College of Nursing
Student Handbook

2024-2025

Dillard University College of Nursing has *Full Approval* status for its restructured program with
THE LOUISIANA STATE BOARD OF NURSING (LSBN)
17373 Perkins Road
Baton Rouge, LA 70810
Telephone: (225) 755-7500
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www.lsbn.state.la.us

Continuous accreditation through 2025
with
Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE
Suite 500
Atlanta, GA 30326
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www.acenursing.org

Master of Science in Nursing

Accreditation
Effective May 3, 2023, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on May 3, 2025.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Origin 1992 Revised: 2024

WELCOME MESSAGE

Dear Nursing Student:

This Nursing Student Handbook establishes the policies and procedures specific to the College of Nursing. Information about the university is also available in the Dillard University Catalog and the Dillard University Student Handbook. Students in the College of Nursing should possess and be familiar with all three publications. In addition to the policies contained in this Handbook. Nursing students must comply with the expectations contained in the Code of Student Conduct set forth in the Student Handbook and all other requirements set forth in the University Catalog.

Nursing students are members of a very select group who will make a significant difference in the lives of people in our society. Because peoples' lives will be in students' hands upon graduation and placement, it is essential that students in the College of Nursing demonstrate the highest level of professionalism and ethical conduct. The College of Nursing prepares graduates to become excellent entry-level baccalaureate nurses. The program also promotes continued development, leadership, and graduate study.

It is the student's responsibility to become familiar with the content of this publication. Policies and procedures are subject to revision and the College of Nursing reserves the right to change any policy included in this handbook with appropriate notification to students.

We hope that you learn, grow, excel and enjoy your matriculation in Dillard University's College of Nursing (referred to in this handbook as "College of Nursing" or "DUCON"). Know that we are here to help you succeed in the program and begin a long and rewarding career in professional nursing.

Sincerely,

DUCON Dean, Faculty, and Staff

CERTIFICATION OF RECEIPT OF HANDBOOK

_____

DATE

_____

NAME OF STUDENT

The College of Nursing Faculty Nursing Organizations has the right to adjust this document as necessary to meet course, level, and program objectives. Students will be notified of any such changes.

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NURSING FACULTY & STAFF ROSTER

FACULTY & STAFF

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Ms. Laura Holmes	PSB 102E	Ext.	4006
Dr. Charlotte S. Hurst	Stern Hall 204	Ext.	4841
Dr. Brandy Johnson	PSB 102L	Ext.	4025
Ms. Tanisha Jones	PSB 212	Ext.	4425
Dr. Katrina Kellum	PSB 102F	Ext.	4316
Dr. Adrienne Leflore	PSB 102R	Ext.	4849
Dr. Keithen Potts	PSB 102N	Ext.	4039
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ADJUNCTS – vary per semester, but may be reached via College of Nursing office ext. # 4717

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Administrative Coordinator			
Mr. Jewan Vaughn	PSB 102J	Ext.	4721
Technology and Testing Coordinator			
DUPON	PSB 102C	Ext.	4850

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Section I. Structure of the College of Nursing

Sec I. A. College of Nursing Vision, Core Values, Mission and Program Learning Outcomes

Mission Statement

The mission of Dillard University College of Nursing is to prepare courageous future nurse leaders who are ethical and communicate effectively and therapeutically respecting the diversity of peoples in all health care settings to improve the human condition. (Reviewed 2007; 2009; 2014; Revised 2022)

Vision Statement

The vision of the College of Nursing is to produce graduates that are exemplary in clinical practice, research, education, and administrative roles. Building on nursing science and research, the College of Nursing will provide leadership in promoting a global perspective of health that improves care across settings and populations, with a focus on the vulnerable and the underserved, (Adopted 2007; Reviewed 2009; Revised 2014; 2020)

Core Values

The College of Nursing embraces the core values of *caring*, *respect*, *equity*, *excellence*, *integrity*, and *learning*. These values are reflected in the mission, goals, and learning outcomes of Dillard University. *(Adopted 2007; Reviewed 2013, 2020)*

Sec I. B. College of Nursing Statement of Philosophy

The faculty accepts the responsibility to create and maintain an atmosphere conducive to learning and growth through the achievement of academic excellence within the framework of a comprehensive liberal arts education. The curriculum allows learning to progress in a systematic manner within a *philosophy* that embraces five key concepts; *humans, environment, health, nursing* and *education*. These are foundational to the course of study in nursing.

College of Nursing Philosophy

The faculty of the College of Nursing believes that **humans** are unique bio-psychosocial, ethical, cultural, spiritual beings who possess dignity and worth. Humans are goal directed and have the right to exercise free choice. The core of human existence is need fulfillment. As an open system in continuous interaction with the environment, humans function as intelligent beings equipped with the capacity to think creatively, problem solve, and utilize adaptive mechanisms in responding to threats that disrupt the eight essential life functions.

Environment is broadly conceptualized by the faculty as consisting of internal and external factors that are ever-changing, and thereby impact humans and nursing. Humans as open systems, interact continuously with the environment. Internal elements may be bio-psychosocial, ethical, cultural or spiritual. External factors encompass families, groups, communities and society in general. Nurses possess knowledge and skills in health promotion, disease prevention and the care of clients. They work within the external environment to provide optimal health care.

The faculty believes that **health** is dynamic, valued, and perceived individually by humans who adapt to a positive state of health (wellness) or to a negative state of health (illness). Actual or potential threats to one's health move humans back and forth across a wellness-illness continuum. Access to culturally competent, judicious, and affordable health care is the right of all humans. Health occurs across the levels of prevention that includes primary, secondary and tertiary prevention.

Based on the definition of nursing from *Nursing's Social Policy Statement* (ANA, 2010), faculty believes that **nursing** is an evolving, adaptive process for the "…optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations." (2010 p.13). Nurses use the nursing process as a problem solving, critical thinking, and evidence-based tool to assist humans of all cultures and developmental ages to achieve their maximum potential.

We believe that **education** is an interactional process, which necessitates an understanding of the relationship among humans, environment, health, learning, and nursing. Nursing education addresses personal and professional growth of the student and determines the scope of their roles in practice and research in an active learning environment inclusive of simulation. Faculty members seek to establish a **teaching-learning** environment in which shared responsibility with our learners is operant. Graduates are therefore, able to meet the competitive demands of the profession. Preparation for practice includes opportunities that allow the student to perform, compete, and thrive in an interdisciplinary professional environment **(reviewed and revised fall 2007, summer 2012; reviewed fall 2014).**

Sec I. C. College of Nursing Organizing Framework

Dillard University's College of Nursing framework is derived from its eclectic organizing framework building on the eight essential life functions, constructivism, adult learning theory and the NLN Jeffries Simulation Theory (2005).

The College of Nursing has a curriculum that allows critical thinking to flow from simple to complex represented through selected content and prototypes across the levels. It is based on an eclectic framework representing several nursing, developmental, biological, educational, and sociological theories. Developed by the nursing faculty, the framework is the structure that supports curriculum development, planning, selection of learning experiences, and evaluation. It provides:

- The conceptual foundation for the nursing curriculum.
- Structure for faculty selection and sequencing of course content and learning experiences.
- Direction for learners in the achievement of program Student Learning Outcomes.

The organizing framework contains strands that emanate from the key concepts of; *humans, environment, health, nursing* and *education*. These curricular strands are leveled and identifiable in the program Student Learning Outcomes (SLO). As the student progresses from one level to the next, progressive strands, which advance from simple to complex, are interwoven throughout each course. Progressive stands address the complexity of human development,

changes in illness and wellness states, communicative abilities, and the development of nursing student's capabilities. The *progressive* strands are identified with each key concept. These are illustrated in the organizing framework schema (see Figure 1.1)

Throughout the year, the Curriculum Committee receives and may make recommendations to the faculty. The theories used in the curriculum are eclectic and include Maslow, Erikson, Orem, Roy, and Peplau. These theorists in conjunction with those from the biological, psychological and physiological sciences, and educational theories form the theoretical basis of the curriculum. Building on its theoretical basis and framework, the curriculum addresses need fulfillment. Needs are basic and ever changing and are essential life functions that humans need to maintain and balance in the achievement of optimal health. The College of Nursing identifies these needs as the essential life functions (ELF's). The eight categories of ELF's are 1) protective, 2) sensory-perceptual, 3) comfort, rest, activity and mobility, 4) nutrition, 5) growth and development, 6) fluid-gas transport, 7) psycho-socio-cultural, and 8) elimination. A primary alteration in one ELF may affect alterations in other ELF's.

Essential Life Functions (ELFs)

Protective: Functions that prevent physical and chemical trauma, injury, infection, and threats to the health status of humans. Examples include communicable diseases, immunity, physical trauma and abuse, asepsis, safety hazards (safe use of equipment), poisoning, skin disorders, safety in medication administration, and pre-operative and postoperative complications.

Sensory-perceptual: Functions that assist humans in the perception, interpretation and response to sensory and cognitive stimuli. Examples include auditory, visual and verbal impairments, sensory deprivation, sensory overload, neurological impairment, reality orientation and learning disabilities.

Comfort, rest, activity and mobility: Functions that maintain adequate sleep, rest, comfort, activity and mobility. Examples include joint impairment, body alignment, and pain and sleep disturbances, activities of daily living, neuromuscular and degenerative impairment, musculoskeletal impairment and endocrine disorders that affect activity.

Nutrition: Functions that maintain the intake and processing of essential nutrients. Examples include normal nutrition, diet in pregnancy and lactation, obesity, endocrine/metabolic disorders, nutritional deficits in selected disease processes.

Growth and development: Functions that maintain the appropriate maturational process throughout the life span. Examples include childbearing, childrearing, sexuality, family planning, experiences that interfere with the maturation process (aging process), maturational crisis, family dynamics, and reproductive conditions.

Fluid-gas transport: Functions that maintain fluid-gas transport. Examples include cardiovascular, pulmonary and hematological disorders, fluid-volume balances/acid-base balances.

Psycho-socio-cultural: Functions that maintain intrapersonal, interpersonal, intergroup and socio-cultural relationships. Examples include: therapeutic communications, coping mechanisms, group dynamics, ethical dilemmas, legal issues, spirituality, self-concept/

self-esteem, cultural diversity, grief and loss, death and dying, end-of-life care, psychotic and neurotic behaviors, situational and adventitious crisis (natural disasters, national disasters, crime of violence [rape, abuse and neglect]), chemical dependency.

Elimination: Functions that maintain bowel and bladder. Examples include conditions of the gastrointestinal and urinary systems.

