SCHOOL OF NURSING STUDENT HANDBOOK

UNIVERSITY OF THE VIRGIN ISLANDS

Revised December 2023

Previous Revision 06/24/2021; **1.4.2023. 12.5.2022;**

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WELCOME TO THE SCHOOL OF NURSING

Greetings and welcome to the University of the Virgin Islands School of Nursing (UVI)!

It is a distinct honor and a privilege for me to greet you in my capacity as the Dean of the School of Nursing (SON), but most of all, as an alumna of this School. UVI SON has been a regional leader in nursing education for the past 58 years shaping the professional careers of many professional nurses in the territory, the US mainland, and the Caribbean. We are proud of the many graduates that have walked the halls of the SON on both campuses, and we are delighted to be entrusted with the education of some of the best and brightest students anywhere.

The SON is also proud of its part in bringing nursing and health research to life in the territory. We are the home of two research units, The Caribbean Exploratory Research Center (CERC) and the Eastern Caribbean Health Outcomes Research Network (ECHORN). Through these research centers, faculty members and students can participate in research programs relevant to the territory and the Caribbean.

You have therefore selected a school with administrators, faculty, and alumni that are skilled clinicians and advanced practice nurses, outstanding scholars, educators, and researchers. Our administrative staff members are highly qualified with extensive experience in higher education administration. Our community agencies, alumni, and friends are all committed to addressing the challenges we face in delivering high-quality education in a small territory.

The SON is therefore well poised to provide you, the next generation of health care providers, leaders, educators, and researchers, with the best education and clinical experiences that would allow you to launch your nursing careers. You will have opportunities to learn among knowledgeable and accomplished experts and I encourage you to engage in the academic and extracurricular programs at UVI.

In keeping with the goals of our strategic plan entitled: "School of Nursing: Transforming Lives Through Excellence in Nursing Education, Practice and Research" 2016-2021, we launched the revised Bachelor of Science in Nursing (BSN) Program in 2016; and introduced the generic BSN and BSN Completion programs to the Albert A. Sheen campus. We are currently reviewing the program. We expect to have the new BSN curriculum implemented in 2023. The SON strengthened the academic policies and learning resources to promote attainment of student learning outcome (SLOs). Our mantra "One SON" continues to be the guiding principle to the approach of the faculty in program delivery, continuous quality improvement and initiatives aimed at promoting student success.

As Dean of the SON, our students, our faculty, and the vision of the University inspire me, and I am proud to participate in the further development of the SON.

I wish to congratulate you on your accomplishments thus far. I urge you to envision your future as a nursing professional and take advantage of the programs and services UVI-SON offers you to make a difference in both your personal life and professional career.

Your success is important to us, and information is power. Therefore, I invite you to browse through the SON webpages and the SON Student Handbook to be acquainted with the many policies and regulations that guide the delivery of the program.

My best wishes for your success!

Mary Beverley Anne Lansiquot, DNP, RN, FAAN
Dean, School of Nursing
University of the Virgin Islands

IMPORTANT NOTE

This handbook contains current policies and procedures for the BSN Program. Students should also consult the UVI Student Handbook and the UVI Catalog for policies that apply to all nursing students. All these documents are available online at http://uvi.edu.

The Handbook represents current policies as of December of 2023 and will be updated as needed. The School of Nursing (SON) reserves the right to change any condition, offering, requirement, policy, or process at any time and will communicate this information to nursing students. Changes in policy/procedure will be relayed to current nursing students via the University's email system. Orientation sessions will be scheduled at the beginning of each semester to inform students of any updates to the SON policies and procedures. Student attendance at the orientation sessions is mandatory

All students are responsible for attending scheduled meetings and adhering to current policies and procedures while enrolled in the School of Nursing.

SCHOOL OF NURSING MISSION, VISION, AND CORE VALUES

Mission:

The School of Nursing, in a learner-focused and multi-cultural environment, prepares its graduates to meet the health needs of all people, with a focus on the U.S. Virgin Islands and the wider Caribbean. Faculty strive for excellence through rigorous academic standards, innovative teaching strategies, research, and community service. (Revised Oct 23, 2020)

Vision:

The SON strives to be an innovative leader for excellence in nursing education, scholarship and practice dedicated to student success and the development of exceptional graduates.

Core Values:

We are driven by the universal principles of life that are inherent in our core values of:

- ➢ Students First
- ➢ Teaching, Learning & Scholarship
- ➢ Integrity & Respect
- ➢ Accountability
- ➢ Caring
- ➢ Innovation
- ➢ Safety & Excellence
- ➢ Service
- ➢ Principled Leadership
- ➢ Diversity

SCHOOL OF NURSING GOALS AND OBJECTIVES

Our transformational integrative goal is to become a premier institution for nursing education and practice. In fulfilling this transformational integrative goal, we anticipate the following outcomes:

- ➢ Recruitment, retention, and development of excellent and diverse faculty for both campuses.
- ➢ Recruitment and retention of a diverse student population and positive overall student experiences.
- ➢ Create, implement, and evaluate innovation of context-relevant curricula.
- ➢ Provision of adequate resources to achieve SON goals by increasing public financial support and private giving through grants, contracts, and donations.

➢ Expansion of collaborative partnerships with external communities of interest to enhance the educational experience.
➢ Facilitation of student program success, graduation rate and expanded program offerings.
➢ Enhanced research capacity and productivity.

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SCHOOL OF NURSING STRUCTURE

Organizational Structure of the School of Nursing:

Within the School of Nursing, there are two nursing programs: The generic Bachelor of Science of Nursing (BSN) Program and the Bachelor of Science of Nursing Degree Completion Program (BSN Completion) for accredited associate degree or diploma program graduates. Students are offered the option of full-time or part-time enrollment. The SON comprises a dean, program chair, nursing faculty, administrative specialists, and the nursing student bodies on the Albert A. Sheen (St. Croix) and Orville E. Kean (formally St. Thomas) campuses. The Dean has administrative responsibilities for the SON. A faculty member who serves as Chair of the SON assists the Dean with administrative duties.

Two research units also come under the umbrella of the SON and focus their research efforts on health disparities. The Caribbean Exploratory Research Center (CERC) focuses on Health Disparities. The Eastern Caribbean Health Outcomes Network (ECHORN) explores factors associated with chronic diseases in the Eastern Caribbean.

Nursing Program Office:

On each campus, the Administrative Specialist is in the BSN Program Offices. Students should be in the office only in the presence of the Administrative Specialist or a faculty member. The Program Office welcomes students to conduct their business.

File Cabinets:

Program files are **off limits** to students. Please ask the Administrative Specialist or a faculty member to retrieve a copy of any item required from these files.

Student Files:

A student file is initiated when a student presents for advisement or on admission to the BSN Program. The file is maintained throughout the student's matriculation and after graduation.

Computer:

The computer located in the BSN Program Office is to be used by faculty and staff only. Students must use the computers in computer laboratories designated for student use.

Use of Photocopier:

A photocopier in the Program office is for the exclusive use of faculty and staff. A photocopier is in the library (OEK and AAS campus) and Bookstore (AAS campus) for students' use.

There are many opportunities for students to excel in and outside of the classroom. Two such opportunities for nursing students are: the SON Honor by Contract Program and the Study Abroad Program.

SON HONORS PROGRAM

Student SON Honor by Contract Program Requirements:

To be considered a potential candidate for the SON Honors Program, a student must:

1. Maintain a GPA of 3.3 or better at the end of the Fall Semester.
2. Receive a B or better on all honors courses.
3. Accept a leadership role in your school or college.
4. Participate in lectures, debates, and seminars.
5. Complete and satisfactorily defend an Honors Thesis.

If you feel you qualify and are interested in enrolling in the SON Honors by Contract Program, you may contact your SON Faculty Advisor.

SON GLOBAL LEARNING EXPERIENCE

The SON Global Learning Experience was launched in Summer 2021 in Costa Rica. Nursing students will gain clinical experiences through a variety of observational and direct hands-on activities in Costa Rica for their community health and mental behavioral health nursing courses. The SON is exploring other Global Learning Experiences and students will be informed as these opportunities become available.

STUDENT GOVERNANCE OPPORTUNITIES

Student Participation in Governance at the SON:

Students on both campuses elect representatives from each class (sophomore class [spring only], junior class, and senior class) are welcome to participate in SON faculty meetings.

Students on the Orville E. Kean Campus share one vote, and students on the Albert A. Sheen Campus share one vote. The Program Chair or the Dean conducts the meetings of the SON. All full-time faculty participate in SON meetings and have voting rights. All Adjunct and Part-Time faculty are invited to attend SON Meetings and have no voting rights. The dean does not vote except in the case of an impasse.

Student Representatives - Selection:

1. Each class level within the nursing program (sophomore, junior, senior) will have one (1) student representative and one (1) alternate student representative.
2. The student representative positions will be held for one semester.
3. The student representatives will be **elected** by each student cohort.
4. Elections will be completed by the **end of the second week of each semester**.
5. Election results will be shared with the SON faculty and administration by the newly elected student representatives.
6. The student representative should:
   a. Have the ability and willingness to use a range of effective communication methods.
   b. Have a calm, approachable, and proactive character.
   c. Be willing to share relevant information between the University and the Student Body.

Student Representatives - Roles and Responsibilities:

1. Student Representatives are invited to attend the following meetings except the executive sessions: **SON meetings, SON Curriculum meetings and the SON Accreditation meetings.** Students do not attend the Admission Progression and Retention meetings.
2. A student representative for each campus is assigned to **attend only one of the three meetings listed previously**. The student faculty liaison will assist students to select the meetings they will attend for the semester.
3. If the primary Student Representative cannot attend a meeting, the alternate Student Representative will be required to attend the meeting.
4. Prior to the meeting, the Student Representative for each cohort will communicate with members of their cohort eliciting any concerns/questions to be brought forth to the meeting.
5. After the meeting, the Student Representative for each cohort will communicate with members of their cohort a summary of the meeting and any outcome addressing concerns of the cohort.

Student Representatives - Expectations:

1. Enhance the experience of students in each cohort at the SON.

2. Act as a liaison between students and faculty.
3. Enhance communication within each student cohort.
4. Increase student involvement in the decision-making process.
5. Ensure the student voice of each cohort is listened to and that concerns of students are presented in an appropriate and objective manner to the School of Nursing (SON) faculty and administration.
6. Support, promote and actively engage with initiatives that aim to gather the student voice and enhance the academic experience.
7. Deliver productive feedback to SON faculty within and outside of formal meetings to reach workable and mutually satisfactory solutions for each cohort.
8. Keep up to date with matters affecting your cohort, the School of Nursing, and the University.
9. Balance their time between the role and the time required to complete their academic workload.

Student Representatives – Communicating Concerns to Faculty

1. Presenting concerns from the student body in writing, in a respectful tone and grammatically acceptable format, to the Chair of SON via email.
   a. Students can expect a written response from the Chair of the SON to their concerns within 48-72 hours during regular business hours of submission.
2. Attend SON faculty meetings to provide input and voice concerns. All communication with faculty must be respectful.
3. Communicate to the student body any input or outcome from the written concerns to the Chair of the SON and from the SON faculty meetings.

Student Representatives - Faculty Liaison:

1. A faculty liaison for the student representatives will be chosen on each campus by students at the beginning of each academic year, in accordance with the regulations of the Student Activities Department.
2. The Student Representative and the Alternate Student Representative are required to meet with the assigned Faculty Liaison at least twice during each semester to provide support to the students in their roles and address any issues of concern they may have.
3. The Student Representative and the Alternate Student Representatives are not necessarily members of the Student Nurses Association (SNA).
4. After the meeting with the Faculty Liaison, the Student Representative for each cohort will communicate with members of their cohort a summary of the meeting.

Student Representatives - Stepping Down from Role:

1. If a student representative wishes to step down from their Student Representative position, this must be communicated to the Faculty Liaison in writing.
2. If the Student Representative voluntarily leaves the position, the Faculty Liaison is responsible for ensuring that the alternate Student Representative is selected and that the appropriate cohort elects an alternate representative.
3. Faculty may request that a student step-down from the Student Representative position if the student:
   a. Is at-risk for failing

   b. Has violated academic integrity
   c. Displays a disposition that is not conducive to the role
   d. Has behavioral issues that are hindering role performance
  4. Any changes in the Student Representative during an active semester will be communicated to the appropriate cohort by the Faculty Liaison.

Students interested in student representative positions at the SON can reference the Student Representative **Fact Sheet** (in italics) below for more information.

<div align="center">

Student Representative Fact Sheet

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Why should I become a student representative?

Student Representation is founded on the belief that through effective representation, students can become active partners in their education, thus taking ownership of their learning and enhancing their experience at the University of the Virgin Islands.

Becoming a student representative enables students to develop and strengthen leadership skills, connect with various internal and external agencies, and assist fellow students with having their voice heard.

Becoming a student representative will allow you to:

1. *Contribute to decision making within the School of Nursing (SON).*
2. *Develop a greater understanding of SON processes and systems.*
3. *Enhance your communication skills by being involved in SON committee work.*
4. *Influence important decisions about the nursing program of study.*
5. *Gain a better understanding of how UVI and the SON operate.*
6. *Serve as liaison between students and faculty by bringing any concerns/suggestions/feedback to the SON faculty and administration.*
7. *Deliver key messages from the SON faculty and administration to the student body.*
8. *Make a difference in the academic experience of current and prospective nursing students.*
9. *Collaborate with other student representatives to coordinate events and enhance the learning experience.*

BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM ACCREDITATION

BSN Program Accreditation:

The BSN Program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Maintenance of accreditation is the responsibility of the faculty, students, and graduates of UVI's nursing programs.

Students have an important role to play in maintaining accreditation. Student evaluations and student participation are essential for ongoing improvement of the BSN Programs. Students must familiarize themselves with all phases of their nursing program, including the curriculum, and participate in shaping changes. based on evaluation of the various components. To have input, students serve as representatives to the SON, Curriculum and Accreditation meetings of the school. Students are also requested to evaluate various components (i.e., faculty, course textbooks, clinical sites) particularly at the end of courses. Exiting seniors are surveyed for satisfaction with various components of both UVI services and the School of Nursing. Responses are also used to identify the Program's strengths and areas needing improvement. Students should give serious consideration and be as specific as possible when they provide input.

Graduates of the BSN program also have an important role to play in maintaining accreditation. Graduate performance on the NCLEX-RN licensure exam is a critical benchmark in the Standards and Criteria issued by ACEN, which were revised in 2023. To assist the SON in meeting ACEN standards for the NCLEX-RN licensure examination pass rates, multiple learning activities and assessments are utilized throughout the nursing program to prepare students for the NCLEX-RN licensure examination. At the culmination of the program, students must successfully complete the ATI Capstone course and Virtual ATI course. After successful completion of these courses, students will achieve a "Green Light" from the Virtual ATI educator which indicates their readiness to take the NCLEX-RN licensure examination.

