STUDENT HANDBOOK
SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM

NAME: ____________________________________________________________

CLASS: ______________________   DATE:  ______________________
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MESSAGE FROM THE DEAN OF THE
ST. THOMAS CAMPUS

On behalf of the University of the Virgin Islands and the faculty of the School of Nursing, it is my esteemed privilege to welcome you as embark on your future career as nurses. Nursing is one of the oldest and noblest of professions dating as far back as the 11th century, when the first nursing textbook was written. Today, more than ever, the nursing profession is in increasingly high demand. Yet, we cannot forget that nurses impact the lives of others in personal and intimate ways that cannot be claimed by any other profession. Nurses bear high levels of responsibility and accountability for not only the lives of clients, but the entire family unit. Therefore your preparation to become a professional nurse will be rigorous and demanding. Upon graduation from this program, you will be required and expected to demonstrate competent, compassionate and quality nursing care for all clients. We expect you to have all the requisite preparation and achievement to be able to stand head and shoulder with any graduate nurse in the nation.

The faculty is here to provide you with information, guidance and support for your educational journey. However, be aware that you must actively take responsibility for your own learning. This involves putting necessary time and energy into your study. Prepare for your classes by reading and studying materials in advance. Come with questions about areas you may not have understood. Engage your professor in more deeply exploring the subject. Take advantage of Faculty office hours set aside for your benefit.

Each one of you has the potential to excel beyond your wildest imagination. But this will only happen if you partner with us and take advantage of every learning opportunity afforded you. Education is a partnership with both parties vested. Again, I welcome you to but the first step into an adventure of lifelong learning. Are you up for the challenge?

Sincerely,

Cheryl P. Franklin

Cheryl P. Franklin, DNS, RN
Associate Professor and Dean
USE OF THE BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE STUDENT HANDBOOK

Use the BSN Student Handbook as a guide as you move through the curriculum. It was prepared to assist you in decision making. Read it thoroughly and become familiar with the content as it governs your life as a nursing major. Use it as a supplement to the UVI Student Handbook and the UVI Catalog. Both of these documents are available online at www.uvi.edu.

HISTORY OF THE BSN PROGRAM

The university offers two Nursing programs, the Associate of Science, on the St. Croix campus, which requires 72 credits for completion of the degree and the Bachelor of Science, on the St. Thomas campus, which requires 129 credits for completion of the degree.

The Associate of Arts in the nursing program was established in 1962 and received initial National League for Nursing (NLN) accreditation in 1970. In 1981, through the leadership of the faculty of nursing, the Board of Trustees approved academic requirements for a Bachelor of Science Degree together with a BSN curriculum. The Associate of Arts program was offered on the St. Thomas through May 1983. In response to community needs and a recommendation by the nurse faculty, the Board of Trustees moved the Associate of Arts program to the St. Croix campus in August 1982. Since that time, the university has modified the Associate of Arts program to an Associate of Science (AS) to better articulate with the BSN program. This AS program received reaccreditation from the NLN in Fall 1993, and from NLNAC in the Fall of 2001, and again in 2009.

The BSN program is offered on the St. Thomas campus, and its first class graduated in May 1986. In 1987, the BSN program was granted initial full accreditation by the NLN for eight years. The BSN program was reaccredited for an additional eight years by the NLN in the Fall of 1995, and by NLNAC in the Fall of 2002; and was reaccredited in Spring of 2011. Upon completion of the program, the graduate is eligible to sit the NCLEX-RN for licensure in any United States jurisdiction.

STRUCTURE OF THE SCHOOL OF NURSING

The School of Nursing is comprised of a Dean, Program Chairperson, faculty members of each program, an administrative assistant for each program, and students. (See Fig. 1)

Each student body elects its representatives who are expected to attend school meetings on their respective campuses. Student representatives have voting privileges at the faculty meetings.

Two student representatives to the BSN faculty meeting are elected by the members of the Student Nurses Association each Fall. Student representatives share one vote. Students and student representatives are encouraged to attend all school meetings.
FIGURE 1

ORGANIZATION CHART
FOR THE SCHOOL OF NURSING
UNIVERSITY OF THE VIRGIN ISLANDS

President

Provost

Dean

Chair Associate of Science Nursing Program

Chair Bachelor of Science Nursing Program

Faculty

Faculty

Administrative Assistant

Administrative Assistant
STUDENT NURSES’ ASSOCIATION

The SNA is a vehicle for student involvement in Program governance. Membership is open to all declared nursing majors. Officers and a faculty advisor are elected annually.

The purpose of the SNA is to aid in the development of students in the assumption of professional role responsibility in the promotion of quality health for the residents of the territory.

PHILOSOPHY

The Profession of Nursing

The faculty believes that nursing is a health care profession, the essence of which is commitment to service. Health is a dynamic state of being in which a person moves toward or away from optimal potential. It has physical, economic, psychosocial, cultural, and spiritual aspects. One’s level of health is affected by alterations in the internal and external environments and is dependent on coping and adaptive abilities. Guided by a code of ethics, nursing is also a practice based on scientific research and theory.

Nursing practice is guided by three processes: nursing, communication, and professionalization. The faculty believes that through the nursing process, the nurse assesses, diagnoses, plans, intervenes, and evaluates nursing care. The application of the nursing process takes place through the contributions of the nurse as caregiver, collaborator, leader, and investigator. Through the communication process the nurse interacts therapeutically and professionally utilizing a variety of verbal and non-verbal skills. The professionalization process facilitates development of abilities such as critical thinking, scholarship, accountability, leadership, and commitment to professional growth and demeanor and adherence to ethical standards and behaviors.

The focus of nursing care is the human as individual, family, group, community, and society. Each human being has unique and diverse characteristics, which require the nurse to render individualized nonjudgmental care. Human beings grow and develop along predictable life stages. As they proceed along this continuum, the goal of nursing is to assist the client to attain optimal health or achieve a dignified death. In order to promote the achievement of optimal health, the nurse uses a variety of interventions including health maintenance, health promotion and disease prevention, care of acute and chronic conditions, and rehabilitation. Nursing activities are designed to enhance the life experience of individuals, families, groups, communities, and societies.

Responsive Community Service

The responsibility of good citizenship requires the Baccalaureate graduate to embrace the concepts of public service and volunteerism. Therefore, opportunities to engage in service learning projects are provided as an integral part of the total educational experience. Such learning experiences allow for integration of acquired knowledge and skills in the interest of the public good. Through reflection the learner objectively values self and the contributions he/she makes to effect positive changes in identifiable ways within the community. Thus, the
Baccalaureate graduate recognizes personal responsibility to assist others as a central feature of continued professional and personal development beyond graduation.

The baccalaureate nursing educational process at the University of the Virgin Islands culminates with a capstone learning experience which prepares the student for the role of a beginning nurse generalist who possesses leadership skills, nursing competence, and a professional demeanor.

