NUR312**	**NUR411 NUR412**	**Exit Outcome**	
NURSING PERSONS		Care that is respectful and responsive to the preferences, psychosocial, physical, and spiritual needs, and values of the person while simultaneously designed to maximize health outcomes. *Adapted from the IOM definition in Crossing the Quality Chasm*	Demonstrate basic or foundational nursing skills in order to provide person-centered holistic care.	Apply and analyze the knowledge, skills, and attitudes necessary to provide person-centered holistic care.	Integrate the knowledge, skills, and attitudes necessary to provide person-centered holistic care.	Provide person-centered holistic care consistent with evidenced-based standards of nursing practice in order to maximize healthcare outcomes.	
ORGAN-IZING FRAME-WORK	**AACN ROLE**	**CONCEPTUAL THEME**	**Level I**	**Level II**	**Level III**	**Exit Outcome**	**Program Outcome**
		3. Communication	**ASSOCIATES DEGREE**	**NUR312**	**NUR411 NUR412 NUR414 NUR456**		
NURSING ENVIRONMENT		Dynamic process involving the interchange of information, feelings, needs, and values that supports the quality of relationships.	Demonstrate effective communication with individual patients using basic therapeutic communication skills.	Demonstrate effective communication in complex circumstances with individual patients, other professionals and groups of individuals and families.	Demonstrate effective communication in challenging circumstances with patients, families, communities and other professionals.	Demonstrate effective communication within a therapeutic relationship with patients, and a collaborative relationship with other professionals and with community systems.	Design, manage, and coordinate health care with individuals, families, groups and communities across the life span, using communication skills, in collaboration with members of the health care team. *2004 Assessment*
	DESIGNER, MANAGER, AND COORDINATOR OF CARE	**4. Quality & Safety**	**NUR265**	**NUR311**	**NUR412 NUR414 NUR456**	**Exit Outcome**	
NURSING ENVIRONMENT		The minimization of risk of harm to patients and providers and the ongoing improvement of care through both system effectiveness and individual performance (KCON)	Identify quality issues evident in the provision of care and relate them to a beginning knowledge of complex systems.	Apply the concepts of quality to the provision of care.	Analyze quality issues relevant to patients, providers and systems, and propose interventions to improve care.	Affect the culture of quality across healthcare systems that bring about positive consumer, provider and system outcomes that meet nationally recognized standards.	

ORGAN-IZING FRAME-WORK	AACN ROLE	CONCEPTUAL THEME	Level I	Level II	Level III	Exit Outcome	Program Outcome
		5. Professionalism and 6. Professional Values	**NUR265**	**NUR311 NUR312**	**NUR411 NUR412 NUR414 NUR456**		
NURSING	MEMBER OF THE PROFESSION	The process whereby individuals acquire and integrate into their lives the expected knowledge, behaviors, skills, attitudes, values, roles, and norms deemed appropriate and acceptable to their chosen profession.	Explore affective domain in relation to personal attitudes, values, and perceptions influencing professionalism.	Develop knowledge and intellectual skills for understanding value of professionalism.	Demonstrate professional commitment and self-reliance through professional practice.	Practice in a manner that reflects professional standards for the baccalaureate-prepared nurse including engagement with interprofessional aspects and upstanding external character.	Assume ethical, legal and professional accountability for the development and practice of nursing in a changing health care environment. *2004 Assessment*

KIRKHOF COLLEGE OF NURSING CURRICULUM MODEL
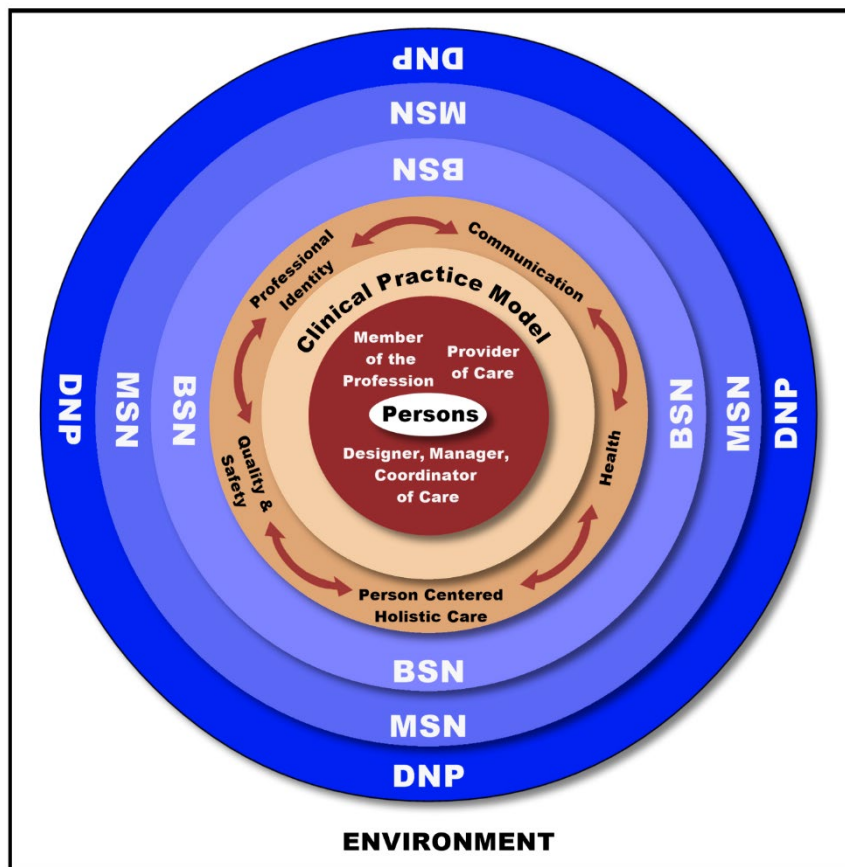
Approved by KCON Curriculum Committee 4/24/2017.
Approved by KCON FOC 5/4/2017.

Overall description of the Model
The model shows that the person as an individual, family, aggregate or community is the center of all care. The Person is surrounded by the three roles of the nurse: Provider of Care; Designer, Manager, and Coordinator of Care; and Member of the Profession. The nurse must be able to be flexible in adapting to all three roles as demanded by the needs of the Person. The next ring incorporates a clinical practice model that serves to guide and direct the student as they use the themes in the next ring to meet the needs of persons. The five main themes in the curricula are: Health; Person-Centered, Holistic Care; Communication; Quality & Safety; and Professionalism/Professional Values. The three blue rings demonstrate the increased knowledge gained at the three program levels: BSN, MSN and DNP.

Application to the Baccalaureate Program
This model describes the nurse's roles in alignment with undergraduate nursing education standards including provider of care, designer/manager/coordinator of care, and member of the nursing profession. The baccalaureate prepared nurse synthesizes knowledge from general education, nursing and related disciplines in carrying out these roles. The roles are the developed out of the application of a concept-based curriculum, designated as the innermost blue ring. For example, under Health, a key concept is mobility, defined as "A person's ability to engage in movement" (McCance & Huether, 2006). The nurses may take any one or more of the three roles to address the Themes identified. In the mobility example, assisting persons in the clinical setting demonstrates the role of the nurse as Provider of Care. As a Designer/Manager/Coordinator of Care, the nurse may investigate and assess multiple devices used to provide ambulatory support for elderly clients. Lastly, as a Member of the Profession, the nurse may advocate for reimbursement of equipment to insure safe mobility for people in their home.

Application of the model to the Graduate Programs

Graduate programs expand the knowledge, skills and attitudes beyond the baccalaureate level. Therefore, the model shows the two blue outer rings for the MSN and the DNP Programs. The second blue outer ring demonstrates the application of the three roles of nursing at the MSN level. For the role, Provider of Care, the KCON Master's prepared nurse will apply advanced, synthesized knowledge from nursing and related disciplines and "use translational processes" (2011) to improve the health outcomes for the care of persons. As a Designer, Manager and Coordinator of Care, the KCON Master's prepared nurse will assume leadership roles in collaboration with other professionals and consumers, anticipating risks and using information management to improve outcomes. Lastly, as a Member of the Profession, graduates contribute to the advancement of the profession through active participation in professional organizations and organizational positions, taking an active role in designing and implementing new models of care.

The outmost ring shows the expansion of expertise to the doctoral level. In the Provider of Care role, DNP graduates will provide advanced and complex care within their area of specialization integrating science and evidence from multiple disciplines. To advance their role as a Designer, Manager and Coordinator of Care, graduates will demonstrate systems thinking, information technology skills, interprofessional collaboration and political advocacy to improve equity in health care policy and actively work to design and transform health care. As a Member of the Profession, the DNP prepared nurse will engage in clinical scholarship for evidence-based practice and take an active leadership role in local and national professional groups.

STANDARDS OF PROFESSIONAL NURSING PRACTICE

In addition to the AACN Baccalaureate Essentials, the KCON faculty use the American Nurses Association standards for professional nursing practice to determine program outcomes and expectations.

Standards of Practice cover the areas of:
1. *Assessment*
2. *Diagnosis*
3. *Outcomes Identification*
4. *Planning*
5. *Implementation including:*
    a. *Coordination of Care*
    b. *Health Teaching and Health Promotion*
6. *Evaluation*

Standards of Professional Performance include:
7. *Ethics*
8. *Advocacy*
9. *Respectful and Equitable Practice*
10. *Communication*
11. *Collaboration*
12. *Leadership*
13. *Education*
14. *Scholarly Inquiry*
15. *Quality of Practice*
16. *Professional Practice Evaluation*
17. *Resource Stewardship*
18. *Environmental Health*

American Nurses Association. (2021). *Nursing: Scope and standards of practice (4th ed.)*. Silver Spring, MD: Nursing Standards.

THE ASSESSMENT PROCESS FOR NURSING PRACTICE

The Kirkhof College of Nursing endorses the following framework for nursing practice. It serves as the foundation for clinical judgments made for the health care of individuals, families, groups and communities. The assessment process allows for the systematic application of knowledge from the physical, natural and social sciences, humanities and the discipline of nursing, to maximize health.

Assessment Processes

Data Collection

Diagnosis - NANDA / OMAHA

Evaluation

Client
(Individual,
Family, Group,
Community)

Implementation

NIC

NOC
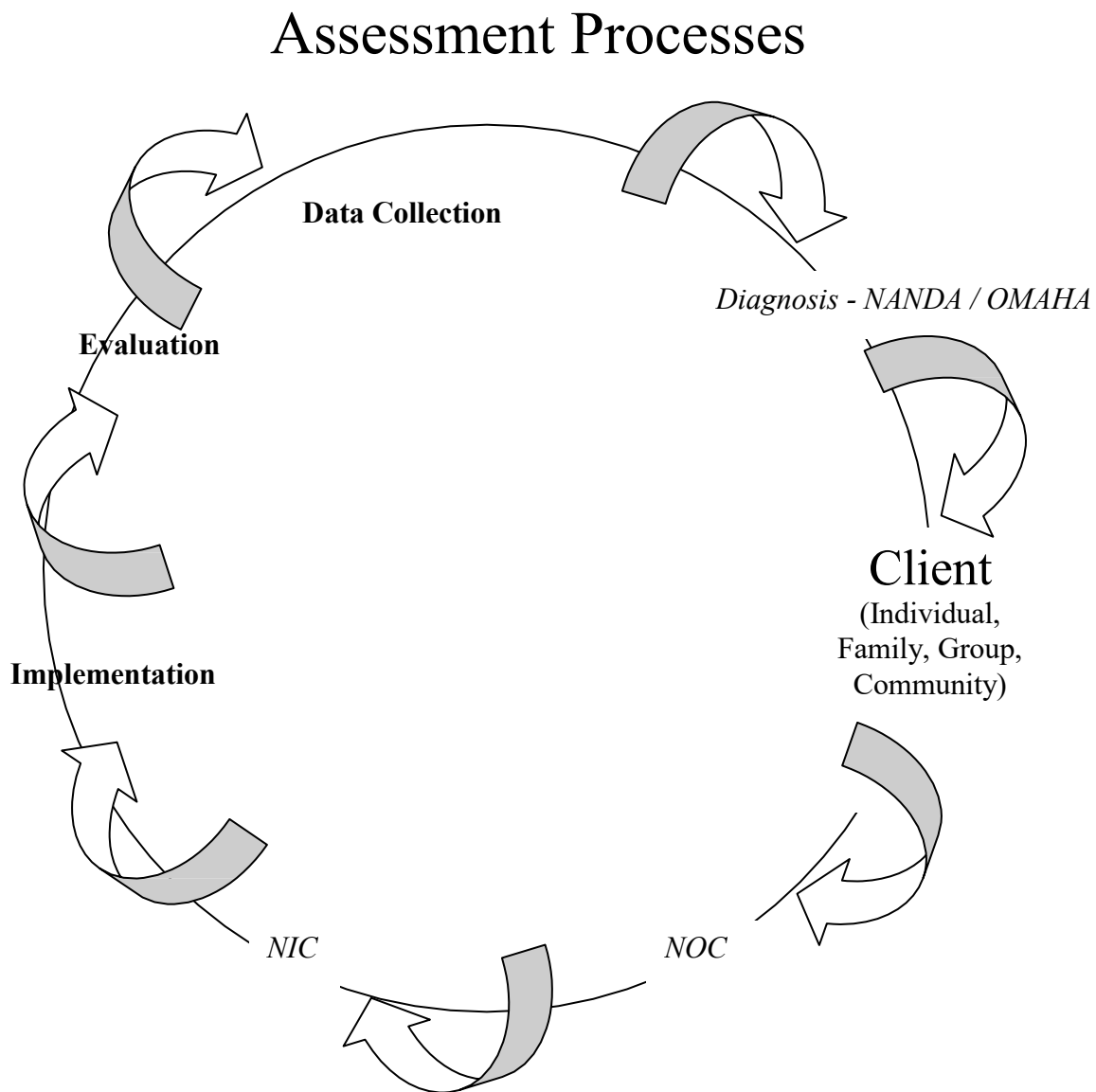
ANA CODE OF ETHICS FOR REGISTERED NURSES

Kirkhof College of Nursing recognizes that professional practice requires integration of ethical principles. Consequently, the college uses the ANA Code of Ethics for Registered Nurses as the foundation for its program and educating students. Additional information may be found at:
https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

1) The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2) The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

3) The nurse promotes, advocates for, and protects the rights, health and safety of the patient.

4) The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5) The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6) The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7) The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8) The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9) The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Silver Spring, MD: Nursebooks.org.

FOR <u>TRADITIONAL</u>, <u>SECOND DEGREE</u>, AND <u>RN-BSN STUDENTS</u>

Admission and Progression

KIRKHOF COLLEGE OF NURSING CORE COMPETENCIES
(TECHNICAL STANDARDS)

Graduates of the baccalaureate programs in the Kirkhof College of Nursing (KCON) at Grand Valley State University (GVSU) must demonstrate the ability to meet and complete the core competencies of critical thinking, communication, assessment and technical skills. The criteria to meet and complete the core competencies are established by the faculty of KCON. KCON will consider for admission any applicant who meets the admission criteria for a specific program.

In order to maintain an acceptable level of performance and successfully complete the nursing programs at GVSU, students must demonstrate the following criteria for the core competencies.

Criteria for the Core Competency of Critical Thinking:
- The mental capacities to read, assimilate and learn a large amount of complex, technical and detailed information.
- The ability to gather, organize, analyze and synthesize subjective and objective data in order to formulate appropriate nursing diagnostic and therapeutic plans.
- The ability to maintain composure and emotional stability during periods of stress and uncertainty.

Criteria for the Core Competency of Communication:
- The ability to communicate effectively and sensitively with clients and families from different social and cultural backgrounds.
- The ability to develop effective professional rapport with clients, families and co-workers.
- The ability to communicate accurately and efficiently in both written and oral formats.
- The ability to develop empathetic, culturally sensitive, professional relationships with clients, families and others.

Criteria for the Core Competency of Assessment:
- The ability to accurately observe clients, families and the environment through functional use of the senses of vision, hearing, touch, taste and smell.
- Adequate sensory function and motor coordination to fulfill minimum program objectives for assessment and diagnosis.

Criteria for the Core Competency of Technical Skills:
- Adequate sensory function and motor coordination to perform technical skills.
- Sufficient postural control, neuromuscular control, strength and eye-to-hand coordination to perform technical skills.
- The physical ability to respond to emergency situations quickly and appropriately.

Agency policies may preclude clinical placement of students who do not meet agency criteria. KCON will attempt to secure clinical placements for students, but cannot guarantee clinical placement at a given time in a given site.

STUDENT EVALUATION POLICIES

GRADING POLICIES

NURSING THEORY COURSES

Evaluation guidelines for each course are found in each syllabus. Courses must be completed with at least a 73% (without rounding) to successfully progress in the nursing program.