The ACEN 2023 standards require an annual assessment of the NCLEX-RN licensure exam pass rates. ACEN defines the NCLEX-RN licensure exam pass rate in the following manner:

"The most recent annual pass rate OR the mean pass rate for three most recent years must meet at least one of the following based on the total number of test-takers:
- *80% or greater for all first-time test-takers; or*
- *80% or greater for all first-time test-takers and repeaters; or*
- *at or above the national/territorial mean based on the nursing program type."*

(ACEN 2023 Standards and Criteria; retrieved 12.4.2022 from: https://www.acenursing.org/acen-2023-accreditation-manual/acen-2023-standards-and-criteria/)

In accordance with ACEN 2023 Standards and Criteria, data concerning students pass rates of NCLEX-RN licensure exam will be obtained from the Virgin Islands Board of Nurse Licensure.

Students and graduates should be aware of their right to make formal complaints about the program. The ACEN requires that the program maintain a list of complaints received and document that they received due process. A written complaint can be filed with the Dean or sent directly to ACEN: 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone: 404.975.5000 Fax: 404.975.5020 http://acenursing.org/

SON Partnerships:

The SON has many collaborative partnerships that assist the program in meeting accreditation standards. Community partners include the Virgin Islands Department of Health, which includes the Juan F. Luis Hospital and Schneider Regional Medical Center (SRMC). The SON considers the Virgin Islands Board of Nurse Licensure (VIBNL) a partner and maintains regular and consistent contact with the VIBNL administration for updates on educational, accreditation, and licensure requirements.

Meetings are held annually with the SON affiliating agencies to exchange information aimed at improving the quality, currency, and rigor of the program. For example, the simulation training our students receive in the skills labs with the simulators and software applications such as ATI Swift River, vSim and Shadow Health occurs because of the feedback received from the SON's continual collaboration with these external agencies.

Student Involvement during Accreditation Site Visit:

Students are an integral part of the accreditation process. During the Accreditation Commission for Education in Nursing (ACEN) site visit, it is normal to expect to see the visitors at the SON and in the clinical facilities talking to different lead persons to ensure your learning and clinical experiences are sound, relevant and achieve the standards set forth by ACEN. Also, ACEN site visitors may ask students about their clinical, classroom, and community experiences to ascertain the impacts of these experiences on their learning. Lastly, the ACEN site visitors will evaluate how well students understand and can explain their familiarity with the SON's policies, paradigm or degree plan, and other relevant information about how the SON functions within the wider university.

BSN PROGRAM CURRICULUM

Statement of Philosophy

Health:

Health is a dynamic state of being in which a person moves toward or away from optimal potential or toward a peaceful death. One's level of health is affected by one's personal concept of health and by alterations in the internal and external environments. Each human being is unique and is made up of diverse characteristics, including physical, psychosocial, and spiritual aspects.

The Profession of Nursing:

Nursing is both an art and a science and the essence of nursing is a commitment to patient-centered care. Guided by a code of ethics, nursing is a profession based on theory and scientific research. Nursing care is oriented to health promotion, illness prevention and management of acute and chronic conditions for individuals, families, groups, populations, and communities. Nurses also have a unique and primary responsibility for ensuring a peaceful end of life experience.

Nursing practice is grounded in the nursing process. The application of the nursing process takes place through the contributions of the nurse as provider and manager of care in collaboration with other members of the healthcare team, with emphasis on safety and quality as paramount goals using evidence-based practice. The nurse's values, including ethical practice, personal integrity, and a commitment to social justice as well as leadership skills are critical to fulfillment of the professional role.

Nursing Education:

Nursing education occurs in the context of the natural and social sciences, and a general education program that is multidisciplinary and rooted in the liberal arts. This content permits exposure and sensitivity to the uniqueness of human life and experiences. The nursing program is designed to prepare an entry-level nurse generalist who can provide competent care in dynamic and complex health care systems.

Teaching, being multifaceted, focuses on the acquisition of knowledge, skills and attitudes in a learning environment that accepts diverse views, cultures, and individuals. Faculty believe that students must be actively involved in the learning process and that learners have unique needs and learning styles. Learning experiences should increase in complexity, include interprofessional experiences, and facilitate the development of skills essential to the professional role, such as leadership, the use of technology, critical/analytical thinking, scientific inquiry, and the ability to synthesize varying concepts and ideas. Furthermore, faculty believe in the importance of modeling professional behaviors and encouraging students to engage in lifelong learning as a central feature of continued professional and personal development beyond graduation.

Program Concepts, Definitions and End-of-Program Student Leaning Outcomes (EPSLOs):

The BSN Curriculum is based upon eight essential concepts, drawn from recommendations for nursing education from a variety of professional organizations, including the American Association of Colleges of Nursing, the National League for Nursing, the Institute of Medicine, the Massachusetts Nurse of the Future Core Competencies and the QSEN Institute (Quality and Safety Education for Nurses). These concepts are threaded throughout the curriculum and help define the End-of-Program Student Learning Outcomes (EPSLOs) for the BSN Program. The table which follows defines the concepts and gives the corresponding SLO for each.

BSN Program Curriculum Concepts, Definitions and End-of-Program Student Learning Outcomes (EPSLOs) *(Revised April 28-2022)*

Concept	Definition	Level 3 Student Learning Outcomes *Upon completion of the UVI BSN program, the graduate will be able to:*
Patient-centered Care	The provision of compassionate, age, and developmentally appropriate, and culturally sensitive care that is based on a patient's physiological, psychological, sociological and spiritual needs as well as preferences, values and beliefs. Patient centered care is just and respects the patient and important others to promote safe, evidence-based, quality care. (adapted from Massachusetts Nurse of the Future, 2016, AACN, 2021).	Evaluate nursing care provided to individuals, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is just and respectful, compassionate, age, developmentally appropriate, and culturally sensitive and based on evidence and an individual's preferences, values and needs.
Teamwork and Collaboration	Intentional collaboration across professions with care team members, patients, families, groups, populations, communities, and other stakeholders to optimize care by fostering open communication, mutual respect, and shared decision-making to achieve safe, quality care to enhance the patient experience and strengthen outcomes. (Adapted from Massachusetts Nurse of the Future 2016, QSEN, 2007, AACN, 2021).	Collaborate with other professions and care team members to facilitate the provision of safe, quality care for individuals, families, groups, populations, and communities and other stakeholders to optimize care delivery, enhance the individual experience, and improve health outcomes.
Evidence-Based Practice	The identification, generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health transform health care by evaluating and applying current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions. (Adapted from Massachusetts Nurse of the Future, 2016; AACN 2021).	Integrate current evidence with clinical expertise when making clinical judgments in the management and improvement of patient-centered care.
Quality Improvement	The employment of established and emerging principles including data and improvement methods consistent with current evidence, to monitor outcomes of care processes for the continuous improvement of safe effective, timely, efficient, equitable and patient-centered care. (Adapted from	Employ established and emerging principles of quality improvement measures to evaluate the need for change on the delivery of safe, effective, timely, efficient, equitable and patient-centered care.

	Massachusetts Nurse of the Future, 2016; NLN, 2010; AACN, 2021).	
Safety	The minimization of risk factors and errors of commission and omission that could cause harm to patient, self or others or delay patient recovery through individual, unit, or system performance through evidence base standardized guidelines. (Adapted from Massachusetts Nurse of the Future, 2016, QSEN, 2007; NLN, 2010; AACN, 2021).	Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to individuals, self and others in the delivery of healthcare.
Informatics	Informatics and healthcare technologies are used to support healthcare processes in direct and indirect care roles, facilitate critical thinking and data collection, mitigate error through standardized processes, provide information to drive interdisciplinary decision making, and support professionals as they expand knowledge and wisdom for practice. (Adapted from QSEN, 2007; Massachusetts Nurse of the Future, 2016; AACN, 2021).	Use informatics and healthcare technology to communicate relevant health information and mitigate errors in the management of safe, quality patient-centered care.
Professionalism	Professionalism encompasses the development of a nursing identity through demonstration of accountability for the delivery of the standard-based nursing care that is consistent with legal, ethical, and regulatory principles while embracing the values of morality, integrity altruism, inclusivity, compassion, courage, humility, advocacy, caring, autonomy, humanity, and social justice. (Adapted from Massachusetts Nurse of the Future, 2016; AACN; 2021).	Practice in a professional, ethical, and legal manner that reflects nursing values in the development of a nursing identity while managing patient-centered, standard-based nursing care in the healthcare environment
Leadership	Leadership development of future nurses includes the ability to self-reflect in order to influence personal health decisions, and the health behaviors of individuals and diverse cultural groups. Leadership development will focus on modeling behaviors that support lifelong learning and embracing leadership roles within their practice expertise. (Adapted from Massachusetts Nurse of the Future, 2016; ANA, 2015; AACN, 2021).	Integrate leadership skills and principles into decisions regarding personal and client well-being through self-reflection when managing healthcare goals and collaborative achievement of outcomes.

BSN Program Paradigm – Full-Time for Generic BSN *(Revised 2022 – Approved by SON and UVI Curriculum Committee 2023)*

FALL SEMESTER				SPRING SEMESTER				SUMMER SESSION			
Developmental Courses (pre-**college/pre-nursing**)	Cr	Sem.	Grade	Pre/Co Requisites	Developmental Courses (**pre-college/pre-nursing**)	Cr.	Sem	Grade	Pre/Co Requisites	Developmental Courses (pre-college/pre-nursing)	Cr.	Sem	Grade	Pre/Co Requisites
Developmental Courses	Cr.	Sem.	Grade	Pre/Co Requisites									
ENG 100/ WAC 011 (4)	1				ENG 101 / RCA 021 (4)	1							
MAT 023 Intro Algebra A (4)					MAT 024 Intro Algebra A (4)								
Semester 1 Pre-Nursing Courses	Cr.	Sem.	Grade	Pre/Co Requisites	**Semester 2 Pre-Nursing Courses**	Cr.	Sem.	Grade	Pre/Co Requisites	**Summer Pre-Nursing Courses**	Cr	Sem	Grade	Pre/Co Requisites
BIO 151 – Human Anatomy	4			ENG 101/RCA 021 / CHE 111/Place Test	BIO 152 – Human Anatomy	4			BIO 151				
ENG 120 – English Composition	3			ENG 100/WAC 011 / ENG 100/101	ENG 201 – Research & Writing	3			ENG 120				
MAT 140 – College Algebra	4			ENG 101/RCA 021 / MAT 023 & 024	PSY 120 – Intro to Psychology	3			ENG 100/101				
SSC 100 – Intro to Social Science	3			ENG 101/RCA 021	SCI 100– The Natural World or	3			ENG 100/WAC 011				
FDS – Freshman Dev. Seminar	1			None	COM 119* – Communication	3			ENG 100/WAC 011				
Computer Literacy Exam (CLE)	--				English Proficiency Exam (EPE)	--							
Semester 1 Credits	**15**				**Semester 2 Credits**	**16**							

FALL SEMESTER				SPRING SEMESTER				SUMMER SESSION			
Semester 3 Pre-Nursing Courses	**Cr.**	**Sem**	Grade	Pre/Co Requisites	**Spring 2024 Semester 4 Nursing Courses**	**Cr**	**Sem**	Grade	Pre/Co Requisites	**Summer Nursing Courses**	**Cr**	**Sem**	**Grade**	Pre/Co Requisites
BIO 240 – Microbiology	**4**			BIO 152	NUR 104 – Drug Dosage Calculation	**2**			Admission to BSN and ENG 120, MAT 140, ENG 201, BIO 151, BIO 152, BIO 240, PSY 120	NUR 229 Pharmacology	3			NUR 311
PSY 202 – Life Span Development	**3**			PSY 120	NUR 208 – Fundamentals of Nursing Class	**4**								
					NUR 208C – Fundamentals of Nursing Clinical	**2**								
HSC 200 Health Promotion	**3**			ENG 120	NUR 209 – Health Assessment Class	**2**								
					NUR 209C – Health Assessment Clinical	**1**								
MAT 235 – Introductory Statistics	**4**			MAT 140	NUR 311 – Pathophysiology	**3**			BIO 151 & BIO152					
Semester 3 Credits	**14**				**Semester 4 Credits**	**14**				**Summer Credits**	**3**			

FALL SEMESTER					SPRING SEMESTER					SUMMER SESSION				
Fall 2024 Semester 5 Nursing Courses	Cr.	Sem	Grade	Pre/Co Requisites	Spring 2025 Semester 6 Nursing Courses	Cr	Sem.	Grade	Pre/Co Requisites	Summer Nursing Courses	Cr.	Sem	Grade	Pre/Co Req
NUR 314 – Nursing Care of Adults I Class	4.5			Pre: PSY 202; NUR 104, NUR 208; NUR 208C; NUR 209, NUR 209C, NUR 229; NUR 311	NUR 323 – Pediatric Nursing Class	2.5			Pre: NUR 314; NUR 314C; NUR 318, NUR 318C	NUR 322 – Evidence Based Practice	3			NUR 208 & MAT 235
NUR 314C– Nursing Care of Adults I Clinical	3.5			Pre: PSY 202; NUR 104, NUR 208; NUR 208C; NUR 209, NUR 209C, NUR 229; NUR 311 Pre or Co: NUR 314	NUR 323C – Pediatric Nursing Clinical	1.5			Pre: NUR 314; NUR 314C; NUR 318, NUR 318C Pre or Co: NUR 323					
NUR 318 – Mental & Behavioral Health Nursing	2.5			Pre: PSY 202, NUR 104, NUR 208; NUR 208C; NUR 209, NUR 209C, NUR 229; NUR 311 Pre or Co: NUR 314, NUR 314C	NUR 321 – Maternal Newborn Nursing Class	2.5			Pre: NUR 314; NUR 314C; NUR 318, NUR 318C					
NUR 318C – Mental & Behavioral Health Nursing Clinical	1.5			Pre: PSY 202, NUR 104, NUR 208; NUR 208C; NUR 209, NUR 209C, NUR 229; NUR 311 Pre or Co: NUR 314, NUR 314C; NUR 318	NUR 321C – Maternal Newborn Nursing Clinical	1.5			Pre: NUR 314; NUR 314C; NUR 318, NUR 318C Pre or Co: NUR 321; NUR 318, NUR 318C					
NUR 303 Health Informatics for Nurses	3			Pre: NUR 208	NUR 304 Diversity, Equity and Inclusion	3			Pre: ENG 201					
					Humanities Electives	3			None					
Semester 5 Credits	15				Semester 6 Credits	14				Summer Credits	3			

FALL SEMESTER					SPRING SEMESTER					SUMMER SESSION			
Fall 2025 Semester 7 Nursing Courses	**Cr.**	**Se m.**	Grade	Pre/Co Requisites	**Spring 2026 Semester 8 Nursing Courses**	**Cr**	**Se m**	Grade	Pre/Co Requisites	**Summer Nursing Courses**	Cr.	Se m.	Gra de	Pre/Co Req
NUR 320– Nursing Care of Adult II Class	4.5			Pre: NUR 314; NUR 314C; NUR 318, NUR 318C	NUR 421 – Nursing Leadership	3			Pre: NUR 320, NUR 320C, NUR 321, NUR 321C NUR 323, NUR 323C Pre or Co: NUR 418; NUR 418C					
NUR XXXC (320C)– Nursing Care of Adult II Clinical	3.5			Pre: NUR 314; NUR 314C; NUR 318, NUR 318C Pre or Co: NUR 320										
NUR 418 – Community Health Nursing Class	2			Pre: NUR 314; NUR 314C; NUR 321, NUR 321C Pre or Co: NUR 323, NUR 323C	NUR 432 – Senior Clinical Practicum	3			Pre: NUR 320, NUR 320C; NUR 418, NUR 418C Pre or Co: NUR 421, NUR 433					
NUR 418C – Community Health Nursing Clinical	2			Pre: NUR 320; NUR 320C; NUR 321, NUR 321C Pre or Co: NUR 323, NUR 323C; NUR 418										
Humanities Elective	3				NUR 433 – NCLEX Preparation	2			Pre: NUR 320, NUR 320C; NUR 418, NUR 418C Pre or Co: NUR 421, NUR 432					
					SSC Elective	3								
					Humanities Elective	3								
Semester 7 Credits	**15**				**Semester 8 Credits**	**14**								
BSN Program Total Credits - 123														

BSN GENERIC PARADIGM - *through spring of 2024 for graduating class 2024*

At least 125 credits are required to complete the BSN, with 66 credits in nursing. Required courses for generic BSN students are shown in the following table. While there may be some flexibility with general education course sequencing, nursing courses must be taken as shown in the paradigm. Please note that all nursing courses and many general education courses are only offered once per year. For further information regarding pre-requisites, see the course description section of the UVI Catalog.

