



VILLANOVA
UNIVERSITY

M. Louise Fitzpatrick
College of Nursing

Undergraduate Handbook 2023 - 2024

M. Louise Fitzpatrick
College of Nursing Offices

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The M. Louise Fitzpatrick College of Nursing has incorporated professional standards of practice into Undergraduate and Graduate nursing curricula.

Documents utilized for this purpose include but are not limited to:

Undergraduate Program Professional Standards and Guidelines

- ANA Code of Ethics (2015)
- Genetics and Genomics Nursing: Scope and Standards of Practice (2nd Edition), (International Society of Nurses in Genetics & the ANA, 2016)
- Global Health Competencies for Nurses in the Americas (Wilson et al., 2012)
- Home Health Nursing: Scope and Standards of Practice (2nd Edition), (ANA, 2014)
- Guidelines for Perinatal Care (8th Edition), (American Academy of Pediatrics and American College of Obstetrics and Gynecologists, 2017)
- Nursing: Scope and Standards of Practice, (4th Edition), (ANA, 2021)
- Pediatric Nursing: Scope and Standards of Practice (ANA, NAPNAP, SPN, 2015)
- Psychiatric-Mental Health Nursing: Scope and Standards of Practice (3rd Edition), (American Psychiatric Nurses Association, ANA, ISPN 2022)
- Public Health Nursing: Scope and Standards of Practice (3rd Edition), (2013)
- Standards for Professional Nursing Practice in the Care of Women and Newborns (8th Edition) (AWHONN, 2019)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

While this handbook was prepared based on the best information available at the time of publication, all information is subject to change without notice or obligation.

Contents

The M. Louise Fitzpatrick College of Nursing	10
Mission Statement.....	10
History.....	10
Degrees.....	12
Goals	14
Philosophy.....	14
The Curriculum	16
M. L. Fitzpatrick College of Nursing (FCN) Organizing Framework.....	16
Foundational Knowledge.....	16
Knowledge for Nursing Practice.....	17
Definitions for Nursing Competencies	17
Accountability.....	17
Advocacy	17
Clinical Judgment	17
Communication.....	18
Cultural Humility	18
Diversity, Equity, and Inclusion	18
Diversity.....	18
Equity	18
Inclusion.....	19
Evidence-Based Practice.....	19
Information and Healthcare Technology	19
Interprofessional Collaboration and Partnerships	19
Leadership.....	19
Life-Long Learning.....	20
Patient Care Skills.....	20
Personal Health, Wellbeing and Resilience	20
Personal, Professional and Leadership Development	20
Person-Centered Care	20
Professional Values.....	20
Quality and Safety.....	21
Service Orientation	21
Spiritually Centered Care.....	21
Social Justice.....	21
Systems-Based Practice	21
Transition to Practice	21
Trauma Informed Care.....	22
BSN Program Outcomes	23
Undergraduate Curriculum Plan (For Class of 2024, 2025 and 2026)	23
Required Courses: (For class of 2026 and prior)	25
Elective Courses.....	25
Undergraduate Curriculum plan (For class of 2027 and beyond).....	25
Required courses: (For class of 2027 and beyond).....	27
Elective Courses.....	27
Program Plan: Accelerated BSN Track for College Graduates (BSNExpress)	

2023 Curriculum Plan/Implementation May of 2026	27
Second Degree BSN FLEX Course Sequence Revised Curriculum.....	29
Bachelor of Science in Nursing, Honors Degree	30
Global Health Minor	31
Other Minors and Concentrations	31
The Faculty	31
Advisement System.....	32
Course and Teacher Evaluations Survey	32
Complaints about Faculty and Grades	33
Grievance Procedure	33
Administration of the College of Nursing.....	33
Policies And Procedures	34
Academic Requirements for Retention and Graduation	34
Grading System.....	34
Academic Policies.....	34
Probation	36
Dismissal.....	36
Academic Advancement Progression	37
Advanced Placement.....	37
Dual Enrollment/Pre-Matriculated Credit.....	37
Undergraduate Students Enrolling in Graduate Level Courses	38
Satisfactory/Unsatisfactory	38
Admission to Closed Sections of Courses	39
Program Requirements.....	39
Dean's List and Graduating with Honors	39
Authorized Withdrawal from a Course	40
Scholastic Load.....	40
Study Abroad Opportunities	40
Withdrawal from the University and Leave of Absence.....	41
Leave of Absence (LOA).....	41
Medical Leave of Absence (MLOA)	41
Withdrawal from the University	41
Unauthorized Withdrawal	41
Transfer Credit from Another University	41
State Authorization	41
Student Responsibilities While in The M. Louise Fitzpatrick College of Nursing	41
Attendance	41
Missed Class or Clinical Practicum/Laboratory Procedure	42
Promptness	43
Preparation	43
Student Employment.....	46
Social Media Policy	46
Social Media Tips	47
Academic Integrity Code	47
Academic Integrity Policy	47
Inter-Collegiate Sports Involvement.....	48
Student Records	48
Student Health Requirements.....	48

Clinical Preparation.....	48
Needlestick Policy.....	49
Fees and Expenses	49
Nursing Licensure Instructions	51
Licensure in Compact States.....	52
Temporary Practice Permits	52
Student Uniforms	53
Nursing Laboratory Appearance	53
Clinical Laboratory/Agency Appearance.....	53
Full Uniform	53
Professional Appearance.....	54
Resources And Facilities.....	55
Simulation and Learning Resource Center	55
Student Regulations for the Simulation and Learning Resource Center	56
Nursing Skills Development	56
Sign-out Policy	56
The Patricia B. and Gary M. Holloway University Counseling Center.....	56
Student Health.....	57
Emergency Preparedness	57
Office of Financial Assistance	57
Air Force ROTC.....	57
Army ROTC.....	58
Navy ROTC	58
University-Sanctioned Student Organizations	58
Undergraduate Nursing Senate	58
Student Nurses' Association of Pennsylvania (SNAP) - Villanova University Chapter	59
Chi Eta Phi Sorority (Currently Inactive 2022-2023).....	60
Multicultural Student Nurses' Organization (MSNO).....	60
Nursing Without Borders	60
Villanova Male Nurses Association.....	60
Nursing Interest Groups	60
Student Government Association (SGA)	61
Sigma Theta Tau International Honor Society	61
APPENDIX A: Policy on Criminal Background Check For Matriculating Students..	62
Purpose.....	62
Rationale	62
Applicability	62
Procedures.....	62
APPENDIX B: Procedure - Blood Borne Pathogen Exposure Incidents	65
Purpose.....	65
Rationale	65
Procedures.....	65
Chart A.....	67
Chart B	68
APPENDIX C: Simulation Fidelity Consent and Acknowledgement Form	69
Notes	71

The Student Handbook of the M. Louise Fitzpatrick College of Nursing (FCN) is prepared by a committee of students, faculty, and staff. It is designed to provide each student with information which will serve as a guide through completion of the academic program at Villanova University. In addition to information concerning the curriculum, student activities, facilities in the college, and resources available, this handbook contains useful information about student responsibilities. It is to the student's benefit to read it thoroughly and to keep it handy as a reference throughout the program.

The FCN is approved by the State Board of Nursing of Pennsylvania and the baccalaureate degree in nursing program is accredited by the Commission on Collegiate Nursing Education. * FCN maintains high standards and enjoys a fine reputation in the academic and professional community. Students represent the FCN on campus and contribute to its public image.

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The M. Louise Fitzpatrick College of Nursing

Mission Statement

The Fitzpatrick College of Nursing (FCN) is a tangible expression of Villanova University's mission, tradition, and commitment to human service. As a major college of nursing under Catholic auspices, it carries responsibility for the education of nurses within the framework of Christian beliefs and values and the heritage of the Order of St. Augustine. True to its mission, the FCN welcomes students from all religious traditions and backgrounds.

The FCN interprets nursing as a healing ministry emanated by love and demonstrated through service and the care of others. As a healing art, an applied science, and a practice discipline, nursing as taught at Villanova University emphasizes concern for spiritual health as well as that of mind and body. It is person-centered and as such is holistic, individualized, coordinated, evidence-based, just, and developmentally appropriate. Foundational to person-centered care is respect for diversity in its multitude of forms: differences, preferences, values, needs, resources, and the determinants of health unique to the individual, family, and community. Our curricula reflect the integration of these elements and their application in clinical practice and concern for others. This includes but is not limited to race, ethnicity, religion, ability, gender identity, sexual orientation, or socioeconomic status. The FCN educates individuals for service to a diverse global society including all sectors and strata of the population. Our graduates are prepared to assume roles in a variety of settings including population health, acute care, ambulatory care, long-term care, and care from the beginning to the end-of-life. Principles of improvement science including quality and safety in care delivery are core values used to create a culture of safety.

The FCN, consistent with the mission of Villanova University, assumes responsibility for the education of individuals who will be prepared to provide a vital service to society and who are clinically competent, compassionate, ethically motivated, and are able to work with other professions to address the healthcare needs of patients and populations. The FCN is committed to providing high quality education in the liberal arts and sciences and expert preparation in the knowledge and clinical skills of professional nursing to individuals, families and communities who must be prepared and empowered to confront the health care demands of a diverse, complex, and technologically advanced society.

The College views itself as an important locus of education, scholarship, research, and organizational leadership within and beyond nursing's professional, scientific, and educational communities. This nursing scholarship informs science, enhances clinical practice, influences policy, and impacts best practices for educating nurses as clinicians, scholars, and leaders.

Updated 06/22

History

The FCN acknowledges that in Pennsylvania, members of our community are gathered on the unceded land of the Leni-Lenape peoples. The FCN acknowledges these communities, their elders both past and present, and future generations. This acknowledgement demonstrates commitment to the process of learning about and working for the dismantling of all ongoing legacies of oppression.

Villanova University, located in the Philadelphia suburbs, is a co-educational institution founded in 1842 by the Augustinian Order of the Roman Catholic Church.

The M. Louise Fitzpatrick College of Nursing (FCN) was established in 1953. The FCN continues to offer a program of study leading to the degree of Bachelor of Science in Nursing. The program integrates a liberal education with the ideals, knowledge, and skills of professional nursing practices. Baccalaureate education prepares individuals for professional nursing practice in a variety of health settings and for continuous personal and educational growth, including entrance into graduate education in nursing.

In 1981, the FCN instituted a Master's Degree Program in Nursing designed to prepare students for leadership roles in nursing. The program has grown dramatically over the years in response to trends in health care and changing health care needs in society. From its early emphasis on the preparation of administrators and educators, the Graduate Program has expanded to prepare nurses for advanced practice roles as nurse practitioners and nurse anesthetists in an ever-changing health care environment. The Program's reputation for quality is reflected in the graduates and the roles they assume. Recently, U.S. News and World Report ranked the Graduate Nursing Program among the "Top 50" Graduate Nursing Programs in the country. Part-time and full-time study is available.

In 2003, the FCN admitted its first students to a Second-Degree Accelerated BSN track (BSNExpress). This track is a 14-month second degree track for college graduates with a bachelor's degree in another discipline who wish to embark on a career in Nursing.

In 2004, the FCN initiated a Doctoral Program and awards a PhD in Nursing. The program is designed to prepare nurses as educators and researchers for academic careers in higher education. Over 100 students have completed a PhD in Nursing at the FCN.

In 2008, the FCN moved from St. Mary's Hall to its new home in Driscoll Hall. Driscoll Hall offers a 12,000 square foot Simulation and Learning Resource Center (SLRC) for health assessment, adult health, maternal/child health, anesthesia, critical

care, and independent practice.

In 2012, a post-master's Doctor of Nursing practice (DNP) was initiated for advanced practice nurses, such as nurse practitioners, registered nurse anesthetists, clinical nurse specialists, certified nurse midwives, and nursing administrators. Beginning in January 2019, a post-baccalaureate Doctor of Nursing Practice program for Nurse Anesthetists began.