**Baccalaureate Nursing Education**

Baccalaureate nursing education occurs in the context of the discipline of nursing, natural and social sciences, and a general education program that is interdisciplinary and rooted in the liberal arts. This content permits exposure and sensitivity to the uniqueness of human life and experiences. The baccalaureate nursing program is also designed to prepare registered nurses for educational advancement within the profession of nursing.

Teaching, being multifaceted, focuses on the acquisition of knowledge and on scholarship in an environment that accepts diverse views, cultures, and individuals. Scholarship is pursued through the development of skills such as critical/analytical thinking, scientific inquiry, and the ability to synthesize varying concepts and ideas. In baccalaureate education, instruction equips the graduate to continue to actively participate in the research process as a consumer of research findings and a competent evaluator of the merits of research studies, thereby contributing to the advancement of the profession. Ultimately, the purpose of acquiring these skills is to prepare our graduates to address clinical situations and advance solutions to societal problems that may be local, regional, national, and global.

The rapidly changing technological environment mandates that our graduates acquire skill proficiency that would allow them to deliver quality, update care wherever they encounter their clients.

**Summary**

Nursing as a humanistic profession is practiced through the utilization of three processes: nursing, communication, and professionalization. The baccalaureate curriculum engages the student in learning experiences and activities that permit the acquisition of knowledge, skills, and behaviors that are requisites for the competent performance of a beginning nurse generalist. In keeping with the University’s mission and goals, the nursing student develops in an academic atmosphere of scholarship, utilizing research as a tool to better understand and address problems of nursing practice and society. Students are afforded opportunities to act in the interest of the public good as an integral part of their development as professionals and responsible citizens. Our product is a beginning nurse generalist equipped with clinical and professional abilities to perform competently as well as to advance professionally through formal and informal avenues.
Program Goals
The program goals are in keeping with the University’s Mission and the Philosophy of the BSN Program. The graduate of this program:

1. Competently executes the nursing process through the steps of assessment, planning, implementation, and evaluation adapted to meet the unique needs of the clients.
2. Effectively communicates as a therapeutic agent and as a professional utilizing a variety of written, verbal, and nonverbal strategies.
3. Demonstrates professionalism through behaviors and attitudes that reflect competency, accountability and a commitment to self-improvement while striving towards increasing potential.
4. Utilizes critical thinking skills to innovate, investigate, and problem solve in order to benefit individual clients and communities locally, nationally and/or globally.
5. Applies ethical, moral, and legal standards when enacting the role of professional nurse.
6. Utilizes technology to facilitate the delivery of quality care to clients in various settings.
7. Actively engages in positive social action through public service and volunteerism.

Organizing Framework
The organizing framework uses concepts eclectically selected from Orem, Rogers, and Systems theories to provide structure, direction and continuity to the curriculum. These concepts include three processes and the focal roles enacted as the processes are learned and practiced. The client as individual, family, group, community, or society serves as another organizer for the development and presentation of content across the program’s semesters. Theory, assignments, and clinical rotations allow for the gradual and incremental acquisition of critical/analytical thinking skills, the ability to make scientific inquiry, and the ability to synthesize varying concepts and ideas. Application across the curriculum is observed in various activities of clinical practice and public service which demands demonstration of increasingly more advanced professional skills. All concepts are introduced in the first-level nursing course (NUR120/121), which is offered in the freshman year and elaborated upon in subsequent courses.

Processes, Roles and Behaviors
There are three processes that are foundational to the curriculum plan: communication, nursing and professionalization. They provide a directing influence for the selection of content in all nursing courses. The communication process forms the basis of all client interactions. The ability to communicate effectively with diverse populations in a variety of settings using various modalities is critical to client care. Students are exposed to a variety of communication techniques, verbal, non-verbal and abstract, along with listening skills. These techniques and experiences are introduced at the 100 or freshman level of the curriculum and continued with progressive complexity to the 400 or senior level. Mastery and demonstration of competence in therapeutic communication skills and techniques are required at all levels.

The nursing process allows for the identification of clients needs for the development of the therapeutic nurse-client relationship. This is achieved by implementing the nursing process through the utilization of such roles as caregiver, teacher, and advocate. Such roles are
introduced on the freshman level in NUR 120. These roles are developed during the sophomore year with the requirement focusing on well clients or clients with minimal alterations in health. Acquisition of skills focuses on developing beginning mastery of physical assessment techniques, data collection and the formulation of nursing diagnoses. The junior level introduces clients who have more complex needs and require more involved nursing care. Learning experiences are designed to maximize the opportunities for the acquisition of skills required for more complex care. At this level, students are required to formulate, implement and evaluate nursing care plans. The senior level requires the student to demonstrate a synthesis of knowledge and, mastery of the clinical skills required of a safe and competent practitioner. The ability to demonstrate a level of independence when caring for clients with complex needs and multiple interventions is essential.

Nursing behaviors accompany nursing roles and reflect the level of self-caring that characterizes the client. Potentiating behaviors help develop the well client to achieve their highest potential of wellness. Supporting behaviors are utilized to facilitate those clients who are minimally ill to return to a state of wellness and self-caring. Maintaining behaviors practiced with all clients whose state of wellbeing is compromised and require nursing intervention. Sustaining behaviors are employed with those clients who are seriously ill and unable to self-care or make decisions about care. Those behaviors may help to achieve a dignified death.

The professionalization process develops the roles of change agent, client advocate, investigator, manager, leader and critical thinker. During the freshman year students are introduced to this process by analyzing the premises upon which nursing practice is based. Throughout subsequent semesters, they provide scientific explanations for their nursing actions. Students enact the investigative role by expanding their knowledge base as they explore literature and alter nursing care decisions based on this knowledge. These roles culminate in the senior year with the study of the research process and the application of critical thinking skills in the critiquing of published scholarly papers. Examination of nursing issues and dilemmas in NUR 422 requires analytical skills and discernment that are intellectual tools used by the critical thinker. The principles of leadership and management in organizations are taught in NUR 424. Completion of a leadership project as a course requirement requires the senior student to integrate a variety of leadership skills and professionalization process in creating a product and providing services that impact the health of clients in the community or the hospital.

The Client

In all nursing courses the client, as individual, family, group, community or society, is viewed as a unified whole who continually interrelates with the environment. The client is conceptualized as a multi-faceted being with varying degrees of abilities and capacities. Thus, the study of the client includes consideration of physiological, sociological, and spiritual factors affecting health. A body systems approach provides an organizing framework for learning related to the client’s physiological and behavioral responses to actual and potential stressors across the life span. Human growth and development are predictable and provide a basis for course sequencing. The well adult is the focus of NUR 208 and NUR 209, the childbearing family and neonate are studied in NUR 228, children and adolescents in NUR 309, young adults in NUR 308, and middle aged and older adults in NUR 319. Potential and actual threats to psychosocial integrity
throughout the life span are studied in NUR 318 and adults with a variety of alterations in NUR 417 and clients of all ages in NUR 418.