Grading Scale:	Grade Range	Grade
	93.00-l00	A
	90.00-92.99	A-
	87.00-89.99	B+
	83.00-86.99	B
	80.00-82.99	B-
	77.00-79.99	C+
	73.00-76.99	C
	72.99% and below is failing	

CLINICAL NURSING COURSES

All clinical nursing courses except NUR 467 in the traditional program, NUR 477 in the second degree program and NUR 411, NUR 412, and NUR 456 in the RN-BSN program will be graded credit/no credit. Evaluation guidelines for each course are found in each respective syllabus. Each component of the various courses must be completed with at least a 73% in order to receive credit for the course.

Assignment of Grades:
The following scale will be used:

CREDIT (CR)	=	73% and up
NO CREDIT (NC)	=	72.99% and below

Rounding Up of Grades

To insure consistency across courses, the faculty have agreed to the following policy for rounding up points/grades: There will be no rounding up of final grades in undergraduate nursing courses. Grades will go out two decimal points on the grading grid.

A traditional student may repeat only one of the following required nursing courses (or the equivalent): NUR 265, NUR 266, NUR 267, NUR 316, NUR 317, NUR 328, NUR 366, NUR 367, IPE 407, NUR 416, NUR 417, NUR 467

A second degree student may repeat only one of the following required nursing courses (or the equivalent): NUR 322, NUR 323, NUR 324, NUR 325, NUR 328, NUR 332, NUR 333, NUR 335, NUR 336/NUR 338, NUR 442, NUR 443, NUR 445, NUR 446, NUR 447, NUR 472, NUR 473, NUR 475, NUR 476

A traditional/second degree student may repeat only one of the following co-requisite courses: BMS 305, BMS 310, and BIO 355

An RN-BSN student may repeat only one of the following required courses (or the equivalent): NUR 265, NUR 311, NUR 312, NUR 411, NUR 412, NUR 414, NUR 456

More than one failure (less than 73% or no credit clinical courses) will result in dismissal from KCON.

A student who is repeating a nursing course and withdraws in good standing may re-enroll after petitioning the Undergraduate Academic Affairs Committee. A student who is repeating a nursing course and withdraws in poor (failing) standing may not re-enroll.

* *Traditional/second degree students also refer to the admission progression policy in this handbook for specifics related to requisites.*

ADMISSION AND PROGRESSION REQUESTS FOR ACTION

All requests to the Undergraduate Academic Affairs Committee _must_ be communicated through completion of the Undergraduate Academic Affairs Committee Motion Slip (see form on next page) with supporting documentation. Students should meet with their assigned academic advisor for guidance regarding the admission and progression process, beginning with a meeting prior to completing the Undergraduate Academic Affairs Committee Motion Slip.

Student petitions to the Undergraduate Academic Affairs Committee include:
1. Permission for repeating a prerequisite course for the third time.
2. Course substitutions.
3. Acceptance of a grade for prerequisite admission courses.
4. Requests outside of established program, admission, or progression requirements.
5. Based on delegation by the Undergraduate Academic Affairs Committee, petitions for the following may be submitted directly to the Associate Dean for Undergraduate Programs in Nursing:
   a. Request for re-entry into the nursing program following successful completion of a repeated co-requisite course.
   b. Request for a change in status (e.g. full-time to part-time enrollment). All requests for a change in status must be submitted by December 1 for winter semester, April 1 for spring/summer semester, and August 1 for fall semester. All other requests for action must be submitted by the last Friday of the month for action at the following month's regularly scheduled Undergraduate Academic Affairs Committee meeting.
   c. Request to withdraw from the nursing program (for students who are in good standing).

All requests are subject to approval by the Kirkhof College of Nursing Undergraduate Academic Affairs Committee.

Undergraduate Academic Affairs Committee Motion Slip

The student must meet with his/her academic advisor to complete the Undergraduate Academic Affairs Committee (UAAC) Motion Slip. Motion slips will be presented to the UAAC on the student's behalf by an academic advisor.

Student Name: _____ G #: _____ Date: _____

Email: _____

Degree:
☐ Traditional
☐ Second Degree
☐ RN to BSN

Type of Request:
☐ UAAC
☐ Administrative

Address: _____

_____

Student Request: _____

_____

Rationale: _____

_____

Type of Action Requested	Rationale
Specific Course Issue ☐ Waive Retake Policy ☐ Retake a NUR course	☐ Failure – NUR course ☐ Failure – Pre/co – req course
GPA Issue ☐ Waive GPA requirement ☐ Admission Criteria ☐ Drop Specific Grade ☐ Drop Specific Transcript	**Extenuating Circumstances** ☐ Medical ☐ Personal ☐ Demonstrated recent academic success ☐ Lack of extenuating circumstances
Progression Change ☐ Step out ☐ Re-enter ☐ Defer Admission	☐ Met Requirements for Re-entry

Motion: *(to be filled out by UAAC faculty member)*

_____

_____

Based on ☐ *extenuating circumstances* ☐ **lack** *of extenuating circumstances*.

Additional explanation (if needed) _____

_____

Motion made by: _____ Seconded by: _____ Approved (#) _____ Not Approved (#): _____ Abstained: _____

Motion ☐ Passed ☐ Not Passed

GVSU STUDENT ACADEMIC GRIEVANCE PROCEDURE

The GVSU academic grievance procedure is described in the Undergraduate Catalog and on the Registrar's website under General Academic Policies at: https://www.gvsu.edu/catalog/2022-2023/navigation/academic-policies-and-regulations.htm

"Academic grievances are generally defined as those involving (a) procedures, policies, and grades in courses, (b) major, minor, or program (graduate or undergraduate) degree requirements, (c) general undergraduate university graduation requirements, such as general education, total credit, or residency requirements, or (d) graduate degree requirements, such as total credit or residency requirements. Filing of a grievance is required by the end of the following regular semester after notification of grade or receipt of adverse decision. Appeals of decisions must take place 30 days after receipt of notification." (para 1).

FROM GVSU (2022-2023)	FROM KCON
a. **Resolution of an academic grievance involving procedures, policies, and grades in individual courses.** The resolution of academic grievances is based on two principles: first, that the resolution of a grievance should be sought at the lowest possible level, and second, that pathways for appeal exist for both faculty members and students. Resolution should be pursued as follows:	The following procedure, and the accompanying checklist, should be used to pursue a grievance through the administrative structure in the Kirkhof College of Nursing. It is based on the following overriding principles in the University grievance process: a) that resolution should be sought at the lowest level possible; and b) both students and faculty have a pathway to appeal. The KCON Instructor and Faculty of Record are equivalent to the GVSU instructor designation, while the Associate Dean is considered the Unit Head.
1. An appeal to the instructor. Normally, the instructor must respond to an appeal within 30 days of receipt of the appeal.	1. The student should first discuss the matter with the faculty member involved and attempt to resolve the grievance through informal discussion. 2. If the matter has not been satisfactorily resolved through the informal process, the student should submit a written statement of the grievance, providing the rationale for the requested resolution and supporting evidence to the faculty member involved. 3. The faculty member will carefully review this documentation, providing the student with a written response within 30 days of receipt of the appeal.
	4. If no satisfactory resolution is made, the student should make an appointment with the Clinical Coordinator (for clinical nursing courses) or the Faculty of Record (for theory nursing courses) to discuss the grievance. The student should provide this faculty with all written documentation, including a written response to the faculty member's final decision. 5. Clinical Coordinator or Faculty of Record will carefully review this documentation, providing the student with a written response within 30 days of receipt of the appeal.
2. If the grievance is not resolved to the student's satisfaction, a further appeal could be made to the unit head who may request that the appeal be put in writing. Both the student and the faculty member will be notified in writing of the unit head's decision, within 30 days of receipt of the appeal.	6. If no satisfactory resolution is made, the student should provide the Associate Dean for Undergraduate Programs in Nursing with all written documentation, including a written response to the Clinical Coordinator's/Faculty of Record's final decision. The Associate Dean may ask to meet with the student to discuss the grievance. The Associate Dean for Undergraduate Programs in Nursing should carefully review this documentation, providing the student and faculty with a written response within 30 days of receipt of the appeal. **Please note: In cases where the faculty member in question also serves as the unit head, the dean shall appoint a suitable faculty member from the college to function as unit head for purposes of grievance.**

FROM GVSU (2022-2023)	FROM KCON
3. If the disposition by the unit head is not acceptable to either party, an appeal in writing may be made by either party to the dean of the college. If the dean feels that there is some merit in the written grievance, he or she may establish a committee to review the grievance and make a recommendation within 30 days to the dean. Such a committee may include a representative of the dean's office, a faculty representative from the college of the course under appeal, and a student representative. If a student representative is to be included in the committee, the student that is a party to the appeal must sign a FERPA release/waiver prior to the committee convening. Within 30 days of receiving the committee's recommendation in the latter procedure, the dean shall rule on the grievance. Both the student and the faculty member will be notified in writing of the dean's decision. The dean's review and judgment in the case will be final.	7. If no satisfactory resolution is made, an appeal in writing may be made to the KCON Dean. All preceding documentation, including a written response to the final decision by the Associate Dean of the Undergraduate Programs in Nursing, should be provided to the KCON Dean. If the Dean believes that there is some merit in the written grievance, he/she/they shall establish a committee to review the grievance and to make a recommendation to the KCON Dean within 30 days. Such a committee may include a representative of the dean's office, a faculty representative from the college of the course under appeal, and a student representative. If a student representative is to be included in the committee, the student that is a party to the appeal must sign a FERPA release/waiver prior to the committee convening. Within 30 days of receiving the committee's recommendation in the latter procedure, the dean shall rule on the grievance. Both the student and the faculty member will be notified in writing of the dean's decision. The Dean's review and judgment in the case will be final.

B. **Resolution of an academic grievance involving fulfillment of program, major, or minor degree requirements** should be pursued as follows:
1. An appeal to the unit head or graduate program director (in KCON, there are Undergraduate and Graduate Associate Deans instead of Unit Heads).
2. If the grievance is not resolved to the student's satisfaction at this level, an appeal to the dean of the college would be possible, in the same manner as outlined in (A).

C. **Resolution of an academic grievance involving fulfillment of general undergraduate university requirements should be pursued as follows:**
1. a) For general education, an appeal should be made to the general education director.
b) For residency requirements, students should contact their academic advisor to request the appropriate approvals for the student's program.
c) For supplemental writing skills (SWS) requirements, an appeal should be made to the director of SWS.
2. If at this point the grievance is still not resolved to the student's satisfaction, a further written appeal could be made to the provost or the provost's designate. In this case, the provost or designate may establish a committee to review the grievance and make a recommendation within 30 days. Such a committee shall include a representative of the provost's office, a faculty representative related to the student's major, and a faculty representative from outside the student's college. Upon receiving the committee's recommendation, the provost will render a final judgment in the case.

D. **Exceptions to institutional graduate degree requirements sought by individual students will be determined by the dean and the provost or the provost's designate.**

The student filing the grievance may have an observer from the Dean of Students Office or a person of his or her choice attend any meeting at which the student appears. The faculty member involved in the grievance may have an observer of his or her choice attend any meeting at which the faculty member appears.

GVSU Link to the Student Code:

https://www.gvsu.edu/cms4/asset/7B58A5E7-F4C2-114C-CCDA36F96BD2AF73/the_statement_of_student_rights_and_responsiblities_-_updates_9.27.21.pdf

KCON GRIEVANCE DOCUMENTATION CHECKLIST

Please follow the procedure for submitting a grievance through the administrative structure in the Kirkhof College of Nursing as detailed in this handbook. For more information, refer to policies published in the Undergraduate Catalog and on the Registrar's website under General Academic Policies at: https://www.gvsu.edu/catalog/2022-2023/navigation/academic-policies-and-regulations.htm#anchor-28

Student Name: _____   Student G#: _____
                            Please Print

Today's Date: _____   Course #: _____

Subject of Grievance: _____

_____

_____

Student Signature: _____   Date: _____

Advisor/Instructor Response Attached:

         _____   _____
              Advisor/Instructor Signature   *Date*

Student Response Attached:

         _____   _____
                 Student Signature   *Date*

Faculty of Record /Clinical Coordinator
Response Attached:

         _____   _____
       Faculty of Record/Clinical Coordinator   *Date*
                       Signature

Student Response Attached:

         _____   _____
                 Student Signature   *Date*

Associate Dean Response Attached:

         _____   _____
            Associate Dean Signature   *Date*

Student Response Attached:

         _____   _____
                 Student Signature   *Date*

Dean/Grievance Committee Response Attached:

         _____   _____
                   Dean Signature   *Date*

Student Response Attached:

         _____   _____
                 Student Signature   *Date*

For academic matters that involve the KCON Undergraduate Academic Affairs Committee (e.g. readmission), students must meet with their assigned academic advisor for guidance and assistance with submitting an appeal.

FOR TRADITIONAL, SECOND DEGREE, AND RN-BSN STUDENTS

The Learning Environment

KCON TEACHING AND LEARNING PRACTICES

KCON teaching and learning practices, curricula and learning environments are designed based on our philosophy of nursing education and organizing framework, to foster the *behaviors* that faculty believe are most important for the roles of provider of care, designer/manager/coordinator of care, and member of the profession. These include: (1) critical thinking; (2) communication; (3) assessment; (4) health promotion, risk reduction, and disease prevention; (5) illness and disease management; (6) information and health care technologies; (7) ethics; (8) human diversity; (9) global health care; and (10) health care systems and policy.

Didactic and experiential practices include lectures, large- and small-group discussions, demonstrations, seminars, community activities, case presentations and formal papers that focus on ethical decision- making, community projects to enhance the community's health, poster presentations and service projects. Peer-to-peer practice is used extensively. Clinical experiences in the GVSU Simulation Center provides hands-on learning and problem-solving opportunities. Participation in the Student Nurses Association includes a leadership initiative that encourages community service and contributes to the development of nursing competencies.

EXEMPLARS

Exemplars are used to explain and apply concepts that are introduced and emphasized throughout KCON's undergraduate nursing curricula. Concepts are categorized under one of five conceptual themes (Health; Patient (Person)-Centered, Holistic Care; Communication; Quality and Safety; or Professionalism/Professional Values) and according to an AACN role of *provider of care*, *designer/manager/coordinator of care*, or *member of the profession*. Each concept is defined and then examined according to lifespan/developmental and health determinant/risk considerations. Exemplars build in complexity across the nursing program. For example, under the concept of caring, a student at the beginning of the program may gain comprehension of this concept through a guided imagery, relaxation exercise as a form of self-care. Further into the program, the concept of caring might then be emphasized through an exemplar of a case study on caring in the geriatric population or through a simulated end-of-life scenario.

THE GVSU SIMULATION CENTER

The GVSU Simulation Center provides students with safe and effective experiential learning opportunities in realistic healthcare settings in which they can practice various clinical and communication skills. The Simulation Center consists of Assessment and Skills Labs, a Hospital Simulation Suite, a Standardized Patient Suite, an Anatomy Lab, Immersive Interactive Lab, a simulated Operating Room, and a Model Living Suite. Student's experiences in the Simulation Center include the use of different levels of simulation designed to optimize learning. These include:

- low-fidelity task trainers (IV arms, urinary catheterization models and injection trainers);
- medium-fidelity manikins (heart, lung and bowel sounds);
- high-fidelity manikins that can be electronically programed to simulate a variety of medical conditions with a high degree of realism (seizures, myocardial infarction, all stages of labor and childbirth).

The high-fidelity manikins are voiced by trained staff to provide students with effective, interactive, and immersive learning experiences. All simulation events are followed by a KCON faculty facilitated debriefing session which allows students the opportunity to reflect upon and learn from their own and other student's experiences. Dependent on curriculum, students may be expected to practice physical assessment skills with other students in their lab sections. Patient gowns are provided to students for these activities. Additionally, students are encouraged to check out equipment (stethoscopes, blood pressure cuffs, etc.) from the Simulation Center to practice skills at home. All simulation and lab experiences are developed in adherence with best practice standards for simulation-based education.

STANDARDIZED PATIENT PROGRAM

A Standardized Patient (SP) is an individual who has been hired and trained by Simulation Center staff to portray a patient in a variety of simulated experiences. SPs provide students with the opportunity to practice taking a health history or performing physical assessments on a "patient." Additionally, SPs are used in assessing successful mastery of required skills. SPs are trained to portray all facets of a patient's condition including appropriate body language, physical and emotional states, and personality traits in order to provide realistic experiences for students. Benefits of using SPs in the educational setting provides
- opportunities for all students to gain standardized experiences providing care for patients with selected conditions and symptoms;
- a safe learning environment in which students can make a mistake and learn from it;
- a controlled learning environment for students to practice working with difficult or sensitive encounters and exams;
- culturally diverse learning situations to promote cultural competence;
- feedback from the patient's perspective;
- the opportunity for students to repeat a challenging experience in order to gain competence and confidence.