Although RN students were able to complete their BSN program on campus since 1953, in 2013 an online RN-BSN program was initiated. As of December 2021 all candidates completed their nursing courses in this track; and the last of the students completed their arts and science courses in May 2022.

In December 2017, the University President, the Rev. Peter M. Donohue, OSA, PhD, announced the naming of the College in memory of the Connelly Endowed Dean and Professor, M. Louise Fitzpatrick, PhD, RN, FAAN. Dean Fitzpatrick served as Dean for nearly 40 years. It is only the second named college in Villanova University's history.

In 2023, an alternative second-degree track was started called the BSN FLEX track. This track is 23 months in length and fewer credits per semester than the Express track. The program cost and admission criteria remain the same as BSN Express track.

The FCN, cognizant of the diverse learning needs of individuals engaged in nursing practice, education, and the administration of nursing and health care services, addresses these concerns through its Program in Continuing Education. Begun in 1979, the program was first accredited by American Nurses Credentialing Center (ANCC) as a provider of continuing professional development in 1985. The Continuing Education Program offers a wide variety of workshops, seminars, conferences, and short courses by experts in the field.

Degrees

The College awards the [Bachelor of Science in Nursing \(BSN\) degree](#) and provides basic preparation in nursing to those who are studying for the first professional degree in the field. Such students include high school graduates with no prior college experience, college graduates with degrees in other disciplines who have decided to study nursing, and adults who are studying for their first college degree.

The [Second Degree BSN](#) Express track is a 14-month accelerated second degree track and the Second Degree BSN FLEX Track is a 23-month track for college graduates with a bachelor's degree in another discipline who wish to embark on a career in nursing.

These tracks incorporate all the standard components of the Bachelor of Science in nursing program in a concentrated timeframe. The BSN Express track begins in May and ends in August of the following year. The BSN FLEX track begins in August and ends 23 months later in late July or early August. For more information, please go to this [link](#).

The Graduate Program awards the [Master of Science in Nursing](#) (MSN) degree and provides preparation and leadership development in selected areas of advanced nursing practice, development of research skills, and knowledge of health policy. In addition, course options prepare individuals for positions as educators and nurse practitioners.

The Graduate Program administers the [Doctor of Philosophy in Nursing \(PhD\)](#) degree, which is designed to prepare nurses as educators and researchers for academic careers in higher education. The Doctoral Program at Villanova University is unique in that it focuses on the application of advanced nursing knowledge and scholarly inquiry that address professional and practice concerns related to the learning process.

The Graduate Program also administers the [Doctor of Nursing Practice](#) (DNP) degree. This degree is designed to prepare APRNs, including Nurse Practitioners, Certified Registered Nurse Anesthetists, Clinical Nurse Specialists, Certified Nurse-Midwives, and Nurse Administrators with advanced knowledge in evidence-based practice, organizational leadership, and financial acumen to lead innovation in nursing practice and healthcare and to achieve positive healthcare outcomes for individuals and populations.

The [Continuing Education Program](#) is committed to providing quality programs that enhance the professional growth and update the knowledge base of nurses, other health care professionals, and the public on topics related to health care.

The FCN's emphasis on education in values and ethical principles is a pervasive and central theme and emanates from the Catholic and Augustinian tradition of the University. The faculty are expected to serve as role models and mentors for the professional development of students in the exercise of their academic responsibilities.

Goals

1. To serve the health needs of society through the development of competent pre-licensure nurses by integrating theoretical principles and evidence-based practice.
2. To develop intellectual curiosity of nursing knowledge for the expansion of scholarly productivity with the FCN and the profession.
3. To integrate, apply, and promote established and emerging principles in nursing for the delivery of quality and safe care.
4. To provide leadership to the profession in justice, equity, diversity, and inclusion in the areas of ethics, human values, spiritual, and social dimensions of health care.
5. To maintain the economic viability of the FCN with a sustainable and cost-effective program inclusive of extramural funding for all students, faculty, and the University.
6. To participate in the goals of the university in the areas of academic integrity, student life, technology, and service to the internal and external communities.
7. To communicate a spirit of collaboration, community, and respect within the context of Catholic, Augustinian values.
8. To proactively coordinate and foster professionalism and professional identity formation among students and faculty through academic, co-curricular, and interprofessional activities.
9. To translate the evolving role of nurses in the global health communities inclusive of population health principles with outcomes focused on social determinants of health.

Updated 08/22

Philosophy

The Philosophy of the FCN is in accord with the Philosophy of Villanova University as stated in its Mission Statement. Rooted in the Catholic and Augustinian heritage of the university, the FCN is welcoming and respectful of those from all faith traditions. We recognize human beings as unique and created by God. The faculty believes that human beings are endowed with intellect, free will, and inherent dignity across their life span. Human beings have the potential to direct, integrate, and adapt to their total environment to meet their needs.

The faculty believe that health is a state of physiological, psychological, social, and spiritual well-being and not merely the absence of disease. Human beings do not assume a fixed position of health but have the potential for moving between wellness and illness in multiple dimensions. The faculty believes that health care is a right, and they respect individuals' decisions related to their health care.

Nursing is a dynamic profession. Its focus is person-centered care which assists

individuals, families, and communities locally and globally at all points in the life cycle to maintain, restore and promote health, while providing safe, equitable, trauma-informed, quality care. The nurse, as an accountable agent of health care, uses the nursing process to fulfill various functions of nursing: health promotion, health teaching, health counseling, and managing and providing safe nursing care. The nurse cultivates a just culture addressing structural racism and other forms of discrimination and reflecting civility and respect.

Person and population centered care uses the nursing process to assess, diagnose, plan, implement, and evaluate both the need for nursing care and the outcomes of nursing interventions. The faculty understands that the nursing profession is ever changing. Nurses are actively involved in the planning, implementation, and development of changes that predict or respond to continually evolving health needs enhanced by communication technologies and informatics processes. Through evidence-based practice, nurses act as catalysts in stimulating deliberate and conscious planning for the improvement of society's health. As change agents and leaders, nurses serve and emerge with other health disciplines as intentional interprofessional partners in leading and shaping health policy for a diverse, inclusive, multicultural society and in functioning as advocates for health and well-being.

The faculty and students comprise a community of learners with the teacher as the facilitator and the students engaged in their own learning. The faculty believe that education provides students with opportunities to develop critical thinking so that they can use sound clinical judgment in nursing practice. Students and faculty are engaged in a technology enhanced classroom and clinical environment. This type of intellectual development can best be attained in a teaching-learning environment that promotes sharing of knowledge, skills, attitudes, and scholarship which generates new knowledge.

Through its Baccalaureate, Masters, and Doctoral programs, the FCN educates nurses who are prepared to practice safe, quality nursing care and demonstrate leadership across healthcare systems. The faculty believes these educational programs are integral to the ongoing process of continuing professional education and development. Core professional values include altruism, autonomy, excellence, caring, ethics, respect, communication, collaboration, and shared accountability. The FCN prepares graduates to commit to ongoing self-reflection, lifelong learning and a spirit of inquiry fostering compassion, humility, inclusivity, resilience, and the promotion of nursing excellence.

Diversity

Please read Villanova University's diversity statement [here](#). "Inclusive Excellence" is a key priority within the FCN's strategic plan. The college's efforts are led by Dr. Patricia K. Bradley, PhD, RN, FAAN, the Associate Dean for Inclusive Excellence. She is the lead diversity, equity, and inclusion officer, reporting directly to the Dean. Dr. Bradley can be reached via email at patricia.bradley@villanova.edu.

The Curriculum

M. L. Fitzpatrick College of Nursing (FCN) Organizing Framework

The FCN has a distinguished history of educating baccalaureate prepared nurses and is committed to facilitating student learning, research, and professional practice. The organizing framework of the undergraduate curriculum reflects the mission of Villanova University, Catholic Augustinian values, traditions and is congruent with the University Strategic plan. We maintain our commitment to academic excellence through the incorporation of professional standards of nursing education and practice that guide present and future nursing education locally, nationally, and globally. The curriculum was developed using current evidence and a design that reflects student-centered approaches and innovative teaching and learning strategies. This curriculum continues the rich heritage of the FCN's excellence in nursing education for our students and graduates to minister to patients, families, and the global community.

The interrelated elements of the Organizing Framework are based on the FCN's Philosophy and consist of *Foundational Knowledge, Knowledge for Nursing Practice, and Nursing Competencies*. These are necessary for the *Personal, Professional, and Leadership Development* of Villanova University nurses who, based on the principles of Catholic Social Teaching (CST), are competent, compassionate, inclusive, and motivated by a spirit of inquiry (see Organizational Framework Chart). Graduates are intellectually prepared, innovative, civically engaged, and globally centered to meet the healthcare needs of individuals, families, and communities locally and globally.

In keeping with the University's Catholic Augustinian values, "Veritas, Unitas, Caritas" (Truth, Unity, Love), the curriculum fosters lifelong learning, moral reflection, and commitment to service. The curriculum develops and nurtures the whole nurse intellectually, emotionally, spiritually, culturally, and socially in a global environment that respects all individuals and communities. The undergraduate curriculum provides a foundation for graduate study in nursing. The FCN graduates are a diverse community of scholars, united and dedicated to the highest academic and professional standards.

Foundational Knowledge

Graduates of the Villanova University baccalaureate nursing program are prepared through a curriculum rooted in the liberal arts and sciences that reflects the Augustinian mission and values-based tradition that is the hallmark of a Villanova University education. As described in the AACN's *The Essentials: Core Competencies for Professional Nursing Education* (2021), a liberal arts education supports the graduate's ability to integrate knowledge from the arts and sciences to provide humanistic, quality care. Foundational knowledge is gained from courses selected from among the liberal arts, physical and biological sciences, behavioral and social sciences, philosophy, and ethics. These courses expand students' exposure to other disciplines, facilitate their conversance with the world of ideas, and contribute to their development as liberally educated persons. They strengthen oral and written communication skills, foster respect for human dignity, facilitate the ability to think critically, inform self-development, and encourage an understanding of diversity and global challenges, essential to current and future nursing practice.

Knowledge for Nursing Practice

Baccalaureate nursing program graduates integrate an extensive foundation of nursing knowledge into professional practice. Using evidence-based knowledge, which includes genetics, pharmacology, pathophysiology, and nutrition, graduates make informed clinical decisions to assure quality patient outcomes. Graduates respond decisively to changes in the health care environment using knowledge of health care policy, economics, finance, and regulatory issues that affect patient care and professional practice. Graduates provide quality care and leadership in health promotion, disease prevention / management, restorative and end of life care of individuals, families, communities, and populations locally, nationally, and globally. Incorporated in the curriculum are experiences that develop an awareness of and an ability to respond to the global health care environment. This includes how current trends and issues impact health disparities and care of vulnerable populations. This nursing knowledge prepares graduates as innovative leaders to promote health, and care for those with acute illness and chronic conditions. In addition, the FCN emphasizes wellbeing, not only for patients and communities, but also for nurses and health care professionals in every setting.

Definitions for Nursing Competencies

The core competencies are the concepts that inform and guide the scope of the curriculum. These nursing competencies include evidence-based practice, systems-based practice, person-centered care, clinical judgment, patient care skills, quality and safety, spirituality centered care, diversity, equity and inclusion, information and healthcare technology, communication, and trauma informed care.

Accountability

Accountability is the obligation or willingness to accept responsibility or to account for one's actions and is an essential behavior supporting congruence between nursing actions and quality and safety in patient care (AACN Essentials, 2021). "Accountability in nursing requires nurses to follow an ethical conduct code based in the "principles of fidelity and respect for the dignity, worth, and self-determination of patients" (ANA, 2015).