**Responsible Community Service**

Responsible community service encompasses those activities that contribute to the public good. These activities enable students to apply knowledge gained in all courses to the analysis and resolution of individual and societal problems. The faculty designs learning opportunities that make students aware of social and ethical issues, and encourage them to use their intuition, analytical skills, and creativity in understanding and resolving issues and problems, including those unique to the Virgin Islands and the Caribbean. At the 200-level of the curriculum, students are encouraged to volunteer in campus and community-wide activities where they can use their basic communication and psychomotor skills. At the 300-level of the curriculum, students are required to integrate course content with the communication, nursing and professionalization processes in the design and implementation of strategies addressing the needs of clients with acute and chronic health alterations. At the 400-level of the curriculum students are required to implement service learning projects that address health promotion, health maintenance and disease prevention in partnership with community-based institutions, organizations and agencies. The design and implementation of service-oriented programs require use of critical thinking, information technologies, leadership skills and understanding of the organization and environment in which nursing and health care are provided. Critical thinking is essential in analysis and reflection; information technologies permit efficiency in communication; leadership skills allows for the achievement of goals and the implementation of strategies to meet those goals. This begins at the 200-level with voluntary activities, continues with health outreach through participation in health education activities at the 300-level and culminates at the 400-level with the delivery of health services to community-based organizations and institutions as well as the execution of required senior leadership projects in the capstone course.

The educational experience of the Baccalaureate nursing student embraces a curriculum that utilizes knowledge and skills from the disciplines of natural sciences, social sciences, and humanities to facilitate the development of nursing competencies. As part of their general education experience, a freshman learning community and interdisciplinary instruction introduces the nursing student to a collegiate experience that integrates general education with the study of nursing.

The three processes, communication, nursing, and professionalization, create the content for progression through four levels of nursing courses. Movement from simple client care clinical situations to more complex client care clinical situations characterizes this progression. Clients are individuals, groups, families and communities in settings that are in the hospital, a clinic or in the community. Students practice acquired clinical skills with decreasing need for guidance and supervision. The Baccalaureate experience allows the student to develop as a clinician and a professional. Writing of reflective papers stimulates critical/analytical thinking, scientific inquiry and the ability to synthesize varying concepts and ideas and the philosophy of nursing in the freshman year. Term papers and health education projects require in-depth investigation and creativity and are required of sophomore, junior and senior students. In the senior year, a major leadership project and the preparation of a research proposal are culminating exercises that rely
intensely on the intellectual skills of a developing professional. A capstone course in the senior year synthesizes the learning experiences afforded by the Baccalaureate curriculum and permits the students to demonstrate the abilities of a beginning professional nurse. The three processes provide guidance for the development of course and clinical objectives, course content and activities, as well as the sequencing of courses throughout the curriculum with increasing levels of complexity in each process as the student moves from freshman to senior status. Elements of the three processes articulated in the program philosophy are introduced sequentially into each level of the curriculum at ever increasing difficulty and complexity as the students build on previously mastered concepts and skills. The clients of focus, the activities required for learning enhancements, and the settings for experiences are designed to maximize the utilization of these processes for growth in psychomotor skills, critical/analytic skills and professional development as students are progressively socialized into the nursing profession.

BSN PARADIGM

The BSN Paradigm is listed below and is to be used by students who matriculated August 2002 and afterward. It outlines the suggested sequence of courses for the generic Baccalaureate Nursing Program.

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<tr>
<td>MAT 140</td>
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<td>MAT 23 &amp; 24</td>
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<td>BIO 301</td>
<td>4</td>
<td>CHE 112 &amp; BIO 262</td>
<td>NUR 318</td>
<td>5</td>
<td>NUR 308, 309</td>
</tr>
<tr>
<td>NUR 308</td>
<td>5</td>
<td>NUR 228, 229, BIO 301</td>
<td>NUR 319</td>
<td>5</td>
<td>NUR 308, 309</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPR &amp; NUR 309 (co), CPR</td>
<td></td>
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<tr>
<td>NUR 309</td>
<td>5</td>
<td>NUR 229/308 &amp; BIO 301 (co), CPR</td>
<td>SPA/FR 132</td>
<td>4</td>
<td>SPA/FR 131</td>
</tr>
<tr>
<td>SPA/FR 131</td>
<td>4</td>
<td>NONE</td>
<td>HUM 115</td>
<td>3</td>
<td>SPE 120/ENG 120</td>
</tr>
<tr>
<td>SOC Elective</td>
<td></td>
<td></td>
<td>COM 119</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 7</td>
<td>18</td>
<td></td>
<td>Semester 8</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>NUR 417</td>
<td>6</td>
<td>NUR 318 &amp; 319</td>
<td>NUR 419</td>
<td>3</td>
<td>Senior Standing, MAT 235</td>
</tr>
<tr>
<td>NUR 418</td>
<td>6</td>
<td>NUR 318 &amp; 319</td>
<td>NUR 424</td>
<td>5</td>
<td>NUR 417 &amp; 418</td>
</tr>
<tr>
<td>MAT 235</td>
<td>4</td>
<td>MAT 140 or 143</td>
<td>NUR 422</td>
<td>2</td>
<td>Senior Standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SOC Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
Standards for Behavior

Review the UVI Catalog for information on the following topics: The Federal Family Educational Rights and Privacy Act; Credit Load; Class Attendance and Conduct; Academic Probation, Suspension, and Dismissal; Academic Integrity; Student Conduct (Disciplinary Warning, Probation, Suspension and Dismissal); Drug-free Workplace Policy; Sexual Harassment; Academic Integrity (Academic Dishonesty, Penalties and Procedures).

In the UVI Student Handbook you will find a detailed discussion of the Code of Student Conduct and associated sanctions for violation of the code.

In addition to the policies and codes of conduct delineated in the UVI Catalog and the UVI Student Handbook, the nursing major should use the following documents in personal and professional decision making: the American Nurses Association Code for Nurses; the National Rights; and the Nursing Pledge.

Ethical Behavior

Your behavior as a nursing major will be governed by the legal and ethical standards that guide your practice as a professional nurse. Professional behavior is based on knowledge of individual abilities and limitations and a strong sense of personal integrity and responsibility.

The faculty of the School of Nursing endorses the American Nurses Association Code for Nurses. The Code for Nurses with Interpretative Statements (2001) is based upon beliefs about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion, restoration and maintenance of health, the prevention of illness, and the alleviation of suffering. The statements of the Code and their interpretation provide guidance for conduct in relationships while carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality of nursing care.