SIMULATION CENTER USER AGREEMENT

The Simulation Center is a state-of-the-art center that utilizes sophisticated and expensive equipment and technology in order to provide effective learning experience for students. It is essential to the mission of the Simulation Center that established guidelines for the use of simulation resources be followed. Students will be required to read and sign the *Simulation Center User Agreement* which provides additional guidelines for use of the Simulation Center. This user agreement can be accessed and signed via the Health Compliance Blackboard site. This must be signed *prior* to participation in any simulation experience. Failure to do so will result in your inability to participate, which may result in failure of a required component of your course. A majority of the simulation events that take place in the GVSU Simulation Center are either recorded or streamed. These videos may be used in debriefings or may be assigned to students to review. The recording and streaming of simulations requires everyone participating in simulations to sign a *Consent for Taking and Releasing Photographs/Videos Form* also found on the Health Compliance Blackboard site. The videos are used exclusively for educational or promotional purposes.

STUDENT IDENTIFICATION

Unless otherwise stipulated by faculty responsible for teaching the course, students are asked to submit assignments using the name listed in Banner. If your legal name changes during the time you are a student in the KCON program and you wish to change your name in Banner, please contact the GVSU Registrar's Office for directions on completing the Name Change Form. Once the name change has been implemented in Banner, please notify the KCON Office of Student Services Department Coordinator.

STUDENT ATI ASSESSMENT AND REVIEW POLICY
(Traditional and Second Degree Students)

The comprehensive ATI review program offers the following to students:

- An assessment-driven comprehensive review program designed to enhance student NCLEX-RN® success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

- ATI Orientation resources (such as the ATI Plan) that can be accessed from the 'My ATI' tab. **Students are encouraged to spend time navigating through these orientation materials.**

ELEMENTS WITHIN ATI

Elements provided through ATI will be identified across the curriculum by KCON faculty to further supplement student learning. ATI complements student learning and therefore does not replace other assigned coursework such as textbook readings. Students can expect to utilize ATI assessments each semester throughout the curriculum.

ATI REVIEW MODULES/EBOOKS

ATI provides Focus Review Modules after each assessment to include e-Book, written and video materials adapted to the student's unique weakest content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

ATI TUTORIALS

ATI tutorials are designed to teach nursing students how to think like a nurse, how to perform a nursing assessment, identify significant cues, and how to make sound clinical decisions. More specifically, the **Nurse Logic** tutorial helps students learn the basics related to decision-making. The **Learning System** offers practice tests in specific nursing content areas that encourage students to apply these learning resources. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to assist in developing clinical judgment competencies.

ATI ASSESSMENTS

Practice assessments as well as standardized proctored assessments will be scheduled during courses. These assessments will help the student to identify areas of strength and areas of weakness. Remediation is specifically identified in the **Topics to Review section**.

ATI FOCUSED REVIEWS/ACTIVE LEARNING/REMEDIATION

Active learning/remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review and re-think important information to be successful in courses, on the NCLEX-RN®, and as a nurse. Remediation will occur after practice and/or proctored assessments following one of two methods, which your faculty will review with you. The student's individual assessment report will contain a listing of the Topics to Review. Remediation using the Focused Review is highly recommended after completion of any practice/proctored tests, which contain links to ATI eBooks, media clips, and active learning templates. You and your KCON faculty have online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials. Your success in the program and in the use of the supplemental ATI program will begin with your Student Orientation. Faculty are available to guide you through the program.

ELSEVIER/EVOLVE COURSE MATERIALS

Elsevier is a publishing company specializing in content for nursing. They partner with best-in-class authors to provide the gold-standard for nursing content. During your time in the program, you will use many engaging resources to help you achieve academic success throughout your nursing education. These resources are combined together in a custom package that is available for purchase at the GVSU Laker Store. Custom packages are the most convenient, cost-effective, and safest way to ensure you have the right materials for success.

After you purchase your custom package from the bookstore, visit www.evolve.elsevier.com to create a (free) student Evolve account using your GVSU email address. Evolve is Elsevier's online portal for both instructors and students. You will also redeem the Access Code in your custom package from Evolve. After that, you will access your Elsevier digital courses from Blackboard. A Welcome Orientation Packet is available for you that provides more detail on the custom package, Evolve, and resources you'll be using in the program. If you have any questions or need assistance, please connect with Evolve Support.

PROGRAM EVALUATION

The Kirkhof College of Nursing continuously monitors the quality of its educational programs. The evaluation process is complex and requires multiple inputs from both students and faculty to provide data necessary to ensure quality and integrity. Every semester, students will have the opportunity to evaluate courses and faculty member(s) for the courses in which they are enrolled.

Due to the importance of the evaluation process, the evaluation forms will be available using a web-based format. Data from these evaluations are used for course and curriculum revision. Your input is valuable and your thoughtful consideration of the evaluation items is a vital component of the process. Please respond promptly when evaluations are made available to you.

Students are also encouraged to provide feedback regarding the KCON nursing curriculum to the Student Nurses Association (SNA) Curriculum Director, who can then convey the student perspective to the KCON Curriculum Committee, which meets regularly during the fall and winter semesters.

FOR <u>TRADITIONAL</u>, <u>SECOND DEGREE</u>, AND <u>RN-BSN STUDENTS</u>

Student Conduct

GVSU STUDENT CODE: THE STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

At GVSU, "Standards of conduct are established in order to foster a community and environment where the mission, vision and values of Grand Valley State University (hereafter "University") can flourish. These standards are embodied within a set core of values that include **integrity**, **community**, **inclusion & equity**, **respect**, and **responsibility**. The University conduct process exists to protect the interests of the community and to challenge those whose behavior falls outside of these values and our policies" (para 1).

The sections of the GVSU Student Code are as follows:
Section 1.0:   **Statement of Purpose**
Section 2.0:   **Authority**
Section 3.0:   **Jurisdiction**
Section 4.0:   **Student/University-Affiliated Organizations Rights and Responsibilities**
Section 5.0:   **Student/UAO Expectations**
Section 6.0:   **Conduct Process and Resolution Procedures**
Section 7.0:   **General Provisions**
Section 8.0   **Restorative Measures**
Section 9.0   **Interim Measures**
Section 10.0   **Amnesty for Alcohol or Drug Violations**
Section 11.0   **Classroom Removal Policy**

To review the GVSU Student Code, go to http://www.gvsu.edu/studentcode/.

Dismissal Policy:
Students will be governed under the policies as published in the GVSU Student Code. In addition, a student shall be dismissed from the Kirkhof College of Nursing for any behavior which is determined by faculty and peers to be overtly detrimental to themselves or others.

STUDENT ROLE CLARITY

It is not unusual for students to be employed in agencies where they may also be assigned for a clinical rotation. On occasion, students have had difficulty in understanding the differences between agency and academic policies. As an employee, you are responsible *to the agency* for conforming to agency policies. When you are in the clinical site as a KCON student you are responsible to function within *KCON's academic policies* and the applicable agency policies *for students*. To help you differentiate the roles of student versus employee, KCON does not assign you to units or departments where you are employed. In addition, the student has a responsibility to avoid circumstances where these roles may be blurred. **If there is a situation where your clinical placement assignment is on the unit or department where you are employed or have been employed in the past, please notify your KCON clinical coordinator immediately. Do not perform functions as a student as if you are acting in your employee role. For example, do not go to your floor of employment and obtain supplies, start an IV, or give a medication when you are in your student role.** As a student, all activities must take place on the unit you are assigned by KCON. Be sure to talk with the clinical instructor if you are unsure of any specific activity.

The use of alcohol and recreational drugs are not acceptable prior to or during classes or clinical work since they may affect your performance. Prescribed medications should be used cautiously; please talk with your health care provider about any possible effects on your physical or cognitive performance. Extreme fatigue can also affect clinical and course performance. Students should practice self-care which includes adequate rest.

APPROPRIATE USE OF INFORMATION
& COMMUNICATION TECHNOLOGY

Often students enter KCON highly skilled in the use of phones, social networking sites, digital cameras and computer programs. In both clinical and classroom settings, use of such devices must take into consideration the professional environment in which you will be immersed. Privacy and basic rights may be easily violated if the student does not recognize the difference between their personal and their professional lives. Examples:

- Accessing patient information in the clinical setting outside of the learning assignment, even if it is the record of the student, violates agency policies.
- In the classroom pictures may only be taken with full permission of each person who will be photographed.
- Recording a lecture requires the approval of the instructor and its use should be restricted to that one situation.
- Using a personal computer in class is restricted to class activities. Surfing, responding to email or texting via computer is not acceptable in-class use of technology. Faculty have the right to ask the student to stop the activity and if the student refuses to do so, ask them to leave the classroom.
- To ensure that there is less of a chance of distractions and loss of privacy, KCON has a requirement that while in the classroom and clinical setting, cell phones must be turned off and pagers must be set to silent alert unless they are being used as part of a classroom experience. No personal calls or texting are to be done in any clinical or lab area.
- Materials such as photographs, especially displaying GVSU KCON logos or the identities of individuals, and audio recordings should never be placed on the internet without consideration of privacy, public perception of university representation, and the long-term effects of such actions. Students should be especially careful of violating confidentiality standards when using information technology such as PDAs or social media sites.

The examples above demonstrate how communication and information advances could be disrespectful to others and even violate an individual's right to privacy. The nursing profession views these situations through the ethical principles of autonomy, beneficence and non-maleficence.

Autonomy is the right of an individual to make an informed decision or to give informed consent without the presence of coercive factors, which may be known or unknown to the individual. Beneficence is the use of actions designed to promote or benefit another individual in a positive manner. Non-malfeasance is avoiding actions that may result in harm to an individual. Privacy can be understood as the right of an individual to control the communication of personal information and the right of the individual to be free from unwanted intrusions. Intrusion of one's seclusion is a subset of invasion of privacy that occurs when there is an expectation of privacy. A reasonable expectation of privacy is generally accorded to an individual in his/her/their home and work environments. Recording a person without his/her/their knowledge or consent at a time and place in which the individual has a reasonable expectation of privacy is usually considered to be a violation of one's right to privacy.

In our technology-driven culture where internet postings, blogging, and social networking sites are commonly used by persons of all ages, it is apparent that people do not always understand nor appreciate the sensitivity of posting personal information via a public disclosure vehicle. A photo or a recording taken out of context may have lifelong unintended negative consequences for an individual's professional and/or personal life. Although intent to cause harm may be lacking, the recordings may be disseminated in ways not originally intended. In addition, under the statutes of civil law, litigation has been filed regarding the posting or publishing of materials (audio, video, photos) without permission of the plaintiff and courts have ruled in the plaintiff's favor. It is for that reason that some business environments ban recording devices, including cell phones with cameras.

The Code of Ethics for Nurses established by the ANA (2015) states, "The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person" (p. 1). This standard of conduct requires that all RNs and students enrolled in an academic nursing program consider the potential effects of their actions on others, including individuals, organizational entities, and professions. It is the responsibility of each student to develop the judgment and behaviors expected of persons in the professional RN role. Ultimately, this will provide the preparation necessary to become an excellent RN who serves as an advocate for the profession and for the patients who are the recipients of nursing care.

American Nurses Association (2011) states, "Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse's career, but also the nursing profession" (para. 1).

ANA's Principles for Social Networking:
1. Nurses must not transmit or place online, individually identifiable patient information.
2. Nurses must observe ethically prescribed professional nurse-patient boundaries.
3. Nurses should understand that patients, colleagues, organizations, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing organizational policies governing online conduct.

Six Tips to Avoid Problems:
1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Spring, MD: Nursesbooks.org.

American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Nursesbooks.org.

National Council of State Boards of Nursing. (2011, August). White paper: A nurse's guide to the use of social media. Chicago, IL: Author.

Students are expected to adhere to the standards of conduct established by GVSU as published in the Student Code. Any student violating these standards of conduct in the classroom or clinical setting will be subject to disciplinary action.

ACADEMIC HONESTY

Integrity of Scholarship and Grades (excerpted from GVSU Undergraduate and Graduate Catalog)
Truth and Honesty**:** The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty members and students will honor these principles and in so doing protect the validity of university grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials that contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

Plagiarism (excerpted from GVSU Undergraduate and Graduate Catalog) Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley.

For further information see the GVSU *Student Code. http://www.gvsu.edu/studentcode/.*

Fabrication and Falsification. Inventing, making up, or altering data, research results, information, grades, or procedures are grounds for disciplinary action. Examples include:

1. Inventing or altering a record of any portion regarding a clinical or practicum experience.
2. Changing grade reports or other academic records.
3. Forging someone else's signature or identification on an academic record.
4. Altering a returned examination paper in order to claim that the examination was graded erroneously.
5. Falsely citing a source of information.

Digital Media Policy (excerpted from University Policies) Technology provides multiple avenues for creating, collecting and distributing information. The ease of access to this information does not preclude the responsibility of understanding the legal issues involved in intellectual property. Copyright law protects all material unless placed in the public domain, electronic and digital media included. Owners of copyrights hold exclusive right to the reproduction and distribution of their material. Unauthorized use and distribution of copyrighted material is illegal. Legal action against the individual as well as the university may occur, this includes all audio and video files: (https://www.gvsu.edu/policies/policy.htm?policyId=DC20E1F3-CC5B-E6EB-2D263F49E4CDC7FB&search=digital%20media#procedures). Essentially, anything that requires the purchase of an access code is meant for individual use only and is nontransferable. Sharing of access is a breach of the copyright laws. Examples of protected media:

- Online learning modules (e.g. Perry Online Skills)
- Online videos that are purchased (e.g. Mosby Video Series)
- Online tests
- All simulation quizzes and preparatory materials that are related to purchased scenarios (e.g. Simulation Learning System).

Examinations. Students are expected to maintain the confidentiality of all course examinations. Any student observed engaging in any form of cheating during the exam process will receive a zero for that exam. Students will be governed according to the integrity policies in the GVSU Student Code, which includes an exam or course failure. In addition, KCON has established the following exam policy: Students are expected to take class examinations as scheduled by faculty except for extenuating circumstances beyond the control of the individual student. It is the student's responsibility to report absences from scheduled examinations prior to the scheduled event and initiate a make-up plan within the exam week. Students who for any reason take an exam at a non-scheduled time may expect an alternate form of the exam which will likely emphasize short-answer and essay type questions. Students who need additional time for exams due to learning, physical, or other disabilities are responsible for contacting the Disabilities Support Resources (DSR) office http://www.gvsu.edu/dsr/ to initiate the process for extended examination time.

Student Questions During Exams. Students who ask questions during exams may disrupt other students, may unknowingly get an unfair advantage, or put proctoring faculty in difficult positions, since they often are not responsible for all of the course content. To minimize these problems, faculty have reviewed exams and quizzes to insure question clarity and simplicity, and the relevance of language to the tested material. Additionally, no questions by students will be allowed during scheduled theory exam times on multiple-choice nursing exams. If students identify something wrong with the exam, such as duplicate questions, unfinished sentences, etc., they should notify the proctor immediately.

Policy on Research Integrity (excerpted from GVSU Undergraduate and Graduate Catalog)
The university has developed policies and procedures to comply with the federal government regulations regarding dealing with and reporting possible research misconduct. Allegations of misconduct should be referred to the appropriate dean or appointing officer or the provost and vice president for Academic Affairs, or the research integrity officer (excerpted from Grand Valley State University Policy and Procedures for Handling Allegations of Misconduct in Research, for the complete policy refer to the Faculty Handbook). Students involved in research, who suspect that an incident of misconduct has occurred, should report the incident to the dean of their academic college or the research integrity officer.

Classroom/Clinical Attendance & Conduct
Students are expected to attend all scheduled classes and clinical experiences. **There are no planned absences from scheduled clinical rotations.** If a clinical experience is postponed, students should plan to participate in the rearranged clinical hours as posted by KCON Faculty.

In no circumstances are students allowed to practice IV, injection techniques or other invasive procedures on fellow students, preceptors or health care professionals in the clinical and lab settings. Additionally, all students should be aware that intravenous catheters and needles are restricted devices and are not legally available to the general public. **Taking such materials from the KCON lab or a clinical site also constitutes theft.**

FOR **TRADITIONAL**, **SECOND DEGREE**, AND **RN-BSN STUDENTS**

Clinical Policies

GVSU Health Compliance Policy

I. PURPOSE

Students, faculty, staff and volunteers (associates) at Grand Valley State University (GVSU) may participate in clinical or non-clinical experiential education or research (placements) at health-related affiliated organizations. In order to be protective of everyone involved, associates and the community served, certain participation guidelines have been established.