Advocacy

Advocacy involves the promotion of interests - either of an individual or group. An advocate is a person who recommends or supports a cause or policy. Advocacy is helping people find their voice. There are three types of advocacies: self-advocacy, individual advocacy, and systems advocacy. (ANA Code of Ethics, 2015).

Clinical Judgment

As one of the key attributes of professional nursing, clinical judgment refers to the

process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment, is directly related to care outcomes (AACN 2021).

Communication

Communication is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms which include verbal, written, behavioral, body language, touch, emotion, and use of communication supports. Effective communication between nurses and individuals and between nurses and the interprofessional team is necessary for the delivery of high quality, individualized nursing care. (AACN Essentials, 2021).

Cultural Humility

Cultural humility is a process of critical self-reflection and lifelong learning, resulting in mutually positive outcomes. Cultural humility refers to the recognition of diversity and power imbalances among individuals, groups, or communities, with the actions of being open, self-aware, respectful, and supportive; focusing on both self and others to formulate a tailored response (Foronda, 2020).

Diversity, Equity, and Inclusion

Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and are merged in the Essentials into one of the most visible concepts. Although DEI are collectively considered a single concept, differentiation of each conceptual element leads to enhanced understanding.

Diversity

Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment or disability that substantially limits a major life activity; religious beliefs; and socioeconomic status (AACN Essentials, 2021). Diversity recognizes that each individual is distinct and has unique backgrounds and perspectives. It promotes self-awareness and celebration of people's individual differences (NLN, 2016).

Equity

Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness. To have equitable systems, all

people should be treated fairly, unhampered by barriers, stereotypes, biases, or prejudices (AACN, 2017).

Inclusion

Inclusion represents environmental and organizational cultures in which all faculty, students, staff, and administrators thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others which are invited, welcomed, acknowledged, and respected in inclusive environments. Inclusion occurs when employees feel that they have a shared decision in the choices made at their organization and leads to trust and engagement within the organization (Morrison et. al 2021).

Evidence-Based Practice

Evidence-based practice (EBP) is professional practice that integrates the best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Evidence-based practice is an innovative, problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (AACN Essentials 2021).

Information and Healthcare Technology

Information and communication technologies and informatics processes are used to manage and improve the delivery of safe, high quality and efficient healthcare services, support decision-making, and mitigate error for optimal health care (AACN Essentials, 2021; Piscotty et al, 2015).

Interprofessional Collaboration and Partnerships

Interprofessional collaboration is the collective involvement of various professional healthcare providers working with patients, families, caregivers, and communities to consider and communicate each other's unique perspective in delivering the highest quality of care (Sullivan et al., 2015). Elements of collaborative practice include responsibility, accountability, coordination, communication, cooperation, assertiveness, autonomy, and mutual trust and respect. It is this partnership that creates an interprofessional team designed to work on common goals to improve patient outcomes.

Leadership

Leadership is the ability of an individual or a group of individuals to innovate, influence and guide followers or other members of an organization. Nursing leadership includes an awareness of complex systems and the impact of power, politics, policy, and regulatory guidelines on these systems (AACN Essentials, 2021).

Life-Long Learning

Lifelong learning is an active process in which nurses search for knowledge and understanding and use it to meet their professional lifetime needs (NIH, 2017).

Patient Care Skills

Patient care skills are the physical and psychosocial interventions that ensure the efficient, safe, compassionate, and unbiased delivery of patient care (AACN Essentials, 2021).

Personal Health, Wellbeing and Resilience

A healthy nurse is defined as “actively focusing on creating and maintaining a balance and synergy of physical, intellectual, emotional, social, spiritual, personal, and professional well-being.” (American Nurses Foundation, 2020). Self-care reduces stress, replenishes a nurse’s capacity to provide compassion, empathy and improves the quality of care. (ANA Code of Ethics, 2019). Resilience is the ability to survive and thrive in the face of adversity. Resilience can be developed and internalized as a measure to improve retention and reduce burnout. (ANA, 2017).

Personal, Professional and Leadership Development

The hallmark of Villanova University nursing graduates includes the following aspects of development formation: accountability, advocacy, interprofessional collaboration and partnerships, leadership, life-long learning and personal health, professional values, service orientation, social justice, transition to practice, wellbeing, and resilience.

Person-Centered Care

Person-center care recognizes the patient and family as a full partner and a source of control in decision-making regarding health and wellness, and respects patient’s preferences, values, and needs (AACN Essentials, 2021).

Professional Values

The nursing profession is rooted in professional ethics and ethical values and the core values of nursing include “altruism, autonomy, human dignity, social justice, caring, ethics, and respect” (AACN Essentials, 2021). They also involve acting with honesty and integrity. Honesty and acting ethically are two key elements of professional behavior, which have a significant impact on patient safety (AACN Essentials, 2021).

Quality and Safety

Quality care is safe, effective, patient centered, timely, efficient, and equitable. Patient safety is the prevention of harm with an emphasis on preventing errors, learning from errors that do occur and one that is built on a culture of safety that involves health care professionals, patients, and organizations (NCBI, 2020).

Service Orientation

Service orientation is the ability to recognize and meet another's needs (Goleman, 2021). Those who serve learn from others while aiding the community and the profession (both locally and globally) to help create a more sustainable world.

Spiritually Centered Care

Nursing care at the Fitzpatrick College of Nursing is grounded in the principles of Catholic Social Teaching (CST), acknowledges the integration of body, mind, and spirit as they relate to health, and a sense of connection to self, others, and a higher power (Center for Catholic Social Thought Villanova University, n.d; AACN Essentials, 2021). This may include questions about personal meaning, purpose, legacy, hope, and faith (NCBI, 2020).

Social Justice

Social justice is a communal effort dedicated to creating and sustaining a fair and equitable society in which each person and all groups are valued and affirmed. It encompasses efforts to end systemic violence and racism and all systems that devalue the dignity and humanity of any person (John Lewis Institute, n.d.). In health care, it refers to the delivery of high-quality care to all individuals (Future of Nursing, 2020).

Systems-Based Practice

Systems-Based Practice is defined as actions that demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to call on system resources effectively to provide optimal care. Principles include the ability to work effectively in various healthcare delivery settings and communities' relevant clinical specialties (AHRQ, 2008, ACCN Essentials, 2021).

Transition to Practice

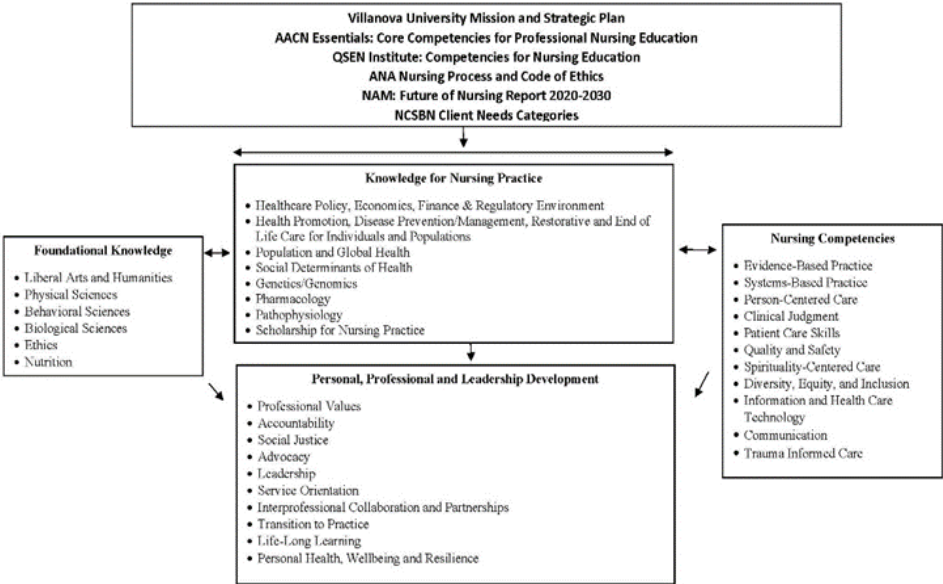
Role transition is the process through which nursing graduates mature into the professional role through formal education, mentoring, and clinical experience. Safety is promoted by supporting newly licensed nurses during their critical entry period and progression into practice. (NCSBN, 2014).

Trauma Informed Care

Trauma is a universal human experience. Trauma-informed care is an evidence-based person-centered approach to healthcare (Fleishman, 2019) that calls on health professionals to provide care in a way that recognizes and responds to the short and long-term health effects the experience of trauma has on the lives of persons and the healthcare workforce (SAMSHA, 2014). It avoids implicit and explicit bias, supports the creation of a welcoming, inclusive environments, and prevents re-traumatization in systems and relationships.

Fitzpatrick College of Nursing Organizing Framework

Model uses a 3-pronged approach to the Curriculum Revision: content, learning experiences, and teaching strategies



BSN Program Outcomes

At the completion of the program, the student will be able to:

1. Value the uniqueness and diversity among individuals, through the study of various disciplines and cultures within the context of Catholic Augustinian ideals.
2. Synthesize current, relevant sources to implement safe, evidence-based nursing practice.
3. Deliver safe, competent, equitable and compassionate person-centered care in any setting.
4. Use the nursing process to provide person-centered care based on safe clinical judgment.
5. Apply information, innovation, and technology to provide optimal healthcare for individuals, families, communities, populations, and self within systems-based practice and all settings.
6. Provide trauma-informed care that is culturally congruent and spiritually based to individuals, families, communities, populations, and self with particular attention to meeting the needs of vulnerable populations and those experiencing health inequities.
7. Incorporate various strategies to communicate effectively with individuals, families, communities, populations, colleagues, and other healthcare professionals to achieve quality person-centered care.
8. Demonstrate leadership in collaborating with the interprofessional team, improve health, impact health policy, promote diversity, and advance the nursing profession.
9. Demonstrate the values and ethics of the nursing profession, which includes advocacy, global awareness, accountability, social responsibility, collegiality, interprofessional collaboration, life-long learning, resilience, and self-care.
10. Demonstrate scholarly analytical skills to advance the science of nursing.
11. Evaluate and promote nursing's role in addressing issues related to health impact of climate, disasters of environmental and human origin, and movement of populations.