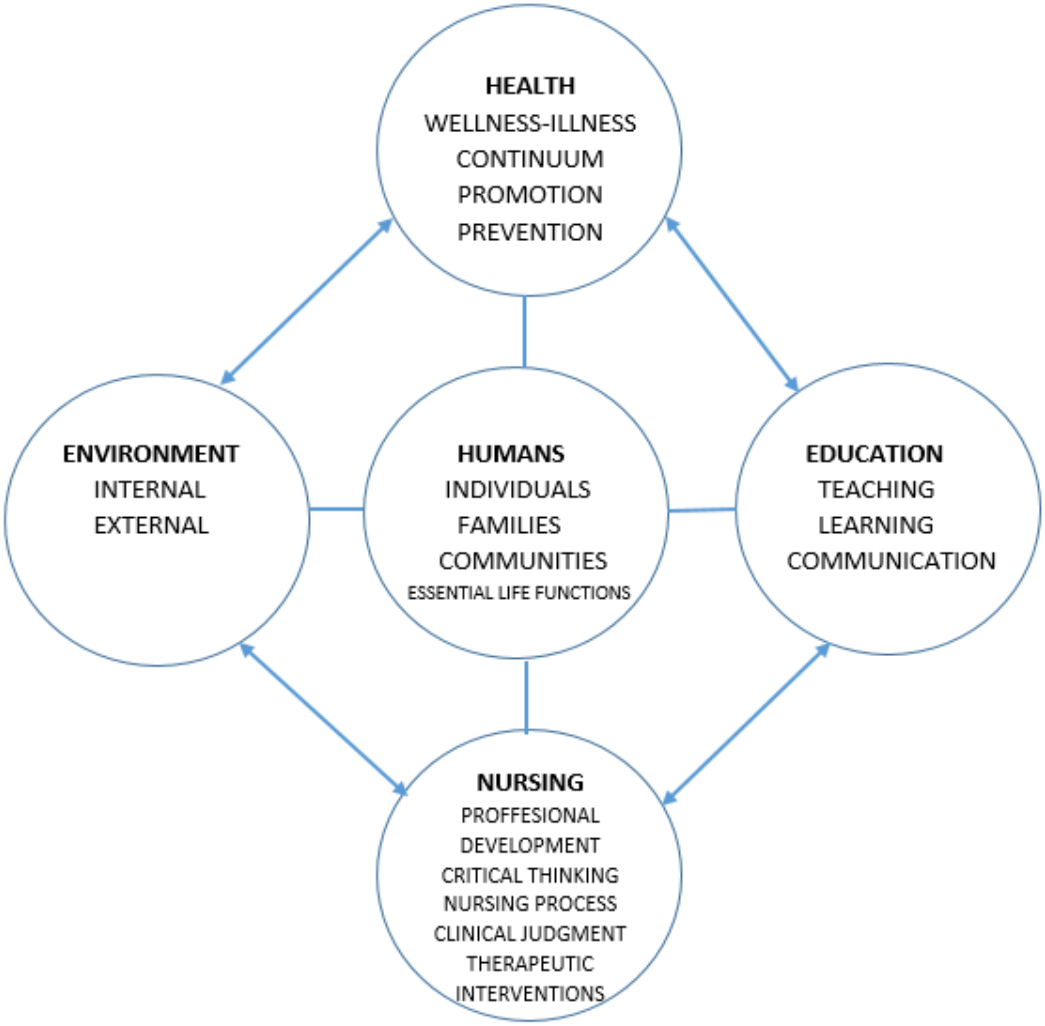


Figure 1.1 College of Nursing Organizing Framework

The curriculum integrates the natural sciences, behavioral sciences, humanities and nursing content and skills to develop students to become nurse generalists in the delivery of health care to clients, families, groups, aggregates and communities.

Sec I. D. Program Learning Outcomes

Program learning outcomes guide curriculum content, and student learning activities. The seven baccalaureate end of program student learning outcomes (EPSLOs) describe what students

are expected to achieve upon the completion of the nursing program. The student learning outcomes focus on knowledge gained, skills and abilities acquired or demonstrated, and attitudes or values changes. Level outcomes align with the Program Learning Outcomes (see Table 1.1).

Students who graduate from Dillard University effectively communicate ideas and knowledge through writing, speaking and use of electronic software. The College of Nursing program continues to embrace the University's expectation by graduating a nursing student who effectively fosters therapeutic interpersonal and collaborative relationships in a culturally diverse society with clients, families, the interdisciplinary health team and groups. The EPSLOs follows: Upon completion of the program, the graduate will:

1) Communicate effectively using various forms of media inclusive of technology to foster therapeutic interpersonal and collaborative relationships in a culturally diverse society.
2) Synthesize complex information in the process of intellectual inquiry, using critical thinking skills to arrive at well-reasoned evidence-based conclusions.
3) Demonstrate effective leadership skills in the management and nursing care of patients or consumers of health incorporating professional accountability and interprofessional collaboration.
4) Utilize ethical, legal, moral, spiritual, and societal values in professional nursing practice.
5) Initiate efforts with other health care providers and consumers to improve the quality of healthcare for a culturally diverse society.
6) Expand professional development through nursing enrichment activities.
7) Engage in research and scholarly pursuits at the level of educational preparation.

Rev. 2023

Sec I. E. Dillard University Organizational Structure

Final authority over Dillard University is vested with the Board of Trustees, the chief governing and policy-making body of the University. The Board retains the full legal and organizational authority to govern the functioning of the University through the administrative structure set forth in the Articles of Incorporation and By-Laws.

The President of the University is a member of the Board and an ex-officio member of all committees. The President is the chief executive officer of the University and provides general supervision, direction and control of the University's business.

Sec I. F. College of Nursing Organization Structure

The organizational structure is consistent with the university's structural plan. The College of Nursing consists of three levels for the pre-licensure (generic and LPN-BSN) and a post-licensure program (RN-BSN). A Level Coordinator represents each level within the nursing program. All Coordinators and a Post-Licensure & Graduate Nursing Coordinator report directly to the Dean of Nursing. Coordinators are responsible for the coordination of activities associated with the respective level or program. Qualified part-time faculty on an as-needed basis may assist faculty. Support staff includes an administrative specialist and technology coordinator. The nursing Skills Lab Coordinator is a nursing faculty member with expertise in simulation. The Skills Lab Coordinator, the Administrative Specialist, and Technology Coordinator all report directly to the Dean of Nursing.

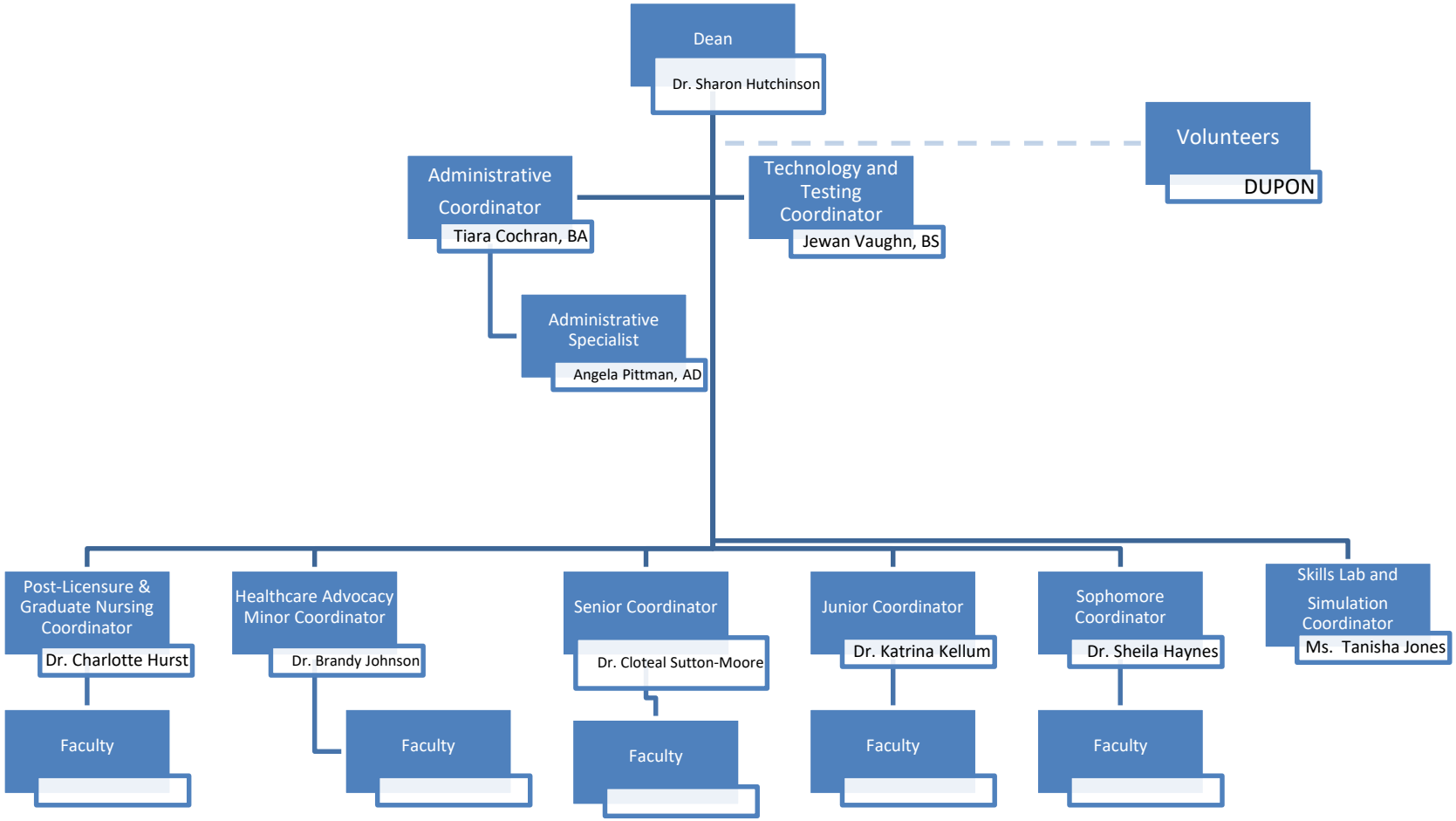
The Dean of the College of Nursing delegates responsibility to the Post-Licensure & Graduate Nursing Coordinator and the three Level Coordinators. The Dean demonstrates competencies in a range of activities in higher education. The Dean is also committed to the goals and mission of Dillard University as defined by the Board of Trustees and the President of the University and reports directly to the Vice President of Academic Affairs (see University Organizational Structure). The Dean also reports to the Louisiana State Board of Nursing, and accrediting organizations.

The Dean of Nursing is responsible for implementing sound educational policies, effective management of personnel, programs, fiscal resources and is accountable for the overall quality of all nursing academic programs, faculty, students and graduates of the College of Nursing. The Dean also has responsibility for involvement in professional activities that support the budget and enhance the reputation of the University.

Responsibilities of the Post-Licensure & Graduate Nursing Coordinator includes the coordination of the RN-BSN Program, the Clinical Research Associate Program, and the MSN Graduate Program. Level Coordinators have the responsibility of coordinating related undergraduate didactic and clinical curricular activities respective to the level. See Figure 1.2

Origin 1992 Revised: 2024

Figure 1.2 **COLLEGE OF NURSING ORGANIZATIONAL STRUCTURE**



Origin 1992 Revised: FA 2003; FA 2007; SUM 2014; SPR 2015; SUM 2015;2017; 2020; 2021; 2022; 2023; 2024

Sec I. G. Faculty Governance

The Nursing Faculty is the decision-making body of the College of Nursing. The faculty meets monthly to conduct the business of the College. The activity of this body can be found in the minutes for the College of Nursing. There are six standing committees:

A. Admission, Progression and Retention Committee
B. Curriculum Committee
C. Faculty Development Committee
D. Program Evaluation and Research Committee
E. Physical Facilities and Resource Committee
F. Discipline and Sanction Committee

Students in the College of Nursing share in the governance of the College through representation on various committees. They have the opportunity to offer recommendations for change. Students may hold membership on the following committees:

A. Curriculum Committee
B. Faculty Development Committee
C. Physical Facilities and Resource Committee
D. Discipline and Sanction Committee

Origin 1992 Revised: FA 2003; FA 2007; SUM 2014; SPR 2015; SUM 2015;2017; 2020; 2021; 2022; 2023; 2024

Sec I. H. History of Dillard University and the College of Nursing

Dillard University

The history of a university, like that of a family or a nation, is essential to validating past contributions, confirming present identity, and clarifying future direction. Dillard University's history is richly entwined with the progress of a people and the promise of a country. Our story is one of courage and persistence shared by individuals and organizations from diverse backgrounds and interests. Ours is also a story of continuous commitment to excellence in education. This brief historical overview highlights Dillard's early years realizing that the greatest years of this institution are yet to be written.

Post-bellum New Orleans was a mix of West Africans, French, Spanish, and Caribbean cultures. In this tropical environment, wealthy cotton barons, French merchants, creoles, and former black slaves came together creating a singular culture on the banks of the Mississippi. Ironically, Louisiana boasted one of the most progressive and successful reconstruction efforts in the South. This progress was directly related to the stratification of racial and ethnic ancestry that carved out the distinct cultures. Out of these circumstances Dillard University was founded. The process leading to its founding, however, was not direct.