During placements, associates may interact with or be exposed to clients who are immunocompromised, or with diseases such as, but not limited to, tuberculosis (TB), hepatitis B, influenza, and other infectious conditions.

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations require that our associates comply with certain health, safety, and legal requirements. As such, GVSU is contractually mandated to ensure all associates attain and maintain full compliance as defined in its affiliation agreements.

II. AFFILIATION AGREEMENTS

Affiliation Agreements, established for the purpose of placements, are a contractual relationship between GVSU and affiliated organizations to specify responsibilities and liabilities of each party.

The Health Compliance Office is responsible for executing, obtaining authorized signatures, and maintaining Affiliation Agreements for GVSU's health-related academic programs and for its other academic programs that utilize health-related affiliated organizations for placements. GVSU authorized signatories include program deans, their signatory designees, and those individuals possessing signature authority at affiliated organizations.

An Affiliation Agreement must be established prior to all placements. Student placements *within* GVSU do not require an Affiliation Agreement. Requests for new Affiliation Agreements for **approved** student placements must be sent via email to the Health Compliance Coordinator as soon as possible, but no less than twelve (12) weeks prior to planned placement. The Health Compliance Coordinator cannot guarantee the length of time it will require to fully execute an Affiliation Agreement with a particular site. Associates may not begin their planned placement until after the Affiliation Agreement is fully executed. GVSU faculty or academic program representatives who coordinate placements (Program Coordinators) are responsible for educating students regarding this Affiliation Agreement policy and the associated timeframes regarding Affiliation Agreement requests.

Program Coordinators must submit a request for an Affiliation Agreement by email to the Health Compliance Coordinator, by providing the following information:
- Affiliated facility's full name and address
- Affiliated facility's representative name, title, phone number, and email address
- Student's planned placement start date
- Affiliated facility's authorized signatory name and title, if known

Affiliation Agreements with evergreen language i.e. do not have an expiration date, will be reviewed after five (5) years. Placement data will be reviewed, and programs contacted, to determine if the Affiliation Agreement is still needed, or if the Agreement may be lapsed. Those identified as needed will have the review date extended an additional two (2) years.

Per GVSU's Office of Legal Counsel, inactive Affiliation Agreements older than seven (7) years shall be deleted from GVSU's contract management system (Contract Logix) and hard copies shall be shredded.

III. INTERNATIONAL STUDENT PLACEMENT TRAINING SITE AGREEMENTS

When a Program Coordinator has identified an **approved** international location for a student placement, a student-specific *International Student Placement Training Site Agreement* must be established between the agency and GVSU. International placements differ from domestic placements in that they generally require more research, student preparation, paperwork, and possibly international-specific immunizations. When arranging for independent study abroad, specific procedures should be followed to ensure that the student is well-prepared to travel, live, and work abroad, and to minimize potential safety hazards and liability risks.

It is highly recommended that students plan to meet with PIC at least four (4) months prior to departure in order to have adequate time to plan and prepare for international travel necessities, to establish an *International Student Placement Training Site Agreement* and to complete all health compliance/immunization requirements.

To achieve an optimal international student placement experience, a collaborative team effort is outlined below in the PROCEDURE steps that involves the following individuals: (See Exhibit A).
- Student
- Program Coordinator
- Padnos International Center (PIC) Coordinator
- Health Compliance Coordinator (Affiliation Agreement)
- Health Compliance Officer (health compliance requirements)

IV. ACCOUNTABILITY
A. Associates

Faculty coordinating student placements in affiliated organizations are responsible for approving student placements based on health compliance requirements being met prior to any participation in a placement at an affiliated organization.

Health compliance requirements for each program shall be established based upon requirements frequently reflected within the Affiliation Agreements. All associates are responsible for protecting their own health and the clients or research participants with whom they interact by attaining and maintaining compliance with identified health compliance requirements.

Students and volunteers maintain full financial responsibility for obtaining all compliance requirements. Faculty and staff compliance requirements shall be paid for by the GVSU Health Compliance Program when authorized health care providers and vendors are used. Faculty and staff members are financially responsible for obtaining and maintaining professional licensing and specialty certification. A list of health compliance requirements and authorized providers and vendors shall be specified in the faculty and staff's health compliance account.

By the required due date, students must achieve compliance with all health compliance requirements applicable to the program to which they have been admitted. Students must maintain full compliance with all requirements until the student has graduated, or until the program has submitted written communication to the Health Compliance Officer that all placement activities required for graduation have been completed.

Faculty, staff, and volunteers are to attain and maintain full compliance with all requirements throughout their tenure with the GVSU.

Consequences for Non-Compliance: Health compliance audits will be conducted on a regular basis. Reports will be forwarded to the appropriate Program Coordinator with the recommendation that

associates who fail to attain or maintain compliance by their program's due date or as otherwise required be restricted from any placement activities at affiliated organizations until compliance is achieved.

GVSU associates participating in health compliance regulated programs should retain their original documents. Direct uploading of electronic document files into an individual's health compliance account is recommended to assure, eliminate paper copies, minimize risk in a breach of confidentiality, and to decrease errors.

Additional requirements may be contractually mandated by affiliated organizations to which students are placed. These additional requirements are non-negotiable. To the extent known, additional requirements are documented in Contract Logix. Program Coordinators are responsible to review contractual requirements for each placement site either on Contract Logix, or via the Excel spreadsheet distributed monthly by the Health Compliance Coordinator. The Program Coordinator will notify the Health Compliance Office of any associate with additional health compliance requirements. The Health Compliance Office will indicate the additional requirements in the associate's health compliance account and track for completion.

Each semester, upon request from the Health Compliance Office, Program Coordinators will submit their program's placement data for entry into the GVSU contract management system. The data required per student includes: student's first and last name, last four digits of student's G#, student's email address, clinical course number, name of facility of placement, facility agency (if applicable), facility address, timeframe of placement and total number of hours. When the placement involves a preceptor, the following information should be provided: assigned preceptor's first and last names, each assigned preceptor's email address, and phone number. Submission must conform to requested format.

In the event that a student leaves a program, or a placement, prior to completing the rotation, the Program Coordinator will inform the student's preceptor and the Health Compliance Office of the student's departure.

B. Health Compliance Office
All compliance records will be maintained for current students and made accessible to the student after graduation.
- Students whose health compliance tracking is maintained on Blackboard will have access to their information for up to one year after graduation through the Blackboard site. One year after graduation, all documents will be archived for seven years.
- Students whose health compliance tracking is maintained on CastleBranch will have lifetime access to the information they submitted to their CastleBranch account.

Compliance records for faculty, staff, and volunteers will be maintained while the individual is affiliated with GVSU. Records will be archived after one semester of inactivity, and retained for seven years.

Duties of the Health Compliance Office include, but are not limited to:
- Negotiate, execute and maintain Affiliation Agreements (new/renewals)
- Develop and submit reports related to placements including, but not limited to, NC-SARA reports for the Office of the Provost
- Communicate periodically to Program Coordinators regarding all Affiliation Agreements and additional health compliance requirements
- Provide support for accreditation body visits relating to Affiliation Agreements and health compliance, upon request

- Administer and maintain health compliance information on Blackboard and with CastleBranch.
- Update health compliance training modules annually, including, but not limited to:
    - Bloodborne Pathogens
    - Tuberculosis (TB) and Infection Control
    - Family Educational Rights & Privacy Act (FERPA)
    - Elder Justice Act of 2009
    - Health Insurance Portability and Accountability Act (HIPAA)
    - Intellectual Property
    - Coronavirus Disease (COVID-19)
  - Review and maintain documents submitted to Health Compliance organizations on Blackboard
  - Audit CastleBranch grading to ensure compliance with GVSU policy
  - Provide for associates, upon request and as outlined in Affiliation Agreements, clinical passport letters or other forms of compliance attestation
  - Generate, process and maintain record of preceptor *Affiliated Clinical and Research Faculty* appointment letters and certificates
- Assist with obtaining placement sites, as needed
- Ensure that required items submitted meet standards set forth by GVSU, state and federal regulations, Affiliation Agreements, and the Centers for Disease Control and Prevention (CDC)
- Establish processes for notification and recommendation for participation restrictions for non- compliance
- Notify associates via email of non-compliance status and/or pending expiration of compliance items
- Notification process for Health Compliance includes, but not limited to:
    - The first notification sent will be for the initial set-up of the organization with instructions regarding health compliance system use, expectations and the process for meeting requirements.
    - A second notification will be sent approximately two weeks prior to the Health Compliance due date to assist in timely completion of compliance requirements. This email will be directed to all associates who have not yet met the Health Compliance requirements. It will contain instructions for the associate to visit their health compliance account to identify requirements that remain outstanding; notification that their program has been informed, that they will enter non-compliant status if not met by the due date; and an alert that, if non-compliant, they will not meet the requirements to enter affiliated organizations for placement activities.
    - After the indicated due date, additional notices will be sent to associates who are non-compliant, and a list of those associates that are non-compliant will be sent to the Program Coordinator.
    - Monitoring of each health compliance account will continue for those compliance requirements that expire annually or periodically. Notification emails will be sent to associates as needed.

V. PERSONAL PROTECTIVE EQUIPMENT (PPE)

All associates will wear appropriate PPE while at a GVSU facility or an experiential learning placement site, in accordance with university requirements, experiential learning site requirements, CDC guidelines and any applicable executive orders. The health compliance office facilitates PPE and/or fit testing for students when the experiential learning placement site requires PPE and/or fit testing, and has indicated that GVSU/student must provide the PPE. Written communication from the clinical site is required for the health compliance office to initiate the multi-department response within GVSU to provide PPE and/or fit testing for health-related students.

VI. COMPLIANCE REQUIREMENTS

The following are detailed compliance elements that may be required for placements at health-related organizations as outlined in each Affiliation Agreement. Each program will communicate their specific health compliance requirements to all associates.

A. Physical Exam

If required by the program, students must submit a completed *GVSU Health and Immunization Form* available in the associate's health compliance account in CastleBranch. The form must be completed by one of the following licensed professional healthcare providers within 12 months prior to submission: physician, nurse practitioner or physician assistant.

B. Immunizations & Serologic Titers:

Documentation of immunizations and titers, when required by program, must be submitted via one of the following mechanisms:

- *GVSU Health and Immunization Form* or *GVSU Immunization Form* completed/signed by a licensed professional healthcare provider
- Copy of a state immunization registry or card
- Copy or screen print from a patient portal
- Printed or handwritten documentation of immunization verified by a healthcare provider
- Receipt from a pharmacy or healthcare provider showing name, date of service, service rendered
- Lab report (titer)

The following immunizations may be required based on CDC Recommendations for Healthcare Personnel (unless medically contraindicated):

- Tetanus, Diphtheria, and Pertussis (Tdap) – Must Meet Criteria 1 and 2:
  - Criteria 1: One dose of Tetanus, Diphtheria, and Pertussis (Tdap) after age 10, regardless of when previous dose of Tetanus Diphtheria (Td) was received **AND**
  - Criteria 2: A Td or Tdap vaccination within the last ten years;

- Measles (Rubeola), Mumps and Rubella (MMR)
  - Documented two vaccinations **OR** titer results indicating immunity;
  - If vaccination documents are not available and/or one or more titers are negative, vaccination/revaccination is required;
- Hepatitis B
  - Documented immunization series of three doses or Engerix-B or Recombivax HB or two doses of Heplisav-B.
  - Hepatitis B surface antibody titer indicating immunity as required by program:
    - If the associate's titer result is negative after initial vaccination series, a booster/challenge vaccine, and/or an entire second series of vaccinations is required, followed by a titer four to six weeks after last vaccination;
    - If subsequent titer is negative following a booster/challenge vaccine, the remaining vaccines in the second series must be completed, followed by a titer four to six weeks after last vaccination;
    - If final titer is negative following an entire second series of vaccinations, the associate is considered a non-responder and a signed *Hepatitis B Waiver-Non- responder form* will be required.

A note will be made in the associate's health compliance account regarding non-responder status and receipt of the form;

- If record of the initial series of Hepatitis B vaccination is unobtainable, and the titer indicates immunity, the associate will be informed that the CDC indicates long term immunity cannot be confirmed on the basis of a positive titer alone and the associate will be encouraged to receive a complete vaccination series. If the associate chooses not to obtain additional vaccines, a signed *Hepatitis B Waiver-Lack of Vaccine Documentation with Positive Titer form* will be required. A note shall be made in the associate's health compliance account regarding the effort to obtain the record, the result of titer indicating immunity, and receipt of the form;

- Varicella (Chicken Pox)
  - Documented two vaccinations **OR** titer results indicating immunity;
  - If vaccination documents are not available and/or titer is negative, vaccination/revaccination is required;
- Influenza (Flu)
  - Annual influenza vaccination;
  - Additional strain influenza, if applicable, and available;
- COVID-19
  - A complete series of COVID-19 Vaccination AND COVID-19 Vaccine Booster(s) as identified by the Centers for Disease Control and Prevention to meet "up to date" vaccine status
    OR
  - GVSU Health Compliance Vaccine Exemption Committee approved medical or religious exemption
- Meningococcal (Medical Laboratory Students only)
  - For associates who are routinely exposed to isolates of Neisseria meningitidis:
    - One adult Meningococcal conjugate (ACWY) vaccination and a booster dose every five years
    - One Meningococcal B vaccination, followed by a booster at 1 year and then every 3 years thereafter
- Hepatitis A (if required by placement site)
  - Two doses of Hepatitis A vaccine

C. Refusal to Consent to Vaccination

It is the right of associates to refuse vaccinations. For all vaccines except COVID-19 initial vaccines or booster(s), upon request, the appropriate vaccine declination form will be provided to the associate by the Health Compliance Office, and must be signed by the associate and submitted to their health compliance account. The associate will be informed that declination of vaccines may result in an inability to participate in placement activities which may affect an associate's eligibility for program completion.

For COVID-19 vaccines, exemption requests may be submitted to the Health Compliance Vaccine Exemption Committee when an Associate has a medical condition for which the vaccine has an identified contraindication or a sincerely held religious belief that prohibits receiving the vaccine/booster. Associates are required to upload documentation of the COVID-19 vaccines or an approved exemption to their health compliance account.

Refusal to consent to vaccination is subject to the usual notification process

regarding non- compliance status.

D. Tuberculosis (TB) Screening and Testing

For associates entering the annual TB testing program who have not completed a TB test in the past 12 months, initial TB screening and testing will be validated by:

- Completion of a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire (to be completed annually, thereafter)

AND

- ONE of the following methods of initial TB testing:
  - Two (2) Mantoux TB Skin Tests (2-step TB testing)
    - Documentation of two separate TB skin tests, each read within 48-72 hours of being placed. The two TB skin tests must be placed at least 7 days apart, and no greater than 12 months apart, to be considered 2-step baseline testing.
    - If both tests meet the above criteria and are each documented "negative," the associate should be classified as having a "negative baseline 2-step TB skin test" result.
    - An associate can then follow up with an annual single TB skin test and/or completion of a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, as determined by program.
    - If annual TB testing requirement is not completed within 14 months of the previous TB test, it cannot be considered a consecutive annual test, and 2-step TB skin testing will need to be repeated.
    - If a TB skin test is documented "positive," further medical evaluation including a radiology report (chest x-ray) is required prior to the start of any placement

  - One (1) Interferon-Gamma Release Assay (IGRA) TB Blood Test
    - Documentation of lab report for one of the following types of IGRA TB Blood Test: T-Spot or QuantiFERON Gold. One of these TB blood tests may be completed instead of 2-step TB skin testing.
    - If an IGRA TB blood test lab report is documented as "negative," the associate should be classified as having a "negative baseline TB blood test" result.
    - An associate can then follow up with an annual single TB test and/or completion of a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, as determined by program
    - A "positive" IGRA means that the associate has been infected and an additional medical evaluation is required prior to the start of any placement to determine if the disease is latent or active
    - For individuals who have received the Bacillus Calmette-Guerin (BCG) vaccine, an IGRA is the preferred testing method as it is less likely to give a false-positive result
    - If initial TB testing is performed by IGRA TB blood test, it is recommended that subsequent annual testing be completed by IGRA TB blood test as well

If history of a positive TB test, submission of the positive TB test document if available, a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, and a radiology report showing a negative chest x-ray dated any time after the positive TB test, are required.

GVSU prohibits associates from interpreting their own TB testing results or from asking faculty to make this determination.