Villanova University

M. Louise Fitzpatrick College of Nursing Traditional Four-Year BSN Students

Villanova University College of Nursing Undergraduate Curriculum Plan Traditional Four-Year BSN Students

<u>Freshman (Fall)</u>	<u>Credits</u>	<u>Freshman (Spring)</u>	<u>Credits</u>
NUR 1102 Introduction to Professional Nursing	2	NUR 1104 Introduction to Professional Nursing Practice	2
Augustine Cultural Seminar: 1000 Ancients	3	Augustine Cultural Seminar: 1001 Student Moderns	3
THL 1000 Christian Faith and Life	3	ENG 1050 The Literary Experience	3
PSY 1000 General Psychology	3	PHI 1000 Knowledge, Reality, Self	3
CHM 1131 General Chemistry I	3	SOC 1000 Intro to Sociology	3
CHM 1107 General Chemistry Lab I	1	CHM 1134 General Chemistry II	3
	15	CHM 1108 General Chemistry Lab II	1
			18
<u>Sophomore (Fall)</u>	<u>Credits</u>	<u>Sophomore (Spring)</u>	<u>Credits</u>
NUR 2204 Health Assessment	2	NUR 2206 Essentials of Nursing Practice	2
NUR 2205 Practicum in Health Assessment	1	NUR 2207 Prac in Essentials of Nsg Prac	2
BIO 1205 Human Anatomy & Physiology I	4	NUR 2810 Research and Scientific Evidence in Nsg Pra	3
BIO 1181 Microbiology and Genetics	3	BIO 1206 Human Anatomy & Physiol II	4
PSY 3200 Human Development	3	*Elective	3
NTR 2120 Principles of Nutrition (OR STAT 1250 Statistics in Health Care Res OR *Elective)	3	STAT 1250 Statistics in Health Care Res (OR NTR 2120 Principles of Nutrition)	3
	16		17
<u>Junior (Fall)</u>	<u>Credits</u>	<u>Junior (Spring)</u>	<u>Credits</u>
NUR 3114 Nsg Care of Adults and Older Adults	6	NUR 3118 Nsg Care of Women & Childbearing Family	3
NUR 3115 Practicum in Nsg Care of Adults and Older Adults	6	NUR 3119 Practicum in Nsg Care of Women and Childbearing Families	3
NUR 3030 Concepts in Pharmacology	3	NUR 3120 Psychiatric and Mental Health Nursing	3
NUR 3108 Pathophysiology	3	NUR 3121 Practicum in Psychiatric and Mental Health Nursing	3
	18	NUR 3122 Imperatives for Global and Public Health	3
		PHI 2115 Ethics for Health Care Prof	3
			18
<u>Senior (Fall)</u>	<u>Credits</u>	<u>Senior (Spring)</u>	<u>Credits</u>
NUR 4104 Nsg. Care of Adults & Older Adults With Complex Health Problems	3	NUR 4112 Health Promotion & Home Health in the Community	3
NUR 4105 Practicum in Nsg. Care of Adults & Older Adults w/ Complex Health Problems	3	NUR 4113 Practicum in Health Promotion & Home Health in the Comm	5
NUR 4108 Nsg Care of Children and Adolescents	3	NUR 4116 Leadership & Management Health Care	2
NUR 4109 Practicum in Nsg Care of Children and Adolescents	3	NUR 4117 Field Work in Leadership & Management in Health Care	3
NUR 4114 Nursing and Health Policy	2	NUR 4200 Seminars in Selected Topics	1
*Elective	3	*Elective	3
	17		17
		Total Credits	136

* Students are required to select three electives courses: One upper level theology (in addition to THL 1000), one Social Studies (history, political science or economics) and one free elective in an area of the students' interest.

Required Courses: (For class of 2026 and prior)

CHEMISTRY - 8 required credits must be taken in the first level prior to sophomore biology courses.

AUGUSTINE AND CULTURE - 6 required credits specified as
THE VILLANOVA UNIVERSITY SEMINAR - ACS 1000 and ACS 1001 and must be taken in the first level coursework.

ENGLISH - 3 required credits are usually taken during the first level coursework.

PSYCHOLOGY - 6 credits are specified on the plan and must be completed prior to junior year.

THEOLOGY - 3 credits specified as THL 1000 and taken in the first level coursework. 3 additional elective credits taken at the 2000 level or above in the program.

SOCIOLOGY - 3 credits specified as SOC 1000.

PHILOSOPHY - 3 credits specified as PHI 1000, and 3 credits specified as PHI 2115, taken in junior or senior year.

STATISTICS - 3 credits of statistics usually taken in sophomore year. This course must be taken prior to or concurrently with Nursing Research.

Elective Courses

These may be placed at various points of the program.

SOCIAL STUDIES - 3 elective credits – choice of history, political science, or economics.

FREE ELECTIVE - 3 credits may be taken at any time in the program (unspecified) and should enhance student personal and professional growth.

Undergraduate Curriculum plan (For class of 2027 and beyond)

Villanova University
College of Nursing
Revised Undergraduate Curriculum
Plan Traditional Four-Year BSN
Students

<u>Freshman (Fall)</u>	<u>Credits</u>	<u>Freshman (Spring)</u>	<u>Credits</u>
NUR 1102 Introduction to Professional Nursing	2	*NUR 1104 Introduction to Professional Nursing Practice	2
Augustine Cultural Seminar: 1000 Ancients	3	Augustine Cultural Seminar: 1001 Moderns	3
BIO 1205 Anatomy & Physiology I	4	ENG 1050 The Literary Experience	3
PSY 1000 General Psychology	3	BIO 1206 Anatomy & Physiology II	4
CHM 1135 General Organic & Biochemistry Lecture/Recitation	4	NUR 1105 Social Justice and Health Equity in Professional Nursing	3
CHM 1105 General Organic & Biochemistry Lab	1		
	17	THL 1000 Christian Faith & Life	3
			18
<u>Sophomore (Fall)</u>	<u>Credits</u>	<u>Sophomore (Spring)</u>	<u>Credits</u>
NUR 2204 Health Assessment	2	NUR 2206 Essentials of Nursing Practice	2
NUR 2205 Practicum in Health Assessment Elective (SS)	1	NUR 2207 Prac in Essentials of Nsg Prac	3
BIO 1181 Microbiology & Genetics + Lab	4	SOC 1000	3
PSY 3200 Human Development	3	*NUR 2108 Pathophysiology	3
NTR 2120 Principles of Nutrition		PHI 1000 Knowledge, Reality, Self	3
(OR MAT 1250 Statistics in Health Care Res)	3	STAT 1250 Statistics in Health Care Res	
	16	(OR NTR 2120 Principles of Nutrition)	3
			17
<u>Junior (Fall)</u>	<u>Credits</u>	<u>Junior (Spring)</u>	<u>Credits</u>
NUR 3104 Nursing Care of Adults & Older Adults I	5	NUR 3106 Nursing Care of Adults & Older Adults II	5
NUR 3105 Psychiatric and Mental Health Nursing	5	NUR 3107 Nursing Care of Women and Families	5
NUR 3031 Basic Concepts in Pharmacology	3	NUR 3131 Applied Pharmacology in Nurs Prac	2
*NUR 3810 Research and Scholarship in Nursing Practice	3	*NUR 3122 Imperatives for Global & Public Health	3
	3	PHI 2115 Ethics for Health Care Professionals	3
	16		18
<u>Senior (Fall)</u>	<u>Credits</u>	<u>Senior (Spring)</u>	<u>Credits</u>
NUR 4111 Nursing Care of Adults and Older Adults with Complex Health Problems	5	NUR 4120 Community and Population Health	7
NUR 4115 Nursing Care of Children and Adolescents	5	NUR 4121 Knowledge Integration for Professional Nursing Practice	2
*NUR 4119 Nursing Leadership and Health Policy	3	NUR 4122 Transition to Professional Nursing Practice	3
NUR 4031 Safe and Effective Pharmacological and Parenteral Therapies	2	NUR 4200 Seminars in Selected Topics	1
	15	*Free Elective	3
			16
		Total Credits	133

Students are required to select two elective courses: One Social Studies (history, political science or economics) and one free elective in an area of the students' interest. Students can take up to 19 credits in a semester (or up to 21 credits with permission from the Associate Dean for Undergraduate Program. Courses designated with a * can be taken at the Honors level.

Required courses: (For class of 2027 and beyond)

CHEMISTRY – 5 required credits must be taken in the first level.

ANATOMY AND PHYSIOLOGY – 8 credits must be successfully completed in the first level.

AUGUSTINE AND CULTURE - 6 required credits specified as
THE VILLANOVA UNIVERSITY SEMINAR - ACS 1000 and ACS 1001 and must be taken in the first level coursework.

ENGLISH - 3 required credits are usually taken during the first level coursework.

PSYCHOLOGY - 6 credits are specified on the plan and must be completed prior to junior year.

THEOLOGY - 3 credits specified as THL 1000 and taken in the first level coursework.

SOCIOLOGY - 3 credits specified as SOC 1000 completed prior to Junior year.

PHILOSOPHY - 3 credits specified as PHI 1000, and 3 credits specified as PHI 2115, taken in junior year.

STATISTICS - 3 credits of statistics taken in sophomore year. This course must be taken prior to Research and Scholarship in Nursing Practice.

PHARMACOLOGY – 7 credits completed throughout curriculum as scheduled.

Elective Courses

These may be placed at various points of the program.

SOCIAL STUDIES - 3 elective credits – choice of history, political science, or economics.

FREE ELECTIVE - 3 credits may be taken at any time in the program (unspecified) and should enhance student personal and professional growth.

Program Plan: Accelerated BSN Track for College Graduates (BSNExpress) 2023 Curriculum Plan/Implementation May of 2026

Summer (Session One)	Credits	Summer (Session Two)	Credits
NUR 1102 Intro to Professional Nursing	2	NUR 3104 Nsg. Care of Adults & Older Adults	5
NUR 1104 Intro to Professional Nsg. Prac	2	NUR 3105 Psychiatric & Mental Hlth Nursing	5
NUR 2204 Health Assessment	2	NUR 3031 Basic Concepts Pharmacology (online)	3
NUR 2205 Prac. In Health Assessment	1		
NUR 2206 Essentials of Nursine Practice	2		

Second Degree BSN FLEX Course Sequence Revised Curriculum

<u>Fall (Semester One) 1st 7 weeks:</u>		<u>Credits</u>	<u>Spring (Semester Two)</u>		<u>Credits</u>
NUR 1102	Introduction to Professional Nursing	2	NUR 3104	Nsg Care of Adults & Older Adults	5
NUR 2204	Health Assessment	2	NUR 3105	Psychiatric & Mental Hlth Nursing	5
NUR 2205	Prac. In Health Assessment	1	NUR 3031	Basic Concepts Pharmacology	3
2nd 7 weeks:			<u>NUR 1105 Social Justice and Health Equity in Prof Nursing</u>		<u>3</u>
NUR 1104	Introduction to Professional Nursing Prac	2	Total		16
NUR 2206	Essentials of Nursing Practice	2			
NUR 2207	Prac in Essentials of Nsg. Practice	3			
Total		12			

<u>Summer (Semester Three)</u>	<u>Credits</u>	<u>Class/Clinical Times:</u>
NUR 2810 Research & Scientific Evidence in Nursing Practice	3	Online course- first summer session (Late May-June)
PHI 2115 Ethics of Health care or 8964 (Clinical Ethics)	3	Online
Total	6	

<u>Fall (Semester Four)</u>	<u>Credits</u>	<u>Spring (Semester Five) -</u>	<u>Credits</u>
NUR 3107 Nsg. Care of Women & Families	5	NUR 4111 Nsg Care of Adults & Older Adults	
NUR 3106 Nsg. Care of Adults & Older Adults II	5	w Complex Health Problems	5
NUR 3122 Imperatives for Global & Public Health	3	NUR 4115 Nsg Care of Children & Adolescents	5
<u>NUR 3131 Applied Pharmacology in Nursing Practice</u>	<u>2</u>	NUR 4119 Nursing Leadership & Health Policy	3
Total	15	NUR 4031 Safe & Effective Pharm & Parenteral Therapies	2
		<u>NUR 4200 Seminar in selected topics</u>	<u>1</u>
		Total	16

<u>Summer (Semester Six)</u>	<u>Credits</u>	<u>Class/Clinical Times:</u>
NUR 4120 Community and Population Health	7	
NUR 4112 Transition to Professional Nursing Practicum	3	
<u>NUR 4121 Knowledge Integration for Professional Practice</u>	<u>2</u>	
Total	12	

Bachelor of Science in Nursing, Honors Degree

Each year, a select group of incoming nursing students are invited to join the University Honors Program. Starting with the class of 2024 and beyond, the FCN, in conjunction with the Honors Program, offers a group of unique cohort classes through which students fulfill part of their core requirements through an integrated sequence of themed courses: independent research, core and upper-level seminars, and capstone experiences. The academic requirements for the *Nursing, Honors Degree* are listed below.