American Nurses Association Code for Nurses (Approved June 30, 2001)

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

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

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing as represented by associations and their members is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

**Professional Behavior**

Incivility has become a major problem in nursing schools as well as in the health care institutions. Major nursing organizations such as the ANA, NLN are concerned about this negative development. The nursing literature is replete with volumes of information on this subject.

Incivility is manifested non-verbally as in teeth-sucking, eye-rolling, walking away or out of class, slouching, not maintaining eye contact, eating in class, use of cell phone in class, wearing visible tattoos in the clinical area, wearing uniforms that are discolored and tight. Other manifestations of disrespectful behavior are seen in not accepting responsibility for actions, misrepresentation of the facts (prevarication) and demonstrating non-caring attitudes.

Orally, incivility manifests as microaggressions – these include acts of showing intimidating hostilities, bullying and demanding, the practice or habit of launching attacks, hostile or destructive behavior or action, ridicule (talking behind one’s back), insults, saying and writing things that cannot be checked out, making “bad” jokes (making fun of people), mocking others speech that is understandable (act of excluding others).
There are also written manifestations of disrespectful behavior via email messages – with emotionally-laden words and “loud speaking or shouting” by using capital letters. Some students hide behind the end of semester evaluations and anonymous letters to display their anger through the medium of emotively-charged words. These same students were silent throughout the semester, not expressing a word of complaint.

POINTS TO CONSIDER

1. Students are admonished to carefully examine the words they speak, at all times, and especially, when those words reflect untruths (remember, the power of life and death is in the tongue).

2. Your words have a great impact on your life and you should not allow corrupt thoughts to occupy your mind and corrupt words to come out of your mouth.

3. One does not always see eye to eye with another person. Sometimes, we have differences of opinion with our spouses, our children, our parents, our professors, our peers, our bosses. But there is a civilized way to resolve difficulty, misunderstandings, and disagreements. At least the first thing to do would be to have a discussion with the person with whom you are having the disagreement. If there is no resolution, then you move further.

4. When you decide to write to the Dean, or Provost, or President, or the press or whomever, common courtesy dictates that you at least copy the letter to the professor. Not doing so is tantamount to “bad talking the Professor’s name behind her back”. In essence, you are having a (“written”) conversation with the Dean about the professor, unknown to the professor. For budding professionals, that is most unprofessional and it does not reflect protocol behavior.

5. Your school is not a battleground and do not turn it into one, waging a war of distasteful words. There is a civilized (rational and respectful) way to resolve conflict that may occur.

6. You are a representative of yourselves, your school and your university. In the clinical area, you are guests of the facilities (being there, is not an entitlement), and you should behave like guests with decorum and professionalism.

ACCOUNTABILITY

Professional nurses are accountable to clients and society for the quality of care provided. The American Hospital Association’s Patient’s Bill of Rights (1972) has been widely circulated and addresses accountability for those who deliver health care.

In 1977, a committee of the National League for Nursing developed the following documents on patients’ rights which reflects the nursing code of ethics, and relates to specific areas of accountability for nursing.
National League for Nursing – Nursing’s Role in Patients’ Rights

National League for Nursing believes the following are patients’ rights which nurses have a responsibility to uphold:

People have the right to health care that is accessible and that meets professional standards, regardless of the setting.

Patients have the right to courteous and individualized health care that is equitable, humane, and given without discrimination as to race, color, creed, sex, national origin, source of payment, or ethical or political beliefs.

Patients have the legal right to information about their diagnosis, prognosis, and treatment--including alternatives to care and risks involved--in terms they and their families can readily understand, so that they can give their informed consent.

Patients have the legal right informed participation in all decisions concerning their health care.

Patients have the right to information about the qualifications, names, and titles of personnel responsible for providing their health care.

Patients have the right to refuse observation by those not directly involved in their care.

Patients have the right to privacy during interview, examination, and treatment.

Patients have the right to privacy in communicating and visiting with persons of their choice.

Patients have the right to refuse treatments, medications, or participation in research and experimentation without punitive action being taken against them.

Patients have the right to coordinate and continuity of health care.

Patients have the right to appropriate instruction or education from health care personnel so that they can achieve an optimal level of wellness and an understanding of their basic health needs.

Patients have the right to confidentiality of all records (except as otherwise provided by law or third-party payer contracts) and all communications, written or oral, between patients and health care providers.

The following pledge incorporates basic precepts of ethical behavior and nursing practice. Apply them as you move toward your goal of licensure for the practice of professional nursing.
NURSE’S PLEDGE

I will strive with all my being and with the help of God to become an open, kind and diversified individual. In doing so I will attain the qualities essential in the practice of nursing, for it is only after realizing one’s self-worth that we are able to promote that in others. Deliverance of high quality health care is of essential importance, but let me also reach beyond a treatment or diagnosis and remember that entrusted to my care is a human being with all the loves, hates, fears and idiosyncrasies that are an integral part of the human species. Let me not grow too comfortable in my knowledge but actively seek out new information for continuance of my education. Being a nurse requires continuous growth. I dedicate myself to this cause and my life to the profession of nursing. (1976, Graduate of Harper, Detroit, Michigan)

Accountability in nursing education means that students are expected to make decisions that affect their progress and to accept responsibility for associated consequences. Faculty members are responsible for designing instructional experiences and promoting learning.

Acquisition of the knowledge and skills needed for the practice of professional practice requires the student to take responsibility for his/her own learning.

PROGRESSION AND GRADUATION POLICIES

PROGRESSION

Progress within the nursing sequence of the baccalaureate nursing program will be monitored, in part, by the student’s participation in Assessment Technologies, Inc (ATI), a series of standardized assessment tests. This set of assessments provides the student with learning tools, non-proctored and proctored testing useful in gauging learning success, and content mastery. Students are required to participate in ATI testing for the following courses: N208, N228, N229, N309, N318, N417, N418 and N424. Scores achieved on the ATI tests will constitute ten percent (10%) of the final grade for each course. The student will be scheduled two opportunities to take a proctored assessment during the final two-three weeks of the semester. The student will be credited the higher of the two scores. The cost of this testing will be the student’s responsibility and will be charged as part of the University tuition and fees each semester.

Additionally, completion of the requirement for NUR 424 (Nursing Leadership) includes mandatory attendance at sessions dedicated to preparation for taking the RN Comprehensive Predictor test prepared by ATI. Seniors are expected to achieve a predicted probability of passing NCLEX-RN examination at 90th percentile. Seniors, who do not achieve this benchmark, will not receive a Certificate of Readiness permitting them to apply to boards of nurse licensures to sit the NCLEX-RN for license as a registered nurse. In order for a Certificate of Readiness to be issued, graduates will have to enroll in a structured program of review,
approved by the Dean and BSN faculty, and give objective evidence. Objective evidence would be equivalent to the ATI prediction score at the 90th percentile.