FALL Semester			**SPRING Semester**		
Pre-College Courses	**Cr**	**Pre (Co-req)**	**Pre-College Courses**	**Cr.**	**Pre (Co-req)**
ENG 100/ WAC 011	4		ENG 101 / RCA 021	4	
MAT 023 Intro Algebra A	4		MAT 024 Intro Algebra A	4	
Courses	**Cr**	**Pre (Co-req)**	**Courses**	**Cr.**	**Pre (Co-req)**
Semester 1			**Semester 2**		
BIO 151 – Human Anatomy	4	ENG 101 CHE 121 or Placement Test	BIO 152 – Human Anatomy	4	BIO 151
ENG 120 – English Composition	3	ENG 100/101	ENG 201 – Research & Writing	3	ENG 120
MAT 140 – College Algebra	4	ENG 100/101 MAT 023/024	PSY 120 – Intro to Psychology	3	ENG 100/101
SCI – The Natural World **or** SSC 100 – Intro to Social Science	3	ENG 100/101	SCI- The Natural World **or** SSC 100 – Intro to Social Science	3	ENG 100/101
FDS – Freshman Dev. Seminar	1	None	COM 119 – Interpersonal Communication & Leadership Skills	3	ENG 100/101
HSC – 100 Medical Terminology	1	None			
Credits	16			16	

Semester 3			Semester 4		
BIO 240 – Microbiology	4	BIO 152	NUR 104 – Drug Dosage Calculation	2	Admission to BSN
PSY 202 – Life Span Development	3	PSY 120	NUR 208 – Fundamentals of Nursing	6	Admission to BSN (NUR 104,209, 229)
SPA/FRE 131 – Elem Span/French I	4	None	NUR 209 – Health Assessment	3	Admission to BSN
			NUR 311 – Pathophysiology	3	Admission to BSN
MAT 235 – Intro Statistics	4	MAT 140	PLS 200 - Personal Life Skills	2	FDS 100/ENG 100/101
Credits	15			16	

Semester 5			Semester 6		
NUR 308 – Adult Health Nursing I	6	All Sem 4 Courses; (Co – NUR 229)	NUR 319 – Adult Health Nursing II	6	NUR 308; NUR 311
NUR 229 – Pharmacology in Nursing	3	Admit to BSN	NUR 321 – Maternal & Newborn Nursing	4	Sem 4 Courses & NUR 311
NUR 318 – Mental/Behavioral Health Nursing	4	All Sem 4 Courses; (Co-NUR 308 & 311)	NUR 323 Pediatric Nursing	4	Sem 4 Courses & NUR 311
			NUR 322 – Evidence Based Practice	3	NUR 208 or admission to BSN Compl.; MAT 235
SPA/FRE 132 – Elem Span/French II	4	Spanish/French 131			
	17			17	

Semester 7 **Semester 8**

Course	Credits	Prerequisite	Course	Credits	Prerequisite
NUR 417 – Adult Health Nursing III	6	NUR 319 & NUR 322	NUR 421 – Nursing Leadership	5	NUR 308; NUR 417 or 418
NUR 418 – Community Health Nursing	4	All 300 level courses			
Humanities Elective	3	ENG120/COM 119	NUR 432 – Senior Clinical Practicum	5	NUR 417 & 418 (Co- All Sem 8 courses)
SS Elective	3		NUR 433 – NCLEX Preparation	2	NUR 417 & 418 (Co- All Sem 8 courses)
	16			12	

BSN Program Curriculum Revision (2021-2023):

A revised BSN curriculum will be implemented in the fall 2023. The revisions were based on three years of data on students' performance on NCLEX exams, ATI Proctored Examinations, the Comprehensive Predictor, and Learning Assessments. The gaps identified informed the following revisions:

These changes will be implemented on approval of the curriculum in 2023. **Transition Program paradigms will be followed for students admitted prior to Spring of 2023.**

- HSC 100 Medical Terminology will be eliminated, and the content will be integrated into the nursing courses.
- NUR 308, 319 and 417, Adult Health I, II and III will be reorganized into two courses.
- NUR 421 Leadership – the credits will be reduced from five (5) to three (3) credits.
- NUR 432 Senior Clinical Practicum will be reduced from five (5) to three (3) credits.
- Three new courses will be added on the following topics: Health Promotion, Informatics and Health Disparities.

DRUG DOSAGE CALCULATION - COMPETENCY REQUIREMENT:

- Drug Dosage Calculation competency is a requirement for all BSN junior and senior students **to be eligible to progress and enroll into the next clinical nursing course.** Between the end semester of their current semester and prior to the orientation week of the next semester, students will be given a comprehensive dosage calculation exam, which must be passed with a grade of 90% or better. Two additional opportunities to test will be offered for those who fail the first sitting of the examination.

BSN COMPLETION PROGRAM (Suspended for 2023-2024 pending approval of the online RN to BSN program)

- Students who have graduated from an accredited program passed the NCLEX-RN examination and have an unencumbered and valid Virgin Islands Registered Nurse license will be granted a maximum of 40 credits in consideration of nursing courses completed while obtaining an associate degree. These courses include:
- NUR 208 (Fundamentals)   -6   NUR 308, 319, 417 (Adult Health I, II & III)-18
- NUR 318 Mental Health   - 4   NUR 321 Maternal & Newborn Nursing - 4
- NUR 322 Pediatric Nursing   - 4   NUR 433 NCLEX prep - 2
- *NUR 104 Drug Dosage Calculation -2 (Students who are not successful in NUR 104 will be required to take the course).
- Credits will be held in escrow until successful completion of NUR 418: Community Health and then added to the student's transcript.
- BSN Completion students graduating from unaccredited nursing programs, once accepted, will be given credit for NUR 208 Fundamentals of Nursing. All other 200- and 300-level nursing courses must be challenged.
- Challenge testing is through the NLN Mobility Profile II tests: faculty prepared tests, and faculty clinical evaluations. Students have one opportunity to successfully challenge these courses. If they are unsuccessful on any required test, the course must be taken. The table above displays the challenge test, the course equivalent, and the number of credits for each.
- All registered nurses seeking the baccalaureate degree must seek advisement from a nursing faculty member to plan their programs of study. All students will be required to complete NUR 210 Bridge to Professional Nursing, the Advanced Placement Sequence (as needed) and complete all other courses in the BSN Paradigm.

Program Paradigm for Nurses: BSN Completion Program

At least 125 credits are required for the BSN, including general education credits, earned nursing credits and credits granted to nurses for prior learning. In addition to courses already completed, students who are recent graduates of the ASN Program will need:

1. MAT 140 (College Algebra)
2. MAT 235 (Statistics)
3. COM 119 (Interpersonal Communication)
4. Humanities Elective
5. Foreign language: two semesters
6. Social science elective

Nine nursing courses (26 credits) are required for the BSN Completion Program. These courses can be completed in three or more semesters. Recent ASN graduates will receive 40 credits for NUR 208 (Fundamentals), NUR 104- Drug Dosage Calculation, PLS – 200

Personal Life Skills, NUR 308, 319, 417 (adult health I II II), NUR 318 (mental health), NUR 321 (maternal), NUR 323 (pediatrics) and NUR 433 (NCLEX prep). Credits will be held in escrow until successful completion of NUR 418: Community Health and then added to the student's transcript.

Nursing courses required for BSN Completion for RNs		Credits
Semester 1: Spring Semester		
NUR 209	Health Assessment	3
NUR 210	Bridge to Professional Nursing	2
NUR 229	Pharmacology	3
NUR 322	Evidence-Based Practice	3
Semester 2: Fall Semester		
NUR 311	Pathophysiology	3
NUR 418	Community Health	4
Semester 3: Spring Semester		
NUR 421	Leadership	5
NUR 434	RN Clinical Practicum	3
Total Credits in Nursing		26

Nursing employed full-time may choose to progress at a slower pace. Below is a sample of a five-semester plan:

Semester 1: Spring Semester		
NUR 209	Health Assessment	3
NUR 210	Bridge to Professional Nursing	2
NUR 433	NCLEX Preparation*	(2)
NUR 104	Drug Dosage Calculation**	(2)
Semester 2: Fall Semester		
NUR 311	Pathophysiology	3
Semester 3: Spring Semester		
NUR 229	Pharmacology	3

NUR 322	Evidence-Based Practice	3
Semester 4: Fall Semester		
NUR 418	Community Health	4
Semester 5: Spring Semester		
NUR 421	Leadership	5
NUR 434	RN Clinical Practicum	3
		24-26

*RN License Required: Unlicensed nurses who are accepted must enroll in NUR 433: NCLEX Preparation and pass the licensure exam. Proof of licensure is required before the beginning of the next semester. Unlicensed nurses may not continue and must re-apply to the BSN Completion Program once licensed.

**Drug Dosage Calculation Competency Required: Drug Dosage Calculation competency is a requirement for all BSN Completion students. Prior to the orientation week, students will be given a comprehensive exam, which must be passed with a grade of 90% or better. Two additional opportunities to test will be offered for those who fail the first sitting of the examination. Those scoring <90% on the exam must register for NUR 104 (Drug Dosage Calculation) along with NUR 210: Bridge to Professional Nursing. BSN Completion students will also be tested in NUR 434: RN Clinical Practicum.

STUDENT ADVISING

Advisement:

All nursing majors are assigned a nursing faculty advisor. Students are **expected** to confer with a faculty advisor regarding:

- Registration
- Scheduling of classes
- Academic performance
- Progression through the Program.

Nursing faculty members keep 7 office hours per week and post them for students to be aware of their availability. The office hours for advisement are posted on faculty office doors and in Bucs Connect at the beginning of each semester.

Students are assigned a nursing faculty advisor upon their entry in the nursing program. Advisor assignments will be made in Banner by or within the first week of each semester. Advisor assignments may also be adjusted throughout each semester if necessary.

It is the student's responsibility to schedule appointments with their faculty advisor and/or attend advisement sessions during designated advising time slots. Prior to the advisement period in March and October, faculty will send a message to advisees to remind them to schedule an appointment for advisement and registration. Nursing faculty advisors are given a confidential PIN number for each student for each semester. PINs are used by students to register online and are shared with students upon completion of advisement sessions. If the student has already met with an advisor and has lost their PIN, faculty may provide the PIN by phone if requested. **Faculty do not give out PIN numbers without advisement** to ensure that courses selected by students are appropriate and that prerequisites are met. If the student is not currently registered for classes, faculty must obtain a PIN number from Academic Services.

Nursing majors are **required** to see their nursing faculty advisors during the designated advisement period, which normally extends for three weeks. If students fail to meet with their faculty advisors and register during the advisement periods in March and October, students can contact the advisors in the Center for Student Success or meet with their faculty advisor during the late registration period at the start of the new semester.

In their Junior year, students are also required to conduct graduation audits with their nursing faculty advisor to ensure that they have met all graduation requirements including, the English Proficiency Exams (EPE) and Computer Literacy Exams (CLE). Students who have not completed the EPE or CLE by the end of their junior year are required to take ENG 051 which meets the EPE requirements and CIS 051, which meets the CLE requirements.

ACADEMIC POLICIES

Academic Rights and Responsibilities:

Students' academic rights (e.g., ADA, FERPA) and responsibilities are delineated in the UVI Catalog, particularly in the section entitled "**Academic Information and Regulations**". Academic integrity is critical to the profession of nursing and policies will be enforced in the School of Nursing. Students' rights to grieve and appeal the grades assigned are outlined in the Catalog. The UVI Catalog is available online at http://www.uvi.edu under the section entitled "Enrollment."

It is the responsibility of the student to:

1. Check student UVI email account every 24 hours.
2. Demonstrate conduct that promotes a respectful learning environment.
3. Participate in classroom presentations and discussions.
4. Log onto the Blackboard course website (http://blackboard.uvi.edu/) Daily and the ATI website (www.atitesting.com) at least every other day to access course materials, communicate with the instructor, and view communication from the instructor.
5. **Comply with UVI Academic Integrity Policy** located in the UVI Catalog, UVI Code of Conduct, Policies in the School of Nursing Student Handbook, and standard syllabus.
6. Utilize resources available to students (counselor, CSS, instructor) and seek help when needed. Use Bucs Connect to set up appointments and communicate with advisors.
7. Submit assignments including virtual simulation as directed in a timely manner.
8. **Take responsibility for having Clinical Checklists, Clinical Evaluation forms and Attendance Sheets completed and signed** by supervising faculty and submit them promptly.

Students with disabilities:

Students who have a disability (including learning challenges) that might prevent them from fully demonstrating their abilities should contact the Counseling Office (Albert A. Sheen Campus - 340-692-4187/ Orville E. Kean (Formally St. Thomas) Campus – 340-693-1136). The student must be responsible for requesting assistance from Disability Services/LAP Office located in the Counseling Office on both campuses. Students provide documentation of conditions that may warrant academic accommodations. If a student is deemed eligible for services, the student then requests services and supplies a current schedule of classes. Letters of Accommodation, addressed to their instructors describing the needed adjustments, are issued on a semester basis with a renewal option by student request each semester after being enrolled for disabilities services (The University of the Virgin Islands, 2019).

Pregnancy:

"Pregnant student/Birthparent" refers to the student who is or was pregnant. Although the pronoun "she" and "her" are used herein, this policy and its pregnancy-related protections apply to all pregnant persons regardless of gender identity or expression."