E. Observation

An observational experience is one where a student follows a professional with the objective of learning about a specific career. A student participating in an observational experience is not expected to have hands-on contact with a patient/client. Students participating in observation at GVSU, or with an outside entity who has not specified health compliance requirements, will be required to submit documentation of the following:

- 2 MMR
- 2 Varicella
- 1 Tdap after age 10; and a current tetanus (Td or Tdap) vaccine within the last 10 years
- Completed COVID-19 vaccine series
- Two (2) Mantoux TB Skin Tests (2-step TB testing) or One (1) Interferon-Gamma Release Assay (IGRA) TB Blood Test, **AND** a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire; all with "negative" results
- Current influenza vaccination if experience occurs at any time between October–April
- Completion of training modules for Bloodborne Pathogens, FERPA, HIPAA and TB & Infection Control.

F. Cardiopulmonary Resuscitation (CPR) Certification

CPR certification is specific to program accreditation requirements. Certification must remain valid. ACLS does not fulfill the requirement for CPR certification. Courses and skill sessions that are entirely online and/or completed via Zoom or other similar online platform, are not acceptable for initial or renewal CPR certification. Hybrid CPR courses (where the didactic portion of the course is completed online and the skills evaluation is completed in-person with a certified instructor) are acceptable.

G. Advanced Cardiovascular Life Support (ACLS) Certification

ACLS certification is specific to program accreditation requirements. Certification must remain valid. Online initial or renewal ACLS certification courses are not acceptable sources for certification.

H. Criminal Background Check

Upon matriculation hire, or as identified by program, Affiliation Agreement, or affiliated organization request, a criminal background check, which minimally includes the following elements, is performed: Residency History (seven (7) years), Michigan Statewide Criminal Records (ICHAT), National Sexual Offender Index, and National Healthcare Fraud and Abuse (OIG) Scan. Some affiliated organizations may require additional elements. Criminal background checks must be completed through a GVSU designated vendor. An exception may be made when the experiential learning location is the associate's <u>current</u> employer, and the Health Compliance Office receives written notification from the affiliated organization, that the associate's background check conducted at hire or during employment was accepted, and that an additional background check is not required for experiential learning. Notification must be sent from an individual with signature authority for the organization to the Health Compliance Office. Directions to complete a criminal background check are available to the associate through their health compliance account.

Criminal background check results are reviewed by the Health Compliance Officer. If deemed necessary, the Health Compliance Office will notify the designated Program Coordinator for

students or volunteers, and will notify the Dean of the College for faculty or staff. The discovery of a criminal record will not necessarily result in the revocation of an acceptance offer or expulsion from a program of study. Convicted offenses that are subject to the rules of the State Mandatory Exclusion Regulations may result in the loss of placement opportunities at affiliated organizations. As placements may be a required component of the curriculum, the loss of training opportunities may affect a student's ability to meet requirements for graduation. Convicted offenses may also result in a student's inability to sit for professional licensure exams.

Associates have the right to review the criminal background check reports for accuracy by contacting the judicial institution or background check vendor.

The Program Coordinator or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

All associates are required to notify the Health Compliance Office of any convictions, arrests, charges, or investigations by any law enforcement authorities that occur after the initial criminal background check is completed. The Dean of the College and/or their designee will be notified by the Health Compliance Officer if known additional criminal investigations occur.

Subsequent criminal background checks may be required.

I. Drug Screen
Upon matriculation hire, or as identified by program, Affiliation Agreement, or affiliated organization request, a drug screen shall be performed. The GVSU standard is a 10-panel urine drug screen, however some affiliated organizations may require additional tests. Drug testing must be completed through a GVSU designated vendor. An exception may be made when the experiential learning location is the associate's employer, and the Health Compliance Office receives written notification from the affiliated organization that the associate's drug screen conducted at hire or during employment was accepted, and that an additional drug screen is not required for experiential learning. Notification must be sent from an individual with signature authority for the organization to the Health Compliance Office. Directions to complete a drug screen are available to the associate through their health compliance account.

Non-negative drug screen results are reviewed by the designated vendor's Medical Review Officer (MRO). For non-negative results declared by the MRO, associates will be given the opportunity to repeat the drug screen within one week from the date of notification (at the associate's expense) for confirmation of results. For non-negative results, the Health Compliance Office will notify the designated Program Coordinator for students or volunteers, and will notify the Dean of the College for faculty or staff.

The Program Coordinator or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

Subsequent drug screens may be required.

J. Fingerprinting
Upon matriculation, hire, or as identified by program, Affiliation Agreement, or affiliated organization request, fingerprinting shall be performed. Fingerprinting reports must be obtained through a designated Live Scan vendor. Directions to complete fingerprinting are available to associates through their health compliance account.

Fingerprinting reports will be reviewed by the Health Compliance Officer. The Health

Compliance Officer will notify the designated Program Coordinator for students or volunteers, and will notify the Dean of the College for faculty or staff, if convictions found by either the Michigan State Police or FBI deem the associate unsuitable for placement at organizations affiliated with GVSU as outlined by State law, in addition to, all Tier I, Tier II and Tier III sexual offenses. GVSU may not disseminate fingerprinting results to anyone per federal and State of Michigan law.

The program representative or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

Subsequent fingerprinting may be required.

K. Health Compliance Training Modules
To be completed online upon initial entry to health compliance, and/or annually as indicated, through the Blackboard Health Compliance site with a score of 80% or greater to pass.

Training Module	Initially	Annually
Bloodborne Pathogens/ Standard Precautions	X	X
Health Insurance Portability and Accountability Act (HIPAA)	X	X
Tuberculosis (TB) and Infection Control	X	X
Coronavirus (COVID-19)	X	X
Family Educational Rights & Privacy Act (FERPA)	X	
Elder Justice Act of 2009	X	
Intellectual Property	X	

L. Current and Unrestricted Professional License (if applicable)
Licensed associates are financially responsible to maintain a current unrestricted license to practice throughout their tenure with the university. A copy of the current license must be submitted to the associate's Health Compliance account.

M. Respiratory FIT testing
Respiratory FIT testing may be completed as required by the specific program or placement site and associate may be responsible for cost. Directions available by contacting the Clinical Initiatives Specialist.

N. Color Blind Testing
Color Blind Testing will be completed as required by the specific program. Directions available through the associate's health compliance account.

O. Authorization to Release Information
All associates must review and submit the *Authorization Release Information* form. This form is available through the associate's health compliance account.

P. Health Insurance Acknowledgment Form
  All associates must review and submit the *Health Insurance Acknowledgment* form. This form is available through the associate's health compliance account.

Q. Simulation Center User Agreement and Photo Release
  All students whose program includes the use of the GVSU Simulation Center, will be required to review and submit the *Simulation Center User Agreement* and *Simulation Center Photo Release* forms available through the associate's health compliance account. If a student chooses to decline submission of the *Simulation Center Photo Release* form, written declination will be required (email is acceptable) and the student's faculty advised that the student's associated media (i.e. simulation videos) cannot be shared for educational purposes.

R. Renewable Compliance Requirements
   The following are to be renewed prior to due date indicated within the associate's health compliance account.
  a. Annually:
  - TB screening (completion of *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire) and/or subsequent TB testing, as required by program or as indicated due to prior positive TB test
  - Influenza vaccination
    o Additional strain influenza vaccination if applicable and available
  - Training modules for Bloodborne Pathogens, HIPAA, TB & Infection Control, and COVID-19

  b. Variable Timeframe:
  - Tetanus (Td or Tdap)
  - CPR certification
  - ACLS certification
  - COVID booster vaccines
  - Respiratory FIT testing
  - Professional licensure (if applicable)

S. Resources
  Unless otherwise stated in this Policy, associates may obtain health compliance requirements with a healthcare provider of choice. References for additional healthcare and service providers are located through the associate's Health Compliance Blackboard account.

References:
Centers for Disease Control and Prevention. Recommended Vaccines for Healthcare Workers. http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html. Reviewed January 24, 2022

Centers for Disease Control and Prevention. Diagnosing Latent TB Infection & Disease. https://www.cdc.gov/tb/topic/testing/diagnosingltbi.htm Reviewed January 24, 2022

Centers for Disease Control and Prevention. Tuberculosis, Testing and Diagnosis, https://www.cdc.gov/tb/topic/testing. Reviewed January 24, 2022

Centers for Disease Control and Prevention, Havers FP, Moro PL, Hunter P, Hariri S, Bernstein H. Use of Tetanus Toxoid, Reduced Diphtheria Toxoid, and Acellular Pertussis Vaccines: Updated

Recommendations of the Advisory Committee on Immunization Practices — United States, 2019. MMWR Morb Mortal Wkly Rep 2020; 69:77–83. DOI: http://dx.doi.org/10.15585/mmwr.mm6903a5external icon; https://www.cdc.gov/mmwr/volumes/69/wr/mm6903a5.htm.

Centers for Disease Control and Prevention. COVID-19 ACIP Vaccine Recommendations. https://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/covid-19.html. Reviewed January 24, 2022

Exhibit A

International Student Placement Training Site Agreement Procedure

1. Student contacts an international agency approved by PIC and is accepted for a student placement experience. Student will inform Program Coordinator and provide agency name, address, phone number and contact information including name, title, phone number, and email address.

2. Program Coordinator will contact agency to determine if agency and preceptor (supervisor) meet program licensure and accreditation requirements needed for course credit before proceeding with international placement site arrangements.

3. Program Coordinator will request an *International Student Placement Training Site Agreement* to be established by the Health Compliance Coordinator and provide the following information:
    - International agency's name and address
    - International agency's representative's name, title, email address and phone number
    - Student's planned international clinical placement site start date (month/year)

    The Health Compliance Coordinator will notify the Program Coordinator when the agreement has been fully executed. If there are any difficulties in establishing the agreement, the Health Compliance Coordinator will inform the Program Coordinator in a timely manner.

4. Once international placement site is approved by Program Coordinator, student and Program Coordinator will meet to discuss details of the placement process. Program Coordinator will direct student to the PIC website and will inform student of his/her responsibility for preparing for international travel, work, and living arrangements.

5. Students must carefully read all information and follow PIC procedures regarding Study Abroad Independent Study: (https://www.gvsu.edu/studyabroad/independent-study-606.htm).

6. Students must make an appointment to meet with the PIC Coordinator for Study Abroad & International Partnerships. Student must bring all information about the program/agency, a completed and signed faculty supervisory form, and a course syllabus.

7. Student must complete an online OASIS Independent Study Application on the PIC website. The Independent Study Application will be reviewed by the PIC Coordinator. **Acceptance for an independent study program through PIC is not guaranteed.**

8. Student must follow the Pre-Departure Guide/Timeline to ensure that all necessary arrangements are met:
    - Passport and Visa applications

- Arrangement for independent study program credit
- Financial and travel arrangements
- Travel Warning and Assumption of Risk and Liability waivers, if applicable
- Health and immunization requirements (coordinated with Health Compliance Office once destination is determined)
- Familiarity with the travel destination legalities, customs, culture, and language
- Register trip with U.S. State Department
- Develop an emergency plan and exchange emergency contact information with family, PIC staff, and Program Coordinator

9.   Attend all pre-departure meetings as required by PIC Coordinator and student will meet no later than two (2) weeks prior to departure to review arrangements. Student will provide PIC Coordinator with contact information (email, phone numbers, social media accounts, etc.) that student will use while abroad.

10.   Program Coordinator will follow student's progress at the agency throughout the course of the internship. Student will remain in contact with Program Coordinator as pre-arranged prior to the student's departure for the placement.

11.   Student will remain in contact with PIC Coordinator weekly (via personal or mass email, phone, blog, and/or social media accounts) and will inform PIC Coordinator if traveling to other locations/destinations during the internship.

KCON CLINICAL POLICIES

Malpractice Insurance

Effective from the first day of class, Grand Valley State University provides professional liability insurance coverage for all nursing students. Each student enrolled in a nursing course is carried through the university policy.

Electronic Communication

Cell phones must be turned off and pagers must be set to silent alert while in the clinical setting. No text messaging or electronic communication will be allowed in the classroom or clinical setting.

Transportation

Students are responsible for their own transportation to clinical practice sites. In some courses, students may need to drive to clients' homes, to more than one agency, or drive to clinical sites that may be outside of Kent County. There is intensive competition by multiple schools of nursing for clinical sites throughout the metropolitan area of Grand Rapids. Students need to be prepared to travel up to one hour for any clinical placement. While clinical placements are usually within one hour's drive, occasionally clinical placements may be located further away.

Absence from Clinical

Clinical practice is a vital portion of the student learning experience as it provides opportunities for exercising nursing judgment, critical thinking ability and collaboration with other members of the health care team. Within each course, there are a limited number of hours for clinical practice; **therefore, it is imperative that a student participates <u>fully</u> in each experience by attending EVERY clinical day.** If an absence is unavoidable, it is the responsibility of each student to notify the faculty member prior to an absence. In the event of an absence, the faculty will determine the need for an additional assignment and/or work within KCON to determine whether the number of anticipated absences prohibits the student from successfully completing the clinical course that semester. Time for making-up a clinical absence(s) as well as clinical time that has been postponed due to unanticipated circumstances require that the student be prepared to complete any make-up or postponed clinical time. Consistent with all course instruction at KCON, faculty maintain responsibility for assessing student ability to successfully meet course objectives through demonstrated performance.

KCON Nursing Student Clinical ID Badges

Students are to wear their KCON nursing student clinical badge (photo ID) at all times in the clinical setting. Badges are printed for free at the DeVos Student Assistant Center during the semester you are in NUR 267 (for traditional students), NUR 323/NUR325 (for second degree students) and as indicated for RN-BSN students. There is a $5.00 fee to replace lost clinical ID badges. Payment must be received before the badge will be replaced for you.

Latex Allergy

For students with known sensitivity/allergy to latex or any other element in the clinical environment, it is recommended that you:

- Obtain consultation from your health care provider about your sensitivity/allergy, risks and treatment.
- Inform your faculty instructor or preceptor of your sensitivity. Please review and follow the agency's policy for latex allergy sensitivity.
- Inform your faculty member/supervisor of your plan to handle a reaction.

Proper Attire/Uniform for Clinical Practice

Professional appearance is important to the development of the image of nursing. Students need to look professional while participating in the clinical setting or any clinical course function. Your appearance becomes part of the health care environment. Please refer to individual clinical placement site policies regarding facial piercings, tattoos, clothing, and acceptable hygienic practices.

In general, extreme jewelry can detract from a professional image and/or put a person at-risk for injury or infection. KCON students must be consistent with clinical agency policies. Therefore:

- Visible body piercing is restricted to one pair of *ear* rings.
- *Ear* rings are to be no larger than the size of a dime.
- Tattoos must be covered according to individual clinical site policy.
- See table below for uniform/dress policy by student population.

Please note: Students are required to adhere to interventions to mitigate exposure to infection as communicated by clinical sites, KCON, and/or the GVSU Learning Resource/Sim Center. **Requirements may change according to surrounding conditions**, **so please continually communicate with your faculty and keep current on communications regarding, for example, appropriate PPE and social distancing criteria.**

Key points at this time:
- Many clinical placement sites, such as hospital systems, provide PPE.
- When required, the GVSU Lab/Sim Center will allocate a prescribed amount of PPE for participation in KCON student learning experiences in the lab or simulation.
- In instances when a non-medical mask is permitted, KCON allows for adornment of an approved black face mask with small GVSU logo. Please otherwise refrain from graphics/patterns/writing on the mask.
- For events requiring close contact (within six (6) feet), in addition to the 3-ply procedure or transparent face mask, students and faculty may request from the Simulation Central Storage (CHS343) a face shield or goggles, based on their preference. (excerpted from Simulation Center Preparedness and Response Plan).
- For clinical placements where the site does not provide the required PPE, students are required to adhere to Sim Center policy and procedure for masks and/or eye protection. Three ply procedure masks and eye protection will be distributed by GVSU through your clinical instructor. Examples of these GVSU-driven experiential learning placements in the community include in-person Community Health Nursing/Leadership Capstone rotations, older adult/LEI in-person visits, MomsBloom in-person visits, and in-person CATCH activities.

The goal is to promote health and safety by reducing the risk of student and faculty exposure to COVID-19.

KCON Uniform/Dress Policy by Student Population	
Traditional/Second Degree Students	**RN-BSN Students**
- Scrub top with "Grand Valley State University" embroidered on the front. - Scrub jacket with "Grand Valley State University" embroidered on the front (optional and only worn over scrub top). - Long sleeve black shirt to wear under the scrub top. - Black scrub pants and/or black skirt.* *Please contact Denise Gross for specifications around skirt criteria and associated hosiery.* - Gray, black or white (with minimal logo coloring) closed heel and toe shoes. Resistant to body fluid and instrument puncture. No crocs, clogs or five-finger shoes. - Identification name badge is always worn when on clinical assignment. - Students are to follow the agency dress code when it conflicts with the school code. - Uniform pants and/or tops should not be worn as everyday attire. - All uniforms must be clean and pressed. *Uniforms are ordered through the Nye Uniform company. Nye is located at 1030 Scribner NW, Grand Rapids, MI 49504. Contact them by phone at (800)-748-0007 or by fax at (616) 459-4364. Their website is www.nyeuniform.com.*	- Questions about attire should be addressed to the clinical preceptor with consultation to the campus clinical faculty as warranted. - GVSU KCON student identification name badge is always worn when on clinical assignment. - Attire should be clean and pressed.