In 1869, the Missionary Association of the Congressional Church (now the Church of Christ), and the Freedman's Aid Society of the Methodist Episcopal Church established Straight University and Union Normal School, respectively. These institutions were renamed Straight College and New Orleans University. New Orleans University included a secondary school because few of the newly freed blacks had the basic academic skills of reading, writing, and mathematics. Thus, secondary education facilities were needed by those who wanted to eventually attend college.

Despite this and other difficulties, both institutions forged ahead. Straight College started a law school in 1874. New Orleans University started Flint Medical College and using its affiliation with the Sarah Goodridge Hospital also started a School of Pharmacy and Division of Nursing. Although the need for these schools was continuous, the inability to consistently meet required professional operating standards led to the closure of the four programs. Eventually, the very survival of Straight College and New Orleans University were also threatened. The answer to this troubling situation bore the name of James Dillard, a white philanthropist and educator from Virginia. Dillard University began operating on September 24, 1935.

Dillard University owes its academic lineage and status as a historically black university to two sources: 1) the significant support of ardent Northern missionaries and persons of wealth; and 2) the vision and hope of a people enslaved in body but not mind. Both groups devised new expectations for nationwide, universal public education, because they agreed education was inextricably tied to freedom.

Dillard University Today

Dillard University is located in New Orleans, long considered one of the most interesting U.S. cities. It boasts a mix of innovative music such as Jazz, Cajun, and Zydeco, religious traditions such as those culminating in the yearly Mardi Gras celebration, unique culinary arts, and architecture that is imbued with the ethno-cultural history of the area. These are a few of the attributes that make New Orleans a singular city.

Dillard University, an undergraduate institution has a campus that occupies a 55-acre tract in a residential section of New Orleans. Its handsome neo-colonial white brick buildings, and its numerous and stately ancient oak trees, and broad-sweeping expanses of green space, create a picture perfect environment for learning; one that inspires growth and supports preparation for post graduate success.

Pre-Katrina enrollment was over 2000 students, however, returning to the campus after that disaster, student enrollment dropped to 850. Recruitment is now intensified to re-build enrollment. Similarly, population in the city is on a protracted road to recovery. Ten years post-Katrina, the population is gradually approaching, but has not reached, pre-Katrina levels.

The water that crashed through the levees in August 2005, flooded 80 percent of the city, and remained for about two weeks. Prolonged standing water exacerbated damage to the environment, buildings, homes, and their contents. Dillard University sustained significant damage and could not re-convene on campus until September 2006. From January to June 2006, the University operated its' campus' out of a downtown hotel and office building in New Orleans. All classes, business operations, room and board for students, faculty, and staff occurred in both of these facilities.

Today, the University offers 23 majors from its four academic colleges, which consist of the College of Arts and Sciences, The College of Business, University College, and the College of Nursing. Many of Dillard's students are the first in their family to attend college. Fundamental to all majors is a basis in the liberal arts because the mission of Dillard is to produce graduates who are secure in their historical place and dedicated to the conscientious application of new skills and knowledge.

> "At best, the collegiate experience should make a qualitative difference in the total life, future and goals of students."
>
> Dr. Samuel DuBois Cook, President
> Dillard University 1974 – 1997

The Baccalaureate Nursing Program Begins

In the strictest sense, the baccalaureate nursing program is not an outgrowth of the hospital school formerly operated in Flint-Goodridge Hospital. Although the fact that Mr. Albert Dent who was superintendent of the hospital during the existence of the diploma program and later became President of Dillard University, and was a staunch advocate of baccalaureate nursing, cannot be dismissed. Mr. Dent declared that "a nursing program in Dillard University should

develop better persons as well as better nurses; persons who will provide leadership in an increasingly important profession" (Hine, 1989). Together with Ms. Rita E. Miller, an especially able nurse who understood and championed professional nursing education, their argument for a black baccalaureate program in nursing was persuasive. With the support of President Dent, Ms. Miller devised a rigorous 5-year academic program with high admission standards. The baccalaureate program started in 1942. The nursing cap selected to represent Dillard nursing students was the four cornered mortar board. Each point of the cap is represented by the dignity, integrity, leadership, and loyalty (DILL).

The excellent working relationship between the academic program and Flint-Goodridge Hospital provided access to hands-on-experiences and established Dillard as a "…model and an inspiration for the development of other black collegiate nursing schools, most notably the one that came into existence at Florida A&M" (Hine, 1989, p.229). This early start gave Dillard the distinction of being the first baccalaureate nursing program in the State of Louisiana. The nursing program received full accreditation from the National League for Nursing Accreditation Commission (NLNAC) in 1952.

The first class of nurses graduated in 1947. Since that time, more than sixteen hundred nurses have completed the program. It has educated students from across Louisiana, all parts of the United States, and from abroad. Its graduates practice in all sectors of health care and education, private industry, and politics. Individually and collectively, their achievements are numerous and the contributions to the profession of nursing and society are significant.

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The Baccalaureate Nursing Program Today

Today the Nursing program continues to hold accreditation with the Accreditation Commission for Education in Nursing (ACEN), formerly NLNAC. The focus following that visit continues to address strategies to strengthen the program and reach beyond its existing parameters to communities near and far through the inclusion of technology and curriculum innovation. The mission, philosophy, vision, program goals, objectives, outcomes, and strategic plan of the University validated the revisions.

Several avenues of pursuit resulted from this scrutiny. Examples include curriculum review, acquisition of cutting-edge educational resources, student and faculty development, the development of collaborative partnerships, and increased program growth and visibility.

Dillard's curriculum experienced several changes. In 1969, under the leadership of Ms. Rita Miller, the program's curriculum changed from a five-year to four-year BSN degree program. Re-structuring also occurred under Interim Chairperson Dr. Lenetra Jefferson, who separated the didactic and clinical components of the specialty nursing courses. Corresponding with these changes was the nursing program's status within the University. The nursing major would move from a program under Dr. Cook to the Division of Nursing. The status would then become a School of Nursing, under Pres. Michael Lomax and Provost Bettye Parker-Smith. Under the leadership of Pres. Dr. Walter Kimbrough, and V.P. of Academic Affairs, Dr. Yolanda Page, it would become the College of Nursing in 2018.

With each restructuring faculty reviewed, revised curriculum plans, and modified content in accordance with current trends in nursing education and practice. Faculty engaged in curriculum mapping whose outcomes included curriculum revision. The curriculum was strengthened by the addition of a sophomore level pathophysiology course. Further, the curriculum was updated by combining the two community health nursing courses and the addition of an adult health nursing course to the second semester of the senior year. Faculty based all changes on evaluation data, including senior nursing student exit interviews. Appropriate educational resources supported new emphases in the scope of practice and the role of the nurse because technological needs are also academic needs. The program has responded in several ways, for example, building human patient simulation options.

SimMan 3G, SimBaby, and SimNewBaby manikins were purchased using foundation grant funds. The high fidelity/realistic patient simulators promote the practice of teamwork, leadership, and communication skills. Faculty are able to teach and evaluate in a risk-free learning environment. Learning is enhanced when nursing interventions with the manikins results in immediate feedback. Therefore, learners have the opportunity to think critically and adjust the plan of care based on concepts from theorists such as Maslow and Orem. With this technology, students have earlier and sustained access to situations like intravenous placement and monitoring, intervention in pharyngeal swelling, cyanosis, hypoxia, pacing, fontanel changes and defibrillation. Using pre-programmed scenarios, faculty developed scenarios, all clinical courses began using human patient simulation.

In 2007, the Division of Nursing established a partnership with the HBCU Research Network to host a national conference that focused on health disparities research. In addition to Dillard students and faculty, attendees came from throughout the United States.

In 2008, the Division of Nursing joined two area nursing programs becoming the third member of an at-large- Sigma Theta Tau chapter. In 2009, the Division of Nursing hosted the chapter's first Research Day. Speakers were national and local institutions with poster presentations by clinicians, graduate, and undergraduate students.

Students participate in extracurricular experiences on campus, in the surrounding community, in national and international settings. Several students have been involved in research experiences with faculty, as externs at other institutions, or participants in summer research activities in other countries. The development of critical appraisal skills and understanding how research improves clinical practice and nursing education to improve patient outcomes.

Successes of faculty and students and nursing leadership led to accolades from the Historically Black Colleges and University Media Digest naming the School of Nursing the Best Nursing Program for the years 2013 and 2014.

Throughout the nursing programs legacy, the program experienced growth and challenges, but never closed its doors. The establishment of the Dillard University Nursing Advisory Council (DUNAC, 2014) comprised of nursing alumni, community stakeholders, and agency affiliates continues to contribute to nursing's success.

Today, the College of Nursing continues to offer the three BSN degree options and the Masters of

Science and Nursing. Students admitted to the nursing program receive nursing mentorship through the Dillard University Nursing Alumni Program (DUNAP, 2016) which is comprised of Dillard University Professional Organization of Nurses (DUPON) members and student peer mentors. Additionally, to meet the needs of the changing student demographics and trends in healthcare, the College of Nursing (CON) began the first nursing program in Louisiana to offer a minor in healthcare advocacy, under the leadership of Dr. Sharon Hutchinson, Dean of Nursing. The CON expanded its simulation labs to include both the Women's Health and Maternal Newborn and Community health simulation labs. Faculty also engage students in the latest clinical simulation practices. Students have the opportunity to engage in the virtual simulation, escape room led by Dr. Charlotte Hurst.

In 2022, the Dillard University Board of Trustees approved the offering of graduate education through the College of Nursing; the designated degree will be the Masters of Science in Nursing (MSN). The legacy of the Dillard nurse continues to move forward.

Section II. STUDENT ACADEMIC POLICIES

Sec II. A. Academic Conduct

In support of the professional nature of nursing, the nursing faculty encourages students to conduct themselves with dignity, courtesy, integrity, and respect for the rights of others.

Code of Ethics for Nurses

The American Nurses Association (ANA) Code of Nursing serves as a guide to delineate the areas of accountability expected of students in relation to individuals and society. Breaches in academic honesty and behavior will result in permanent dismissal from the program.

The ANA House of Delegates approved these nine provisions of the new Code of Ethics for Nurses at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised Code of Ethics for Nurses with Interpretive Statements.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2001

Code of Ethics for Nursing Students

The Code of Ethics for nursing students call on students to team up with faculty to promote top quality care; avoid practicing skills for which they lack training; abstain from mind-altering substances that impair judgment within an academic or clinical setting; support access to student drug-and alcohol- abuse rehabilitation programs; and uphold school policies that promote academic and clinical excellence (NSNA, 2013). NSNA updated and adopted the Code of Ethics for Nursing Students in March 2015 by the 2014-15 NSNA Board of Directors. https://www.nsnaconvention.org/code-of-ethics.html

Academic Misconduct

Students who are determined to have committed a breach of Dillard University's *Student Code of Conduct section 5D Academic Misconduct Breaches of Conduct* according to the process and procedures stipulated in the Dillard University Student Handbook will be dismissed from the College of Nursing and will not be eligible for readmission. For reference, the definition of "academic misconduct" is reproduced below:

Academic Misconduct Plagiarism (including materials from the Internet), cheating on examinations, forgery, collusion, procuring copies of examinations or other materials which should not be in student possession, credential misrepresentation, and other acts of academic dishonesty." (Dillard University Student Handbook) www.dillard.edu

Online Testing Statement

DUCON utilizes several testing platforms. Students must comply with all testing policy requirements as indicated by the respective testing platform vendor. Violations of online testing polices leads to potential actions by the DUCON Discipline and Sanction Subcommittee. Vendor testing polices will be posted in the respective Canvas course.

Student Civility Policy

The American Nurses Association (ANA) defines "incivility" as "rude or disruptive…Incivility may be exhibited through behaviors such as rudeness, open disdain, passive aggressiveness, bullying, psychological abuse, or deliberate undermining of activities." (ANA Standards of Professional Performance, 2012).