"Reasonable accommodations" for the purposes of this policy are changes in the academic environment or typical operations that enable a pregnant student or student with a pregnancy related condition to continue to pursue her studies and enjoy equal benefits of the University."

Non-discrimination and reasonable accommodation of students affected by pregnancy, childbirth, or related conditions:

a. The SON does not require a student to limit her studies due to pregnancy or pregnancy-related conditions.
b. The benefits and services provided to students affected by pregnancy are no less than those provided to students with temporary medical conditions.
c. Students **with pregnancy-related disabilities**, like any other student with a disability, are entitled to reasonable accommodation so they will not be disadvantaged in their courses of study or research and may seek assistance from the Disability Services/LAP Office located in the Counseling Office on both campuses. Refer to the Students with Disabilities Policy Page 20.
d. Reasonable accommodations* may include, but are not limited to:
    1. accommodations requested by the pregnant student to protect the health and safety of the student and/or her pregnancy (such as allowing the student to maintain a safe distance from hazardous substances)
    2. modifications to the physical environment (such as accessible seating)
    3. extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences.
    4. providing remote learning options
    5. excusing medically necessary absences
    6. granting leave

**Reasonable accommodation does not exempt students from meeting required clinical requirements.*

Students are encouraged to review the policy related to Withdrawal, Administrative Leave, and Incomplete Grades to make informed decisions about the options available to them if they think that they are unable to continue their studies.

The faculty reserves the right to request a physician's statement for absences. All students who are absent from class or clinical/laboratory due to a pregnancy, extended illness, hospitalization, surgical procedure, injury, or impairment must complete the Certificate to Return to School Form, obtained from the Administrative Specialist, prior to returning to the classroom or clinical.

All accommodation will be determined on a case-by-case basis. For any medical consideration beyond the normal progression of pregnancy, accommodations will be made on the student –faculty assessment and provider recommendations along with the affiliated hospital policies.

If additional medical conditions prohibit the student from fulfilling their academic responsibilities, a personalized delayed course plan may be developed by the faculty, advisor, and student.

Attendance:

Students are expected to regularly and punctually attend classes, clinical/laboratory sessions, and clinical conferences. The student must **notify the professor and instructor** or **preceptor in advance** of absence or tardiness from classroom or clinical sessions. Students should also **notify the nurse manager** at the clinical site of absence or tardiness from clinical sessions. Students should follow faculty instructions for notification of absence or tardiness.

For **<u>authorized</u>** clinical absences, the faculty may provide alternate assignments based on the availability of the experiences and the required supervision. For authorized exam absences, students should contact the instructor as soon as possible to arrange to take the exam. Upon return to class/clinical, students will be required to take the make-up exam within one week.

Failure to notify the **professor and instructor** or **preceptor** in advance constitutes an **<u>unauthorized absence.</u>** There will be NO make-up exams or make-up clinical experiences for unauthorized absences.

ABSENCES for Pregnancy or Illness that Extend for more than one week.

Return to School Policy:

To promote the safety of UVI nursing students and the patients/clients for whom they provide care, 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.

All students who are absent from class or clinical due to a pregnancy, extended illness, hospitalization, surgical procedure, injury, or impairment must complete the *Certificate to Return to School Form* (see below) prior to returning to the classroom or clinical.

The student must:

1. Print the *Certificate to Return to School Form* and make an appointment with a healthcare provider for completion of the form (see below).
2. Inform the healthcare provider of the usual level of functioning required in the clinical setting, including length of clinical day, and expected duties.
3. Ensure that the healthcare provider completes and signs the *Certificate to Return to School Form*, indicating if there are any restrictions for the student in the classroom or clinical setting.
4. Submit the completed *Certificate to Return to School Form* to a faculty member prior to being permitted to resume classroom and/or clinical rotations.

If the healthcare provider indicates any restrictions for the student, faculty reserves the right to allow, disallow, or accommodate the restrictions.

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UNIVERSITY OF THE VIRGIN ISLANDS
SCHOOL OF NURSING
RETURN TO SCHOOL FORM

</div>

Instructions: **Please complete this form and indicate whether any restrictions are recommended.**

Name of Student: _____ **Date:** _____

The above individual has been under my care from (dates) _____to _____ and can return to class on _____(date). Indicate below any restrictions:

_____ **No restrictions are needed.**

_____ **Clinical restrictions:**

> Able to return to clinical for _____ hours a day.

> Limitations to physical activity related to patient care, including:

> _____

> List any prescribed medications that could potentially alter the students

> clinical performance: _____

_____ **Classroom restrictions:**

> Describe: _____

Healthcare Provider: _____ (_Print Name_)

Healthcare Provider Signature: _____ **Date:** _____

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

ATI is a program adopted by the faculty as a valuable educational resource. The goal of integrating ATI in the curriculum is to enhance student success, both in the nursing courses and on the licensure exam, NCLEX-RN. Students are strongly encouraged to take the ATI program seriously, making ATI a routine part of study. Students access the online components at www.atitesting.com.

Most nursing courses incorporate ATI components. Students are expected to become familiar with all ATI components, particularly the required learning activities and assessments as outlined in each course syllabus and/or content outline. Orientation videos and handouts are available on the ATI website under the Help tab. For additional assistance, students should contact the ATI Coordinator on their campus.

The ATI resources are used as a component of admission, progression, and graduation requirements of the BSN Program. This policy defines the use of ATI in the admission process, utilization of proctored assessments, and a review and remediation process.

ATI Test of Academic Skills (TEAS):

1. The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. Effective with the admission of the January 2023 Cohort, students must earn "Proficient" score to be eligible for admission to the SON.
2. Students must earn a minimum of 60% or equal or above the national mean score on the Science component of the TEAS to be eligible for admission to the SON.

Critical Thinking Examinations:

BSN students will also sit the ATI Critical Thinking Entrance Exam and in the Fundamental of Nursing course, and Critical Thinking Exit Exam in the Senior year. These examinations assess the degree to which students have improved their critical thinking skills from Level 1 to Level 3 of the program.

ATI PROCTORED ASSESSMENT:

Students are required to earn a Level 2 or above on all ATI proctored assessments. One mandatory testing session for each proctored assessment will be scheduled. Below are the following guidelines concerning ATI proctored assessments:

1. Courses will include 4 exams + 1 Final exam
2. One exam will be an ATI proctored assessment as applicable.
3. In courses aligned with a proctored assessment, students are required to earn a Level 2 for the ATI proctored assessment in order to pass the course.
4. Students will be allowed 2 sittings of the ATI proctored assessment in order to earn a Level 2 or above.
5. If a level 1 or below is received on the first sitting, one week of remediation and a 2nd sitting of the exam will be required.

6. Students who do not receive a level 2 on the second sitting will earn an "I" incomplete grade in the course.
7. Students will be required to complete two weeks of remediation to take a 3rd sitting of the ATI proctored assessment (will be a cost to the student).
8. Students must earn a Level 2 or above on the 3rd sitting of the ATI proctored assessment in order to pass the course (change the grade from "I" to a grade).
9. For the Fall Semester, the 3rd sitting of the exam is to be completed by the add/drop date (usually within the first week of the Spring semester).
10. For the Spring Semester, the 3rd sitting of the exam is to be completed by the add/drop date (usually within the first week of the Fall semester).
11. If a student earns a Level 2 or above by the 3rd sitting, the student's grade for the ATI proctored assessment will be given in accordance with the SON policy (75%) and this grade will be placed in the grade center for calculation of their final grade in the course.
12. If a student does not earn a Level 2 or above by the 3rd sitting of the ATI proctored assessment, the student will earn a failing grade in course.

In courses in which ATI Proctored Assessments are given, meeting ATI requirements is mandatory for course completion. (See table below). To improve student preparedness for ATI proctored examinations, faculty will employ the use of ATI-based unit examinations and will utilize ATI mapping of learning modules to each course for appropriate use of ATI the product.

Student will earn the following grades based on their proficiency level and sitting of the ATI proctored assessments:

ATTEMPT	PROCTORED ASSESSMENT	GRADE (%)
First	Level 3 Level 2	100% 92%
Second	Level 2 or above	84%
Third	Level 2 or above	75%

The schedule of ATI proctored assessments is as follows:

Course Number	Course Name	Proctored Assessments
NUR 208	Fundamentals of Nursing	Critical Thinking Entrance *(Not counted in course grade or failure)* Fundamentals
NUR 229	Pharmacology	RN Pharmacology
NUR 314	Nursing Care of Adults I	Nutrition- *(Not counted in course grade or failure)*

NUR 320	Nursing Care of Adults II	Medical-Surgical
NUR 318	Mental/Behavioral Health Nursing	Mental Health
NUR 321	Maternal and Newborn	Maternal/Newborn
NUR 323	Pediatric Nursing	Care of Children
NUR 418	Community Health Nursing	Community Health
NUR 421	Nursing Leadership	Nursing Leadership Critical Thinking Exit *(Not counted in course grade or failure)*
NUR 433	NCLEX Preparation	Comprehensive Predictor

Remediation for ATI Proctored Examinations:

1. Students not achieving a Level 2 on the first (1st) sitting of an ATI proctored assessment are required to complete remediation prior to the second (2nd) sitting of the assessment.
2. The ATI remediation program provides students with various learning tools that assists them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-RN for professional licensure.
3. Active remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on the results of an ATI proctored assessment.
4. The student's ATI proctored assessment report called their *"Individual Performance Profile"* will contain a listing of the *Topics to Review*
5. The student will remediate on the *Topics to Review* by using a *focused review process,* as outlined by ATI.
6. The *Topics to Review* includes links to ATI review modules, media clips and active learning templates to assist the student in the remediation process.
7. Students must provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page.
8. The course instructor will review the student's remediation work prior to administration of the second proctored exam.

NCLEX PREPARATION:

Preparing students to take the NCLEX-RN licensure examination begins in the first semester of the nursing program and continues throughout all levels of the curriculum.

- Level 1 Students:
    - NCLEX Preparation to include NCLEX test-taking strategies (ATI Learning Module)
- Level 1, 2, and 3 Students:
    - Strengthen evaluation methods
    - Limit the use of faculty-created assessment items by utilizing ATI Custom Assessment Builder
    - Utilize assessment items that have been tested for validity and reliability from ATI test banks.
    - ATI Proctored Exams – Requirement of Level 2
- Level 3 Students:
    - NCLEX Preparation I course
    - NCLEX Preparation II course

NUR 433 NCLEX Preparation Course:

Senior students will participate in the ATI NCLEX Preparation Course which includes:

- Working with a SON faculty member and an ATI Virtual Coach to complete a series of review assignments and examinations in preparation for the Comprehensive Predictor Examination.
- Review assignments and examinations focus on specific content areas: Fundamentals, Medical/Surgical, Pharmacology, Maternal/Newborn, Pediatrics.
- Failure to complete the review assignments or examination on time will result in student's ineligibility to sit for the Comprehensive Predictor Examination.
- The benchmark for the Comprehensive Predictor Examination is a score of 71.3%, which represents a 90% predictability of passing the NCLEX-RN as designated by ATI.
- Achievement of the benchmark is required to successfully complete the NCLEX Preparation course.
- Students must pass the Comprehensive Predictor Examination at the designated achievement level to pass the NCLEX Preparation course.
- Students will be given three (3) attempts to pass the Comprehensive Predictor Examination.
- If a level 1 or below is received on the first (1st) sitting, remediation and a second (2nd) sitting of the exam will be required.
- If a level 1 or below is received on the second (2nd) sitting, remediation and a third (3rd) sitting of the exam will be required.
- Students who do not receive a level 2 on the second (2nd) sitting will earn an "I" incomplete grade in the course.
- The 3rd sitting of the exam (will be a cost to the student) and must be completed by the add/drop date of the Spring semester (usually the 10th day of January).
- Failure to meet the benchmark of 71.3% (90% predictability of passing the NCLEX-RN) by the 3rd sitting of the Comprehensive Predictor exam will result in a failing "F"

grade for the NUR 433: NCLEX Preparation course, and the student will not be able to progress to the next semester.

Grades in NUR 433 will be assigned based on predicted probability of passing NCLEX-RN and the number of attempts:

ATTEMPT	PREDICTABILITY OF PASSING NCLEX	LETTER GRADE
First	95% -100%	A
	90% - 94%	A-
Second	95% -100%	B
	90% - 94%	B-
Third	95% -100%	C+
	90% - 94%	C

Fees for Additional ATI Assessments
Only two attempts are included in the ATI fees paid by students. Those who need more than two (2) proctored assessment attempts will be responsible for paying the additional testing fee for the third attempt. The cost of additional examinations is determined by ATI. Credit card information is required upon sign-in to pay the additional testing fee.

Additional fees will be required if taking ATI assessments outside of the USVI.

CODE OF CONDUCT FOR NURSING STUDENTS

All nursing students should be familiar with the policies contained in the University of the Virgin Islands Catalog and the UVI Student Handbook, which is available online. In addition to UVI policies, the School of Nursing has adopted a Code of Conduct for Nursing Students.

Code of Conduct Philosophy:

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and value of the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Nursing Student Code of Conduct is designed to promote this environment within the School of Nursing.

The Nursing Student Code of Conduct sets forth the standards of behavior expected of students who have chosen UVI and the School of Nursing to achieve their educational objectives. Students who violate these standards may be subject to disciplinary sanctions in order to promote their own personal development, to protect the Program, university community, and to maintain order and stability on campus.

Instructional Rules and Decorum Policy:

The School of Nursing promotes a teaching/learning environment free of major disruptions and has adopted this policy to establish decorum in the instructional setting. The policy seeks to promote respectful and courteous interactions among students and faculty to maximize appropriate classroom expression and discussion as part of the teaching/learning process.

Faculty members have the authority and responsibility to effectively manage their classroom environments and should establish, communicate, and enforce reasonable rules of classroom behavior via the syllabus and classroom discussion. Faculty may determine the time and manner for student questions and expression of points of view in the instructional setting. Students are expected to use well-modulated, polite speech and non-verbal communication that denotes civility when interacting in the learning environment with fellow classmates and faculty. This policy is not intended to discourage appropriate expression, discussion, or disagreement, but to promote respectful interactions. Behavior that interferes with or obstructs the teaching/learning process will not be tolerated.

Children are not allowed in classrooms during instructional time or clinical laboratories at any time.

Disruptive Behavior in an Instructional Setting:

"Disruptive behavior" means conduct that substantially interferes with or obstructs the teaching or learning process and is prohibited in the teaching/learning environment. Disruptive behavior includes conduct that distracts or intimidates another person(s) in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University. Examples of prohibited disruptive behaviors in the instructional setting include:

1. Communicating using cell phones or other electronic communication devices in class or clinical.
2. Using recording devices without express permission of the instructor.
3. Talking to other students during lectures.
4. Excessively interrupting the instructor or peers.
5. Entering the classroom late.
6. Leaving the classroom early without authorization.
7. Conduct that distracts or intimidates others.