Any grade of less than “C” is considered a failing grade in the nursing curriculum. In addition the student must obtain a satisfactory rating on all clinical evaluations. The student must also maintain a minimum grade of “C” in all required biological science courses related to the nursing paradigm. To successfully complete these courses, the student must maintain at least a GPA of 2.0. A nursing student who earns less that a “C” in all biological science courses related to the nursing paradigm or any nursing course, or whose grade point average is below 2.0 may not continue in the nursing sequence until the deficiency is corrected.

All nursing courses may be repeated once to a maximum of two (2) courses for the entire curriculum. Any grade of less than “C” is considered a failing grade in the nursing curriculum. Annual documentation of a physical examination, immunization status, and drug screening is required for enrollment in clinical courses. Forms can be requested from the BSN Program office. Documentation must be submitted to the Program by August 1st of each year.

**MATH MILESTONES**

To assure that graduates can accurately compute dosages when preparing medications for administration, all students are required to complete the Math Milestones Examinations. Upon completion of the Math Milestones sequence the student will:

1. Achieve a minimum score of 85% on the first testing of the applicable Math Milestone examination for each course for which it is required.

2. Repeat the examination if an 85% is not achieved. A minimum score of 90% is required for the retake.
   
   a. If the student does not successfully complete the math milestone exam after two attempts, additional attempts may be allowed if deemed warranted and reasonable by the Math Milestones professor.
   
   b. The student will not be allowed additional time beyond the end of the semester to complete the Math Milestones requirement.
   
   c. If the Math Milestone requirement is not satisfied by the end of the semester, the student will not pass the applicable course. Regardless of the theory grade earned by the student for the course, no grade higher than a “C-“ will be given as the student has failed to complete all the requirements of the course and cannot obtain a passing grade for that course.

3. The student will not be able to continue in the nursing sequence, if the Math Milestones examination is not successfully completed for a particular course.
4. Students repeating a course will participate in Math milestones and complete satisfactorily

The Math Milestones Sequence is described in Table 2 which follows.

**Table 2**

**Mathematics Milestones Sequence**

<table>
<thead>
<tr>
<th>Mathematics Milestone</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic skills review; Mastery of equivalents &amp; conversions for the Metric, Apothecary &amp; Household Systems of measurement</td>
<td>Sophomore Level</td>
</tr>
<tr>
<td></td>
<td>NUR 208</td>
</tr>
<tr>
<td>Mastery of non-parenteral medication dosages; parenteral dosages; Mastery of insulin and heparin dosage calculations</td>
<td>Sophomore Level</td>
</tr>
<tr>
<td></td>
<td>NUR 228</td>
</tr>
<tr>
<td>Mastery of intravenous fluid calculations; Mastery of pediatric dosages based on body weight and established rules</td>
<td>Junior Level</td>
</tr>
<tr>
<td></td>
<td>NUR 308/309</td>
</tr>
<tr>
<td>Mastery of intravenous medications based on body weight; Mastery of preparation of solutions</td>
<td>Junior Level</td>
</tr>
<tr>
<td></td>
<td>NUR 319</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>Senior Level</td>
</tr>
<tr>
<td></td>
<td>NUR 417</td>
</tr>
</tbody>
</table>

**BLS (CPR) Certification**

Basic Life Support (BLS) certification for Professional Rescuers is required admission to the nursing program and must be kept current while in the clinical nursing sequence.

Initial certification can be obtained by enrolling in PED 113, Cardiopulmonary Resuscitation, or other classes taught by certified instructors providing BCLS for health professionals.

**GRADUATION**

The BSN degree requires a total of 129 credits with a minimum cumulative grade point average of 2.0. Thirty of the last 36 credits toward the degree must be earned at the University of the Virgin Islands. Eligibility for graduation requires completion of the English Proficiency Examination and the Computer Literacy Examination. Refer to the UVI Catalog and the University Student Handbook for a description of these requirements.

**English Proficiency Examination (EPE)**

The purpose of the English Proficiency Requirement is to ensure that all UVI graduates have demonstrated a required level of proficiency in using English as an effective means of written
communication. Successful completion of the EPE is a University requirement for graduation. Nursing majors are to sit this examination immediately after completing ENG 201. Nursing majors MUST pass the EPE prior to enrolling in a junior level nursing course. The EPE is administered on both campuses in November and April of each academic year, and again during the summer session. Specific EPE administration dates are listed in the Academic Calendar. Students must register for this examination with the Office of the Registrar prior to the examination date. Students who fail the EPE twice must register for ENG 051 the semester following the failed examination. It is the student’s responsibility to begin the process of satisfying this requirement in adequate time to prevent a delay in graduation.

Computer Literacy Requirement

The University believes that all students must be familiar with computer concepts and the use of computers in order to work effectively in today’s high technology world. Therefore, all matriculated students must fulfill the Computer Literacy Requirement during the freshman year. Transfer students may complete up to 24 credit hours before fulfilling the Computer Literacy Requirement. Students who have completed 24 or more credit hours at UVI and who fail to meet the requirement will not be allowed to register for additional credit courses until the Computer Literacy Requirement has been fulfilled.

To fulfill the Computer Literacy Requirement, students must pass the Computer Literacy Examination (CLE), which is administered on both the St. Croix and St. Thomas campuses. Students should contact the College of Science and Math to register for the exam. Exam dates are listed under CLE in the Class Schedule for each semester. The student may prepare for the Computer Literacy Examination using self-taught learning modules, which are available in the bookstore and computer laboratories. Students may enroll in CSC 111 or CIS 021 to prepare for the examination. However, completion of these courses does not fulfill the Computer Literacy Requirement.

STUDENTS’ ACADEMIC RIGHTS, RESPONSIBILITIES, & REGULATIONS

Students’ rights and responsibilities at the University of the Virgin Islands are delineated in the UVI Student Handbook. These include credit load, class attendance, academic integrity, available honors, awards, and services. University grade, credit and quality points are discussed in the UVI Catalog. Both of these documents are available online at www.uvi.edu

Course Grades

Course grades are calculated at the end of the semester. Make-up examination and/or course work is done at the discretion of the course professor. Written assignments are to be submitted on the dates specified. When assignments are submitted late, the grade may be reduced by FIVE percent or more for each day that they are late. It will be at the discretion of the professor to lower the student’s grade if ungraded papers are late or not turned in. Based upon student achievement of individual course requirements, the percentage achieved is
converted to a letter grade and submitted to the Registrar’s office. Letter point grade equivalents are listed in Table 3.

### Table 3

**Letter Point Grade Equivalents**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>62 and below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Clinical Course Grades**

Clinical courses are those courses that have both a theory and practical component. The course grade will be based on the grade obtained for the theory portion of the course. There will be no letter or numerical grade assigned to the clinical component of these courses. The categories of evaluation for clinical performance are: satisfactory or unsatisfactory. In order to pass the clinical component, the student must achieve an overall satisfactory rating in clinical. What constitutes an overall satisfactory rating is indicated in individual course syllabi. Each course has its own clinical Behavioral Performance Objectives and criteria for a satisfactory rating.