STUDENTS WHO NEGLECT TO FULFILL THE HEALTH REQUIREMENTS OR FOLLOW THE KCON UNIFORM/DRESS POLICY WILL NOT BE PERMITTED TO REGISTER FOR OR CONTINUE IN A CLINICAL ROTATION/COURSE. INABILITY TO REGISTER OR CONTINUE IN A CLINICAL ROTATION AFFECTS THE STUDENT'S ABILITY TO COMPLETE THE CLINICAL COURSE WHICH AFFECTS STUDENT PROGRESSION AND MAY HAVE RAMIFICATIONS FOR SUCCESSFUL PROGRAM COMPLETION.

STUDENTS ARE EXPECTED TO MONITOR THEIR GVSU EMAIL ADDRESS ON A REGULAR BASIS AND RESPOND PROMPTLY TO GVSU HEALTH COMPLIANCE COMMUNICATIONS TO ENSURE THAT ALL COMPLIANCE REQUIREMENTS ARE ESTABLISHED AND MAINTAINED ACCORDING TO YOUR PROGRAM OF STUDY. FAILURE TO RESPOND PROMPTLY TO OUTSTANDING HEALTH COMPLIANCE REQUIREMENTS WILL RESULT IN COMMUNICATIONS TO THE ACADEMIC PROGRAM COORDINATOR, THE ASSOCIATE DEAN FOR UNDERGRADUATE PROGRAMS, AND YOUR CLINICAL COORDINATOR.

KCON HOME VISITATION SAFETY POLICY/PROCEDURE

Purpose: The purpose of the Home Visitation Safety Policy/Procedure is to provide safety awareness and promote safe behaviors for nursing students during home/community visits. These guidelines are consistent with Community/Public Health Nursing home visitation practice and government recommended home/community visitation safety policy and procedures.

Policy/Procedure:

I. **General Safety:**
1. Adhere to social distancing policies during pandemic or during "at risk" situations (for example, during the COVID-19 global pandemic, wearing of mask covering mouth and nose, social distancing, handwashing, self-assessment screening, appropriate PPE etc.).
2. Wear your identification badge.
3. Wear the Kirkhof College of Nursing Student Nurse Uniform and carry your healthcare bag.
4. Schedule visits during daylight hours only.
5. Secure personal belongings and valuables in your trunk, under the seats, or in your glove compartment prior to traveling to your destination. Limit valuables or money on your person when visiting clients.
6. **Be sure that your clinical faculty person is aware of your visit location, date, and time.**
7. Ensure that your cell phone is functional, set on vibrate, and easily available. Cell phones should not be answered during a home visit unless the call is urgent in nature. Have emergency numbers programmed into phone prior to the visit.

II. **Health/Illness**: Make sure that you are in good health to avoid spreading communicable diseases. The following guidelines are ones that would warrant cancellation and rescheduling of a home or community visit:
1. Fever within the last 24 hours (temperature greater than or equal to 100.0 F https://www.health.harvard.edu/decision_guide/fever-in-adults)
2. Vomiting within the last 24 hours
3. Diarrhea within the last 24 hours
4. Diagnosis of strep throat (must be on antibiotics for 24 hours before making a home or community visit
5. Pink eye, lice, scabies, impetigo, measles, or chicken pox

III. **Travel Safety:**
1. Clearly identify the safest route for getting back and forth to your client's residence prior to starting out to your destination. Survey the neighborhood. Be familiar with safe places/resources in the geographic area. Have a map or street directory available to you.
2. Wear a seatbelt at all times while traveling.
3. Avoid distractions and use of cell phones while driving.
4. Lock your vehicle while traveling and when you exit the car to make the home visit.
5. It is recommended that you keep the vehicle gas level at least 25% full and in good running condition. Carry emergency supplies in your trunk (flashlight, blankets, shovel, etc.).
6. Choose to travel in well-lighted areas. Avoid driving in dark alleys.
7. Do not park in the client's driveway, someone's assigned parking area, or block anyone's access to their vehicle. Avoid parking in areas that contain broken glass, litter, or unplowed snow.
8. In case of severe weather, use personal judgment. Reschedule the home visit if streets are impassable or travelers are encouraged to stay off the roads.

IV. **Walking Safety:**
1. Remain aware of your surroundings.
2. Avoid uneven surfaces when possible.
3. Walk in the middle of the sidewalk rather than close to buildings.
4. Walk where there is adequate lighting.
5. Walk with a sense of purpose. Act confident and sure of yourself.
6. Keep your hands free.
7. Avoid walking through a group of people standing together on the sidewalk/street.
8. Carry your keys in your hand or pocket as a means of accessibility as well as a means of protecting yourself. Carry a noise-making device such as a whistle on your person.

V. **In-Home Safety:**
1. Know who is expected to be at the home when you are making your visit.
2. Enter a home only after an adult gives you permission to enter.
3. Carefully consider your safety before entering a client's home.
4. Assess interior home environment for exit routes (have a plan on how to get out of the home in the event of an emergency)
5. If you become aware of or suspicious of weapons, illicit drugs, or excessive alcohol, the home visit is not to be made.
6. Be aware of family pets. Request that pets be placed in another area if you are uncomfortable. If animals are not adequately restrained, the visit is not to be made.
7. Listen to your common sense, instincts, and/or gut reaction regarding impending danger. If you feel unsafe at any time during a visit, leave immediately. Notify authorities/police if appropriate in nature/specifics of emergency.
8. When a visit is not made due to safety reasons, clinical faculty should be notified as soon as possible. Your personal safety is paramount.
8. Avoid entering into a client/family triangulation, confrontation or argument.
9. Avoid revealing private information about yourself or your family. Establish clear boundaries with client – professional versus social relationships. Never use your vehicle to transport a client anywhere.

VI. **Patient Safety:**
1. Patient safety is the absence of preventable harm to a patient during the process of health care. Be aware of imminent dangers, situations, environmental hazards and address these with your client.
2. Cross-contamination (the transfer of pathogens through direct and indirect contact) can place the frail, elderly and others at risk. Follow the home visit infection control procedure published in your syllabus and contained in your healthcare bag.
3. If a health or safety emergency arises in the home, call 9-1-1 by using your cell phone. Inform 9-1-1 dispatch person of name, client name, location and nature of emergency/situation. Notify your clinical faculty as soon as possible.

References:

Arizona Department of Health Services. (August 2018). Home visitor safety: How to stay safe while conducting home visits. https://des.az.gov/sites/default/files/media/Home-Visitor-Safety-Guidelines.pdf?time=1625616000113

Department of Health and Human Services. (February 2012). NIOSH fast facts home healthcare workers: How to prevent violence on the job. https://www.cdc.gov/niosh/docs/2012-118/pdfs/2012-118.pdf

Department of Health and Human Services. (February 2012). NIOSH fast facts home healthcare workers: How to prevent exposure in unsafe conditions. https://www.cdc.gov/niosh/docs/2012-121/pdfs/2012-121.pdf

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Small, T. (2020). Home visiting safety for home healthcare clinicians. *Home Healthcare Now, 38*, (3), 169. https://www.nursingcenter.com/pdfjournal?AID=5541985&an=01845097-202005000-00010&Journal_ID=2695880&Issue_ID=5541482

Webb, J. (2020). Working with families in the community for healthy outcomes. In M. Stanhope & J. Lancaster (Eds.), *Public health nursing: Population-centered health care in the community* (10th ed., pp.575-603). Elsevier.

West Central District Home Visiting Safety Guidelines. (nd). https://www.wced6026.org/vimages/shared/vnews/stories/51f7c2368c973/Home%20Visiting%20Safety%20Guidelines%20%282%29.pdf

KCON HOME VISITATION INFECTION CONTROL PROCEDURE

Purpose: The purpose of the Home Visit Infection Control Procedure is to provide nursing students guidance in methods used to prevent the spread of communicable diseases and home contaminants to clients, family members, healthcare workers and community. The expected behaviors are consistent with the principles of infection control, recommended standards and universal precautions.

Procedure:
   I.   **Healthcare Bag Technique**
        A. **Healthcare Bag**
           1. The healthcare bag is an essential piece of equipment that the community health nurse brings to each home visit.
           2. The healthcare bag contains basic equipment and supplies which are necessary for providing care in the home.

        B. **Nursing Student Responsibilities**
           1. Sign-out a healthcare bag from the Simulation Center (CHS 343) 24-48 hours prior to scheduled home visit.
           2. Handle the healthcare bag in a manner that does not compromise the integrity or cleanliness.
           3. Clean used equipment with provided disinfecting wipes before placing it back in the healthcare bag.
           4. Transport the healthcare bag to and from home visits and the CHS building in a washable impervious container placed in a designated area of your automobile, preferably the trunk.
           5. Remove your personal items from the healthcare bag and return it to the Simulation Center within 48 hours of your home visit.

   II.   **Home Visit Procedure**
           1. Prior to leaving for the home visit, prepare the healthcare bag in a manner that items are retrieved in an efficient manner preventing cross contamination.
           2. Pack hand washing supplies, impervious barrier, and a trash bag so they are easily accessible.
           3. On the day of the home visit, assess personal health. Do not make a home visit if you are ill. If in doubt, contact your clinical faculty to aid in this determination.
           4. Do not take the healthcare bag into a home with known Methicillin-resistant Staphylococcus aureus (MRSA) or vancomycin-resistant enterococci (VRE).
           5. Upon entering the home, position the bag in a manner to preserve cleanliness.
                a. Select a hard surface where items can be easily retrieved, away from water, pets, and children. NEVER set the healthcare bag on the floor.
                b. Spread an impervious barrier on the surface before setting down the healthcare bag.
                c. Prepare a bag for items to be discarded.
           6. Remove hand washing supplies and thoroughly cleanse hands using proper technique.
           7. Remove any items needed to provide care.
           8. Wash your hands again before re-entering the healthcare bag if additional supplies are needed.
           9. Clean any used item with disinfecting wipes, while wearing disposable gloves, prior to replacing the item(s) back in the healthcare bag.
           10. Discard disposables in a trash bag in the family trash receptacle.
           11. All soiled items that cannot be cleaned in the client's home are removed from the home in a plastic bag. Do not place these items in the healthcare bag.
           12. Place the healthcare bag in a designated area of your automobile for transfer back to home/Simulation Center.

References

Aaltonen, E., Richards, E., Webster, K., & Davis, L. (2009). Use of the public health nursing bag in the academic setting. *Public Health Nursing*, 26, p. 88-94.

Kenneley, I. A. (2010). Infection control and the home care environment. *Home Health Care Management & Practice*, 22, p. 195-201.

Rhinehart, E. (2001). Infection control in home care. *Emerging Infectious Diseases*, 7, p. 208-211.

HAZARDOUS SUBSTANCES AND STUDENT SAFETY

You, as a nursing student in the Kirkhof College of Nursing, will develop your clinical skills in a wide variety of settings (for example, labs at GVSU and patient care areas of: hospitals, health departments, primary care clinics, and colleges). In any setting there may be materials or equipment that prove unsafe unless used correctly. These items require a certain level of knowledge to assure their safe use. Before you use any equipment or material you should talk with clinical faculty to assure you are able to (1) identify potential hazards, (2) limit your exposure to the hazards, and (3) know how to respond in the case of accidental hazardous exposure.

If you feel at special risk for any hazardous substance, it is your responsibility to inform the faculty with whom you are working. In addition, because unborn infants are at high risk to the teratogenic effects of chemicals and radiation, students who are or may be pregnant should inform clinical faculty so that assignments can be adjusted if necessary.

Chemical Hazards and Your Right to Know

Every employer in the state of Michigan is required to have a written policy related to possible chemical hazards in the work setting. This is in compliance with federal and state laws regarding an employee's right to know about chemical hazards. Based on the law, each employer must:

a. assure that employees are aware of the Hazard Communication Standard,
b. explain how the Hazard Communication Standard is being put into effect,
c. inform employees about hazardous chemicals in the work area, and
d. train the employees on how to use safe procedures when working with hazardous chemicals.

In each clinical setting, you should be provided with the information and training that you need to perform your nursing care safely. Copies of each Material Safety Data Sheet (MSDS) for the hazardous materials found in the GVSU Simulation Center are located in the MSDS file of GVSU's webpage: https://www.gvsu.edu/sds/. Your clinical faculty member will have additional information specific to your clinical setting.

KCON STUDENT INCIDENT FORM: POLICY & PROCEDURE

Overview:
Safety in health care is a critical issue in nursing education as well as nursing practice. The Quality and Safety Initiative in Nursing Education, also called QSEN (Cronewalt et al, 2007) building on the Institute of Medicine report (IOM, 2001), provides direction for nursing faculty and students in developing the competencies of safe practice. Incident reporting, root cause analysis and quality improvement projects are critical elements in the QSEN process. This policy and procedure is meant to support these activities by providing consistent and objective information.

Policy Statement
Kirkhof College of Nursing believes that reporting of an actual or potential adverse incident is the responsibility of every registered nurse in their role as a member of the profession. **KCON requires the completion of the KCON Student Incident Form for any event or circumstance that could have or did lead to unintended or unexpected harm, loss or damage.** Collected data will be used to inform procedures, teaching/learning strategies and other processes to improve the education experience.

Procedure
Required materials – Faculty have access to the KCON Student Incident Form via Blackboard through the KCON-Faculty-Connect organizational site, Clinical and Course sites, the Clinical Coordinator, or through the KCON Undergraduate Program Coordinator.

Process
An adverse incident is defined as "any event or circumstance that could have or did lead to unintended or unexpected harm, loss, or damage." Examples of incidents may include; student fainting, falls, and needle sticks. Faculty should complete the form with the student, review it, and discuss the incident with the student prior to submission. Student incident forms from a clinical site (when available) may be substituted for the description of the incident and the follow-up action.

Access the KCON Incident Form via Blackboard through the KCON-Faculty-Connect organizational site, Clinical and Course sites, the Clinical Coordinator, or through the KCON Undergraduate Program Coordinator.

    a. The form may be completed in either written or electronic format.
    b. Electronic format is encouraged.

If incident is a needle stick or other exposure:

    a. Wash the area immediately.
    b. Notify the Faculty of Record and Associate Dean. *Confirmation from the Faculty of Record and Academic Associate Dean on having received incident information within the stipulated time is required.*
    c. If exposure is at a clinical site:
        i. Student should notify faculty/preceptor as soon as incident occurs or within 24 hours.
        ii. Faculty/preceptor should notify the person responsible for the site's infection-control procedure.
        iii. If known HIV+ or source tests HIV+, student should go to site's Emergency Department for counseling and treatment within **4 hours.**
        iv. If source is known to be Hepatitis B or C positive, or tests positive for Hepatitis B or C, student must be seen by their Primary Care Practitioner and referred as needed for counseling, blood tests, and treatment **within 7 days.**
        v. If source is unknown, the follow up should be determined by the clinical site's infection control procedure.

d. If exposure occurs at a community clinical site or within the GVSU Simulation Center:

    i. Student should notify KCON faculty and Simulation Center staff (Katie Branch if Simulation Center staff is not available), as soon as incident occurs (an incident report would be filed – NOT for punitive measures but only for tracking) or within 24 hours.

    ii. Student exposed and the source should proceed to a Spectrum Health Occupational Health Services office (see attached list) where KCON has an agreement in place for testing and counseling following the exposure. Faculty must make every effort to ensure that the source is screened.

    iii. Note: all health care costs incurred for these services are the responsibility of the student.