Note: The use of clinical references on smart phones is permissible.

Students who engage in disruptive behavior may be directed by the instructor or preceptor to leave the classroom for the remainder of the class period. If the student refuses *(Adapted from Arizona State University)*

Social Media

The School of Nursing takes the use of social media by students very seriously. There is personal as well as professional implications of the use of social media. Derogatory posting, cyberbullying or negative comments about clinical settings will not be tolerated. The posting of photos or any information of a personal nature about patients violates HIPAA.

The following link provides access to a document prepared by the National Council of State Boards of Nursing for guidance on the use of social media in clinical settings: https://www.ncsbn.org/Social_Media.pdf   Students are required to read and follow the guidelines in this document.

Depending upon the situation, a violation of the social media policy could result in failure of the clinical component of a course or may result in dismissal from the SON. Documentation of the offense will be entered into the student's official SON record.

GRADING, ACADEMIC RIGOR, ASSESSMENTS, & PROGRESSION

Theory Grading:

Within the School of Nursing, a "C" grade is defined as 75%. To progress in the nursing sequence, students must achieve at least a "C" (2.0) in all required nursing courses and maintain a cumulative GPA of 2.0.

Based upon student achievement of individual course requirements at the end of each semester, the percentage achieved is converted into a letter grade and submitted to the Registrar's office.

Students may submit a request for an audit/independent review of his/her grades in course that he/she failed by emailing the course faculty. The course faculty along with at least two other SON faculty members are to review all course exams and quizzes for that student for accuracy in earned percentages. A summary of the findings for each faculty member's independent review of the grades are to be submitted to the Program Chair, Dean and course faculty."

The School of Nursing uses the following scale for grading:

Letter Grade	Percentage	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	78-79	2.33
C	75-77	2.00
C-	70-74	1.67
D+	67-69	1.33
D	63-66	1.00
F	62 and below	0.00

Rounding:

When calculating grades, rounding will be done at the time of the examination or assignment. Whole percentages will be entered into Blackboard and will used to calculate the final grade.

Late Assignments:

Written assignments are to be submitted on the date specified and it will be the professor's discretion whether to lower the student's grade if assignments are late or not turned in.

ACADEMIC STANDARDS/RIGOR

To meet accreditation standards and promote success on NCLEX-RN, the educational format and assessments within the School of Nursing must be rigorous. **Practices which decrease rigor will not be permitted**, including, but not limited to:

1. offering retakes of nursing examinations for a higher grade.
2. adding extra credit questions to exams.
3. giving extra credit assignments to increase course grades.
4. removing portions of exams solely due to poor student performance.
5. providing students with detailed information about "what will be on the test" or "study guides."

Standard Syllabus:

A standard syllabus will be utilized for every course in the SON. The standard syllabus will abide by the regulations set by UVI. In addition, the standard syllabi for the SON will include:

- Core content for each unit as guided by the concept map of the course.
- Content unit outlines, unit objectives, content topics and specific learning activities.
- Content unit objectives will be mapped to the course objectives.
- No changes to course syllabi are allowed unless approved by SON curriculum committee.

Course Content & Examinations:

To maintain rigor and prepare students for the NCLEX examination:

- All core nursing courses will follow the 90/10 rule:
    - 90% of course grade will be from NCLEX-style assessments (examinations, ATI proctored assessments)
    - 10% of course grade will be from non-NCLEX-style assessments (written assignments, ATI learning modules, discussion posts, etc.)
- *Exceptions* to the 90/10 rule include:
    - HSC 200 Health Promotion
    - NUR 304 Diversity, Equity, and Inclusion
    - NUR 303 Health Informatics for Nurses
    - NUR 322 Evidence Based Practice
- All core nursing courses will have four (4) unit examinations and one (1) comprehensive final examination in each course.
- For courses associated with an ATI proctored assessment, **the ATI proctored assessment will be one of the unit examinations.**
- ATI Custom Assessment Builder will be utilized to create NCLEX-style questions for all unit examinations.
- Assessment items will be in alignment with unit objectives and reflect content delivered.

- Students will be provided with a *Test Blueprint* for each examination.

TESTING POLICIES

Exam Absences:

If a student cannot take an exam, the student is responsible for notifying the faculty ***before*** the exam.

Failure to notify the instructor in advance constitutes an unauthorized absence.

The faculty may require documentation, such as a medical provider's excuse for illness or a police record in case of accident.

No make-up exams will be allowed for unauthorized absences.

For authorized absences (such as military duty), a make-up exam will be scheduled, and students should contact the instructor as soon as possible to arrange to take the exam.

Students are required to take the make-up exam within one week of their return to class/clinical.

The format for make-up exams will be different from the original.

Exam Review:

Faculty members will determine how an exam review will be conducted. Refer to each course syllabus for specific instructions. The faculty will inform students of the acceptable method for contesting specific test items. Exam reviews for online examinations are arranged by the faculty with individual students. Review of exam questions will be delayed until all students have tested. Grades will be posted once item analysis is complete.

Examination Retakes:

When more than 50% of students achieve a score of less than **a 70%** on a course examination, faculty will implement the following steps:
1. Independent review of low-scoring exam by two other faculty members to include:
   a. Review students' related characteristics/extenuating circumstances or factors.
   b. Review report/narrative from faculty teaching the course.
   c. Review exam items using the Cognitive Level Item Analysis Blueprint.
   d. Run Item Analysis in ATI or Blackboard and review individual assessment items.
   e. If applicable, submit recommendations on alternate acceptable responses among other options.
   f. If applicable, give suggestions on rewording of assessment items.
2. Findings of the review should determine what recommendations will be made. Examples include, but are not limited to:
   a. Review content with students.
   b. Offer second sitting of examination (different version) and record highest exam score obtained by student from first and second sitting.

ACADEMIC INTEGRITY POLICY FOR EXAMINATIONS

Examinations are important mechanisms for evaluation of student learning. Cheating on examinations is contrary to both academic integrity standards and to ethical standards as articulated in the SON Student Handbook and UVI Catalog.

This testing policy outlines proctoring and examination security expectations for students when taking all examinations. All examinations will be given in an online format.
All online examinations are required to be completed utilizing a lockdown browser function. Faculty will use ATI Proctorio or Blackboard Respondus test authoring software when creating test questions.

Settings for all online examination will include:
- No backtracking and
- Randomization of questions.
- Every examination will be timed.

The ATI Custom Assessment Builder Examinations will be timed at 1.5 minutes per question (per 10/1/2022 ATI). The ATI Proctored Assessments will be timed at 1 minute per question, or 1.5 minutes for NextGen questions. Examinations given on Blackboard will be timed at 1.5 minutes per question.

Students are responsible for the following PRIOR to the start of the examination:

- Ensuring that their laptop computer is in optimal condition with a working camera.
- Make sure your laptop battery is fully charged and operational.
- It is recommended to fully charge laptop battery prior to examination. There is always the possibility of a power outage or other incident that could cause a power interruption. Therefore, you need to have a functional battery. If you require outlet power, it is recommended that you bring your own extension cord to examination.
- If a student has any doubts about his/her laptop's reliability, you will need to borrow one from the library or utilize the UVI computer lab – prior to the examination.
- Should the student's laptop fail during the exam, the student may be required to restart the exam from the beginning. Faculty will not be able to re-set the exam until all students have completed the examination.
- All technical support for any computer problems encountered on the day of the exam will need to be addressed by the UVI IT Department (Blackboard) or ATI IT Support (ATI proctored examinations). The student is responsible for contacting the appropriate support personnel.
- If ATI support services are contacted by the student during an ATI proctored examination for any issue, the student will not be allowed to continue with the exam. If this occurs, the student must contact the faculty member after the exam to discuss if they are eligible to retake the examination.
- No extra time will be allowed for attempting to resolve computer problems during the examination.

- Be familiar with your equipment and the Respondus or Proctorio software and features prior to the start of the exam.
- Please allow yourself ample time to become familiar with your computer and the program and take a practice exam.
- All students must ensure they have reliable internet service prior to the start of the examination.
- All students must make sure their laptop computer meets the technical specifications as listed below:
  - **Blackboard Respondus Lockdown Browser and Blackboard Monitor.**
    1. Internet access.
    2. Laptop or Desktop computer.
    3. Functioning Webcam and microphone.
    4. Downloaded Respondus Lockdown Browser onto laptop or desk computer.
  - **ATI Proctorio**
    1. High speed internet access.
    2. Desktop or laptop (Mac or PC) with microphone and webcam.
    3. Desktop or laptop must have at least 2 GB of free RAM available.
    4. Functioning Webcam and microphone.
    5. Google Chrome.
    6. Downloaded Proctorio Chrome Extension onto laptop or desk computer.

In-Person Proctoring Guidelines:

- It is expected that students maintain professional and academic integrity during the testing process. *The following guidelines apply:*
- Students must place **all** personal items at the back/front of the room or in a designated area before the testing period begins.
- Cell phones, electronic watches, earbuds, and/or any technology or electronic equipment must be turned off during testing and placed in the back or front of the classroom.
- Seating is arranged as directed by the faculty.
- Faculty will decide and inform students if they are required to remain in their seats for the entire testing period or will be allowed to leave after completing the examination.
- All testing materials including scrap paper must be handed out by faculty and returned to faculty at the end of the exam.
- **Students are not allowed to leave the classroom after the examination has started.**
- Students will need to use the bathroom prior to the start of the exam as unaccompanied bathroom breaks are not allowed.
- *The following are not allowed in the testing environment:*
  - Purses or book bags
  - Textbooks or notebooks
  - Cell phones
  - No wearable electronic devices such as a smart watch

o   No headphones or ear buds allowed

Remote Proctoring Guidelines:

- Students are responsible for self-testing the functionality of the system well in advance of all Remote Proctored exams in their courses, so that any troubleshooting that is required can be accomplished.
- Students must be on time for examinations.
- Students arriving more than 15 minutes after the start of the examination will not be allowed to sit for the examination.
- Students must be dressed professionally with cameras and microphones on during the entire examination.
- Students are to log into an online examination platform and be prepared to take an exam as if they were in the classroom.
- Failure to log-in through the Blackboard Respondus when using Blackboard for examinations may result in a zero or the examination.
- Students are required to establish identity following the procedures outlined in the Remote Proctor instructions.
- The environmental scan must be completed following the procedures outlined by the testing platform.

Testing Environment Requirements:

The online testing environment should mimic the 'in class' testing environment, and must conform to the following:
- A quiet, secure, fully lighted room for the examination
- No other people in the room
- Sit at a clean desk or clean table (not in a bed or sofa)
- No talking out loud or communicating with others by any means (except for contact with the faculty member in an emergency)
- No leaving the room--this includes taking the computer with you. The exam should be taken in the same room that the "Exam Environment View" is completed in.
- Nothing except computer and external cameras/microphone on the desktop or tabletop - *remove all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination.*
- Students are not allowed to use the following unless otherwise noted by instructor/exam giver:
    o   Excel
    o   Word
    o   PowerPoint
    o   Calculator (online/computer or handheld devices)
    o   Textbooks (online/computer or hardcopy books) § Notes (online/computer or hardcopy notes)
    o   Pen and Paper (for the purpose of taking notes during exam or calculations)
    o   Other websites

- External cameras must be placed on the lid of the laptop/monitor or in a location where it will have a constant, uninterrupted view of the test taker
- No writing visible on desk or on walls
- No music playing
- No other computers running in the exam room
- No cell phones,
- No wearable electronic devices such as smart watches
- No headphones or ear buds allowed
- Webcams must be correctly situated with the entire face in the camera view; no face masks allowed.
- You are not allowed to speak or read questions aloud when you are taking an examination.
- Extraneous eye and body movements are discouraged and will be flagged as an irregularity.
- Failure to correct your behavior when the browser prompts you to, may result in a zero for that examination.
- Webcam must be focused on individual that is taking exam at all times
- Nothing covering the lens of the camera at any time during the exam
- Lighting must be "daylight" quality and overhead lighting is preferred.

Policy Violation Consequences:

Monitoring systems are trained security surveyors that have devices which identify the student and capture video and audio throughout the exam and upload it to a secure server. The video will be used for the purpose of establishing if any suspicious activity occurred during the test. The exam videos can be reviewed by the course faculty and the Program Chair as needed.

Students that receive an alert violation will be flagged by ATI Security Testing. This notification will be delivered by email to faculty noting the irregularity with the following statement: *"Because of this anomaly, they are unable to validate the results of this exam." Because of the highlighted statement no grade will be issued for this test irregularity.* Faculty will review the flagged information and must respond within 7 business days to ATI sender by e-mail with an investigation statement of testing irregularities. This report and follow-up investigation must be copied to the Dean and Program Chair as well as entered in the Bucs Connect system.

If you are flagged for cheating on the video during remote proctoring, you will be contacted directly by the faculty of SON Department of the University of the Virgin Islands.
If cheating is confirmed, the student may be subject to disciplinary action, as noted in the SON Student Handbook and the University's Academic Integrity policy and may include:
1. Receiving a "0" for the examination that was flagged for misconduct or irregularity.
2. No remote testing for the remainder of the course
3. Possible dismissal from the nursing program

Students with a confirmed violation of University's Academic Integrity policy will have an academic integrity alert placed on their record in Bucs Connect and will be required to take in-person examinations.

OR

Students who have been found to have violated the academic integrity policy will be presented at the APR meeting, at which time faculty will decide on whether an "integrity alert will be placed on BucsConnect and they will be required to take Face-to-Face examinations.

Students who withdrew from a course with a history of violating academic integrity policy will be required to take Face-to-Face examinations. An "integrity" alert will be added to their record on Bucs Connect.

Students undergoing disciplinary action for cheating may choose to utilize the grievance process as outlined in the SON Student Handbook.

UVI POLICY – ACADEMIC INTEGRITY (located in UVI Catalog)
Penalties:
- For a first offense, the penalty levied will be at the discretion of the professor and can include, for example, the options of:
  - Giving a student a zero on the assignment or portion of the assignment in which the event occurred. Academic Information and Regulations 61
  - Giving the student a reduced grade for the assignment and requiring the student to redo the work correctly.
  - Giving the student an "F" in the course.
  - If the infraction occurs after midterm, and if the student decides to appeal, an Incomplete ("I") will be recorded and subsequently changed to an "F" if the appeal is denied.
- For a second offense, the penalty will be a grade of "F" in a credit course, or an "NP" in a skills course.
  - If the infraction occurs after midterm, and if the student decides to appeal, an Incomplete ("I") will be recorded and subsequently changed to an "F" if the appeal is denied.
- For any third offense reported to the Office of the Provost, the penalty will be a grade of "F" in the course and suspension from the University for an academic year. The Office of the Provost will notify the registrar of the suspension.

- The penalty for a <u>fourth offense</u> will be dismissal from the University. The Office of the Provost will notify the registrar of the dismissal, which will then be noted on the student's academic record.