Academic Requirements:

- Students must maintain a minimum of 3.33 cumulative GPA to attain any Honors credential.
- Complete ten (10) Honors classes, including:
 - Junior experience (NUR 3108-H: Pathophysiology or NUR 3122-H: Imperatives for Global and Public Health)
 - Senior capstone (NUR 4117-H: Leadership Practicum)
 - Remaining requirements selected from Honors Program course offerings (sections with “H” or HON). Typically for Nursing students in Honors, this would include courses such as:
 - ACS 1000
 - ACS 1001
 - THL 1000
 - Upper Level THL
 - PSY 1000
 - SOC 1000
 - PHI 1000
 - Social Science elective
- Nursing students can also attain Honors credit in the following ways:
 - Graduate courses, up to 2 for the Honors Degree
 - Contracting non-Honors courses not regularly offered through the Honors program (up to 2 for the Honors Degree)
 - Study abroad courses approved by the Honors Director (up to 6 credits)
 - Honors Independent Study/Research

For additional questions about the Honors Program, please click [here](#).

Beginning in August 2023, FCN will launch a revised nursing curriculum which will include Honors designated courses, offering a new curriculum towards the Nursing, Honors Degree (BSNH). The Honors program selects all FCN students prior to their first year, averaging 12 FCN BSNH students per cohort.

The FCN Honors course offerings in the revised curriculum will be didactic, keeping the BSNH cohort together. This will help to foster a sense of group cohesion and belonging with opportunities to thrive.

Honors designated courses will require syllabi that identify the expectations and assignment descriptions for the Honors enrolled students. There must be documented

differences between the Honors course and the non-honors course. For the Class of 2027 and beyond, the new Nursing Honors course offerings will be required towards the Nursing, Honors Degree (BSNH).

NEW Nursing Honors course offerings (15 credits):

First year:

- NUR 1104-H: Introduction to Professional Nursing Practice (2)

Second year:

- NUR 2108-H: Pathophysiology (3)

Third year:

- NUR 3122-H: Imperatives for Global and Public Health (3)
- NUR 3810-H: Research and Scholarship in Nursing Practice (3)

Fourth year:

- NUR 4119-H: Nursing Leadership and Health Policy (3)
- NUR 4200-H: Nursing Seminar (1)

Global Health Minor

Please click [here](#).

Other Minors and Concentrations

Students interested in pursuing other minors should discuss it with their advisor and the chair of the department in which they are interested in applying for the minor.

The Faculty

Faculty members facilitate learning, evaluate, and advise students in the College of Nursing concerning their academic and professional growth. A faculty advisor is assigned to each student upon entry into the FCN. The faculty member serves as the student's advisor throughout the student's college program. It is the student's responsibility to seek out the advisor for consultation related to plans for course of study, academic difficulties, and special problems that may arise.

All faculty members are master's prepared, and the majority have doctorates. Faculty are actively involved in professional and community organizations such as the American Nurses' Association, the National League for Nursing, The American Association of Colleges of Nursing, The International Nursing Association of Clinical and Simulation Learning or other organizations that relate

to their specialty. Each faculty member has a particular area of clinical expertise from which they draw examples to enhance the student's learning. The faculty serve as resources in the classroom and clinical and simulation settings using lecture, discussion, group presentation, and small group study, and by acting as role models. It is each student's responsibility to read, study, and question further to enhance individual knowledge and to become a well-prepared, professional nurse.

Faculty members evaluate students in classroom and clinical settings. Examples of evaluative methods used in the classroom include essays, objective tests, scholarly papers, presentations, projects, and participation in class. Clinical evaluations measure each student's ability to implement theoretical concepts in the clinical setting and the quality of performance determined by clinical preparation and work presentations, written work, and projects.

Students are encouraged to contact professors if they have any questions concerning course work, membership in professional nursing organizations, and nursing externship and career recommendations. Faculty members are an excellent resource for students that should be utilized.

Advisement System

Each student must take responsibility to meet with their advisor on an ongoing basis. This assures that academic requirements are fulfilled in the appropriate sequence. ***It is the responsibility of the student to annually review completed course work with their advisor and ensure that they are meeting degree requirements.*** Advisors are available during posted office hours or by appointment. Posted office hours can be found on file in the Department Office. In addition to academic planning, it is to the student's benefit to know their advisor. When references are required for employment purposes, advanced study following graduation, and letters of support related to campus-wide activities, it is the advisor who should be asked for assistance. The student should provide their advisor with a list of the many activities and achievements that have been earned to assist in the writing of the letter of recommendation. The relationship between the student and faculty advisor should be positive. Students can request a change of advisor by contacting the Associate Dean for College and Student Services.

Course and Teacher Evaluations Survey

Each semester in every nursing course and at the completion of each clinical nursing rotation, students are provided the opportunity to evaluate the professor(s) and course. The process is as follows:

- Course and Teacher Survey (CATS) for classroom and clinical courses are distributed electronically at the completion of the course.
- The student completes the evaluation form in a constructive, professional manner, and returns the evaluation electronically.

- The CATS are then processed by the Office of Strategic Planning and Institutional Effectiveness.

The completed summation of the evaluations and all written comments included on the evaluation sheets are returned from the Office of Strategic Planning and Institutional Effectiveness to the individual professor. A summation of the evaluations and all written comments are provided to the Dean, Vice Dean, and Associate Deans. The CATS are a serious part of faculty evaluation, and students should make every effort to provide constructive feedback in a professional manner.

Complaints about Faculty and Grades

Villanova University has a set of procedures for resolving student complaints about faculty performance or about grades. A student who has concerns about either of these issues should, if possible, discuss the problem directly with the faculty member. If this is not possible, the student should contact the program director or Associate Dean of the respective program who will provide the student with a copy of the procedures and, if the student wishes, review the process involved. If the student is, for good reason, reluctant to contact the program director or Associate Dean, the student may also contact the Dean of the faculty member's college. A copy of the procedures is also available on request from the Office of the Provost, 103 Tolentine Hall 610-519-4525. The complete policy can be found [here](#).

Grievance Procedure

If a student has a grievance within a nursing course, the student is advised to speak with the individual teaching the course. If the problem is not resolved at this level, it may be taken to the Course Leader, Program Director/Clinical Director, and Associate Dean of the Undergraduate Program in that order as appropriate. Please carefully check the Grievance Procedure for important dates. Please use [this link](#) for additional information.

Administration of the College of Nursing

In addition to the Dean, the Vice Dean for Academic Affairs, Associate Dean for College and Student Services, and Associate Deans of the Programs carry responsibility for the management of the academic programs. Questions concerning courses in the FCN should be directed to the appropriate Associate Dean of the respective program.

Policies And Procedures

Policies and procedures of the FCN are designed to assist the student in progression through the academic program. The Villanova University Catalog, the Student Handbook of the FCN, and the Villanova University Student Handbook ([The Blue Book](#)) all contain vital information with which the student should become familiar. The student is held responsible for knowing and meeting the requirements the books contain. College students are expected to take responsibility in planning and participating actively in learning. Guidelines have been developed to assist each student in the process.

Academic Requirements for Retention and Graduation

For the University's requirements regarding Academic Standing, please click [here](#).

The FCN grading scale is as follows:

Grading Scale:	A	=	93 - 100
	A-	=	90 - 92
	B+	=	87 - 89
	B	=	83 - 86
	B-	=	80 - 82
	C+	=	77 - 79
	C	=	73 - 76
	C-	=	70 - 72
	D+	=	67 - 69
	D	=	63 - 66
	D-	=	60 - 62
	F	=	Below 60

Grading System

Please click [here](#) to see the university grading system.

Academic Policies

Students are expected to abide by the policies and professional standards established by the FCN. The FCN reserves the right to change program requirements without prior notice to reflect advances in the professional field. If a student withdraws from the FCN and is readmitted later, the requirements in effect at the time of readmission will be applied.

- A grade of "C" or better must be attained in all nursing (NUR) courses and select science and nutrition courses for progress in the nursing major. Students who receive less than a "C" in any NUR course, BIO 1205, BIO 1206 or NTR 2120, must repeat the course(s) and will be reviewed by the

Academic Standing and Records Committee. This applies whether the course is taken at Villanova University or another institution.

- Only one nursing course or selected biology and nutrition course may be repeated in the curriculum. An unsatisfactory grade (grade less than a “C”) of a second nursing course or selected Biology and Nutrition courses will result in dismissal from the nursing program.
- A required course may be repeated once prior to dismissal from the program.
- Students must achieve a weighted examination average of 73% or better in all nursing theory courses that are paired with a lab or parallel clinical course. If the weighted examination average is below 73%, the final course grade recorded will be the weighted examination average. The course numbers are: NUR 2204, NUR 2206, NUR 3114, NUR 3118, NUR 3120, NUR 4104, NUR 4108, and NUR 4112. The student must also achieve a 73% or better in the overall course grade.
- When calculating final course grades: all numerical grades are reported at the level of two decimal places and are used in that form to calculate a final numerical grade. The final grade is rounded at a single decimal place to a whole number, which correlates to a letter grade. Grades at 0.4 and below are rounded down to the whole number. For example, a final course grade of 72.499 would round down to a 72. Grades at 0.5 and above are rounded up to the whole number. For example, a final course grade of 72.50 would round up to a 73. There is no double rounding and as a result hundredths of a point are not considered in rounding.
- Students must satisfactorily complete, in sequence, the required first level and sophomore-level courses, with a quality point average (QPA) of 2.0 to advance to junior level courses with a clinical component, i.e.: NUR 3114-3115.
- Students must successfully complete, in sequence, courses in the nursing major as indicated in the curriculum plan. In rare instances permission to take courses out of sequence may be granted at the discretion of the Associate Dean of the Undergraduate Program.
- The College of Nursing reserves the right to place on probation or withdraw any student whose performance or behavior is deemed unsatisfactory.
- International students who are in the BSN program, but who are not expatriates residing permanently or working in the United States should meet with the Associate Dean of the undergraduate program to discuss implications for NCLEX and licensing.
- Preparation for Registered Nurse Licensing Examination:

- Students enrolled in the baccalaureate program leading to initial licensure as registered nurses are required to take a national licensure exam (NCLEX-RN) after completion of the baccalaureate degree. To prepare students for this examination, standardized tests are administered and evaluated as part of final course grades beginning in the sophomore year; test costs are assumed by the student.
- All senior nursing students are required to demonstrate successful achievement on a designated predictive NCLEX-RN readiness assessment examination prior to graduation. This examination, in combination with any required remediation, must be successfully completed as a prerequisite to certification by FCN as part of the application process for state licensure.

Probation

A student is placed on academic probation in the FCN when:

- A required course is failed.
- A grade less than "C" is earned in science, nutrition, or nursing courses.
- The QPA is below 2.0 in any given semester.

A student on academic probation will normally be allowed only one semester to achieve the required quality point average. While on academic probation it is recommended that the student be limited to a schedule of four courses with accompanying labs and it is also recommended that the student limit their extracurricular activities. ***Students must complete a mandatory intervention plan.*** Students who do not complete the plan will remain on academic probation. Only credits earned within Villanova University or in formally approved inter-institutional programs will be considered in determining the cumulative quality-point average. Credits and grades earned in the summer at other colleges are not counted in the quality point average.

To qualify for a bachelor's degree, a student, in addition to completing all the studies prescribed for the degree sought, must earn a cumulative quality point average of at least 2.00. The record of any student falling below 2.00 in any given semester will be reviewed by the Academic Standing and Records Committee for appropriate action.

Satisfactory progress toward the degree, as delineated above, is not to be equated with being a student in good standing. A student in good standing is one who has a cumulative quality-point average above 2.00.

A student must complete the final 30 credit hours of an academic program at Villanova University.

Dismissal

The FCN reserves the right to dismiss any student whose performance is deemed unsatisfactory. A dismissal from the FCN may be appealed in writing addressed to the Dean of FCN. All appeal letters and supporting evidence will be reviewed by the Dean

and a decision will be communicated to the student in writing. While all appeal letters will be reviewed, submission of an appeal does not guarantee reinstatement into the FCN.

Academic Advancement Progression

In circumstances involving those students who have entered Villanova University through the Academic Advancement Program, satisfactory progress of the student will be determined by the Academic Standing and Records Committee and/or Dean of the College in which the student is matriculated. If, due to poor high school preparation, additional time is necessary for the student to complete the requirements towards graduation, the student will be viewed as being in a five-year program. Satisfactory progress will be viewed accordingly.