4. **Submit form electronically or hard copy to the Clinical Coordinator or Faculty of Record who will sign the form and send to the Academic Associate Dean within 24 hours of the incident. In time-sensitive incidents, please call the Clinical Coordinator who will then call the Academic Associate Dean.**

5. **If a GVSU employee was injured in any way, the Human Resources Department should also be notified via the Associate Dean.** *Confirmation from the Faculty of Record and Academic Associate Dean on having received incident information regarding a faculty employee injury should occur within 24 hours and involves different documentation.*

Spectrum Occupational Health Services Offices

4600 Breton Road SE Kentwood, MI 49508
    (open Monday to Friday 7:00am - 5:00 pm)

705 S. Greenville West Drive, Suite 102 Greenville, MI 48838
    (open Monday to Friday, 7:30 am - 4:30 pm)

After hours: Spectrum Health Emergency Department (Outside of Occupational Health hours)

100 Michigan St NE, Grand Rapids, MI 49503. Phone: 616-391-1774

1840 Wealthy St SE, Grand Rapids, MI 49506. Phone: 616-774-7444

References

Committee on the Quality of Care in America. (2001). Crossing the Quality Chasm. Institute of Medicine. Retrieved from: http://www.nap.edu/catalog.php?record_id=10027

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Taylor Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. Nursing Outlook, 55(3)122-131. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/17524799

Dolansky, M., Druschel, K., Helba, M., & Courtney, K. (2013). Nursing student medication errors: a case study using root case analysis. *Journal of Professional Nursing, 29*, 102-108. doi: 10.1016/j.profnurs.2012.12.010

Harding, L. & Petrick, T. (2008). Nursing student medication errors: A retrospective review. *Journal of Nursing Education*, 43-47. doi: 10.3928/01484834-20080101-05

Koohestani, H., Baghcheghi, N. (2009). Barriers to the reporting of medication administration errors among nursing students. *Australian Journal of Advanced Nursing, 27*, 66-74 http://search.informit.com.au/documentSummary%3Bdn%3D164163144588897%3Bres%3DIELHEA

Wolf, Z., Hicks, R., & Serembus, J. (2006). Characteristics of medication errors made by students during the administration phase: A descriptive study. *Journal of Professional Nursing, 22*, 39-51. doi:10.1016/j.profnurs.2005

Kirkhof College of Nursing Student Incident Report

Definition: An adverse incident is defined as "any event or circumstance that could have or did lead to unintended or unexpected harm, loss or damage."

STUDENT INCIDENT DETAILS							
Student Name: (First and Last Name as featured in Banner)							
Student Email Address			**Student phone number:**		XXX-XXX-XXXX		
Course Number: NUR /IPE #		**Program**		**Traditional**		**Second Degree**	**RN-BSN**
Location Where Incident Occurred (*Clinical Site Name; Lab/Simulation Room; Other – please describe*)							
Date and Time of Incident:							
Faculty Name: (Faculty assigned to student)			**Name of Preceptor** (if applicable)				
Incident Witnessed?	YES	NO	**If yes, by whom:**				
Personal Protective Equipment being used? Please describe							
DESCRIPTION OF INCIDENT							
Blood Borne Pathogen (BBP)	YES	NO					
If YES, what potentially infectious material was involved:							
Source of BBP status:	KNOWN	UNKNOWN					
Results of Source BBP test:							
Date	**Source**		**Findings**				

PART(S) OF BODY AFFECTED (Describe below)

NATURE OF THE STUDENT INJURY (Describe below)

POSSIBLE CONTRIBUTING FACTORS TO THE STUDENT INJURY (Describe below)

PLEASE DESCRIBE THE INCIDENT (Describe below)

Kirkhof College of Nursing Student Incident Report (Continued)

IMMEDIATE ACTION(S) TAKEN

Action Taken	Describe (if applicable)	Date	By Whom
No Action Warranted			
First Aid Treatment			
Campus Police Notified			
EMS (911) Notified			
Sent to Health Center			
Sent Home			
Sent to Physician *(Physician's name)*			
Sent to ER *(Hospital name)*			
Other *(please describe)*			

EMERGENCY CONTACT

Emergency contact notified?		**Yes**		**No**	**If yes, date/time of notification:**
First and Last Name of the Emergency Contact					
Mechanism of notification: *Phone, Email, Text, Other (describe)*					
First / Last Name of Person Notifying the Emergency Contact					
Relationship of Emergency Contact to the Student					

FOLLOW-UP ACTIONS

What actions were taken to further mitigate the occurrence?	
Follow up on BBP actions?	

	Signatures Below		
REPORT FILED BY:		**DATE/TIME**	
REVIEWED BY CLINICAL COORDINATOR:		**DATE/TIME**	
REVIEWED BY ASSOCIATE DEAN FOR UNDERGRADUATE NURSING PROGRAMS		**DATE/TIME**	

FOR <u>TRADITIONAL</u>, <u>SECOND DEGREE</u>, AND <u>RN-BSN STUDENTS</u>

Resources

GVSU DISABILITY SUPPORT RESOURCES

Students are responsible for contacting the GVSU Disability Support Resources office if they need special consideration for learning, physical or other disability. (www.gvsu.edu/dsr, located at 215 The Blue Connection, 1 Campus Drive, Allendale, MI 49401, PH: 616.331.2490 Fax: 616.331.3880).

Disability Support Resources (DSR) provides support services and accommodations that enhance the learning environment for students with disabilities. GVSU has a number of services that allow students to overcome the challenges that they face in a traditional educational system, from Assistive Technology to extra tutoring.

DSR also helps educate the university community on disability issues. Professors can be supplied with material that informs them of the unique learning styles of students with disabilities and ways to appeal to students' strengths.

If a student is anticipating requesting disability accommodations for the registered nurse licensing examination (NCLEX-RN), the student is encouraged to review the materials on the Pearson Vue website and contact the Board of Nursing for the state where they would like to be licensed. Such actions by Pearson Vue and State Boards of Nursing often require that similar accommodations were granted throughout the nursing program. Therefore, KCON strongly encourages the student to contact the GVSU Disability Support Resources office noted above and not wait until the end of the program to consider accommodation testing needs. The KCON Associate Dean for Undergraduate Programs in Nursing is also available to help students with these issues.

CAMPUS CLIMATE INCIDENT REPORTING

Excerpt below taken from: https://www.gvsu.edu/ccc/

Grand Valley State University strives to create an inclusive and equitable campus community where people are treated with dignity and respect. If anyone in the Grand Valley community feels belittled, disrespected, or isolated based on their identity, there is a mechanism to report the incident (see below). The university is committed to safeguarding individual's constitutional rights to free speech and assembly and we are also committed to addressing incidents of Campus Climate Concerns that may negatively affect individuals and/or communities at the university.

Grand Valley facilitates educational dialogue to ensure that individuals understand both their right to free expression within the community and the impact of their expression on individuals and/or the community. Any time an incident is reported, through the Campus Climate Concerns system, the reporting party will be contacted and informed about support resources available to them at the university. Incidents that may violate university policies or the student code will be investigated through the proper adjudicating body or bodies.

Reporting Campus Climate Incidents

If you have observed or experienced a Campus Climate incident, please report it through any of the following ways:

- o *Online: Go to* https://gvsutix-gme-advocate.symplicity.com/public_report/index.php/pid345642? and the follow the directions
  (If you wish to remain anonymous, please use the online reporting option)

By Phone or In Person:
Kathleen VanderVeen, Ph.D, Associate VP for Equity & Compliance, A.D.A. Compliance Officer
Division of Inclusion & Equity
4035 James H. Zumberge Hall (JHZ)
616-331-2242

GVSU VICTIM ADVOCATE

The GVSU Victim Advocate is available to respond to student survivors of gender-based violence with empathetic support and options. The victim advocate can provide private support over the phone or in person. Available support includes:

- Referrals to counseling and other supportive services on campus and in the community
- Education about medical options, including evidence collection
- Support with Personal Protection Orders
- Assistance in reporting to the police, if you choose
- Navigating university resolution processes, if you choose
- Support with academic housing options
- Assistance for friends of victim/survivors

For more information, please visit: http://www.gvsu.edu/vro/meet-your-victim-advocate-55.htm

STUDENT LETTERS OF RECOMMENDATION / VERIFICATION

In the event that a KCON student requires a letter of recommendation (e.g., employment, application to a graduate program, scholarship) or verification of KCON enrollment/graduation, the student should contact the Academic Department Coordinator for Undergraduate Programs at 616-331-3558. The student will be required to complete a release of information form prior to KCON fulfillment of the student request. Depending on the specifics of the student request for a letter of recommendation or verification, the Associate Dean for the Undergraduate Programs in Nursing will issue the letter or work with an identified KCON faculty member to fulfill the student request. Please allow a minimum of five business days to process a student letter request.

KIRKHOF COLLEGE OF NURSING STUDENT NURSES ASSOCIATION

In order to prepare for a career as a professional nurse, the Kirkhof College of Nursing highly encourages involvement in the Student Nurses Association (SNA). Belonging to a nursing organization is part of professionalism/professional values. Many health care institutions require involvement in professional committees. GVSU SNA is an ideal organization for membership because it provides opportunities for professional development, community service and leadership. The local association is comprised of a board of directors, including a president, vice president, secretary, treasurer, communications director, volunteer director, community health director, image and breakthrough to nursing director, membership director and curriculum director. All members have the option of applying for delegate status, which allows voting privileges. Faculty and staff advisors are involved to help provide direction and encouragement.

GVSU SNA is a chapter of the National Student Nurses Association (NSNA) and the Michigan Nursing Student Association (MNSA). GVSU SNA is an official student organization registered through the Office of Student Life. The Board of Directors meets biweekly to discuss conference planning, potential speakers, fundraising and various student issues. The general membership meets on a biweekly basis. In general, there are three student conferences throughout the year, and when possible, GVSU SNA is represented at each.

Membership to the GVSU SNA also includes membership to NSNA and MNSA. The student's GVSU account is charged $100 for students in the Traditional Program (2 to 2 1/2 year program) and $50 for students in the Second Degree Program (15 month program).

GUIDELINES FOR SNA LEADERSHIP INITIATIVE CREDITS

The KCON SNA has established Leadership Initiative Credits (LIC) which are extra credit points that students may earn toward their theory grade. Points are awarded for various volunteer/leadership opportunities within SNA, KCON and our community.

Events must be approved by the SNA Volunteer Director and must come from one of nine categories in order to be approved. The categories are as follows:
   a. GVSU SNA involvement
   b. Immediate community needs—i.e. Habitat for Humanity, Disaster Relief
   c. Health screenings
   d. Research
   e. Advocacy events—i.e. walks, distribution of brochures
   f. First aid
   g. Mentorship of fellow nursing students—i.e. tutoring, mentoring
   h. Mentorship and health promotion among children—i.e. volunteering at schools and PALS
   i. Cause-focused events
   j. Any KCON event

Academic Course Credit Guidelines:
Nursing students enrolled in the KCON Baccalaureate Program who have attained at least a 73% average in their theoretical courses may earn academic points to be applied toward the grade for that theoretical course in which they are enrolled. Students may earn academically eligible points for SNA sanctioned or pre-approved LIC activities.

A student may earn a maximum of ten points, and these points are factored into the student's final grade for their current theory class. LIC points cannot be used to increase a student's grade from a failing percentage to a passing percentage.

Refer to the GVSU SNA bylaws and theory course syllabi for details of how LIC hours are awarded.

FOR <u>TRADITIONAL</u> & <u>SECOND DEGREE</u> STUDENTS

Labs, Progression Policy, & Licensure Eligibility

LEARNING LABS

Nursing requires unique knowledge and skills. The Learning Labs are a specialized learning environment that allows students to use interactive, cutting edge, hands-on equipment, and patient models to enhance these learning needs. The Learning Labs, consisting of the Frey Foundation Learning Center, Nursing Skills Lab, Assessment Lab, Hospital Simulation Suite and Standardized Patient Suite are located in the Cook DeVos Health Sciences (CHS) building and the DeVos Center for Interprofessional Health (DCIH) building. These are multi-purpose spaces used for classes, lab sessions, laboratory preparation, practice, testing, simulation, and storage of materials. You will be learning nursing skills through the use of video recordings, readings, GVSU networked interactive media, various levels of fidelity manikins/equipment, faculty presentations, and supervised practice and testing.

Please note: In the lab and simulation environments, adhere to policies as provided by GVSU Simulation Center and KCON during a pandemic. These processes will be provided to you by these departments/colleges and may require deviation from some of the general rules below

GENERAL RULES

- **S**tudents are expected to dress in clinical attire for all simulation and standardized patient events.
- Dispose of trash, properly place recyclable items in marked containers and correctly re-package any items you have used.
- Return any equipment, written tests, test keys, etc., to proper location after use.
- Notify the lab faculty of any malfunctioning equipment.
- All equipment must be checked out and returned through the Simulation Center's Central Storage located in CHS 343. Additional books and software may be checked out through the Frey Foundation Learning Center. *No equipment is to be removed from the CHS building without the Learning Resource Coordinator's prior approval.*
- Due to the possibility of damage to expensive equipment, no food should be brought into the labs or simulation areas and only drinks in covered containers (i.e. water bottle) will be allowed. All drinks must be kept at the tables away from any equipment in the labs.
- Remove shoes before lying on the beds. Straighten bed linens after you use a bed. Place all used linens, gowns, and blankets in the laundry hampers. The Learning Resource Coordinator and the Student Lab Assistants will be available to help with any questions, problems, or concerns regarding the lab area.
- All injuries must be reported immediately to the lab faculty and the Learning Resource Coordinator and document the incident using the appropriate forms. Public Safety may be called if transportation is needed.
- When using equipment for practice, repackage it properly for the next person's use, when appropriate.
- Lab equipment *may not* be returned to the main KCON office. All items checked out *must* be returned within the stipulated time-frame to the Simulation Center's Central Storage, CHS 343, during open hours.

Preparing for Lab Classes
In each syllabus, students will find the list of required viewings and readings. Students are expected to budget their time to complete all audiovisual and reading assignments prior to the corresponding lab or simulation event. The requirements will be summarized at the beginning of the "skills laboratory" portion in each nursing syllabus and also found individually listed under each lab along with the objectives for that lab. Required videos may also be part of the materials purchased for the course, in which case, students can watch on personal computers in the environment of their choice.

SPACE AVAILABILITY

Available practice hours within the Simulation Center vary from semester to semester. Nursing students, as well as other disciplines within CHS, will be assigned exclusive times when the areas are reserved for their use. During the reserved time for each class, those students have first priority for these areas. Other students may use the space with the understanding that they may be asked to leave, if necessary. Nursing and health professions students may use space within the Simulation Center as a resource and practice area when there are no scheduled events are in session. Students are asked to request use of space from Simulation Center Staff located in CHS 343.

Practicing Lab Skills

Classes will combine the elements of lecture, demonstration, simulation and practice to help you learn each nursing skill. Each lab class will vary in the amount of each of these elements. This means that students will need more time than what is scheduled during lab classes to master each skill. It is expected that mastery of skills will come through additional individual and/or group practice. Personal accountability in the area of practice is required. Opportunities for practice are made by checking with the Student Lab Assistants or the Learning Resources Coordinator for available open lab space. The Student Lab Assistants will also provide necessary equipment for practice at this time. No practice with sharps is allowed without faculty supervised assistance. We encourage students to practice in the lab areas to keep equipment available for all. However, some equipment may be checked out of the lab on a very limited basis. (Refer to the policies and procedures section.) As you practice the skill, you can use the skills checklist in the syllabus or the procedure checklist in the fundamentals textbook as a guide. The Learning Resource Coordinator and your class faculty may also be available for problems, questions, or concerns. Faculty supervised practice sessions may also be available and will be scheduled by individual faculty members on an as-needed basis.

Testing Lab Skills (Refer to Procedures for Psychomotor Skills Testing Also)

Validation of Skills Demonstration/Competencies

Performance of specific clinical skills is tested in the laboratory environment before students are permitted to perform the skills in the clinical setting. The list of these skills will be found in specific course syllabi. To pass the clinical skills demonstration, students must be able to safely and successfully complete the performance within the allotted time and maintaining asepsis when appropriate. Students may be asked to answer questions related to the topic and to discuss hypothetical situations. The faculty member will record the results of your testing.

Procedures for Validation of Skills Demonstration/Competencies
1. Student Responsibility:
   a. Check your Blackboard site for any information to preview
   b. Day of testing:
      1. Be prompt.
      2. Have equipment ready. Most of the other equipment will already be set up unless otherwise specified.
      3. Bring Skills Demo Form to testing and any other required forms.
      4. Proceed with test. Remember, to pass the test students must safely and successfully complete the performance within the allotted time, maintaining asepsis when appropriate. Students who have prepared adequately will be able to successfully perform clinical skills and answer critical thinking questions.
      5. All clinical skills demonstrations must be passed in order to successfully pass the course. (Refer to each individual syllabus for more details on individual course requirements for passing).

2.   Faculty Responsibility:
    a. Be prompt.
    b. Provide quiet, private area for testing.
    c. Observe student's performance.
    d. Ask appropriate questions.
    e. Sign check-off list and make comments as appropriate.
    f. Help students make arrangements to meet with Faculty of Record if the performance was unsatisfactory.

Waivers

Some skills may be tested by waiver (evidence of skill testing completed at the clinical site). This signed waiver must be in your possession, prior to testing in the lab, in order to be exempted from testing at the lab. It is each student's responsibility to pass each required skills testing and have the faculty sign the testing record or waiver. This must be completed by the final testing so faculty can record completion.