Civility involves being courteous, polite, and showing regard for others as evidenced in both verbal and non-verbal behaviors.

Students in Dillard University's College of Nursing and Allied Health are expected to be civil in their actions toward faculty, staff, and each other.

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the College of Nursing community. This requires the demonstration of mutual respect and civility in academic and professional discourse. Dillard University is a place where ideas are openly shared, therefore, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an

environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

The College of Nursing generally will adhere to disciplinary guidelines and code of conduct as established by the University. Because of the unique nature of the area of study, however, the College of Nursing has established additional standards of conduct and levels of sanctions.

Additionally, the College of Nursing has zero tolerance for: disruptive behaviors which includes destruction of College of Nursing property, verbal abuse, use of profanity, fighting, threats of violence, harassment, (etc.) against other students, faculty, or clients/healthcare clients. Students who engage in such behaviors may be dismissed from the program and may not be eligible for readmission following such dismissal.

Sec II. B. Admission to College of Nursing

Sec II B1. Generic, Transfer, and LPN-BSN

The College of Nursing accepts students of various academic and cultural backgrounds, ages, marital status, and gender. Students enter the University as either, a traditional pre-nursing, transfer student, LPN-BSN or transitional RN student. Registered nurse students and LPN students must give evidence of a current license to practice in the state of Louisiana.

Students who express interest in nursing as a major must meet all University requirements for admission, in addition to those requirements specified by the College of Nursing in the University Catalog. Students transferring from other nursing programs must present a letter of "good standing" from the nursing program of the previously attended college or university, on letterhead, in a stamped, sealed envelope. All grades from previous institutions will be reviewed.

The College of Nursing admits students to the clinical/direct patient care component in the spring semester. Students are considered for admission after satisfactory completion of the prerequisite requirements. The current requirements for admission to the clinical/direct patient care component are:

1. A cumulative grade point average (GPA) of 2.70 or higher.
2. Earn a grade of C or greater in science (College Algebra MAT 121; Anatomy and Physiology BIO 201, 201L, 202 and 202L; or General Chemistry CHE 111, 111L) and nursing (NUR 203 Introduction to Nursing Pharmacology) prerequisite course with a GPA of 2.80 or higher. (**Two failures in the same required science and nursing prerequisite course disqualifies a student for admission**.).
3. Earn a grade of C or greater in all courses
4. Earn a score of 77 or greater on the Health Education Services, Inc. Admission Assessment (HESI A2) tests
5. Must have completed the freshmen core (1st year).

6. Interview Required
7. Satisfactory completion of NUR 214 Introduction to Nursing, NUR 218 lecture & lab Health Assessment I; with a grade of C or greater.

Sec II. B2. RN-BSN Entrance Requirements

1. Admitted to the University
2. GPA cumulative 2.0
3. Complete Application to the College of Nursing
4. Unencumbered Louisiana RN License
5. Evidence of satisfactory health status including a drug screen and meningitis vaccine.
6. Proof of health insurance coverage.
7. Professional Liability Insurance
8. Current cardiopulmonary resuscitation certification card for the Professional Rescuer from the American Heart Association.

Sec II. C. Academic Progression

Please refer to the current Dillard University Academic Catalog for the College of Nursing academic progression policy.

Sec II. D. Readmission with Good Standing

Please refer to the current Dillard University Academic Catalog for the College of Nursing Readmission policy.

Sec II. E. Retention Resources

Students experiencing academic difficulty may be counseled by nursing faculty and/or referred to the appropriate University support services. Depending on the problem, the student may be referred to University counseling, testing, reading, or student health. Other efforts directed at student retention include:

1. Tutorial services offered by College of Nursing faculty and/or the university's Support Services.
2. Maintenance of an interactive learning laboratory to enhance individualized learning.
3. Advisement, counseling and mentoring.
4. Referral to faculty and/or student success to enhance test-taking skills, reading comprehension, or resource utilization.
5. Financial support from the University, alumni, and other professional organizations, when available.
6. Administration of standardized achievement tests during the sophomore, junior, and senior years.
7. Skills enhancement and remediation.
8. Student support services are available to all enrolled students. The services are published in the Dillard University Student Handbook.

Sec II. F. Graduation

Students are recommended for graduation when they have successfully completed all core, cognate, and nursing courses, community/service learning hours, and the College of Nursing comprehensive exit examination. The general graduation requirements are published in the current Dillard University Catalog. Graduation requirements for the Bachelor of Science in Nursing degree are outlined in the College of Nursing section of the University Catalog.

Sec. II. G. Dismissal

Refer to the Dillard University Academic Catalog which can be found at http://www.dillard.edu

Students have the right to appeal a dismissal from the Nursing program, due to academic failure. Appeals should be submitted in writing to the College of Nursing APR committee within one year of dismissal. (Effective December 12, 2023)

Sec II. H. Withdrawal

A student who wishes to discontinue his/her course work prior to the end of a semester must complete and file with the Office of the Registrar an Official Withdrawal Form. Please refer to the current Dillard University Academic Catalog for withdrawal procedures. The Dillard University Academic Catalog can be found at http://www.dillard.edu

Sec II. I. Disciplinary Process

1. Investigation of Student Misconduct

   DUCON shall work in concert with the Office of Student Success to address instances of alleged misconduct perpetrated by DUCON students. In the event that DUCON faculty or personnel within the Office of Student Success become aware of possible misconduct by a DUCON student, the matter will first be referred to the DUCON's Discipline and Sanction Committee ("DSC'). The DSC shall designate a DUCON faculty member to conduct an initial investigation. Following such an investigation, the DSC shall determine whether or not it will refer the matter to the Office of Student Success or retain jurisdiction over the matter.

2. Hearing

   In the event that the DSC retains jurisdiction over the alleged misconduct, it shall convene a hearing to allow the student an opportunity to respond to the allegations. The hearings under this provisions are not intended to be trail-like and the rules of evidence that typically apply to the court proceeds do not apply. The DUCON faculty member who conducted the initial investigation shall not serve on the DSC. The DSC shall provide the student(s) with written notice of the hearing that includes; the time, date and location of the hearing, the alleged misconduct (including the time(s), date(s) and location(s) of such misconduct), and the

student's right to bring a representative with him/her to the hearing. The representative shall be a silent participant in the hearing and is present only for support of the accused student.

Following the hearing, the DSC shall convene and issue a written decision within seven (7) calendar days of the hearing. The written decision shall include the factual findings of the DSC, a summary of the evidence, and a description of the disciplinary sanction (if the DSC finds the student responsible for the misconduct). The DSC's findings are final and not appealable.

3. Sanctions
    a. Automatic Dismissal due to Academics- please refer to the current Dillard University Academic Catalog

    b. Discretionary Dismissal

        If the DSC finds that a DUCON student engaged in any of the following misconduct, it has the discretion to recommend to dismiss the student from the DUCON or place the student on probation:

        i. Fails to demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope of Standards of Practice, and Social Policy Statements in all CON-related interactions;
        ii. Places himself/herself or those around him/her in danger as a result of a violation of the Dillard University Student Code of Conduct; or
        iii. Performs unsafe practice in the clinical, laboratory or practicum areas.

    c. Probation

        Should the DSC find that a student engaged in misconduct listed under the Discretionary Dismissal paragraph above, it may opt to recommend placing the student on probation as opposed to dismissing the student from the DUCON. For the purposes of this section, "probation" shall mean, a set of mandates put in place by the DSC to which a student must adhere for a set period of time. The DSC shall endeavor to structure mandates in a way that addresses the student's underlying misconduct.

        The DSC shall promptly investigate any alleged failure to satisfactorily adhere/perform the mandates contained within a probationary directive. The DSC need not convene a hearing to address an alleged probation violation but may give a student an opportunity to provide an explanation. The DSC's decision regarding a student's violation of the terms of his/her probation are final and not appealable.

4. Illegal/Illicit Substance Usage
    - Students will be presumed to be under the influence if the following behaviors or conditions are noted: slurred speech, impaired motor skills, delayed mental functions, odor of alcohol or marijuana, bloodshot eyes, and the inability to stay

awake. These behaviors or conditions can result in the implementation of the Dillard University policy that prohibits the use of alcohol and/or illegal/illicit drugs by the student/employee, when the individual reports to clinical.

Sec II. J. Academic Advisors

Each student admitted to the nursing program is assigned an advisor who will assist the student in planning his or her academic program. The student is expected to have conferences with the advisor various times during each semester. The student or the advisor may initiate additional conferences. The advisors work conscientiously with students to assure success in the program. However, it is the student's responsibility to meet program objectives, requirements and course outcomes.

The Academic Advisors will be available during posted scheduled hours and by appointment.

Sec II. K. Senior Class Advisor/ Level Coordinators

A Senior Class Advisor is the Senior Level Coordinator who has authority and responsibility for the advisement of the activities for the specified class. The Dean of the College appoints this person. Responsibilities include the following:

1. Assure that class officers are elected.
2. Assure that representatives to DUCON committees are elected.
3. Peruse all class correspondence prior to dissemination and retain file copies.
4. Attend class meetings.
5. Clarify and interpret DUCON and University policies.
6. Keep the DUCON faculty informed of all class functions.
7. At the junior class level, work with class to prepare for the senior Pinning Ceremony.
8. At the senior class level, work with all class officers to prepare for the senior class activities.

Sec II. L. Written Assignments

A standard literary form is required and must be used consistently throughout the paper. The literary form adopted by the nursing program is the American Psychological Association (APA) Manual of Style.

Sec II. M. Artificial Intelligence (AI) Usage

The use of artificial intelligence (AI) is permitted. However, submitted assignments cannot exceed 25% of AI generated content, exclusive of references. Students must still reference existing literature in accordance with the adopted APA manual.

Sec II. N. Appeals & Petitions

Appeals related to program, regulations, or other academic matters should be made to the College of Nursing. Only after the internal process for appeals and grievances has been exhausted should the student proceed to the next level for University deliberation. Petitions and appeals from students regarding the admission process are reviewed by the Admission, Progression and Retention Committee (APR Committee) within the College of Nursing. Decisions made by the APR Committee are final and not appealable.

Sec II. O. Grievance Policy and Procedures

Dillard University has a formal mechanism for processing and addressing student grievances. The College of Nursing complies with the University Student Grievance Policy. Student grievances are categorized as either academic or nonacademic related. In either case, if a student has a grievance the student must follow the grievance procedure as detailed in the Dillard University catalog.

Sec II. P. Disability Procedure

If any student feels that he/she has a disability and needs special accommodations, please notify the Office of Disability Services. All accommodations must be submitted to the Office of Disability Services. See nursing course syllabus for current disability statement.

Sec II. Q. Clinical - Completion of Required Clinical Hours

Please be advised that clinical days and times are the purview of the agency and or subject to availability of the unit and/or faculty and therefore may change prior to the start of the clinical experience. A student who is unable to attend the clinical experience on approved date(s) is at risk for not meeting the clinical course objectives and therefore at risk of failing the course. All required clinical course hours must be completed. Absences due to employment are not excused absences.

Students who do not fulfill the required clinical hours for a clinical course and has a grade of incomplete ("I") cannot enroll in higher level course until the "I" is resolved.

Sec II. R. Dress Code – In Class Attire

The College of Nursing is a professional program and therefore implemented a dress code to promote professionalism.

In addition to your white lab coat or DUCON sweater, the class attire consists of the following:

Top – Office NSNA polo provided by the College of Nursing; or approved student option tee shirts or sweatshirt (colors cobalt blue, white, gray, or beige)

Bottom – scrub uniform pants any color.

The College of Nursing will provide the NSNA polo shirt. Each student will receive 1 blue and 1 white NSNA polo shirt. Rising juniors and seniors already have the white NSNA polo. You are not required to purchase a tee shirt or sweatshirt. Polo shirts other than those received upon entering nursing courses is a student purchase. Purchase requests are to be made through the CON office. Please inquire regarding cost and payment procedure.