In order to pass the course the student must achieve a minimum average of seventy-three (73%) in theory and an overall satisfactory rating for clinical. **THE LETTER GRADE SUBMITTED TO THE REGISTRAR WILL CORRESPOND TO THE LEVEL OF ACHIEVEMENT IN THEORY.** If the student fails the course, both the clinical and theory segments of the course **must** be repeated, as well as the related Math Milestones and proctored ATI assessments.

**Attendance**

The expectation is that students attend all class sessions on time and be prepared for class by doing assigned readings and homework prior to class. If there are more than 2 absences, the final grade will be reduced by five (5) percentage points. Students with excessive absences will be advised by their professors regarding further grade reduction.
Students are expected to attend all classes regularly. Each instructor will make clear specific expectations for class attendance at the beginning of each semester. Students have the responsibility to know and observe these requirements.

Tutorial time is provided to promote psychomotor skill development and enhance understanding of nursing care. More than two unexcused absences from tutorial and / or clinical sessions will result in the final grade in the theory component of the course being lowered by 5%.

The use of cell phones in the classroom and lab is not permitted. Cell phones should be turned off during class and lab times. Failure to do so may result in being dismissed from class or lab.

**CLIENT AND STUDENT SAFETY POLICY**

The students in School of Nursing are required to provide a variety of information in order to ensure patient safety. Required information includes: 1) CPR certification; 2) immunization/immunity status; 3) background checks; and 4) drug screens. Students must agree that the information and results are available to the School of Nursing and the clinical agencies associated with the Program. The information and results are considered confidential, and is accessible only to authorized persons in accordance with territorial and federal law. The information and/or results will be shared, as required, with the clinical agencies where students have clinical experiences. The information and/or results will be filed in the School of Nursing or Health Services offices. All expenses incurred for providing this required information are the sole responsibility of the student.

Failure to submit documentation of the required information, as outlined below, will prevent students from attending clinical nursing courses and may result in dismissal from the Program. Accepted applicants who do not provide the required information will be removed from the accepted student list.

**CPR Certification**

Students are required to show proof of current Healthcare Provider (BLS) CPR with AED certification (including adult, child and infant). It is the student’s responsibility to maintain certification throughout the Program.

**Immunization/Immunity Status**

Students must submit documentation of physical examination and immunization/immunity status to the Campus Nurse (Health Services), per UVI policy. Additionally, nursing students are required to annually provide Health Services documentation of up-to-date immunization status/screening for the following:

1. Measles, mumps, and rubella (MMR)
2. Polio
3. Tetanus, diphtheria, and pertussis (Tdap)
4. Hepatitis B*
5. Varicella
6. Tuberculosis screening (or chest X-ray)

Students who have reasons that prevent them from receiving/completing the required immunizations must provide documentation from their healthcare provider.

*Students entering NUR 208 must have received the first injection of hepatitis B series before the fourth week of class. Students entering NUR 228 must have completed the series by the first week of class.

**Student Pregnancy and Notification of Faculty**

Clinical faculty must be immediately informed of any condition such as pregnancy, chronic illness, or any other health issues, which may compromise the student’s health and safety in the clinical setting.

**Background Checks**

Upon acceptance, students must clear a criminal background check. The background check must include fingerprints and be completed within 30 days prior to the start of classes. Background checks are valid for Fall, Spring and Summer semesters. If a student has an interruption in enrollment (i.e. failure of a course), a repeat background check is required prior to return. If the background check indicates criminal behavior, the student may be dismissed from the Program.

**Drug Screening**

All students are required to complete and pass a drug screening every year. The screening must be completed within 14 days prior to the start of clinical nursing courses and must include a five panel test for amphetamines, cocaine metabolites, marijuana metabolites, opiates, and phencyclidine (PCP). Information from drug screens will be kept on file in the School of Nursing office. If a clinical agency requires an additional drug screen, the student must consent and comply with the agency’s policy. Individuals who have a positive drug screen will not be allowed to continue in the Program. These individuals may chose to provide a written healthcare provider’s explanation for the positive result, and upon review by the Dean of the School of Nursing, may be either allowed to continue in the clinical nursing course or will be dismissed from the Program.

**Student Clinical Responsibilities**

The expectation is that students attend all clinical sessions. Regardless of illness, emergencies or other life events, students must meet clinical competencies to pass the course. It is NOT possible to make up clinical sessions; therefore any absence compromises the achievement of your clinical objectives and may result in failing the course. Students will NOT be able to pass the course if they have 2 or more clinical absences.
Students must notify the professor and agency of intended tardiness or absence from laboratory sessions at least one hour prior to the required arrival time at the clinical setting.

Students are responsible for reporting errors, accidents or injuries to self or clients in their care to the responsible clinical instructor.

It is required that students wear name pins in all clinical settings regardless of type of basic attire. The student is responsible for obtaining a standard student nursing pin at least by the third week of NUR 208.

Students should not bring valuables into the clinical area as security is not guaranteed.

Smoking is not permitted in the clinical area.

**The use of cell phones is NOT permitted in the clinical area.**

It is expected that students will complete the required assignments prior to clinical days in preparation for providing nursing care to assigned clients in clinical settings.

Students are expected to participate in pre and post conferences, discussion groups, seminars, simulations, and role playing situations.

The student is not allowed on the hospital units unless given permission by the clinical professor and the nurse in charge of the unit. If a student needs additional information on a client from the hospital’s record room, a note to that effect must be obtained from the clinical professor.

Students will be required to be currently certified in American Red Cross or American Heart Association Basic Life Support for health care professionals.

**Unsafe Clinical Performance**

Students are legally responsible for their own acts of commission and/or omission. Faculty members are responsible for the outcomes of student actions in the clinical setting. Thus, students and faculty members are legally and ethically obligated to monitor clinical performance. Unsafe clinical behavior may result in course failure.

At the professor’s discretion, a Learning Contract may be drawn up and the student may be permitted to attend the clinical with appropriate limitations. Satisfactory completion of the contract and the other course requirements is required for a satisfactory clinical performance evaluation.