LRC Lost and Found Policy

Check with Lab Assistants in CHS 343 for lost-and-found items. Security/GVSU Department of Public Safety will only accept items of "value." This includes lost cell phones, wallets, purses, laptops, iPads/iPods, etc. Information Technology accepts all of the left-behind flash drives. Security/DPS will no longer accept NON-VALUE items (water bottles, coffee cups, notebooks, clothing, lunchboxes, etc.). The Learning Resource Center will keep all NON-VALUE Lost & Found items in a Lost & Found bin in CHS 343 until the end of each semester. Any items still left in the Lost & Found bin in CHS 343 at the end of the semester will be donated to a local charity.

EQUIPMENT POLICIES AND PROCEDURES

Equipment (as listed) **may be borrowed for a one-week period** at the end of the scheduled labs for that day. Each item is checked out through the Simulation Center and checked back in when returned. If there are no Student Lab Assistants on staff, *do not* turn in your equipment to the main KCON office. Equipment and resources are limited; you are asked to return items early the next day to make them available to others. Please verify availability of equipment with the Student Lab Assistants or the Learning Resource Coordinator.

Examples of available equipment include:
- Sphygmomanometers
- Tuning forks
- Reflex hammers
- Home visit bags
- Diagnostic Sets (on a requested basis only)
- Single stethoscopes

The Simulation Center will periodically loan medical equipment to students for a longer period of time. Students should pick up medical equipment from the Simulation Center and return medical equipment to the Simulation Center at the end of the rental period. Students should understand and accept that this is a loan and that there is no fee charged for the use of this medical equipment if it is returned in good condition upon return, with normal wear and tear expected. Deposits are not required for medical equipment loans. However, should loaned medical equipment be damaged, stolen or misplaced students will be charged for the replacement cost of the medical equipment. If medical equipment is not returned by the end of the loan period, the replacement cost of the medical equipment will be assessed to the student's account.

The student assumes full responsibility for the medical equipment and agrees to take good care of it. The student also agrees to notify the Learning Resource Coordinator if the medical equipment (or a part) is stolen, damaged, or in need of adjustments or repair and to consult with the Learning Resource Coordinator if repairs are required.

The use of any medical equipment from GVSU is at the student's sole risk and the student assumes any and all risk from the use and operation of medical equipment from GVSU. It is further noted that GVSU staff, advisory committee and officers, representatives, employees, or students, shall not be liable for any claims, demands, injuries, damages, actions or causes of action whatsoever of the student or any other person arising out of or connected with the use and/or operation of any medical equipment from GVSU.

You will be asked to sign a Medical Equipment Loan Agreement prior to borrowing any medical equipment from the GVSU Simulation Center.

Syringes and Needles in the Lab

Syringes, needles and I.V. needles are provided for practice in the learning labs **ONLY**. Needles which puncture the skin of any living being should not be recapped before disposal, but placed directly into a red "CONTAMINATED" sharps container after use. Once a needle is placed in a "Contaminated" sharps container, **NO** attempt should be made to retrieve it. If needles are used to practice on models, they may be re-used only on models or injection pads. Care should be taken that the student does not stick themselves with the needle. If an accidental stick with a needle used on another person occurs, the KCON Infectious Disease Policy applies.

Latex Allergy Considerations

The Simulation Center environment is not latex-free. Labs are stocked with nonsterile latex-free gloves; however, some Simulation Center equipment and task trainers contain latex. Sterile gloves will primarily be non-latex powder free neoprene. Students with known sensitivity/allergy to latex or any other element in the lab or clinical environment must:
- obtain consultation from your health care provider about individual sensitivity/allergy, risks and treatment
- inform your faculty member/supervisor of your plan to handle a reaction.

TRADITIONAL/SECOND DEGREE UNDERGRADUATE PROGRAM PROGRESSION POLICIES

1. A student must achieve a grade of C or higher (2.0) in each of the following nursing courses in order to progress in the nursing program:
   Traditional BSN Program Theory Courses: NUR 265; NUR 266; NUR 316; NUR 328; NUR 366; IPE 407; NUR 416; and, NUR 467 (4 of 10 credits). Second Degree BSN Theory Courses: NUR 322; NUR 324; NUR 328; NUR 332; NUR 336/NUR 338; NUR 442; NUR 446; NUR 472; NUR 476.

2. A student must achieve successful completion of each clinical component, (clinical rotations, labs, seminars) with a grade of CR (credit) in each of the following clinical courses before progressing to the next course. If a student fails (NC-no credit) any one component he/she/they cannot progress to the next rotation and will receive a course grade of NC. Thus, a student will have to repeat the entire course before progressing to the next level.
   Traditional BSN CR/NC Clinical Courses: NUR 267; NUR 317; NUR 367; NUR 417.
   Please note: NUR 467 offers 6 credits of clinical experience that is graded. A student MUST achieve a grade of C or higher (2.0) in this clinical component course in order to graduate.
   Second Degree BSN CR/NC Clinical Courses: NUR 323; NUR 325; NUR 333; NUR 335; NUR 443; NUR 445; NUR 447; NUR 473; NUR 475.

3. The nursing major also consists of additional co-requisite courses. A student **MUST achieve a grade of C or higher** (2.0) in the following courses in order to progress to the next level: BMS 305, BMS 310, and BIO 355. These courses *may not* be taken CR/NC.

4. Once admitted to the program, a student may repeat only one of the following required nursing courses:
   Traditional BSN Program: NUR 265; NUR 266; NUR 267; NUR 316; NUR 317; NUR 328; NUR 366; NUR 367; IPE 407; NUR 416; NUR 417; and NUR 467. More than one failure in a nursing course (less than 73% or NC) will result in dismissal from the Kirkhof College of Nursing.
   Second Degree BSN Program: NUR 322; NUR 323; NUR 324; NUR 325; NUR 328; NUR 332; NUR 333; NUR 335; NUR 336/NUR 338; NUR 442; NUR 443; NUR 445; NUR 446; NUR 447; NUR 472; NUR 473; NUR 475; and NUR 476. More than one failure in a nursing course (less than 73% or NC) will result in dismissal from the Kirkhof College of Nursing.

5. Once admitted to the program, a student may repeat only one of the following co-requisite courses: BMS 305, BMS 310, and BIO 355. More than one failure in these co-requisite courses (less than 73%) will result in dismissal from the Kirkhof College of Nursing.

6. A student who is repeating a nursing course and withdraws in good standing may apply for readmission to that course by petitioning to and receiving approval from the Undergraduate Academic Affairs Committee and communicating with the Faculty of Record of that course.

7. A student who is repeating a nursing course and withdraws in poor standing (failing) may not apply for readmission.

8. Students who remain in good standing (achievement of a grade of C or higher in all nursing and required supporting courses), and continue the status (full-time/part-time) under which they were enrolled when entering the nursing program will be assured placement in subsequent nursing courses.

9. Students will be deemed "out of sequence" if any of the following occur:
   a. Withdrawal from a course (beyond the first semester)
   b. Failing a nursing or required supporting course (less than 73%)
   c. Change of status from full-time to part-time

10. Out of sequence students will be given placement in nursing courses on a space-available basis according to the following priorities:
    a. Students who were in good academic standing at the time they withdrew from a course due to health-related reasons, which they were taking for the first time, or changed their status to part-time
    b. Students who are repeating the course
    c. Full-time transfer students from another nursing program who meet the academic requirements for admission to the nursing program

11. In the event that the number of students in a particular category exceeds the number of spaces available, priority will be given on the basis of GPA in nursing and required upper-division health science courses (BIO 120, CHM 109, BMS 250, CHM 230, PSY 101, WRT 150, and a general education course) for the Traditional Program and (BIO 355, CHM 230, BMS 212, BMS 250, BMS 251, and PSY 364) for the Second Degree Program.

12. Students who believe that they have experienced extenuating circumstances that warrant an exception to one of KCON Progression Policies, must submit a request to the Undergraduate Academic Affairs Committee for consideration.

STATES/JURIDICTIONS WHERE KCON'S PRELICENSURE BSN CURRICULUM MEETS STATE EDUCATIONAL REQUIREMENTS FOR PROFESSIONAL LICENSURE:

The pre-licensure (Traditional and Accelerated Second Degree) nursing programs at Grand Valley State University's (GVSU) Kirkhof College of Nursing (KCON) position you to earn your Bachelor of Science in Nursing (BSN) degree and thereby gain eligibility to take the National Council Licensure Examination-Registered Nurse (NCLEX-RN) in the state of Michigan. Upon successfully passing the NCLEX-RN, the KCON nursing graduate achieves legal authority to practice under the protected title of registered nurse (RN) in the state of Michigan.

KCON BSN pre-licensure graduates seeking to practice as an RN in a state other than Michigan must meet the requirements of that state. GVSU/KCON has not made a determination on whether its curriculum meets the educational requirements of all states/jurisdictions. To view board of nursing professional licensure requirements by state of interest, visit the National Council of State Boards of Nursing (NCSBN) at https://www.ncsbn.org/14730.htm

Eligibility for Licensure as a Registered Nurse
A Traditional and Second Degree student must complete all requirements for graduation, and his/her/their degree must be posted by the GVSU Registrar's Office, before he/she/they can be approved to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN).

Students should be aware that each State Board of Nursing conducts an investigation (including background checks) of all graduates who have completed a nursing program, to determine eligibility to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Each State Board of Nursing retains the right to deny a graduate the opportunity to take the licensure exam if he/she/they have a felony or misdemeanor conviction or a misdemeanor involving alcohol or a controlled substance.

Michigan Board of Nursing (MBON): For more information about nursing licensure in the State of Michigan, go to the Department of Licensing and Regulatory Affairs (LARA) website at http://www.michigan.gov/lara/. Click on Health Professional Licenses, then Nursing, to find information on the MBON, licensing applications and forms, licensing information, board information, and frequently asked nursing questions.

Estimated Costs Associated with the NCLEX-RN:

Description	*Estimated Cost
Cost of Initial License plus Application Fee	$208.80
Finger printing and Background Check	Per MBON
Pearson Vue	$200

Prices subject to change; quote as of 5/16/2022

Out of State Licensure: For information about licensure outside of Michigan, review the National Council of State Boards of Nursing website at www.ncsbn.org. The National Council of State Boards of Nursing, Inc. (NCSBN) is a not-for-profit organization whose membership comprises the boards of nursing in the 50 states, the District of Columbia, and four United States territories-American Samoa, Guam, Northern Mariana Islands and the Virgin Islands. The purpose of NCSBN is to provide an organization whereupon boards of nursing act and counsel together on matters of common interest and concern affecting public health, safety, and welfare; including the development of licensing examinations in nursing.

GVSU GRADUATION REQUIREMENTS

Refer to the Grand Valley State University catalog for graduation requirements. (You will need to meet the criteria specified in the catalog for the year you first enrolled at GVSU). Please see your Academic Advisor if you need assistance.

Estimated Graduation Costs:

Description	*Estimated Cost
Graduation Cap and Gown	$27.00
Graduation Cap, Gown, and Tassel	$32.00
Nursing Pin	Ranges from $31.55 to $332.24

Prices subject to change; quote as of May 2022

FOR RN-BSN DEGREE STUDENTS

Intent to Start Clinical Sequence

**INTENT TO START APPLIED LEARNING
EXPERIENCES THROUGH CLINICAL
PRACTICUM SENIOR YEAR SEQUENCE**

RN-BSN Program

In the senior year of the RN-BSN program, the following courses offer applied learning experiences through clinical practicum. These three courses (NUR411, NUR412, and NUR456) comprise the senior clinical practicum sequence of courses, with virtual learning experiences in NUR 411 and NUR 412. NUR 456 involves in-person clinical.

The credits for these applied learning experiences through clinical practicum are incorporated into the total credit allocation for each course. These courses are sequential, with content from each course building on previous coursework. Students typically continue through the three semesters consecutively to complete their nursing course requirements.

To properly plan for appropriate applied learning experiences through senior clinical practicum sequence, students must indicate their intentions to   enroll in the clinical sequence by completing the "intent to start senior clinical practicum sequence" letter. A letter will be issued to students eligible to enroll in NUR 411. This letter of intent will also trigger initiation of senior course compliance requirements as needed. Students must remain in compliance throughout indicated courses. Information on clinical compliance will be sent to those who indicate their intent to enroll in the senior clinical practicum sequence. In addition, the student must be licensed as a Registered Nurse (RN) in their state of residency before beginning their in-person precepted senior clinical practicum nursing courses.

FOR <u>TRADITIONAL</u>, <u>SECOND DEGREE</u>, AND <u>RN-BSN</u> STUDENTS

FORMS TO SIGN

INTRODUCTION TO THE BACCALAUREATE HANDBOOK
SIGNATURE SHEET

I <u>have read</u> the Introduction to Baccalaureate Program in Nursing Handbook.

I <u>understand</u> and <u>will adhere</u> to all Kirkhof College of Nursing policies/practices pertaining to the following:

- Undergraduate Progression Policies (pp. 26-31 + pp. 81-82 for Traditional and Second Degree Students)
- Kirkhof College of Nursing ATI Assessment and Review Policy (pp. 34-35)
- Hazardous Substances and Student Safety (p. 66)
- Student Identification (p. 34)
- Student Role Clarity (p. 38)
- Appropriate Use of Information Technology (p. 40)
- Academic Honesty Policies (pp. 42-43)
- Classroom/Clinical Attendance and Conduct (p. 43)
- Clinical Policies (pp. 45-71)
- Learning Lab Center Policies (pp. 77-80 – Traditional and Second Degree Students)

_____

Student Name (*Please Print*)   G#

ELECTRONIC SIGNATURE ON BLACKBOARD   _____
Student Signature   Date

For Traditional Students: This statement is available on the NUR 266 Blackboard site and must be completed during that semester. *You will receive an INCOMPLETE in NUR 266 if this form is not submitted in Blackboard prior to the date grades are due.*

For Second Degree Students: This statement is available on the NUR 324 Blackboard site and must be completed during that semester. *You will receive an INCOMPLETE in NUR 324 if this form is not submitted in Blackboard prior to the date grades are due.*

For RN-BSN Students: RN-BSN students enter the nursing program at NUR 311, NUR 312, or NUR 265. Therefore, this statement is available on these respective Blackboard Sites. Students must complete this form during their first semester in the nursing program. You will receive an Incomplete in your respective course if this form is not submitted in Blackboard prior to the date grades are due.

ACADEMIC INTEGRITY STATEMENT

The Kirkhof College of Nursing expects our students to uphold the highest standards of academic integrity during their time with us. Cheating, plagiarism and misconduct are the most obvious violations of academic honesty. The College takes all such violations seriously regardless of whether they occur in the classroom, in homework and assignments or during clinical activities. KCON adheres to the Code for Nurses established by the American Nurses Association as well as the GVSU student code.

Standards:
Standards of integrity include (not an exhaustive list):
- Honest representation of required coursework
- Attendance at required learning activities is expected unless absence has been approved by the faculty
- Responsibility and accountability for individual judgments and actions
- Acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any other student

Forms of Plagiarism:
Forms of plagiarism include (not an exhaustive list):
- Submitting a paper which was either wholly or partially written by someone else
- Using direct quotations which are not enclosed in quotation marks (or indented form for long quotations). This includes portions of sentences as well as full sentences.
- Material that is clearly a paraphrase of one source but which is not documented
- Presentation of undocumented information that is clearly not "common knowledge" in the area being considered in the paper

Misconduct:
A variety of actions may constitute misconduct. Some activities are identified here but this is not an exhaustive list.
- Taking pictures of students using IV equipment without supervision, and posting photos
- Audio & video recording in class without permission
- Observing a peer violating a safety procedure and not informing the clinical instructor
- Documenting care that was not given

Penalties:
As defined in the GVSU student code, the penalty may be "failure of a specific assignment, the entire course or if flagrant, dismissal from the University." Penalties shall be determined individually by course faculty.

Education is the key to success and during my educational process I have the opportunity to grow, learn and develop the integrity of a professional nurse. Such development can only occur in an environment of academic honesty.

I have read the above statement. I agree to follow, and to encourage others to follow, the principles of academic honesty.

Student Signature	**Printed Name**
ELECTRONIC SIGNATURE ON BLACKBOARD	ELECTRONIC SIGNATURE ON BLACKBOARD
Date	Course/Section OR Orientation Bb site

For Traditional Students: This statement is available on the NUR 266 Blackboard site. You are able to sign the agreement through Blackboard.

For Second Degree Students: **This statement is available on the NUR 324 Blackboard site. You are able to sign the agreement through Blackboard.**
For RN-BSN Students: This statement is available on the NUR 265, NUR 311, and NUR 312 Blackboard Sites. You are able to sign the agreement through Blackboard.