Advanced Placement

Students may obtain credit for college-level courses based on their high school performance on the Advanced Placement (AP) Examinations administered by The College Board. Credit may be awarded for courses in History, Chemistry, English, Psychology, Political Science, Statistics, Economics, and elective courses. The FCN does not accept AP credits for Anatomy and Physiology, Nutrition, or Microbiology.

Students must achieve a score of 4 or 5 on the AP Examination for credit to be awarded. Students admitted to the College of Nursing will be required to provide official notification to the Registrar's Office of earned AP credits to be transferred in by the completion of the first semester of enrollment.

After being awarded credit by means of the Advanced Placement Examinations given in high school, the student has three options:

1. Not accepting the course credit, thereby taking the corresponding Villanova University course.
2. Accepting the credit and taking additional courses.
3. Accepting the credit and not taking additional courses.

In other words, the awarding of course credit through Advanced Placement Examinations may or may not affect the student's academic program. The final choice is up to the student.

Students should contact the Associate Dean of the Undergraduate Program or the Director of Recruitment and Enrollment Management to explore the implications of Advanced Placement.

Dual Enrollment/Pre-Matriculated Credit

College-level work completed prior to high school graduation may be awarded transfer credits upon receipt and review of the following: (1) an official letter

from the high school principal, secondary school counselor or other educational professional describing the college-level program of study; (2) an official letter from the college/university stating that the courses were taught by members of the regular faculty, open to enrollment by and graded in competition with regularly matriculated undergraduates at the college and a regular part of the normal curriculum published in the college catalog; (3) a course syllabus; and (4) an official, seal-bearing transcript from the college/university showing a grade of C or better. Credit or advanced standing for courses taught at the high school will not be accepted. Credit or advanced standing for courses in which the class is comprised of only high school students will not be accepted. With respect to courses taught in a distance learning format, and for other requirements, each academic program will review on a case-by-case basis. Each supporting document is to be sent to Cheryl Wert (Cheryl.wert@villanova.edu). Villanova University, Nursing, 800 Lancaster Avenue, Villanova, PA 19085.

Dual Enrollment, AP and IB credits that have been earned by a student to be considered for credits here at Villanova must officially be submitted no later than the end of the first semester. Credits submitted after the first semester may not be eligible to be transferred in for credit.

Undergraduate Students Enrolling in Graduate Level Courses

1. Have a 3.0 Cumulative QPA
2. A 3.5 QPA is required to request enrollment in NUR 8904 Nursing Research
3. Have written approval of the Associate Dean of the Undergraduate Program
4. Must have sufficient background and preparation for the course requested
5. Approval may be granted for ONLY one graduate course per semester
6. A maximum of three courses (9 credits) can be counted towards both the BSN and MSN degrees

Satisfactory/Unsatisfactory

Students in the FCN may take their free elective on a satisfactory/unsatisfactory basis. Approval is needed from the Associate Dean of the Undergraduate Program. The following regulations apply:

- The satisfactory/unsatisfactory grade will be shown on the student's official record.
- No grade points are awarded for passing the course; hence the QPA is not affected. The grade "S" equates to a grade of "C" or better.
- A student must declare election of the satisfactory/unsatisfactory option by the end of the drop/add period.

Admission to Closed Sections of Courses

Students will not be permitted to enroll in closed sections of nursing courses. Exceptions to this rule will be made only by Associate Dean of the Undergraduate Program and only when a student must enroll in the specific section in order to complete the requirements which are necessary for progression in the program or graduation.

Program Requirements

- An entrance physical examination, selected diagnostic tests, and designated immunizations and titers are required of all Villanova University students.
- Prior to entry into sophomore level clinical (NUR 2207), students are required to be certified in Basic Cardio-Pulmonary Resuscitation (CPR). The certification must be BLS for Healthcare Providers through the American Heart Association or The American Red Cross. Continuing re-certification is the responsibility of the student throughout the remainder of the program.
- Prior to entry into junior level clinical (NUR 3115), students are required to have an additional physical examination with selected diagnostic tests and immunizations as outlined by the FCN.
- All materials concerning health examinations, diagnostic tests, immunizations, health screening, and CPR are course requirements. Compliance requirements must be met within one week of the start of any semester in which the student is enrolled in a clinical course. Students who fail to meet compliance requirements will not be permitted to attend class or clinical experiences. Clinical absences due to missed compliance requirements will be considered unexcused and subject to the clinical makeup fee.
- As a prerequisite to entry into clinical settings, all students are required to have criminal background checks that comply with the Older Adult Protective Services Act and Child Protective Services Law as well as urine drug screening, PA Child Abuse History Clearance, and FBI fingerprinting (see Appendix A for complete policy).

Dean's List and Graduating with Honors

To qualify for the Dean's List in the FCN, a student must be a full-time student, registered for a minimum of 12 credits, and achieve a semester QPA of 3.5 in that semester, with no non-passing or missing grades on the semester report. The Dean's list is awarded in fall, spring, and summer semesters.

At graduation students receive honors of three kinds (summa cum laude, magna cum laude, cum laude) after being approved for such honors by the faculty and

administration of the University. To be eligible for these honors, students must attain a minimum cumulative QPA of 3.90, 3.75, 3.50, respectively, and at least sixty credits of graded course work (not including Satisfactory/Unsatisfactory courses) must have been taken at Villanova University. For more information, please see the University policy [here](#). Please note, most second-degree students will not have 60 credits of graded Villanova course work and are therefore not eligible to receive honors at graduation.

Authorized Withdrawal from a Course

Please see the University's policy regarding withdrawing from a course [here](#).

Scholastic Load

A student must take a minimum of 12 credits a semester to be a full-time student. A normal scholastic load is defined by the program set forth in this Handbook. Permission to take fewer than 12 credit hours may be obtained in exceptional circumstances with the written approval of the Associate Dean of the Undergraduate Program. Students applying for financial aid or campus housing must be enrolled in 12 credits. See the University policy [here](#).

Traditional and transfer students are permitted to register for up to 19 credits in a semester, with greater than 19 credits per semester considered an overload. Second Degree BSN students are permitted to register for the normal scholastic load indicated for their track, with additional credits considered an overload. Students who wish to overload may do so only with the permission of the Associate Dean of the Undergraduate Program.

Study Abroad Opportunities

The FCN, in conjunction with the Office of Education Abroad, is pleased to offer a variety of opportunities for Nursing students to study in an overseas university during their course of studies.

The FCN offers a study abroad program in Dingle, Ireland in conjunction with Sacred Heart University during the Fall semester of sophomore year. In addition, the FCN offers a year-long study abroad program with the University of Manchester in Manchester, England. In both cases, students will work closely with their academic advisors to craft their plan of study to ensure transfer of credits and an on-time graduation with their classmates. The Manchester Program requires some changes in the first-year course of study; any first-year who is interested should contact the Associate Dean of the Undergraduate Nursing Program or their academic advisor as early as possible.

Nursing students may participate in international opportunities offered by the FCN as elective experiences. A nursing major may also participate in any of the summer or semester study abroad programs approved by the University and administered by the Office of Education Abroad. However, since these are not nursing programs, students who participate need to change their course of study and may graduate later than their graduation class. Interested students should see

the detailed discussion of International Studies in the Villanova University Catalog or contact the Office of Education Abroad, Middleton Hall, second floor, (phone 610-519-6412).

Withdrawal from the University and Leave of Absence

Students occasionally leave the University either on a temporary or permanent basis; the College follows the University policy shown [here](#).

Leave of Absence (LOA)

See University policy [here](#).

Medical Leave of Absence (MLOA)

See University policy [here](#).

Withdrawal from the University

See University policy [here](#).

Unauthorized Withdrawal

See University policy [here](#).

Transfer Credit from Another University

See University policy [here](#).

State Authorization

Colleges and universities that provide distance education must have authorization in every state or jurisdiction where they have students engaging in distance learning. Please refer to the Office of the Provost's website for important notices for distance education and out-of-state clinical learning experiences available [here](#).

Student Responsibilities While in The M. Louise Fitzpatrick College of Nursing

The major purpose of our baccalaureate program is to serve the educational needs of students who are preparing to be professional nurses able to meet the health and nursing needs of society. A commitment to a profession entails more responsibilities than rights. In view of this, the following are responsibilities of Villanova University Nursing Students:

Attendance

Each student is expected to attend all theory and clinical sessions (including SLRC sessions) and to demonstrate preparedness during these meetings. Absence can be cause for course failure. It is the professional responsibility of the student to orally inform their clinical instructor of a clinical absence before the start of the clinical day and if/when they leave the clinical area.

Missed Class or Clinical Practicum/Laboratory Procedure

- Attendance on all designated clinical days (practicum at clinical agencies, clinical pre- and post- conferences, simulation and learning labs, virtual simulation or field trips) **is required** to meet the course objectives. All clinical time will be made up at the discretion of the Course Leader. FCN is not obligated to provide virtual makeup assignments.
- Clinical absences are deemed excused or unexcused. Please see the following table for examples of each – **this is not an exhaustive list of examples.**
All clinical absences, regardless of reason, must be verbally communicated to clinical faculty prior to the start of the clinical day. Please follow the guidelines established by your clinical instructor.
- All **unexcused** clinical practicum hours will be assessed a fee of **\$150 for each 6 hours of missed clinical time**, paid by the student directly to the Bursar's Office. Payment of this fee will be at the discretion of the Associate Dean of Undergraduate Program. All students have an opportunity to appeal the fee, in writing, directly to the Associate Dean within one week from date of notification.

Excused Absence	Unexcused Absence
Personal Illness	Interview for a new job
Family Illness that requires student intervention/care	Employment
Family Death	Vacation
Attendance (with approval) at conference or leadership event representing Villanova University	Flights arranged prior to or after an academic break
University or College approved activities	Preparation for or completion of an examination
	Personal commitments
	Fail to submit all compliance documents

- As per course objectives, unexcused absences from the assigned clinical practicum/laboratory may constitute failure for that clinical day and may result in failure for the course.
- Documentation for clinical absences is required within 48 hours of the absence to the Course Leader and the Director of Clinical Placement and Community Partnerships. For illness, all students need to be seen by the Student Health Center or provide documentation from their healthcare provider that they were seen on the day of the absence and are cleared to return to clinical. Verification of your Student Health Center visit will be done by FCN faculty. For verification of the death of a family member, students must submit one of the following: an obituary, death certificate, holy card, funeral home website, or memorial pamphlet. Further verification of these items may be required. For all other personal emergencies, a written personal statement with supportive documentation as applicable must be submitted. All documentation should be submitted via the Absence Reporting Form found in [MyNova](#).
- Greater than 2 or more missed clinical days (two 6-hour days; one 12-hour day) for a specific course may result in a failure to meet the clinical objectives and therefore will constitute a failure of the course.
- Students who do not submit all compliance documentation (i.e., Complio) including requirements outlined in Complio and facility-specific onboarding by the submission due date will not be allowed to attend in person clinical and this will result in an unexcused absence and assessment of the clinical make-up fee. The make-up fee will be assessed for each missed clinical day until the compliance documentation is satisfactory.

Promptness

In the interest of protecting the right of another student to uninterrupted classes, each student should arrive to class and lab prior to the starting time. Likewise, when the student is attending a clinical experience where they are responsible to other students at conference time, as well as to clients and staff, promptness is essential.

Preparation

Each student is expected to be prepared for class, clinical assignment, and simulation events. Failure to be prepared or submit assignments may be cause for faculty to request a student to leave the classroom or clinical setting and/or assign a lower or failing grade. It is the responsibility of the student to check daily and respond appropriately to their Villanova University email account. Critical information and updates will be provided to students through email.