<u>Document to be included as addendum to standard syllabus (requires student signature):</u>

ACADEMIC INTEGRITY STATEMENT FOR EXAMINATIONS

Students are required to read and agree to the Academic Integrity Statements for the SON located in the SON Student Handbook and for UVI located in the UVI Catalog.

I have read the SON Academic Integrity Statement for Examinations and the UVI Academic Integrity Policy and will not engage in any form of academic dishonesty in this course.

Penalties for any of these infractions are listed in the current SON Handbook and UVI Catalog and will be upheld if any issues of academic misconduct occur.

_____   _____

Student Signature

ACADEMIC STANDING WITHIN THE SCHOOL OF NURSING

The School of Nursing has rigorous academic standards. The following are definitions of a student's status within the SON.

- **Good Standing**: Students who pass all nursing courses are in "Good Standing" in the BSN Program.
- **Suspension**: Students who fail two (2) nursing courses will be suspended from full-time enrollment in the BSN Program.
- **Dismissal:** Students who fail three (3) nursing courses will be dismissed from the nursing program.

The Conditions of Suspension includes the following:
1. Suspension for two consecutive semesters after failing two (2) courses.
2. The suspension may be extended for no more than a third consecutive semester.
3. Students will complete and follow an Academic Success Plan that would include the following conditions:
   a. Register for the BSN Program part time. **A student can register for other UVI courses to maintain full-time status.** Students may consider pursuing a Minor.
   b. Time management calendar to include +/< 20 hours of work; study periods, tutoring, etc.
   c. Mandatory meetings with SON faculty advisors, CCS advisor, and Peer Tutors, UVI Counselor.
   d. Mandatory ATI assignments as indicated by the SON Faculty advisor. Note that reports will be submitted on your compliance with these requirements.
4. Based on academic performance and reports from advisors at the end of the second semester, the student may:
   a. Resume full-time status in the BSN Program.
   b. Suspension may be extended for no more than one semester.
   c. Dismissal for failure to comply with the Academic Success Plan by the 3rd semester or failure of a third NURSING course.

Course Repetition:

Students who withdraw failing ("WF") or fail a nursing course are permitted to re-enroll only one time during their tenure in the program. The semester before the failed course will be offered again, the student must register to ensure a place in that course. The third failure of a nursing course results in dismissal from the program.

Dismissal from the School of Nursing:

Students who fail three nursing courses or do not comply with the mandatory Academic Success Plan after suspension will be dismissed from the School of Nursing.

Admission to the SON after Dismissal:

Students dismissed from the BSN Program may apply for re-admission after two years or four semesters. Students will need to meet the admission requirements established at that time at the time of readmission. Students will need to repeat the courses previously completed. Refer to **the Nursing Advance Placement/*Prior Learning Assessment Policy*** for details on the opportunities for earning credit for courses completed previously.

DRUG DOSAGE CALCULATION COMPETENCY POLICY

Prior to the beginning of each semester, all students enrolled in or completing clinical courses must take and pass a drug dosage calculation exam to ensure continuing competency in this vital area. To permit students to meet UVI add/drop deadlines, the first testing opportunity will be scheduled no later than student orientation week and two additional testing opportunities during the first week of class. Students have three opportunities to achieve a passing grade of 90% or better.

Students are allowed to use calculators during the exam. Students unable to demonstrate continued competency on the third attempt must withdraw from the course. Students returning to repeat NUR 208 (Fundamentals of Nursing) who are unable to demonstrate competency in dosage calculation by examination are required to enroll in NUR 104: Drug Dosage Calculation to continue in the program, even if they have previously passed this course.

COMPLAINTS AND GRIEVANCES:

Definition of Complaints and Grievances – **A formal, written allegation against a nursing program, typically expressed as a written, signed statement.**

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Appropriate, genuine, and respectful dialogue between students and faculty is critical to the enrichment of the learning experience. To facilitate open communication between students and faculty, the School of Nursing has outlined a pathway for communication to resolve issues that may arise in the classroom and/or clinical site. Issues must be communicated by the individual student with the concern, utilizing the established line of communication.

The Right to Appeal a Grade Assignment:

Students who wish to appeal a grade should follow the procedure outlined in the UVI Catalog under Academic Standards.

Other Concerns:

The management of other student concerns/issues is a two-step process. First, the student should address the problem with the faculty member involved. If the issue remains unresolved after verbal communication with the instructor, the course leader (if applicable) and then the Chair, should be involved.

If the concern/issue remains unresolved, the student may submit a written complaint detailing the problem and steps taken to resolve the problem to the Dean. **E-mail complaints are not acceptable and will not be considered**. However, students must attach the formal signed complaint to an email message. **Dialogue with the subsequent individual will not be entertained unless the correct line of communication has been followed.**

The following represents the appropriate pathways of communication for resolution of complaints:

<div align="center">

Student → Course Instructor or Clinical Instructor

If no resolution: → Course Faculty

If no resolution: → Program Chair

If no resolution: → Dean

</div>

Grievance Policy:

If the student complaint is not resolved, the student may file a grievance with the Dean. A grievance is a written complaint submitted by a student regarding perceived unreasonable, unfair or unjust treatment in violation of policies, practices, behavioral or ethical standards. This grievance is commonly against a particular faculty member but may be against several faculty members or some aspect of the program itself.

When a grievance is filed, the School of Nursing elects a Grievance Committee comprised of two faculty members, one from each campus. Two student representatives, one from each campus, who are in good standing and are upperclassmen, are selected by their peers. In the

event of a complaint, the two faculty members and one of the student representatives (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.

Grievance Procedure:

The Grievance Procedure is available to resolve student concerns regarding perceived inequitable treatment that have not been satisfactorily resolved through the appropriate line of communication (faculty member, course leader, Chair, Dean). The student may request a hearing before the School of Nursing (SON) Grievance Committee. If the issue remains unresolved, the student may appeal the decisions to the SON Grievance Committee, to the Dean and through him/her, to the provost. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

A grievance must be initiated no later than ten (10) working days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Dean of the School of Nursing (SON).

The written grievance shall include:

1. A statement that the student wishes a review of the situation by a Grievance Committee.
2. The identification of the person or group to whom the grievance is directed.
3. The specifics of the perceived inequitable treatment
4. Evidence in support of the student's belief that he or she has been treated inequitably.
5. The outcome or resolution desired by the student.

Within ten (10) working days after receiving the grievance, the Dean of the SON shall convene the SON Grievance Committee. The Committee will elect a chair whose responsibilities include writing and submitting a report of the proceedings to the Dean.

Within ten (10) working days after being convened by the Dean, the Committee must meet to discuss the case.

The Committee may:

1. Request a written response from the person or group to whom the grievance is directed.
2. Ask for additional information from any or all parties involved.
3. Request that the parties involved appear before the Committee.
4. Take other steps in attempting to resolve the grievance.
5. Dismiss the case if the grievant does not attend a scheduled hearing or fails to submit requested documentation within the specified time frame.

After considering all the information presented, in a private deliberation, the Grievance Committee will determine by majority vote, whether the student has been treated unfairly. Within ten (10) working days after the Grievance Committee meets, a written report of the Committee's recommendations will be sent to the Dean of the SON. The faculty members and the student with the grievance will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal against the Committee's recommendation to the provost.

A student wishing to appeal the Committee's recommendation to the provost must submit a written request to the Provost through the Dean within ten (10) working days of the date of the Committee's report. The request must state the explicit reason(s) for appeal and identify the specific aspects of the Committee's recommendation that he or she believes are the subject of the basis for appeal. Where an appeal is filed with the provost, a copy of the Committee's report shall be provided to the provost for review. Only facts presented to the Committee may be introduced to and considered by the provost. The appeal process shall comply with the University policy related to student grievance. The provost shall notify the appellant and the Committee in writing within thirty (30) working days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.

NURSING ADVANCED PLACEMENT POLICY

Advanced Placement/Prior Learning Assessment Policy:

BSN (Generic) Program

Students who successfully completed selected nursing courses from an accredited nursing program within 5 years with a grade "C" or above prior to admission to being admitted to the BSN program may challenge the courses through the National League of Nursing (NLN) RN Achievement Exams, faculty prepared tests, or ATI proctored examinations if relevant and or faculty clinical evaluations (for clinical courses). Students will have one opportunity to successfully challenge these courses. A successful challenge is defined as passing the required examination as prescribed by the faculty. Students will be given only one sitting of the examination. The NLN pass mark deemed acceptable by UVI SON is 74%; a Level 2 on the ATI Proctored Assessment, and the pass mark of faculty prepared tests or clinical examination is 75% per SON policy.

If students are unsuccessful on any required test or respective ATI proctored examination if relevant, the course must be taken.

There is a fee associated with each NLN and ATI examination.

The table entitled **NLN RN Achievement Exams; ATI Proctored Assessment and Equivalent BSN Courses, and Credit** display the challenge test, the course equivalent, and the number of credits for each.

NLN RN Achievement/ Faculty Prepared Exams and Equivalent BSN Courses and Credit

TEST/CREDITS	COURSE EQUIVALENT
ATI Proctored Assessment OR	
NLN Basic Nursing Care I & II- 4 credits	*NUR 208 Fundamentals of Nursing
NLN Physical Assessment -3 credits	*NUR 209 Health Assessment
OR Faculty Prepared Examination	
NLN Pharmacology in Clinical Nursing -3 credits	NUR 229 Pharmacology in Nursing
OR ATI Proctored Assessment	
Faculty Prepared Exam -3 credits	NUR 311 Pathophysiology
NLN Nursing Care of Adults I - 4.5 credits	*NUR 314 Nursing Care of Adults
INLN Nursing Care of Adults II- 4.5 credits	*NUR 420 Nursing Care of Adults II
OR ATI Proctored Assessment	
AND ATI Proctored Assessment for Nutrition	

NLN Comprehensive Psychiatric Nursing –2.5 credits *NUR 318 Mental & Behavioral

   OR ATI Proctored Assessment   Health

NLN Nursing the Childbearing Family- 2.5 credits   *NUR 321 Maternal & Newborn Nursing

OR ATI Proctored Assessment

NLN Nursing Care of Children –2.5 credits   *NUR 323 Pediatric Nursing

OR ATI Proctored Assessment

NLN Anatomy and Physiology   BIO 151-152: Human Anatomy

 &Physiology I-II 4 Credits

NLN Microbiology 4 Credits   BIO 240: Microbiology

Credit for Clinical Nursing Courses

Faculty Prepared Examinations will be administered for Each Clinical Nursing course for which the student is seeking credit.

OTHER BSN PROGRAM INFORMATION

Registered Nurses Auditing Courses in the BSN Program:
Registered Nurses may audit courses in the BSN Program with the permission of the Dean. Students auditing courses will follow the course calendar.

Court Hearing and Jury Duty Notification:

Students receiving a subpoena for court hearings or jury duty must immediately notify the Dean of the School of Nursing in writing with a copy of the original letter of subpoena immediately so a letter can be written to the courts in a timely manner seeking exemption from this obligation. Failure to act promptly to be excused from court hearing or jury duty may result in unauthorized absences from class or clinical. Such absences, in keeping with established policy, can result in course failure(s).

Leave of Absence:

Students who have an interruption in their program of study, whether planned or unplanned, need to notify the Dean in writing. Students **not registered for nursing courses for two semesters or more** must reapply for admission to the BSN Program.

Military Service:

Students who are members of the armed services are required to notify the Dean and their advisor of their status. Should planned or unplanned service obligations interfere with coursework during the semester, the student should notify the Dean immediately about the orders received which would require absence and request postponement of the training or other service activities from their commanding officer. If this is denied, the student must meet with the faculty teaching the course to determine whether the student will still be able to meet the course requirements or will need to withdraw.

Returning Students:

Students in good standing in the School of Nursing who have an interruption in their nursing education must meet the current admission, progression and graduation requirements and notify the Dean of the School of Nursing in writing of their desire to return by **October 15** for the spring semester and by **March 15** for the fall semester. Returning students are required to meet with their advisor and, if eligible, register during the advisement/registration period to communicate their intent to return to the School of Nursing. Failure to register in advance means that the student forfeits their opportunity to secure their preferred place in the clinical course(s).

Transfer from One Campus to Another:

Students who wish to transfer to another UVI Campus must submit a letter of request to the Dean during the semester prior to the requested change. Deadlines for requests are **March 15th** for Fall transfers or **October 15th** for Spring transfers. The decision to approve or deny the transfer request will be based on whether space is available at the receiving campus. Students may not transfer between campuses without written approval of the Dean.

CLINICAL POLICIES

Clinical Dress Code:

The School of Nursing requires students to represent the BSN Program and UVI in a manner that reflects high standards of personal integrity, education, and service to clients. To always reflect a demeanor of professionalism, students must wear attire appropriate to the classrooms, skills lab, and clinical sites. The faculty will inform students if alternate attire is appropriate for specialty areas such as mental health or obstetrics.

The BSN Program's nursing uniform includes:

 A. Royal blue scrub short sleeve top. Royal blue scrub bottoms may be pants (no elastic knit band at the cuff of the pants). Women are allowed to wear a royal blue scrub skirt that is 1" below the knees.
 B. Students may wear under shirts or turtlenecks under scrub tops. Shirts must be white be white in color.
 C. If additional warmth is desired, the student must wear the royal blue uniform cardigan or scrub jacket with the emblem and name tag.
 D. Hose or Socks – white (socks must be above the ankle)
 E. Shoes – white, no open shoes such as heel-less clogs or Crocs.
 F. Insignia – UVI logo & Nursing label
  1. Both **sewn** on left sleeve

2. Logo on top
3. Label under logo
G. Name pin – White background with blue letters, UVI logo, first initial and last name using "UVI nursing student" as the title; See example below. To be worn on left chest

When in uniform, students are guided by the following aspects:

Appearance

1. 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. Head coverings for religious reasons are permitted. Head coverings may be white or royal blue in color (same color as uniform). Nails – Should be kept clean and short. Nail polish, even clear, may not be worn when in uniform. *Acrylic nails are not permitted*.
2. Shoes – White, clean, closed toe and in good condition.
3. Hose/socks – Hosiery should be clean with no tears or runs. Socks should be clean and in good condition.
4. Jewelry – A plain wedding band may be worn except in areas where surgical asepsis or isolation technique is required. One pair of earrings that should be small posts or hoops may be worn. All other visible piercing jewelry, including tongue, must be removed, not covered with a band aid. Chains, bracelets, hand chains and foot chains must also be removed when in clinical uniform.
5. Cleanliness – Each part of the uniform must be always clean and in good repair. Body cleanliness without offensive odors is required. Cleanliness is one of the prerequisites of good health. Perfume or cologne may not be worn in the clinical area.
6. Facial Make-up – May be applied neatly and in good taste. To present a professional appearance, students are requested to apply make-up in moderation.
7. Other - No chewing gum is permitted in the clinical area.
8. Face masks- Students are to wear face masks when attending clinicals and masks are to always remain covering nose and mouth when in clinical settings. Face masks should be appropriate and professional.
9. The SON may make changes to these dress code policies based on emerging public health protocols.