Tightly worn and revealing scrub pants are not permissible. Underwear should not be visible and scrub pants are to be worn on the waist. Additional unacceptable attire includes hoodies, slides, flip flops, Crocs or Uggs without straps, and holes in scrubs pants.

Section III. CLINICAL GUIDELINES

Sec III. A. Classroom and Clinical Laboratory Attendance Policies

Students in the College of Nursing are required to attend all classroom and clinical laboratory sessions. Absences place students at risk for not meeting the course objectives and thus, academic failure.

Please note the College of Nursing courses occur in concentrated blocks (A 3 credit hour course meets once a week for three hours). Therefore, one class absence is equivalent to 3 class absences. The course syllabus indicates the manner in which student absences affects grades in the course. Students who are absent for a sustained period of time should consult with their advisors to determine whether the student should continue enrollment in the course.

The DUCON adopts the following guidelines:

1. Students shall notify the course instructor of the extenuating circumstances that warrant an excused absence. This communication shall be submitted in writing.

2. A student missing classroom or clinical laboratory sessions due to extenuating circumstances may be granted an excused absence. An extenuating circumstance is defined as the following:
   a. Personal illness;
   b. Death or serious illness in the immediate family (spouse, parent, grandparent, child, guardian, sibling);
   c. Other reasons may be considered by the Level Coordinator and Nursing faculty on an individual basis.

3. The student **must** request an excused absence from the instructor.

4. Immediately on return to class, the student **must** present documentation to the Nursing Instructor and Level Coordinator of the College of Nursing, verifying the absence from class or clinical.

5. An absence from clinical experience may result in a grade of I (incomplete). Consideration will be given as to whether:
   a. Student is passing the course at the time of the request
   b. The course outcomes can be met in the remaining scheduled classroom or clinical days;
   c. Faculty availability; and
   d. Clinical facilities are available.
   e. University Approval

6. Students who are absent or late for clinical must notify the instructor teaching the course and/or Level Coordinator in which they are enrolled, **prior** to the scheduled experience.

7. Students who miss clinical experiences must make up the hours missed in order to receive a passing grade in a course. Please refer to #4 above.

8. Three times tardy (**8)** minutes past the designated time of arrival) is equated as a class or clinical absence. Absences are determined using the following:

    3 semester credit hour course equals to 3 excused/unexcused absences
    2 semester credit hour course equals to 2 excused/unexcused absences
    1 semester credit hour course equals to 1 excused/unexcused absences

The course syllabus indicates the manner in which student absences affect grades in the course. Students who are absent for a sustained period of time should consult with their advisors to determine whether or not they should continue enrollment in the course.

Sec III. B. Clinical Responsibilities

The Louisiana State Board of Nursing expresses the view that students may legally perform any function of a staff registered nurse in this state, provided they have demonstrated knowledge and competence to do so and are supervised by a faculty member. As a result:

1. Students must demonstrate knowledge to provide care for client(s) prior to assuming the assignment. The student is responsible for

    a. Knowledge of the client's medical diagnosis.
    b. Textbook picture of medical diagnosis.
    c. Transcribing and implementing the health care provider's orders.
    d. Textbook picture of using nursing interventions.
    e. Knowledge of all medications, treatments and procedures.

2. Students who administer medication are responsible for

    a. Proper identification of the client.
    b. Proper administration of the medication using the ten rights of administration.
    c. Proper and timely documentation of the medication.
    d. Therapeutic follow-up, post medication administration.
    e. Knowledge of medication given, i.e., side effects, usual dosage, etc.
    f. Verification of the healthcare provider.

3. Students who do not, as determined by clinical faculty, demonstrate the appropriate knowledge to provide safe nursing care for assigned clients are considered unprepared for the clinical laboratory experience and may be dismissed that day. Such a dismissal is considered an unexcused absence. Two unexcused absences will result in a clinical failure.

4. Students **must** have all treatments, procedures, etc., validated by a Dillard University

nursing faculty member before they are implemented in the clinical setting.

5. Students **must** check all medication orders with a College of Nursing faculty member before administering medication.

6. **Students are responsible for their own actions during the clinical laboratory experience.**

7. A Dillard University Nursing faculty member must be present on the unit when students are engaged in client care. Students must complete the Health Assessment Data Sheet, Clinical Judgment Plans of Care, and the Patient/Teaching Learning form as appropriate **(See Undergraduate Appendix A, B, & D).** Participation in a formal preceptorship experience is the only exception to this rule.

8. Students are expected to become familiar with and adhere to policies, rules, and regulations of the agency where they are assigned.

9. Students are expected to attend clinical experiences.

10. Clinical courses requiring nursing students to pick up patient assignments prior to the clinical day must follow the following:
    - Assignments must be ready to be picked up between 1:00pm – 5:00pm
    - Students must adhere to the College of Nursing policy for professional attire.

11. All students must possess student nurses liability insurance with a minimum coverage of $1,000,000 per current and $3,000,000 per aggregate.

Sec III. C. Ambulatory Care Clinical Safety in the Workplace

Purpose:

1. To alert students to their responsibility for observing measures that will promote personal safety when in community settings.

2. To provide a framework that can facilitate personal safety while delivering community health services.

Travel:

1. Students whenever possible should travel in pairs whenever possible when conducting clinical activities in community settings.

2. Remember to assess all physical environments for safety precautions. Notify law enforcement if you feel unsafe and contact the clinical instructor.

Sec III. D. Community Assignments

The following guidelines are to be followed to assure a successful clinical experience.

The student will:

1. Conduct community assessment surveys during the daytime hours, preferably between the hours of 8:00 a.m. and 3:00 p.m.
2. Attend the initial orientation prior to beginning clinical at the assigned community.
3. Maintain professional behavior consistent with the agency's policy, the CON's Policy, and professional nursing.
4. Contact the clinical instructor for travel instructions prior to conducting the assignment.
5. Report for duty as assigned.
6. Carry out assignments as approved by the faculty.
7. Return to the Dillard University College of Nursing once the assignment has been completed. Safety measures, as written by the course instructor, can take precedence over these instructions since they may be course specific and more restrictive.
8. Return to campus if an area appears unsafe or if there is a need for further clarification as to the assigned location. Notify the instructor of this difficulty.
9. Complete an agency evaluation form at the end of the clinical experience.

The instructor will:

1. Tour the clinical agency prior to the beginning of the clinical experience.
2. Meet with the agency administrator (or nurse executive) to discuss the purpose(s) of the proposed experiences and the objectives that are to be accomplished.
3. Validate that experiences for the clinical assignment are in accord with agency and University policy(ies).
4. Conduct onsite orientation with students.

Sec III. E. CLINICAL WARNING POLICY

DEFINITION: A clinical warning is an official written notice to the student given by the course faculty for unacceptable clinical behavior and/or lack of professionalism in a clinical course, (i.e., (second tardiness offense, out-of- uniform, incivility behaviors) (refer to University and DUCON conduct an incivility policies).

PROCEDURE: When the course faculty determines that the behavior of a student merits a clinical warning, the following procedures will be implemented.

1. The course faculty notifies the student verbally on the day of the occurrence and states the specific reason for the clinical warning. The student is then required to schedule a conference with the clinical instructor and the level coordinator. The conference will be held the next school business day or in a pre-conference the next clinical day at which time the written clinical warning will be completed.

2. Both the course faculty and the student are required to sign the conference interaction indicating their participation in the above steps (***Clinical Warning*** **form, See Undergraduate Appendix I**). Signing of the Incident form does not indicate agreement.

3. A copy of the completed *Clinical Warning* form is given to the student, and placed in the student's permanent file housed in the College of Nursing Program Office. The student's academic advisor will be notified of the incident.

4. The issuance and resolution of action associated with a clinical warning must be reflected on the student's clinical evaluation form. The first dismissal from the clinical setting for violations of unacceptable clinical behavior and/or lack of professionalism in a clinical course will result in an unexcused absence. A student receiving two clinical warnings may be dismissed from the clinical course.

Sec III .F. Needle Stick and Exposure Incident

Policy: Needle Stick Exposure

All faculty and students will adhere to all safety policies as designated by Occupational Safety and Health Administration (OSHA), Joint Commission on the Accreditation of Health Care Organizations (JCAHO), and the Centers for Disease Control and Prevention (CDC) while engaged in nursing experiences at Dillard University.

Purpose: To provide instructions for care to student (s) and or faculty with needle stick or body substance exposure.

To define significant body substance exposure to potentially infectious material.

To define the responsibility of faculty members and students with regard to validation of information regarding Universal/Standard Precautions.

To describe the procedure for follow-up investigation management, and prophylaxis of person's body substance exposures in the course of study in the College of Nursing.

Procedure:

1. All needle sticks, splashes of body fluids, and any exposure to suspected body fluids must be reported to the faculty member immediately for determination of possible blood-borne exposure. Note: An exposure incident is defined as all puncture wounds, blood or body substance on an open wound, unprotected mouth-to-mouth resuscitation, or splashes in the mouth or eye.

2. Upon exposure, the students will notify the clinical instructor. The clinical instructor will notify the Clinical Coordinator, and the Employee Health Nurse within the clinical facility. If exposure occurs outside the Nursing Learning Laboratory, the clinical instructor will notify the Clinical Level Coordinator, the Dean of the College of Nursing, and Dillard University Student Health Services Coordinator of Nursing Services.

3. Dillard University Student Health Services will coordinate immediate and all follow-up care. Immediate and follow-up care may include sero-screening, HIV testing, Hepatitis B Vaccine administration and post- exposure immuno-prophylaxis (immune globulin).
   Note: A drug test may be requested following any incident at the discretion of the Dean, Instructor, and/or Clinical Coordinator.

Sec III. G. Exposure to Blood or Bodily Fluid or Needle Stick Exposure

Steps for reporting a needle stick or exposure to Potentially Infectious Blood and/or Body Fluids Exposure to Blood or Body Fluid or Needle Stick Exposure

The exposed Nursing student will:

A.

1. Notify the clinical instructor immediately.
   The instructor will notify the Level Coordinator
2. Report the incident by identifying the person or incident with room number, client's name, time and location.
3. Follow agency protocol for needle sticks.

B. *The instructor and student will immediately notify the nurse in charge of the health care facility.*

1. Follow the agency protocol for needle stick or body substance exposure.
2. Determine whether the student is to be started on antiviral therapy according to the agency.
3. Initiate appropriate pre and post counseling and consultation for treatment regimen.
4. Complete the College of Nursing Incident Form and an Incident/Variance Form at the health care agency.
5. Report the incident to the Dean of the CON and the Dillard University Student Health Services.
6. Make any necessary referrals to Dillard University Student Health Services.

Sec III. H. <u>Needle Stick and Exposure Incident Report</u>

See the Evaluation Tools and Forms section of this handbook for the laboratory incident form. **(See Undergraduate Appendix E)**

Section IV. STUDENT RIGHTS

Sec IV.A. Nurse Faculty Organization, Facilities and Resources and Curriculum Committees
Students play an important role in the policy and decision-making process of the nursing program. All students are eligible to serve as representatives to the College of Nursing standing committees with the exception of the Admission, Progression and Retention Committee, the Faculty Development Committee, Performance, Evaluation and Research Committee, and Faculty Enhancement Committee. Students have full voting privileges on all committees except in "declared" executive session. Executive sessions deal with confidential matters related to students or faculty.

Student representatives and alternates for each committee are elected annually by the sophomore, junior, and senior classes, respectively. Additionally, students may be appointed to committees. College of Nursing Standing Committees are listed in the School Policies section of this Handbook.

Sec IV.B. Student's Bill of Rights and Responsibilities
The faculty in the College of Nursing accepts the following Bill of Rights set forth by the National Student Nurses Association.

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education; students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide for and safeguard the students' freedom to learn.
4. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.
5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable for learning the content of any course of study for which they are enrolled.
6. Students should have protection, through orderly approved standard procedures, against prejudicial or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as an element of evaluation.
8. The student should have the right to advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.