Professional and Academic Responsibilities of Students

Upon entering a program of study to become a nurse, each student assumes the responsibility and trust which society places in the nursing profession, and the obligation to adhere to those values, standards, and ethical behaviors set forth by the profession. A basic principle of nursing practice is respect for the dignity and worth of the individual and the individual's right to privacy and confidentiality.

Nursing students are accountable for the care they provide under the supervision of the faculty. It is the personal responsibility of each student to provide safe, competent care within the limits of their education and experience and to recognize the obligation for continuous development of knowledge and skill to prevent harm to any person receiving care.

Truthfulness in all matters is necessary to ensure professional standards of nursing care. In addition, accepting responsibility for one's own actions and seeking consultation and direction from the professor is expected. Students are expected to abide by the policies outlined in the [Villanova University Student Handbook \(The Blue Book\)](#).

Freedom from illegal, mind-altering, or addictive substances which can impair judgment is imperative if the health, welfare, and safety of persons receiving care are to be protected. See University policies on [alcohol](#) and [drugs](#).

All students are expected to carry out their academic responsibilities, both in the classroom and clinical settings, in a manner consistent with the standards of the nursing profession, the philosophy of the FCN and Villanova University, and the stipulations of the legal guidelines that govern practice. For example, the American Nurses Association (ANA) Code of Ethics stipulate that professional nurses demonstrate: 1) respect for others; 2) promote a culture of safety; 3) protect patient health and safety by acting on questionable practice; and 4) maintain and improve the ethical environment and conditions conducive to safe, quality health care. All students are expected to adhere to the ANA Code of Ethics in their interactions with others. This also includes not engaging in uncivil, rude, or disruptive behaviors toward peers, faculty, and patients.

All students are expected to provide patients with safe, quality care. Students provide nursing care under the supervision of a registered nurse and the clinical faculty member and are expected to practice at a level commensurate with their level in the program. Students in more advanced stages of the curriculum are expected to be able to practice safely with decreasing levels of direct faculty and preceptor supervision.

A student may be dismissed or prevented from returning to the clinical setting at any time during a clinical course. Dismissal may result if the level of clinical performance does not meet the acceptable standards of practice, course objectives, or FCN and/or facility policy. Some examples of unacceptable conduct include but are not limited to:

1. Emotional or physical misconduct by the student towards patients, visitors, staff members, fellow students, and/or faculty members. Examples include but are not limited to threats to emotional and/or physical well-being, or the use of intimidation.
2. Coming to clinical under the influence of alcohol, prescription drugs that alter consciousness, or illegal drugs.
3. Actions and behaviors that demonstrate persistent disregard for patients, colleagues, or religious, ethnic, and cultural practices.
4. Breach of confidentiality.
5. Unsafe or unprofessional practice such as:
 - Failure to demonstrate use of the nursing process and sound clinical reasoning
 - Lack of preparation for clinical
 - Failure to report changes in patient's condition
 - Failure to seek supervision when necessary
 - Failure to document nursing care
 - Failure to communicate effectively or inappropriate communication with patients, family members, staff, or faculty
 - Leaving the clinical site without prior notification and permission of faculty
 - Sleeping in the clinical area
 - Disregard for clinical faculty instructions
6. Errors in medication administration such as:
 - Medication administration without appropriate preparation, supervision, or technique.
 - Lack of patient identification prior to care or medication administration.
 - Administration of a medication without having knowledge of the drug.
 - Inaccurate recording or failure to record medication administration.
 - Error in administration of intravenous fluids.
7. Failure to submit or update an expired clinical compliance requirement.

Consequences may range from additional written paperwork, up to immediate course failure and/or dismissal from the nursing program. If a student is precluded from a clinical site by the clinical agency, the FCN has no obligation to provide an alternative clinical site/experience.

Student Employment

Frequently, students choose to work during the academic year and summer. The faculty urges students to consider their obligations to their academic program when making work commitments. Students may have evening and weekend clinical requirements.

As mandated by the Pennsylvania State Board of Nursing, students who work in clinical facilities may not represent themselves as nurses nor take on the responsibilities of licensed nurses. Students may not wear their FCN uniform when participating in non-FCN related activities (including employment and volunteering for outside organizations).

Social Media Policy

Social media are powerful social and professional communication tools that may significantly impact one's personal reputation, the reputation of Villanova University, the FCN, faculty, staff, employees, and fellow students. The FCN recognizes that students may routinely be utilizing social media and has instituted this policy to remind students of their responsibilities as nursing students.

The definition of "social media" is media for social interaction, using highly accessible and scalable communication techniques. The goal of social media is to use web-based and mobile technologies to turn communication into interactive dialogue. Outlets within social media include but are not limited to online social networks such as Facebook, Twitter, LinkedIn, Wikipedia, Second Life, Instagram, Snapchat, Flickr, blogs, Foursquare, podcasts, discussion forums, RSS feeds, Allnurses.com, video sharing such as YouTube, iTunes, TikTok, interactive geo-location, online collaborative information, and publishing systems that are accessible to internal and external audiences (i.e., Wikis).

When using social media, students must conduct themselves in accordance with Villanova University policy. These policies include, but are not limited to, the policies contained within the Student Handbook of the FCN, the Villanova University Student Handbook (The Blue Book) and the Code of Student Conduct. In addition, students should understand that clinical agencies may take independent disciplinary action against students for violating agency policies. These actions may affect the completion of a placement or course, a course grade and, potentially, successful completion of the nursing degree.

Students and their personal social media accounts may not in any way represent themselves as sanctioned by Villanova University and are not permitted use of the University's intellectual property (logos, wordmarks, badges, symbols, or any materials protected by copyright or trademark laws) to identify themselves or hold themselves out as officially recognized and/or supported by the University. Villanova University FCN students may not discuss or distribute sensitive, confidential, or proprietary information about Villanova University, its students, faculty, clinical agencies, clinical agency employees, or patients. For more information, please see the University's Social Media Policy available [here](#).

HIPAA (Health Insurance Portability and Accountability Act)

Federal guidelines protect confidential patient information. Disclosures by any means of patient information are a federal offense and may subject students to substantial monetary fines and/or criminal penalties in addition to University disciplinary action.

FERPA (Family Educational Rights and Privacy Act)

Student educational records or any personal information about a student which is disclosed without the permission of the student is a federal violation and subject to disciplinary action.

Social Media Tips

- Protect patient information in all forms of communication. No photos, videos, or other forms of recording or disclosing patient information.
- Posting confidential information about students, employees, or alumni of Villanova University and/or the FCN is prohibited.
- Think twice before posting. If hesitant, do not post!
- It is a violation of university policy and contrary to the mission of the university to defame anyone's character, embarrass, harass, abuse, or use obscenity or profanity when using social media.
- Social media is public information and students should have no expectation of privacy in the information they post in these forums.
- It is inappropriate to "friend" patients or their family members on social networking sites.
- Maintain a professional image on all media sites. University personnel, corporate administrators, employers, and law enforcement agencies are utilizing media for formal and information background checks and searches.

The FCN expects its students to be thoughtful about how they present themselves and to respect their audience, peers, faculty, the University, and all clinical agencies. Students need to remember that content contributed on all social media platforms becomes immediately searchable by the public at large and forwarded to others without one's knowledge or consent. Once a message is sent, or information posted, this information forever leaves one's control. Students are reminded that all University Policies are applicable to students' conduct on social media and, any conduct which violates University Policy, may subject students to university disciplinary action, up to and including, expulsion.

Academic Integrity Code

See University policy [here](#).

Academic Integrity Policy

See University policy [here](#).

Inter-Collegiate Sports Involvement

The FCN supports student involvement in inter-collegiate sports, and the athlete must recognize the primarily academic nature of a college and a professional education. Therefore, it is the athlete's responsibility to determine conflicts of classroom or clinical experience and sporting events. The athlete, then, must plan with the professor to make up the work missed prior to the actual event. Student athletes should plan with their academic advisor and the Associate Dean of their respective program for specific roster needs prior to pre-registration each semester. An academic advisor for student athletes is also available.

Student Records

Please review the University Policy on Disclosure of Student Records [here](#).

Student Health Requirements

An entrance physical examination, selected diagnostic tests, designated immunizations, and criminal background checks that comply with the Older Adults Protective Services Act and Child Protective Services Law, as well as a Ten Panel drug screening free from any substance not legally authorized to be present, PA Child Abuse History Clearance, Pennsylvania Access to Criminal History Check (PATCH), and FBI fingerprinting are required of all nursing students. Additional health screening tests may be required by the various agencies utilized for clinical experience in nursing courses. Compliance requirements must be met by the deadline provided by the Clinical Compliance Coordinator. Requirements are submitted by the student to the online, HIPAA-compliant system for storing and tracking documentation (COMPLIO).

Students who fail to meet compliance requirements by deadlines will not be permitted to participate in clinical and it will be considered an unexcused absence. A fee will be assessed for any unexcused clinical absence.

After initial completion, compliance requirements that expire (BLS Certification, tuberculosis test, physical, Tdap vaccination and influenza vaccination) must be updated by the student prior to the expiration date or by the deadline given by the Clinical Compliance Coordinator to remain eligible for clinical.

Students will obtain and always maintain, at their sole cost and expense, health insurance that is sufficient to cover their health care needs and consistent with any requirements by the University, clinical agencies and applicable laws, rules, regulations, and orders. The University is not responsible for costs related to hospitalization due to illness or accident.

Pre-licensure undergraduate students are only covered by the University's liability insurance coverage while acting within the scope of their approved educational and clinical activities.

Clinical Preparation

Each student in the sophomore, junior, and senior year must present evidence of current BLS for Healthcare Providers CPR certification.

The CPR certification must include resuscitation and choking measures for baby, child, and adult with both one-person and two-person rescue procedures. This is an entry requirement for all clinical nursing courses at the sophomore, junior, and senior level. Students who fail to submit evidence of this certification within one week of the start of the semester will not be permitted to attend class or clinical.

Needlestick Policy

A student who incurs a needlestick injury or bodily fluid exposure should be seen in the in-patient setting's treatment center according to the setting's policy for such an occurrence (see Appendix B for the complete policy.)

Fees and Expenses

A complete summary of academic fees is available on the Villanova University Bursar's website. In addition, the chart below indicates additional fees required for participation in experiences at clinical agencies. The required clearances and health information from this list are ordered and stored through an online in COMPLIO. The Compliance Coordinator will provide additional direction to students. Students are responsible for all listed costs.

The University offers BLS for Healthcare Providers CPR courses on campus in both the fall and spring semesters. The cost of these courses is included in the non-refundable student fees charged by the Bursar's Office. Therefore, we encourage students to take the CPR courses that are offered on campus.

Cost of commercially prepared standardized examinations in preparation for NCLEX (first, sophomore, junior, & senior years) is charged each semester by the Bursar as "*Nursing Testing Fee*." Included in the "Nursing Testing Fee" are two payments for CPR for the students in the traditional and transfer tracks. BSN Express students pay a portion of the testing fee through their enrollment deposit.

Students are responsible for their own transportation to and from the various clinical facilities. Please note that students may have public transportation or gas, parking, and toll expenses to travel to agencies. Students are responsible for these costs. For the home health clinical experiences in the last semester of the program, students will need access to their own personal transportation. If a student does not own a car, use of a [Zip car](#), or rental vehicle may be an option.