If students are wearing any component of their nursing uniform, they must conform to the above listed guidelines for the nursing uniform and appearance, which constitutes compliance with the clinical dress code.

Attire for attending SON required or sponsored events or clinical related activities:

UVI Polo Short-Sleeve Shirt (Various Colors), closed toe walking shoes and Black, Navy or Khaki full-length plain trousers. Jeans and garments with slits, ornaments or glitter designs are not acceptable.

Nursing Supplies:

Students must also purchase the prescribed Clinical Tote Bags **AND** the following equipment:

1. Watch: Must have a sweep second hand

2. Stethoscope
3. Sphygmomanometer
4. Bandage scissors
5. Black pen non-erasable (ball point)
6. Penlight
7. Pocket-sized notebook

It is the faculty's judgment whether a student is appropriately attired, and students inappropriately dressed may be sent home from the clinical area with a corresponding unsatisfactory (U) grade rating for professionalism.

Clinical Hours:

Students are required to meet the required number of hours assigned in each nursing course. For students to understand the time required for nursing courses, the following information should be of assistance:

- 1 credit hour of lecture = 1 clock hour (50 min for theory)
- 1 credit hour of clinical = 3 clock hours (60 min for clinical X 3 = 180 min.)
- or 45 hours per credit hour for the semester.
- Example: NUR 208 is a 6-credit course (3 credit hours for lecture and 3 credit hours for clinical)
- 3 credits of lecture per week X 50 minutes = 150 minutes of lecture per week.
- 3 clinical credits per week x 3 hours (per credit) = 9 hours of clinical per week Total number of clinical hours per semester: 9 clinical hours per week x 15 weeks = 135 hours.

Students are responsible for documenting clinical experiences using the **Clinical Attendance Forms,** students must meet the minimum number of hours required for clinical to pass the clinical section of the course.

Students are also responsible for maintaining and keeping their master **Clinical Skills Checklist**. It is the student's responsibility to submit this at the completion of the program to the SON. It is advised that the student keep an electronic backup file of this and update it each semester.

Simulation:

For the School of Nursing to certify that students have met all program requirements (End of Program Learning Outcomes) and are ready to sit the NCLEX, students must complete all clinical competencies and at least 80% of face-to-face practice with patients.

The SON cannot shorten or change the BSN program requirements that have been approved by the Virgin Islands Board of Nurse Licensure (VIBNL). In the event of natural or manmade disasters, epidemics, or pandemics the SON will provide the accommodations that are appropriate to meet the student learning outcomes and maintain the integrity of the program.

The BSN program is only approved for delivery in the United States Virgin Islands. While the SON will implement online instruction to the extent possible for theory courses, face to face

clinical experiences in the United States Virgin Islands is required to complete the BSN program.

Students are responsible for documenting clinical experiences using the Clinical Attendance Forms, students must meet the minimum number of hours required for clinical to pass the clinical section of the course including ATI simulation.

Students are required to complete virtual simulation modules in entirety (including minimum stipulated amount of time required) prior to completing simulation assessment in order to get credit for simulated hours assigned.

Nursing Skills Laboratory:

The Skills Laboratory is available for student use. All students are responsible for abiding by the guidelines outlined in the Nursing Skill Laboratory Manual of the School of Nursing and the University. Students are required to sign the Nursing Skills Lab Agreement while enrolled in NUR 208 Fundamentals in Nursing.

The skills laboratory is for the students to learn and try new skills, expand existing knowledge, and practice care activities in a safe environment. The simulated patient will be given the same consideration as any patient in a clinical setting. This includes the principles of patient privacy, confidentiality, and safety. It is the expectation that students will engage fully in the patient situation and experience while in the nursing skills laboratory.

Students should approach the patient in the simulation setting using the same dress and behavior standards required for all inpatient clinical settings, consistent with the BSN Student Handbook. This includes standards of dress, communication, and preparedness for clinical experiences (including stethoscopes, watches, PDA, etc.).

All students are reminded that those who use the 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 are not permitted in the Skills Laboratory.** Lounging or sleeping on beds is not permitted. No children are allowed in the lab.

On the Orville E. Kean (Formally St. Thomas) Campus, 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. Students shall sign in and sign out of the Skills Laboratory.

On the AAS campus, the Nursing Skills Laboratory is in building S-100. This building is locked when there are no scheduled classes in progress. The Nursing Skills Laboratory may be used by students only under faculty supervision. Open, supervised hours will be posted

each semester for students to utilize the Laboratory to practice skills outside of their assigned clinical laboratory sessions. Students may also contact the Nursing Skills Laboratory Coordinator to schedule a time to use the laboratory. The Nursing Skills Laboratory Manual is available for more detailed guidelines.

Clinical Attendance Policy:

Students in the undergraduate nursing program are required by accrediting agencies to complete a minimum number of hours in clinical rotations. Clinical courses include a designated number of hours to allow students to complete the required assignments prior to each clinical experience, to prepare students to provide safe nursing care, and to meet clinical objectives and the end of program student leaning outcomes (EPSLOs).

Strict adherence to the following policy on attendance during clinical is necessary:

1. Students are required to complete the Clinical Attendance Form for all clinical experiences.
2. Students shall submit the Clinical Attendance Form as needed at the request of the faculty and at the end of the semester
3. Notification of the need to be absent from clinical must be reported to the CLINICAL FACULTY MEMBER ONLY, ninety minutes or more before the start of the clinical day by e-mail and/or telephone. Student documentation of the reason for the absence must be provided to the course faculty within 72 hours of the missed clinical day.
4. If the student has more than 16 hours of consecutive clinical absences, documentation must be provided by a health care provider or emergency department documentation if needed. The submitted documentation must also state when the student is medically cleared to return to clinical.
5. Acceptable substitutes for the missed clinical hours must be pre-approved by the course faculty and must meet at least two clinical objectives from the course. *Examples might include, but are not limited to:*
   a. Participating in 4-6 hours of simulation and a written assignment.
   b. Joining a clinical group in the same course (in the same facility) on an alternate day.
   c. Attendance at a 4–6-hour seminar that addresses at least two clinical objectives and is approved by the course coordinator. Verification of attendance is expected. A written assignment will follow this experience.
   d. Attendance at a flu clinic, a health fair, or a volunteer activity (such as a shelter) that addresses 2 clinical objectives and is pre-approved by the course faculty. Verification of attendance is expected. A written assignment will follow this experience.
6. In the case of clinical absence that interferes with course completion and is related to a faculty determined extenuating circumstance, a conference between student, clinical faculty, course faculty, academic advisor and the Program Chair / Academic Supervisor may be held for the purpose of planning completion of the course requirements.

7. One undocumented absence will result in the student receiving an academic warning. The clinical absence must still be reconciled (as per above).
8. Two undocumented absences will result in a clinical failure.
9. Return to Clinical- Students who have been absent for illness must be afebrile and without symptoms for 24 hours prior to return to clinical.

Excused Absences from Clinical:

1. Students are required to make up clinical experiences for excused absences. However, there are limits to the ability of the faculty to make these arrangements. Students reporting excused absences that exceed 10% of the total required clinical hours or habitual tardiness (the third incidence of tardiness) shall be reported to the Program Chair and the Dean. *Note: Typically, a second absence from clinical exceeds 10% of the total required clinical requirements.*
   The following guidelines are followed when planning to make up for ONE excused absence from clinical:
2. Excused absences should be reported immediately upon the knowledge of the anticipated absence. The student should follow the regulation to report absences and provide evidence to support a request for an excused absence. Delays in reporting absences or tardiness may result in the absence designed as an Unexcused Absence.
3. The clinical assignment must be arranged within the same specialty area.
   In cases whereby the student missed a specifically designed (one time) clinical experience or observation, the faculty member will determine whether it is possible or appropriate to provide an alternate experience for the student.
4. There must be a Nursing Faculty member available and willing to supervise the student. Staff Nurses, not employed by the SON, are NOT allowed to serve as "clinical instructors."
5. Staff Nurses employed by the SON as Clinical Instructors may volunteer to supervise a student to make up a clinical experience with the approval of the nursing administrator and Head Nurse at the clinical site and the Dean of the SON.
6. The student must be willing to make themselves available to make up the clinical assignment on the date and time arranged and approved by the faculty member.
7. Students who fail to make up the clinical assignment (including one-time observational experiences) as arranged, will result in a failure to meet the stipulated clinical course requirements and an Incomplete or "I" grade for the course.
8. In cases of excused absences for illness, hospitalization, death of a parent, spouse or child, the student shall notify the faculty member and Program Chair of the circumstances as soon as possible after the occurrence.
9. Anticipated excused absences for no more than 15% of the required clinical experiences must be referred to the Admission, Progression and Retention Committee. The committee will schedule a meeting with the student and the disposition of the student's continuation in the course will be determined by the APR committee and SON faculty.
10. Students may apply for an Administrative Withdrawal (with supporting documentation) for absences that go beyond 15% of the required course requirements.

Unexcused Absences or Tardiness from Clinical

1. Students are expected to be on time for each academic experience. If a student is tardy, he or she may be sent home from clinical and required to make up the clinical experience. A pattern of tardiness may result in failure of the course.
2. Unexcused absences or tardiness from clinical experiences is considered a failure to meet the objectives of the courses related to professionalism.   These occurrences will result in an Unsatisfactory Grade for clinical and is recorded on the Clinical Objective, Learning Activities and Evaluation Form.
   Note that 2 or more Unsatisfactory marks on Professionalism will result in Course failure.
3. Students with <u>one</u> Unexcused Absence from clinical shall be reported to the faculty member or Program Chair. The student will meet with the faculty member or Program Chair who will prepare a behavioral contract to determine if arrangements can be made to schedule a date and time that the student can make up for the clinical experience that was missed.
4. Students with unexcused absences and tardiness that exceed 10% of the required clinical hours will be referred to the SON Admission, Progression and Retention (APR) Committee. The committee will schedule a meeting with the student and the disposition of the student's continuation in the course will be determined by the APR committee and SON faculty.
5. Students with personal and other commitments that do not allow them to meet course objectives are advised to withdraw from the course. Refer to the UVI Academic Calendar for the deadlines to withdraw from the course.

Clinical Grading:

Each nursing course with a clinical component has a ***Clinical Objectives, Learning Activities and Evaluation form*** which is utilized to document students' level of functioning in the clinical settings and to grade clinical performance. The following outlines the clinical grading process:

1. There will be no letter or numerical grade assigned to the clinical component of clinical courses.
2. With the curriculum revision in the Fall of 2023, the theory and clinical portions will be separated. The following further describes the separation of the theory and clinical portions of a course:
   a. The theory and the clinical portion of each course will be listed separately on the class schedule, course descriptions, and in the UVI catalog.
   b. Course and Clinical sequencing may vary depending on clinical sites and faculty availability.
   c. The theory portion of the course may occur prior to the clinical portion of the course.
   d. The theory portion of the course will be a pre- or co-requisite with the clinical portion of the course.

e. Theory and Clinical can be taken at the same time OR clinical can be taken in a later session (including summer) after successful completion of theory course.
3. Students must demonstrate satisfactory achievement of each clinical objective to pass the clinical component of each course.
4. The *Clinical Objectives, Learning Activities and Evaluation Form* is the measuring tool utilized and is specific to each clinical course.
5. Instructions on the *Clinical Objectives, Learning Activities and Evaluation Form* will be provided to students before the first clinical assignment.
6. The categories of evaluation for clinical performance on the *Clinical Objectives, Learning Activities and Evaluation Form* are: Satisfactory (S) and Unsatisfactory (U).
    a. S= Satisfactory functions as expected for clinical level
    b. U=Unsatisfactory-Performs unsafe practice (unprofessional behavior, patient safety compromised, or significant area of weaknesses or knowledge deficit)
    c. An earned assessment of "U" must be remediated however, the "U" cannot be changed on the behavior that had already occurred.

Clinical Remediation:

Clinical remediation is tailored to situation/behavior and may occur in the clinical setting or in the Skills Lab. The timeframe for remediation should not exceed a two-week period.

Clinical Failure:

Students who are unprepared for their clinical assignment may be relieved of their clinical assignment by the professor and will earn a "U" for professional accountability.

Failure to complete the required number of hours to prepare for clinical assignments may result in an "Incomplete" grade or failure of the clinical course.

If a student exceeds the number of unsatisfactory ratings allowed for any one clinical performance objective, faculty will refer the student to the Program Chair. The Program Chair will develop a Behavioral Contract for the student. The student's case will also be referred to the SON Admissions, Progression and Retention (APR) Committee for review.

If a decision is taken by the APR Committee for the student to be dismissed from the course after the last day to drop a course, the student will earn a theory grade based on the percentage of the marks earned at the time of dismissal and a failing grade for the clinical component of the course.,

Until such a time that a decision is taken by the committee the student will follow the behavioral guidelines developed by the faculty and chair of the department.

Patient Safety Policy:

The students in the School of Nursing are required to provide a variety of information and complete a mandatory hospital orientation to ensure patient safety. Required information includes: 1) CPR certification; 2) immunization/immunity status; 3) background checks; and 4) drug screens.

Students must make sure that the information and results are available to the School of Nursing and the clinical agencies associated with the BSN Program. The information and results are considered confidential and are 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. 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 make the student ineligible to attend clinical nursing courses, and may result in the student being unenrolled in the clinical course(s).

CLINICAL REQUIREMENTS

CPR Certification:

Students are required to show proof of current American Heart Association 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) via the Health and Wellness Portal, per UVI policy. Additionally, nursing students are required to provide documentation of immunization status/screening for the following:

1. Physical examinations every two years
2. Measles, mumps, and rubella (MMR)
3. Polio
4. Tetanus, diphtheria, and pertussis (Tdap)
5. Hepatitis B
6. Varicella
7. Tuberculosis screening annually (or chest X-ray every five years)
8. COVID-19 Vaccination series optional (may be required for study abroad or other clinical experiences)
9. FLU vaccination optional (may be required for study abroad or other clinical experiences)

Students who have reasons that prevent them from receiving/completing the required immunizations must provide documentation from their healthcare provider and meet the documentation requirements of the UVI Health Services Department.

Testing for Infection Diseases during Pandemics:

Students may be required to undergo testing for infectious diseases (such as COVID-19) during pandemics to be allowed to access clinical sites. In the event these tests are not available free of charge, students will have to pay for the test at the designated laboratories.

Background Checks:

Nursing students must clear a criminal background check covering the **past five years** prior to the start of clinical experiences in NUR 208: Fundamentals of Nursing. Those living in the Virgin Islands must clear a tri-island criminal background check and those from other jurisdictions must supply background checks from all places of residence.   Background checks are valid for the duration of the student's enrollment unless there is an interruption in their nursing education of more than one calendar year.

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 prior to the start of clinical experiences in NUR 208: Fundamentals of Nursing. The screening 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.

Students shall comply with request from the territorial hospitals and clinical sites to get drug test within eight (8) hours of the request. Failure to comply may result in forfeiting the opportunity to complete clinical assignments and failure in the course.