A documented pattern of unsafe clinical performance can result in an unsatisfactory clinical grade without the issuance of a Learning Contract.
A Learning Contract contains:

1. Statement of the problem(s).
2. Statement of expected outcomes
3. Prescription for behavior change or steps to remedy the problem(s)
4. Time frame for correcting the problem(s)
5. Signatures of the student and professor

Unsafe clinical behavior is demonstrated when the student:

1. Fails to prepare for clinical assignments.
2. Threatens patient safety by (the following are examples but are not all inclusive)
   a. Failure to use side rails
   b. Repeated use of non-therapeutic communication technique
   c. Attacking or derogating patient beliefs or values
   d. Repeated failure to use standard precautions or to maintain asepsis
   e. Errors of commission or omission in preparation, administration and monitoring of medications (including oxygen) and treatments
   f. Failure to observe and/or report critical patient data
   g. Sharing confidential information inappropriately
3. Carries out previously taught skills improperly
4. Assumes inappropriate independent decision making or action, e.g. performing a task for the first time without appropriate supervision
5. Fails to accept responsibility for own actions by (the following are examples but are not all inclusive)
6. Being unwilling to admit responsibility for errors made although noted by instructor or nursing staff.
   a. Failing to report known errors
   b. Attempting to cover up own or other’s error
7. Show evidence of dishonesty, negligence or substance abuse

Skill Mastery

The student is introduced to basic nursing skills in NUR 208 Fundamentals of Nursing. Subsequent courses will increase the student’s knowledge base and enhance psychomotor skill development. Students must demonstrate mastery in each course as determined by the course faculty. Mastery is defined as:

1. Performance mastery: psychomotor, or technical proficiency
2. Knowledge mastery - comprehension of relevant principles and concepts
3. Affective mastery – understanding of psychosocial factors related to the impact of the intervention on the client

Following a class on a particular skill, students are responsible for additional, self-directed practice in the Skills Laboratory to achieve the level of proficiency needed to demonstrate
mastery. Mastery may be evaluated by assessing performance in the Skills Laboratory or in the clinical setting, questioning prior to, during or after performance, and/or written tests.

Skills Laboratory

The Skills Laboratory is available for student use. All students who use these materials and supplies must return them to their correct locations after use. Students are required to pay for any non-disposable materials which are damaged or destroyed while in use. The Skills Laboratory is to be left neat and clean after use. **Food or drink is not permitted in the Skills Laboratory.**

A lab pass must be secured from the Nursing Office for Lab use after hours. Students must present this signed pass and UVI identification to University security for access. The student is also responsible for securing the lab when activities are completed.

Memo

To: UVI Security  
From: Dr. Cheryl Franklin, Dean  
Re: Pass to Nursing Labs/Conference Room

Please allow ________________________________

Access to the Nursing Lab on ________________________________

At ___________ in order to use ___ N101 ___ N102 ___ Conference Room

Reason for use: ________________________________

*Note: The holder of this pass understands that he/she is responsible for the securing of this room when finished and should contact security if leaving the room unattended. If there are others in the room, they must hold the pass or leave when the holder of this pass leaves the room.*

Dr. Cheryl Franklin ________________________________

Date: ______________
Audio-Visual/Computer Laboratory

Supplemental instructional aides are available in the Audio-Visual Laboratory for student use. All materials are stored in their own locations and catalogued. All students who use these materials must return them to their correct locations after use. All software and equipment are to be used on the premises only. They are not to be removed for any reason. Students will be required to pay for any materials which are damaged or destroyed during use. Computers in the Laboratory are for the use of nursing students only. Other UVI students are not to use the computers or printers in this Laboratory and should not loiter in this area. **Food or drink is not permitted in the Audio-Visual/Computer Laboratory.**

Health Status

Contractual agreements with our clinical sites require annual documentation of students’ health status and BLS certification. Annually students are required to submit a Health Statement signed by a physician or nurse practitioner. The form, which can be obtained from the Administrative Assistant, must be submitted to the Program Office prior to the first day of class in August each year.

**Failure to submit the completed Health Statement will prevent the student from attending class/clinical. Missed clinical days due to failure to submit the Health Statement will be counted as unexcused absences.**

GRIEVANCE POLICY AND PROCEDURE

A grievance is a written complaint submitted by a student or students regarding perceived unreasonable, unfair or unjust treatment in violation of policies, practices, behavioral or ethical standards. This complaint is commonly against a particular faculty member but may be against several faculty members or some aspect of the program itself. It is the dean’s responsibility to decide whether or not to accept a written statement as cause for a complaint.

At the beginning of each academic year the School of Nursing elects a Grievance Committee comprised of two faculty members, one from each campus and two students, one from each campus, who are in good standing and are upperclassman. In the event of a complaint, the two faculty members and one student representative (the one who does not reside on the campus where the complaint originated) will be impaneled to review the complaint and pass judgment. The determination of the Committee will be forwarded to the dean who will inform the complainant of the outcome. Redress through appeal is handled at the level of the provost. Statute of limitation on time for filing will be ninety (90) calendar days post incident.
Academic Probation, Suspension & Dismissal

The University’s policies on these subjects apply to all full and part-time nursing majors. These policies can be found in the University Catalog, under the heading Academic Information and Regulations.

Academic dismissal is used only in the most serious cases and normally means permanent separation from the University. No student who is dismissed may register for any courses at the University. In addition, the University of the Virgin Islands assumes that a student who cannot handle important responsibilities in any part of the University program will consider voluntary withdrawal. Any student who contests Academic dismissal may appeal to the Provost, whose decision is final.

Nursing students who do not meet academic requirements for progression and/or graduation are subject to dismissal from the School of Nursing. Upon failure to successfully complete nursing major courses on the second attempt students will be dismissed from the School of Nursing.

Students on Academic Probation will not be allowed to continue in the program.

STUDENT NON-ACADEMIC RIGHTS, RESPONSIBILITIES, & REGULATIONS

Non-Academic rights, responsibilities, & regulations are delineated in the University’s Student Handbook. The document is available online. Areas of inclusion are student financial aid, health services, student activities and government, due process, and appeal procedures.

Normally students facing expulsion from the institution will be entitled to a hearing prior to imposition of the sanction. Due process proceedings and appeal procedures are defined for violation of the standards of conduct in the UVI Student Handbook. Disciplinary actions are outlined that may be assessed against the individual for violation of the student code of conduct.

STUDENT DRESS CODE

Your student uniform identifies you as a representative of the University of the Virgin Islands. When in uniform, it is expected that you will represent the School of Nursing in a manner that reflects high standards of professionalism. You are responsible for being well groomed and appropriately dressed when in uniform.
The Uniform for Student Nurses in Hospital Units

For Women

1. White blouse with white non-decorative buttons & without lace.
2. Blue pin stripe vest, skirt, slacks, culottes
   a. A-line skirt – No shorter than one inch above the knee.
   b. Vest, culottes, slacks & skirt should fit loosely enough to allow unrestricted movement

For Men

1. White shirt – button front with collar
2. White slacks
3. Belt at waist
4. Clothing should allow freedom of movement

RN-BSN Students

1. White uniform

All Students

1. Hose or Socks – white (socks must be above the ankle)
2. Shoes – white
3. Insignia – UVI logo & Nursing label
   a. Both sewn on left sleeve
   b. Logo on top
   c. Label under logo
4. Name pin – White background with blue letters; worn on left chest
   (Example) - Ms./Mrs./Mr. M. Jones OR Ms./Mrs./Mr. M. Jones, RN
   UVI Student Nurse UVI Student Nurse

When in uniform, check yourself for the following aspects:

Appearance

A. Hair – Should be neat, well-controlled and not touching the collar. Any devices such as barrettes and rubber bands should not be decorative. Beards and mustaches must be neat and well-groomed

B. Nails – Should be kept clean and short. Nail polish, even clear, may not be worn when in uniform. **Acrylic nails are not permitted.**

C. Shoes – White, clean and in good repair.
D. Hose/socks – Hosiery should be clean with no tears or runs. Socks clean and in good repair.