9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student's permanent academic record in compliance with state and federal laws.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed, professional manner, both publicly and privately.
11. Students should be allowed to invite and hear any individual of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership, or representation on relevant faculty committees.
13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.
15. The nursing program should have readily available a set of clear, defined grievance procedures.
16. As citizens and members of an academic community, students are exposed to many opportunities and they should be mindful of their corresponding obligations.
17. Students have the right to belong to or refuse membership in any organization.
18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.
19. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.
22. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.
23. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and any other student financial aid.

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX. Retrieved December 2020 from https://www.dropbox.com/s/4z3f18l3knxehw0/Nursing%20Student%20Bill%20of%20Rights%20and%20Responsibilities.pdf?dl=0

Sec IV.C. Student Pregnancy Policy

While DUCON recognizes that pregnant students are normally capable of performing tasks related to the nursing school, nursing students who are pregnant and desire to participate in clinical activities must meet with the Title IX Coordinator, prior to clinical. Contact the office of Disability Services at DisabilityServices@dillard.edu.

Pregnant students may also be required to comply with affiliate agency policies concerning pregnant students in their clinical facility and measures to avoid potential hazards to mother and/or unborn fetus may supersede the statement above.

Section V. STUDENT CLINICAL RESPONSIBILITIES

Sec V.A. Professional Attire

The primary purpose of the nurse's uniform is to protect the patient from the outside environment. The uniform provides a clean, comfortable and professional outfit to wear in the clinical field. The nursing student's professional attire also influences the public image of Nursing and the Nursing Program. It is an expectation that students project an image of professionalism, competence, and pride when wearing the Dillard University student nurse uniform. All students must adhere to the College of Nursing policy for professional attire in addition to the clinical facility. The College of Nursing Faculty selects the uniform. Students who are non-compliant with the uniform policy will incur disciplinary action including dismissal from the clinical site. **Clean white, pressed, lab coats are required for All Nursing Courses.**

Professional Attire for Women

1. The uniform consists of a knee-length white uniform or a pantsuit, a white tunic top, white stockings, and name tag. (The CAP is not worn during the clinical experience; however, the cap is worn during the pinning ceremony).
2. The uniform for the pediatric rotation is the College of Nursing approved blue top and white uniform pants or skirt, with white nursing shoes, hose and white lab coat.
3. The uniform for orientation, validation experiences, "picking up" weekly assignments and other selected activities as deemed appropriate by the faculty is a white lab coat worn over black or blue dress pants or a knee length skirt with a white polo or oxford shirt. **No tennis shoes, flip flops, stiletto heels, slip-ons, or sandals. Toes and heels are to be enclosed. Student undergarments should not be visible.**
4. A plain cardigan, washable white sweater or official Dillard College of Nursing sweater may be worn over the uniform for warmth in agency settings. Students are not allowed to wear lab coats over uniforms for warmth during clinical experiences. If the sweater is to be worn with a pantsuit, it should cover the top of the pant.
5. White or skin tone undergarments should be worn under dresses and pants.
6. White professional shoes must be worn with the uniform. Athletic or open-toes or open-heeled shoes are not appropriate and cannot be worn as a part of the uniform.
7. Attire for Community Health, Leadership and Management and Mental Health rotations students are to wear white tops and navy blue or black pants, black shoes enclosed with a heel not to exceed 1-inch heel. White Lab coats are to be worn when collecting data for community assessments.
8. Worn uniforms, patches, lab coats, and shoes must be replaced.

Professional Attire for Men

1. The uniform consists of white pants, white tunic jacket, white socks, and name tag.

2. Attire for Community Health, Leadership and Management and Mental Health rotations male students are to wear white tunic jacket and navy blue or black pants, black laced shoes. White Lab coats are to be worn when collecting data for community assessments.

3. A plain cardigan, washable white sweater or official Dillard College of Nursing sweater may be worn over the uniform for warmth in agency settings. Students are not allowed to wear lab coats over uniforms for warmth during clinical experiences. If the sweater is to be worn with a pantsuit, it should cover the top of the pant.

4. A white lab coat is to be worn over the street clothes when going to the hospital for orientation or client assignments, or other activities specified by faculty.

5. All white professional nursing or athletic shoes must be worn with the clinical uniform. Colored athletic shoes are not permitted. White stockings or socks must be worn with shoes. Examples of acceptable foot attire will be provided during the student orientation/nursing assembly.

6. Undergarments should not be visible.

Community Health Nursing, Leadership and Management and Psychiatric Mental Health Courses

Professional attire may be modified for a particular agency. The student enrolled in the Psychiatric Mental Health or Community Nursing rotation will wear blue pants with white uniform shirt. A black flat closed-in shoe and neutral colored hose are required.

Specialty Units (Labor and Delivery, Surgery, Emergency Rooms)

Specialty clinical areas may require specific modification in the uniform. Your instructor will discuss this with you. It is expected that your appearance meets the standards for the specific area of clinical practice.

Jewelry

Jewelry should be limited to unadorned or simple wedding bands, watches, and one small stud earring in each ear. Earrings for men, tongue, eyelid, nose, lip or third-eye/face rings are not allowed.

Hair

Hair should be combed and styled so that it does not obstruct the visual field, fall onto the client during any activity, bring undo attention (i.e. color & style at faculty's discretion), and/or hang below the collar. Ribbons, scarves, or pins should not be worn in the hair. Beards and mustaches should be neatly trimmed. Hair should be off the neck and not higher than three inches from the scalp.

Nails
Natural fingernails must be short and well kept. Nail polish is not allowed. Sculptured overlays or gel nails are not permitted.

Tattoos and Body Art

All tattoos and body art must be covered at all times with water resistant make-up.

False Eyelashes

Due to clinical agency guidelines false eyelashes should not exceed ½ inch.

Sec V.B. Clinical Affiliates

The nature of the practice of nursing requires some policies that are different from the policies of other majors at the University. Nursing students have increased exposure to diseases and must function under different legal standards than other students.

In addition, the College of Nursing policies are required to meet the conditions stipulated in the contracts with affiliating health care agencies. Therefore, there are specific policies related to clinical experiences, student health status, cardiopulmonary resuscitation, admission, academic retention and progression, dismissal and graduation that must be adhered to.

Sec V.C. Student Nursing License

A student license from LSBN is required for entry and continuation in clinical courses. The absence of a student license from LSBN requires the student to withdraw from all clinical courses until issuance from LSBN.

Sec. V.D. Confidentiality- HIPAA Regulations

Clients' records and all client information are CONFIDENTIAL. The only time students are free to discuss client information is during pre- and post-conferences and to report pertinent information to the nurse assigned to the client. Students should never discuss any chart information with the client or family unless they have specific instructions in the plan of care and only with the instructor's approval. Clients are never discussed over lunch, in the elevator, with a neighbor, or friend, etc.

Sec. V.E. Clinical Affiliate Attestation Requirements

Clinical affiliate attestation requirements are an agency requirement and students cannot enter the clinical site without approval by the agency. Clinical attestation information is due to the agency at a minimum of one week prior to the start of the clinical day. Failure to comply with agency requirements for entry into the clinical setting may result in dismissal from the clinical course.

Sec. V.F. Additional policies pertain to the nursing program and clinical courses:

1. Students who have felony allegations or convictions, at the time of admission request are instructed to submit the Eligibility to Enroll in a Clinical Nursing Course form to the Louisiana State Board of Nursing (LSBN) along with the requested documentation for review and approval sixty (60) days prior to the start of the first clinical nursing course.

2. Students continuing in the program who experience a felony allegation or conviction must immediately notify the College's Dean of the incident and forward all required information to LSBN. The ability to continue in clinical nursing courses is contingent on written LSBN approval. All correspondences to and from the LSBN are confidential and kept in a sealing envelope in a separate student file.

3. Students continuing in the program must obtain a criminal background check each semester while enrolled in any nursing course.

4. Cardiopulmonary Resuscitation: All students majoring in nursing must obtain certification from the American Heart Association on a bi-annual basis.

Sec. V.G. Student Health Status

The nursing student must submit satisfactory health status credentials on a yearly basis. A completed current health record from a health care provider, including evidence of an annual physical examination and immunizations, must be submitted to the DUCON approved compliance and background check management system one week prior to the start of the fall semester. Students will not be permitted to participate in clinical care if any of the requirements are not met. If this procedure is not adhered to, the student will be required to withdraw from clinical nursing course. Please note: If the student is currently experiencing signs and symptoms of communicable diseases or mental illnesses (e.g. temperature greater than 100; vomiting; diarrhea; nasal congestion or discharge; productive cough, depression, etc….), clinical faculty must be notified prior to entering the clinical setting. Students will then be instructed accordingly.

Sec. V. H. Health Insurance

All nursing majors are required to have current health insurance through a health insurance provider of their choice. Health insurance includes Medicaid and must be applicable in the state of Louisiana. Students who do not have health insurance coverage cannot enter any clinical agencies for the purpose of DUCON clinical experiences and related clinical activities.

Section VI. NURSING SIMULATION LABORATORY POLICIES

General Policies and Procedures

Sec VI. A. Definition

The purpose of simulated clinical experiences at Dillard University College of Nursing is to provide pre-licensure baccalaureate nursing students the opportunity to engage in patient care activities in a simulated non-threatening environment. Simulated learning experiences will occur across the curriculum at varying levels of fidelity under the guidance of faculty.

The Nursing Simulation Laboratory (NSL) offers a guided approach to study that accommodates individual learning needs by providing a variety of learning activities to be accomplished by the student. NSL learning is realized when students, faculty and staff work together so each individual student's learning is maximized. NSL learning activities are selected to help students achieve specific course and program objectives. Level or Course Coordinator, clinical faculty and the NSL Coordinator are available for student guidance, support, and supervision in the NSL. Students should make an appointment with the Lab Coordinator for individualized learning experiences.

Learning takes place in a variety of settings such as the NSL, College of Nursing Computer Lab and at home. The learning experiences are guided by faculty and professional staff who are responsible to assist students with locating resources and maintaining an environment that is conducive to learning.

Sec VI. B. Faculty Responsibilities

Faculty will:

1. Be available during scheduled student practice times.
2. Post-practice and validation schedules prior to practice and validation times.
3. Instruct students to sign-in and out of skills lab.
4. Verify documentation of knowledge base preparation before student begins skills practice.
5. Validate student attainment of skills using the following guidelines:
    a. The role of validation is observation and clarification of the process; prompting of student performance is avoided.
    b. Students are debriefed at the completion of each validation experience, to improve and strengthen performance and document outcomes.

Sec VI. C. Student Responsibilities

Students will be responsible for:

1. Completing and documenting preparation prior to practice in the NSL.
2. Asking for assistance when needed (Learning does not mean you have to learn everything on your own—the faculty and NSL Coordinator are there to help you).
3. Maintaining a log of hours in the NSL and making sure required hours in the lab are completed as designated for each course.
4. Attending all scheduled practice and validation times; if a change in schedule is needed, please give faculty and the NSL Coordinator adequate notice.

Sec VI. D. Simulated Learning Experiences

Simulated learning experiences are integrated throughout the academic year and apply to the specified level of the nursing curriculum.

Sec VI. E. Equipment

You will receive a nurse kit of supplies to be utilized for practice and validations so you can experience the handling of materials first hand. You will find this particularly helpful for sterile technique. Payment of your nurse kit is part of your fees. Most of the equipment for practice and validations are provided in the NSL. However, some of the modules will indicate equipment you need to bring with you to the practice and validation experiences.

Sec VI. F. Nursing Skills Lab Schedules

Skills lab schedules will be posted.