Individuals who have a positive drug screen will not be allowed to continue in the Program. These individuals may choose 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.

Students who have an interruption in their nursing education (more than one calendar year), a repeat drug screen is required prior to return.

Hospital Orientation:

Orientation to the hospital is mandatory for all students. For continuing students on the Orville E. Kean (Formally St. Thomas) Campus, orientation (at SRMC Hospital) is scheduled before the beginning of the Fall semester each year. Students who do not attend the mandatory hospital orientation will not be allowed to participate in clinical experiences and will earn an unsatisfactory clinical rating and subsequent course failure.

Orientation (at JFL Hospital) for students on the AAS Campus on St. Croix will take place during NUR 314: Nursing Care of Adults 1. Transfers and students who have a one-year break in their education will also need to attend this orientation. Continuing students with no breaks in their education have no additional orientation but are required to update health records and CPR if needed.

Unauthorized Clinical Activities:

Due to legal liability concerns, students are not permitted to participate independently in any experiences at any clinical location (hospital/community) unless:

1. Prior permission by the course team leader has been obtained and the experience has been approved by the appropriate agency personnel
2. Prior permission by the course team leader has been obtained and the experience is part of employment.

CERTIFIED NURSING ASSISTANT (CNA) REGISTRATION:

Upon successful completion of NUR 308: Adult 1, 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 employment as a CNA. Information regarding the application process and the required fees may be obtained from the VIBNL. (340-776-7937 or http://www.thevibnl.org

Fees and Expenses:

(Refer to the UVI Catalog.)

1. ATI: The costs of this program are billed every semester and are added to the students' tuition costs.
2. Additional ATI Proctored Assessment and Comprehensive Predictor Examinations: Two opportunities to take the ATI Comprehensive Predictor are included in ATI fees. Should the student require more attempts to successfully pass the proctored assessment or demonstrate NCLEX-RN readiness, each additional exam sitting will be paid by the student according to pricing established by ATI.
3. CPR Certification: Students are responsible for the cost of obtaining and maintaining certification.
4. Background Check & Drug Screen: Students are responsible for the costs of obtaining these required documents.
5. Immunizations: Students are responsible for the cost of initiating and maintaining current immunization status.
6. Laboratory: Laboratory fee is required each semester in which students are enrolled in nursing and science courses.
7. Nursing Pin (Upon Program completion): Information is provided in the final semester and the ordering deadline is typically around February 15th. Pin prices range from $41 - $710. Purchase is optional.
8. SNA/NSNA: Dues- SNA $5 per semester/NSNA $25 online per year. SNA members are not required to join the NSNA.
9. Uniforms: Students are responsible for purchasing uniforms, shoes, name pins, and clinical equipment.
10. NCLEX-RN Examination: Students are responsible for NCLEX-RN examination fees, refer to the state or territory website for cost.

NATIONAL COUNCIL LICENSING EXAMINATION (NCLEX) APPLICATION PROCESS:

Following graduation from the program, students are considered eligible to take the NCLEX-RN examination and must follow the process as set by the National Council of State Boards of Nursing.

1. The graduate must apply for licensure to the board of nursing where they wish to be licensed. Candidates must meet all the board of nursing's eligibility requirements to take the NCLEX-RN examination.
2. Candidates then register with Pearson VUE (via phone or Internet) for the Exam. Pearson VUE then sends the candidate a Confirmation of Registration.
3. The board of nursing confirms candidate eligibility to take the NCLEX-RN and informs Pearson VUE, who then sends the candidate an Authorization to Test (ATT).
4. More information can be obtained at the National Council of State Boards of Nursing (www.ncsbn.org) Website.

NCLEX Program Codes for UVI SON – BSN Program:

Orville E. Kean (Formally St. Thomas) Campus BSN: VI 81500000

Albert A Sheen BSN: VI 81500100

PINNING CEREMONY:

It is a UVI tradition for graduating BSN seniors to hold a pinning ceremony prior to Commencement. A faculty member selected by the students serves as an advisor for this event and is responsible for coordinating and approving all ceremony activities including the planning of the program and appropriate dress code.

The Pinning Ceremony occurs at the end of a student's program in the school of nursing and signifies the completion of this level of education and official initiation into the profession. Students that have not completed all the requirements will not be allowed to participate in the pinning ceremony.

Arrangement for the cost of refreshments is the responsibility of the SON.

All other expenses (e.g., invitations, decorations, location cleaning fee, Nightingale lamps) are the responsibility of the participating seniors.

Because the ceremony impacts the image of the Program and that of the University, all decisions must be approved by the Faculty Advisor and the following guidelines must be followed:

- Location: Orville E. Kean (OEK) Campus: ACC; AAS Campus: Great Hall
- Invitation list must include Governor, Lt. Governor, senators, Delegate to Congress, UVI administration and other UVI staff (e.g., public relations, counselor); VISNA representatives; VIBNL members; nursing administrators and selected staff at JFL/SRMC.
- Refreshments: cake and punch (paid for by SON)
- Dress code: Dress code is professional attire (conservative) and appearance. Individuals who are inappropriately dressed, as determined by faculty, will not be allowed to participate in the ceremony.
- Pins: Purchase of pins is optional and is the responsibility of the student. Order forms can be obtained from the Administrative Specialists. Pins must be prepaid and ordered by the deadline set by the manufacturer.

Students soliciting funds for the pinning ceremony need to go through Institutional Advancement. See addendum for example donation request letter and thank you letter.

SCHOOL OF NURSING AWARDS

ALBERT A. SHEEN CAMPUS

A. **ALVIN & GLORIA MCGIVNEY SCHOLARSHIP is awarded to two (2) full-time student with GPA of 3.0 or higher with verified demonstrated financial needs** enrolled in the Nursing program (pre-nursing excluded). This award is restricted to students on the Albert A. Sheen campus   The scholarship may be renewed at the discretion of the Dean of SON.

B. **DEAN'S AWARD FOR ACADEMIC EXCELLENCE & PROFESSIONAL NURSING QUALITIES – Graduating Class**
    1. This award is given to the student **who demonstrates professionalism and caring competencies required in the program and** has the highest academic standing in nursing courses in the graduating class.

C. **THE DEAN'S AWARD For Clinical Practice Level 2, 3**
    1. The DEAN'S Award is given to a student in each clinical level who demonstrates characteristics that are valued by the faculty and espoused in the philosophy and goals of the baccalaureate degree program.
    2. The recipient of this award is one who:
        i. has demonstrated the appropriate level of proficiency in the use of the nursing process.
        ii. applies the nursing process in a caring and humanistic manner.
        iii. communicates effectively or has demonstrated significant progress in ability to communicate effectively.
        iv. is goal-oriented and self-motivated
        v. shows initiative in identifying and maximizing learning opportunities.
        vi. uses critical thinking in personal and professional decision making.
        vii. has demonstrated an appropriate level of accountability and commitment to the profession.

D. **UVI NURSING FACULTY AWARD FOR LEADERSHIP**
    1. This award is given to the student who has demonstrated excellent leadership abilities by her significant contributions to her class, taking initiatives to support his/her colleagues and the SON; and/or and the SON by faithfully attending and representing her class in BSN faculty Program meetings and the SON meetings.

ORVILE E. KEAN CAMPUS

A. **DEAN'S AWARD FOR ACADEMIC EXCELLENCE & PROFESSIONAL NURSING QUALITIES– Graduating Class**
    1. This award is given to the student **who demonstrates professionalism and caring competencies required in the program and** has the high(est) academic standing in nursing courses in the graduating class**.**

B. **THE DEAN'S AWARD FOR CLINICAL PRACTICE Level 2, 3**

1. The DEAN'S Award is given to a student in each clinical level who demonstrates characteristics that are valued by the faculty and espoused in the philosophy and goals of the baccalaureate degree program.
2. The recipient of this award is one who:
    a. has demonstrated the appropriate level of proficiency in the use of the nursing process.
    b. applies the nursing process in a caring and humanistic manner.
    c. communicates effectively or has demonstrated significant progress in ability to communicate effectively.
    d. is goal-oriented and self-motivated
    e. shows initiative in identifying and maximizing learning opportunities.
    f. uses critical thinking in personal and professional decision making.
    g. has demonstrated an appropriate level of accountability and commitment to the profession.

C. UVI NURSING FACULTY AWARD FOR CARING
1. This award is given to the student who has demonstrated a kind and caring personality, determination to succeed despite the many obstacles faced, and has maintained a positive attitude / outlook on life.

D. UVI NURSING FACULTY AWARD FOR LEADERSHIP
1. This award is given to the student who has demonstrated excellent leadership abilities by her significant contributions to her class**, taking initiatives to support her colleagues and the SON; and/or** faithfully attending and representing her class in BSN faculty Program meetings and/or the SON meetings.
2. *If there is no one qualified, this award can be omitted.*

E. PROFESSOR EMERITA LAURA YERGAN AWARD (1)
1. This award is supported by Professor Emerita Laura Yergan (through Prof Emeritus Dr Judith Grobowski), whose commitment to providing quality instruction to students enrolled in the nursing program at the University of the Virgin Islands is acknowledged.
2. The recipient of this award is one who:
    a. has persevered in attempting to meet stated professional goals.
    b. has shown significant improvement in achieving proficiency in executing the nursing, Communication and professionalization processes.

F. CHI ETA PHI SORORITY AWARD
1. This incentive award is supported by MU Eta Chapter, Chi Eta Phi Sorority. The recipient of this award is "a junior student, who has shown promise, is working hard, and need a bit of encouragement.

G. PROFESSOR EMERITA ILVA F. BENJAMIN AWARD
1. The Professor Emerita Award is supported by Professor Emerita Ilva F. Benjamin whose commitment to the University, to the School of Nursing Education, and the profession of nursing in the Virgin Islands is widely acknowledged.
2. Professor Benjamin contributed to the growth of professional nursing in the Virgin Islands by sharing her expertise through the instructional process and by imbuing her students with professionalism and a concomitant sense of dignity and self-worth.

3. The recipient of this award is one who:
    i. has demonstrated scholarship.
    ii. has a solid grasp of nursing theory and practice.
    iii. uses a humanitarian approach to nursing care.
    iv. is ethical.
    v. exemplifies the ideals of professional nursing.

H. THE ELMER E. BRENT AWARD (1)

1. The Elmer E. Brent Award is supported by Martina Valdez Brent and June Elaine Brent in honor of their father. Elmer E. Brent was a gentle man: a stellar example of self-actualization gained through perseverance in meeting life's challenges with dignity: a caring person who unselfishly shared his time, his talents and his resources with others: an elder statement who operationalized the concept of lifelong learning
2. The recipient of this award is one who:
    i. is kind, caring, and proficient in applying the science and art of nursing
    ii. communicates effectively and with sensitivity.
    iii. uses self therapeutically.
    iv. was self-motivated, goal-directed, and responsible.
    v. persevered in meeting professional and personal challenges and turned them into growth- producing experiences

I. THE GOVERNMENT EMPLOYEE SERVICE COMMISSION (GERS) NURSING SCHOLARSHIP is funded by Cigna.

1. Identify two students for this scholarship by April 15, based on the criteria below. DO NOT NOTIFY the students until we have secured the funding. Cigna has a new policy that they want the names of the students before they release any funding.   Once you have the names, please email them to IA and Ms. Cheryl Roberts. Cigna would like to introduce these students at their April board meeting.
    a. Full-time student and permanent resident of the Virgin Islands
    b. Student must be in their junior year and accepted to the SON
    c. Two (2) students can receive this award
    d. Student must maintain a 3.0gpa
    e. Verified financial need
    f. Recipients are required to work in the territory for two years after graduation employed in health-related career
    g. Recipients selected by the School of Nursing Dean
    h. Award is renewable at the discretion of the dean

J. CHEDDENA AND WILFRED SMITH - Dr. Henry and Muriel Smith School of Nursing

1. The award amount is based on the funds available from the endowment.
2. *Criteria* - The Cheddena and Wilfred Smith Family Fund
3. The student must:
    a. be an undergraduate nursing student enrolled full-time at UVI
    b. show financial need
    c. be a graduate from a BVI or USVI public high school
    d. show potential for success in becoming a qualified nurse

e. exhibit a high level of commitment, care, honesty and ethics
f. express a desire to practice in the BVI or USVI

STUDENT NURSES' ASSOCIATION (SNA)

The UVI SNA chapter functions as one of several voluntary membership UVI clubs, which help enrich the collegiate experience of students. The purpose of the SNA is to foster the development of future registered nurses. Membership is open to all declared nursing majors and pre-nursing majors. The club is reorganized annually at the beginning of each academic year with the election of officers and a faculty advisor.

TECHNOLOGY SUPPORT

Students are provided orientation to technology utilized within the University during the Freshman Development Course (FDS 100). Orientation to technology specific to the BSN program (e.g., Meditech, ATI) is provided during hospital orientation or BSN program orientation and attendance at these sessions is mandatory.

Ongoing technological support is available at the Help Desk in the library or online for UVI email, Blackboard, and other services. Students are also oriented to changes in program-specific software such as ATI.

ADDENDUM:

Request Donation:

DATE:

(Your Name)
UVI BSN Class of_____
#2 John Brewers Bay
St. Thomas, VI 00802

Dear (Person):

My name is (your name) and I am a graduating senior in the Bachelor of Science in Nursing (BSN) Class of _____ at the University of the Virgin Islands.   The BSN Class of _____ is trying to raise _____ to fund the UVI BSN Pinning Ceremony in May of _____.

This annual ceremony serves as a welcoming of new nursing graduates into the nursing profession. In our community where there is a huge need for nurses, this ceremony signifies great news! In May, six nursing graduates will be on our way to caring for the community of the USVI and the world.

I am writing to you to ask you to support me and my class. Would you be willing to contribute _____to help fund UVI Pinning Ceremony. Your donation will go toward expenses related to the ceremony such as printing, decorations and refreshments**.**

As a token of my appreciation, I will offer you an invitation to the ceremony and upon your approval, gladly list your name/ company's name in the program for the ceremony.

If you would like to speak further about the Pinning Ceremony, feel free to reach out to me at [phone number] or [email address]. I would love to answer any questions you have and give you more information.

Thank you in advance for your contribution. It means a whole lot to the BSN Class of _____to have your support.

If you would like, you can send a donation to [address] or contact me at 340-(# of student and email address) to set up another donation method.

Thank you again!

Sincerely,

[Signature of author]

[Typed name of author]

Thank You:

DATE:

(Donors Name)

(Address if you know one)

Dear (Donor):

On behalf of the UVI Bachelor of Science in Nursing (BSN) Class of _____I would like to thank you for your donation of $(amount) made on (date).

Our Pinning Ceremony will be a celebration of our accomplishments during our few years at UVI and what is to come as we eagerly prepare to care for and educate the people of the U.S. Virgin Islands and the world.

Thank you once again.

Sincerely,

(handwritten signature)

Typed name, UVI Student Nurse