E. Jewelry – A plain wedding band may be worn except in areas where surgical asepsis or isolation technique is required. Earrings should be small posts or hoops. All visible piercing jewelry, including tongue, must be removed.

F. Cleanliness – Each part of the uniform must be clean and in good repair at all times. Body cleanliness without offensive odors is required. Perfume or cologne may not be worn in the clinical area. Cleanliness is one of the prerequisites of good health.

G. Facial Make-up – May be applied neatly and in good taste. In order to present a professional appearance, students are requested to apply make-up in moderation.

H. Other - No chewing gum is permitted in the clinical area.

Required Equipment

1. Pen with blue or black ink.
2. Pocket-sized notebook
3. Watch with second hand – water resistant
4. Bandage scissors
5. Stethoscope with bell & diaphragm
6. Sphygmomanometer

Mode of Dress for Students in Non-hospital Units

A. The name pin will be worn at all times.

B. When going to out-patient facilities and community mental health agencies, students may wear neat and appropriate street clothes.

C. NUR 418

   a. Generic Students – The student uniform with flesh colored stockings and black or navy shoes.

   b. RN Students – Wear a white blouse with the UVI logo and Nursing label sewn on the left sleeve, navy blue pants or skirts, flesh colored stockings and black or navy shoes.
D. NUR 424 – When enacting a leadership role in the hospital, clinics or other agencies, dress in a professional manner. You may be expected to wear a lab coat over your clothing.

STUDENT ADVISEMENT

Upon admission to the University and declaration of nursing as a major, each student is assigned a nursing faculty member as his/her advisor. The advisor’s office hours are posted on their office door. Each advisor has a telephone in their office. It is the student’s responsibility to schedule appointments with his/her advisor. GET TO KNOW YOUR ADVISOR.

Students are expected to confer with their advisor for pre-registration advisement, scheduling of classes and mapping their curriculum plan. If you receive a low mid-term grade report, make an appointment with your advisor for guidance. However, do not wait until you have difficulty to see your advisor. Keep the lines of communication open with your advisor to maximize your opportunities while enrolled in the BSN program.

For further information on Student Advisement refer to the UVI Student Handbook.

BSN NURSING PROGRAM OFFICE

The Administrative Assistant is located in the BSN Program Office. She can be an invaluable asset to you, the student. She is familiar with the Program’s mission, lines of communication, and the location of human and material resources. Students should be in the office only in the presence of the Administrative Assistant or a faculty member. The Program Office is not a place to sit and chat. Students should conduct their business and depart.

**Copy Machine**
The copy machine located in the BSN Program Office is to be used by faculty and staff only. Students must use the copy machine located in the Paiewonsky Library.

**Computer**
The computer located in the BSN Program Office is to be used by faculty and staff only. Students must use the computers in the Computer Laboratory and are encouraged to use other campus computer laboratories designated for student use.

**File Cabinets**
Program files are off limits to students. Please ask the Administrative Assistant or a faculty member to retrieve any item required from these files.

**Instructional Resources**
Instructional resources housed in the office must be signed out and distributed by the Administrative Assistant or her designee.
**Student Files**
A student file is initiated when a student presents for advisement, and is maintained throughout the student’s matriculation and for three years post graduation. Students are requested to seek references to be put on file at graduation to facilitate response to any inquires.

**FEES AND OTHER EXPENSES**

The following items are in addition to those described in the University Catalog.

**Uniforms**

Students are individually responsible for purchasing the required uniform components and supplies.

**Certified Nursing Assistant (CNA) Registration**

While enrolled in NUR 228, Nursing Roles with the Childbearing Family, students may sit the two part CNA examination administered by the Virgin Island Board of Nurse Licensure (VIBNL). Successful completion of the written examination and the practicum positions the student for possible summer employment as a CNA. Information regarding the application process and the required fees may be obtained from the VIBNL.

**NCLEX-RN READINESS EXAM**

Each candidate for graduation is required to take a diagnostic test that will provide data regarding the likelihood of success on the National Council Licensure Examination-registered Nurse (NCLEX –RN). The fee for this examination is the student’s responsibility.

**NCLEX-RN application**

The graduate must apply to sit the licensure examination. In order to apply to take this examination, the graduate must be issued a Certificate of Readiness. This is a requirement from the Virgin Islands Board of Nurse Licensure. It is customary for a member of the Virgin Islands Board of Nurse Licensure to be invited to talk with the seniors about the application process. The cost of this application is borne by the applicant. *Students are strongly encouraged to take the NCLEX-RN within the first three months after graduation.*
CERTIFICATE OF READINESS
“Applicants for NCLEX-RN are required to present a letter/certificate of readiness from their nursing school in order to sit the NCLEX-RN examination within the United States Virgin Island territory”.

PINNING CEREMONY

It has been a UVI tradition that graduating BSN seniors hold a pinning ceremony prior to Commencement. A faculty member selected by the students serves as advisor for this event. The students have full financial and organizational responsibility. However, because the ceremony impacts the image of the Program and that of the University, all decisions must be approved by the Faculty Advisor.

Purchase of pins is optional, and the cost of the pin is the responsibility of the student. Pins should be ordered prior to the end of the Fall semester of the senior year.

PERSONAL REFERENCE LIBRARY

Each student is expected to purchase the required textbooks for all nursing courses. The textbooks should be retained as resource books throughout the student’s career.

It is recommended that students subscribe to at least one professional journal such as The American Journal of Nursing, Nursing, or RN while enrolled as a student and add others as they build their professional reference library after graduation.

It is suggested that students purchase an NCLEX-RN review book at the junior level. This reference can help improve test-taking skills.

Another worthwhile purchase is a drug reference guide which students can use in the clinical setting.
STUDENTS’ BILL OF RIGHTS*

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

*The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).
I have received a copy of the BSN Student Handbook from the School of Nursing and understand that I am responsible for knowing and abiding by the contents.

______________________________________________________
Print Name

______________________________________________________
Student Signature

______________________________________________________
Student ID#

______________________________________________________
Date

Please sign and return this form for your student file