Sec VI. G. Rules for the Nursing Simulation Laboratory

The NSL provides a supportive environment for you to learn and master nursing skills. Our philosophy of learning fosters the development of good problem-solving based on critical thinking. The labs accommodate students by providing both scheduled and open time for simulations, skills practice, and validations. Labs simulate the clinical setting and have equipment and supplies that can be dangerous if not handled properly. Consequently, we have set rules for conduct in the NSL as follows:

- The NSL is for the use of nursing students only.
- Lab coats must be worn in the skills lab at all times.
- No children are allowed in the practice lab; it is not childproof.
- No food or drink is allowed in the skills lab.
- Students must sign-in upon entering the skills lab.

Sec VI. H. General Guidelines for Practice Experiences

1. Wear comfortable clothing. It is necessary to wear your uniform for practice activities.

2. Consider safety as you choose what to wear. Open toe shoes are not appropriate and clothing that is too loose or with dangling jewelry or decorations may present a safety risk. Unsecured long hair is a safety and an asepsis risk.

3. Students not prepared (preparation is defined in each skill module) will not be allowed to participate in practice sessions.

4. Students can have notes, ask questions, and get coaching from peers and faculty during practice sessions.

5. Students are encouraged to practice in peer groups of two or three and to feel free to offer insight, present challenges, and question others' critical thinking, problem

solving, and skills/techniques, etc.

6. Students can work at their own pace to some extent but remember, students must demonstrate competency according to guidelines in all learning modules by dates given in course syllabi.

7. Practice scenarios/cases are available for most skills. Check with Lab Coordinator for availability.

8. "Live" demonstrations will be scheduled during a students' closed lab practice time for some skills. Check posted times.

9. Closed practice labs will be monitored so students who have signed up ahead of time will have priority. This encourages a quality practice time since overcrowding can inhibit learning. Open labs are on first-come first-serve basis.

10. Students can prepare for all skills check offs and complete them in any order as long as students have attended the related theory class.

11. Students can go back to the NSL for more practice when they see the need. Sometimes faculty will recommend or write a prescription requiring you to refresh a particular skill.

Sec VI. I. General Guidelines for Final Validations

1. Students can wear the same clothes for module validations as for practice sessions.

2. Notes or coaching are not allowed during final validations

3. Only students who are part of the validation experience are allowed to participate in the validation activity.

4. Hints for success:

   a. Practice, Practice, Practice!
   b. To prepare, review the theory and procedure for general instructions.
   c. While performing validations, **think out loud**. Thinking out loud helps clarify your actions during the simulation. For example, when you palpate the abdomen, state, "I'm feeling for firmness, lumps, fluid movement, tender or painful areas."
   d. Talk to the model (a person or a mannequin) and integrate communication techniques, questions, and teaching appropriate to the scenario and procedure.
   e. Most actions in a procedure are actually performed. For example, you need to put on gloves, masks and gowns as appropriate for the skill, but in some instances it is appropriate to say, "I have washed my hands", or "I am providing privacy."

Sec VI. J. Helene Fuld Library

The Helen Fuld Library (HF) is available to all nursing students as a resource room. Students will find this room most comfortable for the purpose of studying, as it contains mainly classic nursing books, professional journals and medical magazines. It is located in room 102P of PSB.

1. The Helene Fuld Library is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

2. The HF Library is a resource area especially for classics in nursing literature. Books and videotapes may be used during open hours.

3. Students must sign-out and sign-in-all requested materials from the HF Library.

4. No eating, drinking or loud talking is allowed in the HF Library at any time.

Sec VI. K. Nursing Computer Lab

There are two Nursing Computer Labs for the College of Nursing. The primary – Nursing Computer Lab is located in room 104 of PSB. It is equipped with nursing computer technology, software, and (audio-visual equipment). The second computer lab is located in Stern Hall room 206. It is equipped with 20 computers for testing purposes only.

1. The Nursing Computer Lab is open from 8:00 a.m. to 5:00 p.m. Monday through Friday, and on Saturdays as arranged.

2. Students must sign-in upon arrival in the Nursing Computer Lab and sign-out upon departure.

3. Students must also sign-in and sign-out any videos, CDs, or DVDs requested from the media lab coordinator (PSB 102J).

4. The Center is for the purpose of computer assisted learning and testing. Therefore, the following activities are prohibited in the Nursing Computer Lab at anytime: eating, drinking, smoking, or listening to audio sound without headphones. Students will be asked to leave the area if engaged in the previously stated activities.

Sec. VI. L. Remote Learning Experience

Remote learning within the College of Nursing will follow Dillard University's policy. Additional requirements for synchronous and asynchronous remote learning experiences will be included in respective nursing course syllabus. The College of Nursing dress code applied accordingly.

Section VII. PROGRAM EVALUATION

Sec VII. A. Student Evaluation

Nursing is an organized body of knowledge that provides health services that improve the quality of human life. The beliefs, assumptions, and values of the College of Nursing are expressed in its theoretical framework. This framework provides the basis for the courses, evidence-based clinical experiences, the teaching and practice of nursing.

Subsequently, the process of evaluation is an essential component of our nursing program. Evaluation examines the manner in which our educational environment meets program goals and achieves desired outcomes. It is a process that speaks to the following questions.

- How do we know that our students are learning what is needed to safely care for clients?
- How do we know our learning environments are effective?
- How do we know we are meeting the objectives of the university?
- How do we know we are meeting the standards of the nursing profession?

There are basic standards that shape the program of the College of Nursing. They are the standards and competencies of nursing education and nursing practice (ANA 2001), AACN Essentials of Baccalaureate Education for Professional Practice (2007), and PEW Commission, (1998). These standards also serve as guidelines for examining the effectiveness of the internal and the external systems that influence the quality of health care and nursing education.

Sec VII. B. External Evaluation

External evaluation is a process that Dillard University and the College of Nursing must complete every eight to ten years.

Sec VII. C. University Accreditation

Dillard University is evaluated and fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and by the Board of Regents for the State of Louisiana.

Sec VII. D. Professional School Accreditation

As a professional program of study, the College of Nursing has an external evaluation process. This process includes review and accreditation by the national and state agencies that monitor nursing education. Other external sources of evaluation include feedback received from graduates and relevant clinical agencies utilized for students for clinical and undergraduate research experiences. Dillard University College of Nursing has maintained national accreditation through the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC) since 1954. The DUCON is a Louisiana State Board of Nursing approved program.

Sec VII. E. Program Evaluation

Students play a significant role in the evaluation process of the nursing program. Their suggestions assist in the overall improvement of the program. Students are required to participate in the evaluation of instructional content, the clinical agency, preceptors, self and clinical faculty after each course. Students must also participate in self-evaluation throughout the program as a means of meeting curriculum objectives. **(See Appendices F, G, H, M and N)**

Graduating students are asked to complete an anonymous exit survey **(See Undergraduate Appendix O)** to assess their satisfaction with the overall program. After graduation, students are asked to participate in follow-up studies to determine whether the nursing program met their expectations in the "real world" of nursing. These follow-up surveys are administered at scheduled intervals.

Sec VII. F. Clinical Evaluation

Clinical experiences are evaluated as satisfactory/pass or unsatisfactory/fail based on faculty documentation of the student's ability to meet clinical objectives. Daily anecdotal notes are summarized and used to document student clinical performance.

Although students will receive feedback related to clinical performance on an ongoing basis, a midterm and final evaluation conference is required. At any time, the faculty or student may initiate additional conferences. Students are to come to each conference with a completed self-evaluation. Both faculty and student will sign the evaluation form. Clinical evaluation forms are included in each clinical course syllabus. Students who are not meeting the minimum requirements at the midpoint clinical rotation will be referred to the skills lab coordinator for specified remediation as established by the clinical instructor. **(See Undergraduate Appendix I)**

Sec VII. G. Licensure

Upon completion of the degree requirements, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Instructions for applying are provided to students during the senior year of the nursing program. Cost for licensure is payable by the applicant. A student may sit for the examination only after graduating from the nursing program. A temporary permit to practice nursing is issued to graduates once the Louisiana State Board of Nursing (LSBN) receives the completed application, fees, and transcripts. This permit allows the graduate to practice nursing in the state of Louisiana until the licensure examination has been taken and the license issued. Failure to pass licensure examination voids the temporary permit.

Sec VII. H. Grading & Examination Policy

The minimal numerical grade for passing in the College of Nursing is "C" with a minimum of 77 of 100 points. Clinical experience/performance is based on attainment and achievement of an equivalent score of 77% on the clinical evaluation tool of clinical objectives. Dillard University uses a four-quality point grading scale. A description of the grading system is found below and in the Dillard University Catalog. The grade "C" is designated by the school as being the minimum grade requirement for nursing cognates and nursing courses for progression in the school. All nursing courses use the same grading scale. Evidence of the grading policy is found in every College of Nursing syllabi and the University Academic catalog.

It is the practice at Dillard University to keep students informed of their academic progress at all times. While the grading system at the University requires that all grades be calculated at the end of each semester, students are provided a mid-semester report reflecting their progress up to that point. At the end of each semester, a final course grade is given in each subject. The grade is based on the student's work during the semester and is entered on the student's transcript.

Quality points for each semester hour of credit earned at Dillard are assigned as follows:

		GRADE	QUALITY POINTS
A	=	Excellent ----------	4 quality points per semester
B	=	Good ----------	3 quality points per semester
C	=	Average ----------	2 quality points per semester
D	=	Passing ----------	1 quality points per semester
F	=	Failure ----------	No quality points
I	=	Incomplete	
P	=	Pass	
NC	=	No Credit	
WF	=	Withdrew, Failing	
WP	=	Withdrawal, Passing	

Grades of P, I, W, and NC are not counted as credits attempted in computing grade point averages.

1. Grades will be maintained in accordance with the Student Privacy Act:
    a. Grades will not be given by telephone.
2. All grades will be computed and rounded to the first decimal (e.g. 73.45 = 73.4) at the end of the course.
3. Grades will be rounded off to the nearest whole number at the end of the semester when final grades are computed.
4. The following grading scale is used in all courses to compute student's letter grades.

A	=	93 - 100
B	=	85 - 92
C	=	77 - 84
D	=	69 - 76
F	=	0 - 68

Sec VII. I. Class Examinations

Examinations are to be administered at scheduled times. Near the end of the semester, the university circulates testing time for all courses. Any changes in the university testing calendar must be approved by the Dean of the College and the Office of Academic Affairs. In the event a student misses an examination, it is the responsibility of the student to notify the instructor. The instructor reserves the right to change the question content but the content must be consistent with

the blueprint.

Sec VII. J. Testing Policy

Each theory course associated with a clinical lab will have a minimum of four objective tests to include a midterm and comprehensive/cumulative final exam. Unit objective tests will consist of 50 items based on Bloom's cognitive domain and program level (see Table 1). The final exam will consist of 75 items. **All faculty developed unit and final exams will be timed in the following manner [1.0 min per objective question and 2 minutes per item for dosage calculation, and or alternative format questions (eg. multiple response, ordered response, or hot spots)]**. Exams should address the latest version of the NCLEX-RN test plan Client Needs categories (Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, and Physiological Integrity). **Didactic clinical course examinations should include 5 dosage calculation items per exam and 5 additional alternate format items (eg. multiple response, ordered response, and hot spot)**. Computer based examinations will be administered in the College of Nursing computer lab or other DU designated computer lab in the presence of multiple proctors. All exams will be administered via the College of Nursing approved testing platform or Learning Management System (LMS). Telephones, smartwatches, backpacks, food, drinks, non-prescriptive sunglasses, non-religious headdress and iPads or tablets are not allowed in the testing center. Faculty has the right to request a physician note for eyewear.

Sec VII. K. Item Analysis

The following item discrimination values are to be used when conducting item analysis of objective tests:
Item difficulty Level = % of students who answered the item correctly (p = 0.6)
Item discrimination = Differentiates between higher scoring students and lower scoring students (Discriminate Index = 0.3)
These items will assist faculty in improving the validity of the items and the test.

Sec VII. L. Testing Procedure for Proctored Examinations

a. Present a student photo ID.

b. Do not bring food or beverage in the testing center.

c. Arrive at the testing center 5 minutes before the test is scheduled to begin. **Students will not be allowed to enter the testing center 15 minutes after the exam has begun.** A grade of zero will be awarded; extenuating circumstances will be reviewed on a case-by-case basis.

d. No telecommunication devices or personal items in the testing center.

e. Smart watches of any kind cannot be worn during testing.

f. Lab coats cannot be worn during testing.

g. Upon completion of the exam, provide Faculty the items (e.g., scratch paper, pencils, tissues) used during testing before exiting the testing center.

h. Jackets or sweaters with pockets cannot be worn during testing.

i. Hats and headwear cannot be worn during the exam, unless for religious reasons.

j. Headphones, earphones/earbuds, or ear plugs of any kind cannot be worn during testing.

Sec VII. M. Testing Procedure for Online Examinations

In addition to the above guidelines, the following procedures apply to virtual online examinations:

a. Students must be in the room alone for the duration of the examination.
b. A cellular or landline telephone can only be used to contact the instructor or customer support to resolve any examination issues that may occur.
c. Textbooks, notes, or study materials cannot be in used during the examination unless otherwise instructed.
d. The student must remain visible in the camera for the duration of the examination.
e. Robes or blankets cannot be worn during the examination. Also, tests cannot occur while in bed.

Sec VII. N. Test Blueprints

Test blueprints are posted a minimum of 1-week prior to the examination for the respective course.

Sec VII. O. Senior Level Comprehensive Examination Portfolio

The senior level comprehensive Examination is by portfolio assessment. The comprehensive examination is a University requirement for graduation. All university seniors are required to write and successfully pass a senior comprehensive as a requirement for the degree. The Senior Level Comprehensive examination in the College of Nursing is the Nursing Comprehensive Portfolio Assessment and is completed during the semester in which the student is scheduled to graduate.

Students who do not successfully complete the Comprehensive Portfolio Assessment after two attempts will not be eligible to graduate and will receive a grade of NC. The student then must repeat the nursing comprehensive the following semester.

Section VIII. GENERAL INFORMATION

Sec VIII. A. Student Expenses

Expenses beyond the usual university fees will be incurred by nursing students. These expenses include costs for uniforms, equipment, transportation to clinical agencies, nursing key (optional) and fees for the National Licensure Examination (NCLEX-RN). The faculty recommends each student purchase at least 2 uniforms (2 dresses or 2 pantsuits/females; 2 jackets, 2 trousers/males). Students should anticipate spending $375-$400 on uniforms.

Sec VIII. B. Student Fees

These are current student fee cost. Adjustments are made with price increase.

Skills Lab Utilization fee per semester- (Includes but not limited to Tracheotomy Kit, Wound Care Kit, Catheterization Kit IV start kit, IV tubing blood tubing, IV fluids, sanitation and laundering, nursing skills bag etc.)	$275.00
CAI Testing Packages and Adaptive Quizzing bundles – per semester	$428.00
NSNA Membership – annual	$35.00
Document Management System – annual (eg. CastleBranch)	$35.00
Day or LSNA Conference	

Sec VIII. C. Background Checks

All students must complete a criminal background check each semester prior to participation in any clinical nursing experience. The approximate cost of the background check is $50.00. The College of Nursing will provide the necessary forms and instructions.

Sec VIII. D. Equipment Required

Sophomore student nurses must purchase various equipment items that are considered necessary to fulfill clinical course requirements and will be utilized throughout the nursing program. The cost of the equipment is approximately $35.00 and is subject to change. All students must meet with their course faculty to sign up for equipment purchases. **Prices subject to change due to vendor price increases.**

In the senior year of study, the following additional approximate expenses are incurred at the beginning of the spring semester (Fees are subject to change.):

NCSBN Examination Fee---------- $ 200.00

Class Pin ---------- $100.00

Fingerprinting ---------- $50.00

LSBN Fee ----------$100.00

Class and Individual Photographs -------$35.00

Origin 1992 Revised: 2024

Sec VIII. E. Senior Pinning Ceremony and Reception

If students choose to participate in this activity, the junior class should appoint a committee in the fall semester to assume responsibility for organizing the reception in the spring. This should include responsibilities; under the guidance of the Level Coordinator and Senior Class Advisor:

Students must have met the university's requirements to participate in commencement.

Sec VIII. F. College of Nursing Policy - Senior Composite Pictures

Fifty percent of the composite cost is due prior to the scheduling of a graduating senior Nursing Class composite picture sitting date. Approval for the composite sitting date is to be signed by the Dean of Nursing. Sitting dates will not be granted without the 50% deposit and an approved contract. The deposit fee is made payable to Dillard University College of Nursing and a purchase order will be generated to pay for the invoice for the sitting fee. The balance of the composite fee is due to the vendor/photographer and payable by the student at the time of the sitting. In the event of a cancellation, the students are responsible for the cancellation fee which will be divided equally among the students sitting for the composite picture, plus any balance due.

Section IX. COLLEGE OF NURSING ORGANIZATIONS FOR STUDENT NURSES

Dillard University Student Nurses Association

Dillard University Chapter of the National Student Nurses Association (DUSNA). DUSNA is open to all pre-nursing and nursing students. Its primary function is to act as the governing body for nursing students at Dillard University. DUSNA sponsors several activities during the year and is active in community service projects. The annual fee for SFSNA is $40.00.

Membership in the NSNA automatically provides membership in the Louisiana Association of Student Nurses (LASN). The purpose of the DUSNA is to:

1. Assume responsibility for contributing to nursing education in order to provide for the highest quality health care.
2. Aid in the development of the whole person, their professional role, and their responsibility for the health care of people in all walks of life.

Chi Eta Phi Sorority, Inc.

Chi Eta Phi Inc. is a national nursing sorority, which began at Freeman Hospital College of Nursing in Washington, D.C. The purposes of the sorority are to:

1. Promote a higher educational background for the profession.
2. Correlate all branches of the profession.
3. Bring a closer and friendlier feeling between all members of the profession.
4. Elevate the general plane of nursing.
5. Students must meet specific eligibility criteria to join Chi Eta Phi Sorority, Inc.
6. For further information, consult the College of Nursing faculty representative for the Chi Eta Phi Sorority, Inc.

Sigma Theta Tau International Honor Society – Xi Psi at-large Chapter

Leadership, Scholarship, Education, and Research: These are the four cornerstones that make up the foundation of the Honor Society of Nursing. By seeking membership in this prestigious organization, students aspire to lead and support the nursing profession's scientific journey toward improved patient care. The criteria for membership are:

1. Completion of one-half of the nursing curriculum.
2. G.P.A. of at least 3.0 based on a 4.0 scale.
3. Rank in the upper 35^{th} percentile of the class

Induction is held each spring and includes inductees from Loyola University College of Nursing and Our Lady of Holy Cross College of Nursing, our at-large-chapter partners.

Section X. FINANCIAL AID, SCHOLARSHIPS, AND AWARDS

Financial Aid

Financial Aid through the Office of Financial Aid and Scholarships is available to all qualifying students who attend Dillard University. All nursing students are strongly encouraged to visit the Financial Aid Office and complete the necessary application(s) for loans and scholarships.

College of Nursing Scholarships

Scholarships are available to assist students in the College of Nursing who meet eligibility criteria specified by contributing individuals, agencies, organizations, or foundations.

Theresa Bittenbring & John Henry Marque Fund Award

Top five highest grade point averages within the nursing major in a graduating nursing class.

New Orleans District Nursing Association (NODNA)

Is presented to a graduating Nursing senior who demonstrates strong leadership characteristics and is a member of the National Student Nurses Association. The award is sponsored by the New Orleans District Nursing Association

Daisy Award

The DAISY In Training Award is designed to remind students, even on your hardest days in Nursing School, why you want to be a nurse. By recognizing Nursing Students for the above-and-beyond care and compassion you show clients and their families as you are learning, we celebrate what it truly means to be a nurse. We honor the nurse-patient connection that makes all the difference to clients and their families in their healthcare experience and that makes great nurses truly great. Through DAISY In Training Award presentations, Nursing Students will hear each other's stories of compassionate care. You will be inspired and motivated not only to provide the best clinical care possible but also to impact your clients and families with human spirit and kindness, two tremendous assets to the art of nursing and healing.

The Thomas and Milliestean Harris Award

The Thomas & Milliestean Harris Award is given to help facilitate the purchase of a Dillard University College of Nursing Pin. Presented to a deserving senior student at the annual Nursing Pinning Ceremony, this award is in honor of the parents of the late Dr. Myrna Cassimere.

Clelie Perez Pecot Memorial Nursing Scholarship Award

The Clelie Perez Pecot Memorial Nursing Scholarship was established by Dr. Stella Pecot Robinson, in memory of her mother who always wanted to go to college. Dr. Robinson also wanted to do it because so many people helped her financially with her education; she would have never been able to attend Gilbert Academy or Dillard otherwise. It is hoped that the recipients of this scholarship will be successful in their chosen field of Nursing and remember to help others along the way.

Laura J. Goods Scholarship

A need based scholarship to assist nursing students who have exhausted all other means of financial aid.

Dillard University College of Nursing Scholarship

The purpose of the Dillard University College of Nursing Scholarship (DUCNS) is to provide to admitted nursing students the opportunity to attain financial assistance as they matriculate toward the Bachelor of Science degree in nursing. *This scholarship award is applicable to nursing majors only who are enrolled in nursing courses.*

Hazel Tanner Scholarship

The Hazel B. Tanner BSN Nursing Scholarship Fund provides scholarships to a College of Nursing junior or senior nursing major who is an active member of the New Orleans chapter of the National Black Nurses Association. The award is an annual award and based on available funding.

Section XI. GRADUATE NURSING STUDENTS

A. Academic Conduct

The graduate nursing student will comply with the ethical codes and standards for professional nurses, the College of Nursing and Dillard University Student Code of Conduct.

B. Admissions to College of Nursing Graduate Programs

Students admitted to the College of Nursing graduate program must first be admitted to Dillard University graduate program. Please refer to the graduate education section of the current Dillard University catalog.

C. Academic Progression and Retention

Academic Progression in the College of Nursing is in accordance with the Dillard University catalog graduate and graduate nursing sections. Graduate nursing students will follow either a full time or part time plan of study option.

D. Academic Advisor

Graduate nursing majors will be assigned a graduate nursing faculty advisor

E. Disciplinary Process

Please refer to the previous section for the College of Nursing Disciplinary Process Section II. I.

F. Withdrawal

Withdrawal from the graduate nursing program is in accordance with Dillard University policy. Please refer to the Office of the Registrar and the University Catalog.

G. Grievance Policy and Procedure

Please refer to the current Dillard University catalog and the College of Nursing Student Handbook previous section II. O.

H. Disability Procedure

Please refer to the current Dillard University catalog and the College of Nursing Student Handbook, Section II. P.

I. Attestation Information

J. Uniforms

All graduate nursing students are required to wear the College of Nursing lab coat, nametag and ID when in the practicum setting. Professional dress must be worn underneath the lab coat. For direct patient care roles (nurse educator), the graduate student will wear nursing whites with white nursing shoes. Lab coats are also required in the simulation/skills lab and nursing whites or black slacks or skirt with white tops.

K. Licensure

Possesses an unencumbered LA or multistate compact RN license.

L. Illegal/Illicit Substance Usage

Students will be presumed to be under the influence if the following behaviors or conditions are noted: slurred speech, impaired motor skills, delayed mental functions, odor, bloodshot eyes, and the inability to stay awake. These behaviors or conditions can result in the implementation of the Dillard University policy that prohibits the use of alcohol and/or illegal/illicit drugs admissions by the student/employee, they report to clinic.

M. Role Practicum Hours- Completion of Required Practicum Hours

Practicum hours are completed in-person with an approved clinical site. Approval of graduate practicum sites occurs prior to the practicum experience. Agencies must meet Louisiana State Board of Nursing (LSBN) guidelines for practicum experiences.

N. Financial Aid, Scholarships & Awards

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