Costs Associated with Clinical Education¹

Required Items²

Item	Cost	How Frequently is cost incurred?
Comprehensive Background Check and Fingerprinting Package (Through American DataBank)	\$120	Once, unless MSN or CRNA student Twice for MSN students Annually until program completed for CRNA students
Clinical Health Compliance Package (Through American DataBank)	\$35 for Traditional Undergrad, MSN and PhD students (lasts 4 years) \$30 for Alternate Sequence/Transfer students and RN-BSN Online students (lasts 3 years) \$25 for BSN Express and DNP students (lasts 2 years)	Once
Physical Examination	\$100 (varies based on health insurance coverage)	Every two years
Health Insurance Coverage	\$2,380 for undergraduate students \$4,215 for graduate students (Fee is shown for student-only coverage through university's student health insurer)	Annually
Tuberculosis Screening	QuantiFERON-TB Gold test - \$100 (first year) or PPD skin test - \$75 (subsequent year)	Annually
Hepatitis B Titer	\$43	Once
Measles Titer	\$14	Once
Mumps Titer	\$14	Once
Rubella Titer	\$14	Once
Varicella Titer	\$27	Once
Influenza Vaccination	\$49.99	Annually
Covid-19 Vaccination	Up to \$57	Once (possibly one additional booster)
Covid-19 PCR Testing	\$150	As needed – if required by agency
Booster Vaccinations	Cost varies	Once
BLS for Healthcare Provider Certification ³	\$80	Every two years
Nursing Testing Fee (ATI) ³	\$1200 - \$1500	Divided among all program semesters
Examsoft Testing Service	\$26	Twice per year
Uniforms	\$118.75 to \$133.25 cost for a single uniform set for women (\$187.75-\$202.25 with shoes) \$122.00 to \$130.50 cost for a single uniform set for men (\$191.00-\$199.50 with shoes)	Once
Name badge	\$15	Once
Stethoscope	\$112 (for the recommended Littman Classic III model through SNAP)	Once
Watch (With second hand or digital read-out)	\$25-\$50	Once
Bandage Scissors	\$6 (through SNAP)	Once

Recommended Items

Item	Cost	Frequency
Penlight	\$9 (through SNAP)	Once
Blood Pressure Cuff	\$35 (through SNAP)	Once

¹ Please contact the Office of Financial Assistance at finaid@villanova.edu if you need to increase your budget to finance any of the above required costs.

² Additional fees may be incurred if clinical sites require additional health or drug screenings or impose fees.

Nursing Licensure Instructions

Upon completion of the prescribed program of study, graduates are eligible to take the National Council of State Boards of Nursing Licensure Examination (NCLEX) for licensure as a professional registered nurse.

To practice nursing in any given state, the student must:

1. Apply for licensure in the state desired.
2. Register with Pearson Vue and pay the fee for NCLEX.
3. Receive their Authorization to Test (ATT) via email from Pearson Vue.
4. Schedule NCLEX test date with Pearson Vue.
5. Take and pass NCLEX.

Application for Licensure

Graduates are permitted to apply to **one (1)** state for initial licensure by examination. Each state has individual requirements as part of their application for licensure, which may include background checks, transcripts, mandatory training, education verification, letter of completion, or other requirements as part of the application. It is the responsibility of each student to verify the necessary components and ensure the completion and accuracy of their application. Important information needed for your application:

1. Program Name: **Villanova University M. Louise Fitzpatrick College of Nursing Undergraduate Program (BSN)**
2. Program Code Number: Villanova University: **US25505400.**
3. Secondary education: applicant's high school, **NOT** Villanova University.
4. Transcripts are processed through the Registrar and a third-party vendor. Transcripts must be ordered through [MyNova](#) with "Hold for degree", otherwise the degree will not be listed and the application for licensure will be rejected by the state.
5. Degrees are conferred by the University three times per year on May 31st, September 1st, and December 31st. Transcripts with degrees will be available to be sent to the desired State Board of Nursing after the applicable degree conferral date.

It is each student's responsibility to obtain any necessary application forms for licensure and submit them to the Undergraduate Office as needed. If all that is required is a letter indicating program completion, students must notify the Undergraduate Office of this as well.

Students must complete all required program and NCLEX preparation requirements for their education verification to be submitted to the Board of Nursing. This includes successful completion of all required courses and completion of all required cocurricular and NCLEX preparation activities. All transfer credits must be received and processed by the Registrar, and all holds on a student's account must be resolved for the Education Verification to be submitted to the State Board of Nursing. Students with an Unsatisfactory or grade less than a C in a nursing course will be required to do a mandatory NLCLEX preparation assigned by the Associate Dean of the Undergraduate

Program which includes:

- Completing the ATI Virtual NCLEX Review Course (VATI)
- An additional Live (synchronous) NCLEX review at the discretion of the Associate Dean. This review may vary from year to year pending available funding.

Licensure in Compact States

The Nurse Licensure Compact (NLC) is an agreement that allows “mutual recognition” of a nursing license between member states in the United States of America. Enacted into law by the participating states, member states allow a nurse that resides in and possesses a current nursing license in a state that is a member of the NLC to practice in any of the other member states without obtaining additional licensure in that state. It applies to both registered and practical nurses and is also referred to as a multi-state license.

Candidates for licensure who are legal residents of a compact state and wish to practice in a compact state must apply for licensure in their state of legal residence. Candidates who are legal residents of a non-compact state, or wish to practice in a non-compact state, must apply for licensure in their state of practice. To review all participating compact states, visit [the National Council of State Boards of Nursing website.](#)

Temporary Practice Permits

Some states permit graduate nurses to work under a temporary practice permit (TPP) prior to taking NCLEX. Please check with the employer and state requirements to see if this is an option to pursue while waiting to schedule NCLEX.

Rev: 07/21

Student Uniforms

Nursing Laboratory Appearance

Students in nursing courses are expected to adhere to the appearance policy. The attire, equipment, and appearance are to be maintained in each SLRC experience. Failure to appear properly prepared may be cause for dismissal from an individual laboratory/SLRC session. Professional attire (full uniform: see below) is required in the SLRC as well as the in person clinical agency setting.

Clinical Laboratory/Agency Appearance

The student uniform identifies Villanova University FCN students to patients, staff, and the public in the clinical setting. As a representative of the FCN and recognizing the importance of maintaining a clean environment for patient care, students are expected to adhere to the regulations listed below. Faculty will ask students to leave the clinical area if appearance is not appropriate and the student will be required to make-up the experience that has been missed.

Each student purchases two uniforms, one approved polo shirt, one name pin, one pair of navy or black shoes that can be wiped clean, and a watch with a second hand (smart watches are **not** permitted in the clinical setting). Each student is responsible for obtaining their uniform. Each student purchases additional uniforms, shoes, and other equipment when necessary. The uniform is not to be worn unless in clinical, the SLRC, or commuting back and forth to clinical unless specific permission has been given to do so (e.g., for a service project).

Full Uniform

- The uniform is an approved white tunic top with insignia and navy-blue pants.
- Jackets and sweaters cannot be worn over the tunic top in the clinical setting. If the site allows, for those who prefer to wear short or long sleeves under the tunic top, the shirt must be all white with a rounded/crew neckline.
- When in community and psychiatric clinical courses, clinical attire may be either the clinical uniform or the approved polo shirt and pants as designated by the facility and clinical faculty.
- The uniform must fit well and be in good condition. It should be clean and freshly pressed daily.
- If a skirt must be worn, the skirt must be approved by the Associate Dean of the Undergraduate Program and the length of the skirt must be at least in the middle of the knee.
- The name pin must be worn at all times in the clinical setting.
- Plain, white, blue, black, or flesh-colored socks/stockings must be worn.
- Shoes must be navy or black and made of material that can be wiped clean. Shoes should have a low or medium heel (no ripple soled wedges) and provide good support. Shoes must have a closed toe and closed backs. Suede or cloth materials are not acceptable. Shoes and shoelaces should be clean and in good condition.

- A watch with a second hand or digital second read-out must be worn – smart watches are **not** allowed in clinical practice.
- Black ball point pens and a stethoscope (with a bell and diaphragm) are required.

FCN Community Closet

For students who need financial assistance with obtaining uniforms, a limited number of previously worn uniforms may be available through the FCN Community Closet. Please contact the Associate Dean for College and Student Services for additional information.

Professional Appearance

- Hair should be a naturally occurring color, neat, simply styled, and should not touch the collar of the uniform. Long hair should be tied or pinned up appropriately. All hair should be away from the face.
- Fingernails should be short and nail polish should not be worn. Artificial nails are not permitted.
- Jewelry: rings other than smooth wedding bands may not be worn when in the clinical area. Medals or chains should not be evident outside the uniform. The student may wear one pair of small post earrings in the clinical area; facial and tongue piercings are not permitted.
- Make-up should be used in moderation.
- Students should be clean shaven or have neatly trimmed beards or moustaches.
- Body art must be concealed with make up or clothing.

Resources And Facilities

Simulation and Learning Resource Center

The Simulation and Learning Resource Center (SLRC) in the FCN provides laboratory experiences and services augmenting and enriching the educational program. In addition to special assignments and laboratories associated with courses, students are advised to use this center on their own initiative to review and practice nursing skills. Use of the SLRC is restricted to students at the FCN and health professions students from other schools by invitation only while participating in interprofessional simulation events.

The SLRC is located on the lower level of Driscoll Hall and is open from 8:00 am – 5:00 pm Monday through Friday, although summer hours may vary. It is staffed by a full-time R.N. Executive Director, a full-time R.N. Associate Director, one Simulation Operations Technician, one Operations Administrator, one Simulation Coordinators, one part-time R.N. Clinical Skills Specialist, peer mentors, and graduate students.

The SLRC is used in conjunction with undergraduate and graduate nursing course work, clinical experiences, independent study, and continuing education to enhance individual student learning. Students are required to review and sign the Simulation Fidelity Consent and Acknowledgement Form located in Appendix C prior to the start of the student simulation experiences.

The 12,000 square foot SLRC is composed of 3 standardized patient rooms, 10 multi-purpose rooms, and an OR/Anesthesia room. In each of these areas, students can learn and practice skills to develop their proficiency. Students will progress through various labs as they advance through the curriculum. Each space is modeled after current clinical environments and has technology to observe live and record simulation sessions. Simulation experiences may include but are not limited to using task trainers, standardized patients, human patient simulators (computerized manikins), virtual reality, and hybrid experiences (a blending of two or more simulation methodologies). Some of these experiences are digitally recorded and archived for evaluation, feedback, and mentoring purposes. Students are digitally surveyed about their experiences.

Confidentiality is an essential component of the learning process with simulation. Students are asked not to discuss simulation events or debriefing with other students. Further, as educational leaders, the FCN may share its experiences and expertise with members of outside institutions who may occasionally visit Villanova University's simulation labs to observe the educational, administrative, and technical aspects of simulation methodology. During observations by external professionals, participants are not identified, and no individual student evaluations are shared.

Student Regulations for the Simulation and Learning Resource Center

The SLRC is an academic learning center and is not a student lounge. Eating, loud talking, and nonacademic activity is not permitted.

Nursing Skills Development

Students are encouraged to practice skills independently and with peers. Graduate Assistants/Tuition Scholars are available by appointment during posted hours for students who are required to complete lab make-up or skill reinforcement.

Peer mentors are available to first-year and sophomore students to meet the requirement for deliberate practice of certain required skills. Hours of availability are posted in the SLRC.

Sign-out Policy

The SLRC provides Home Health Care bags and Nurse Practitioner kits to FCN students. Additional equipment may be borrowed with permission for practice of vital signs. Simulation equipment leaving the SLRC must be returned clean, in working order, and without damage. Home Health Care bags and Nurse Practitioner kits must be returned with all equipment cleaned and in working order. When the equipment is returned, the SLRC Coordinators will examine it for damage. Once the equipment has been determined to be in good working order and without damage, the individual returning the equipment will complete the In/Out form indicating it has been returned.

Students needing Home Health Care bags and Nurse Practitioner kits must complete a contract and return the equipment by the end of the semester. Students who damage the equipment, fail to clean the bags/kits, or fail to return the equipment are charged the cost of cleaning and replacement. Grades will be withheld until borrowed materials are returned.

Academic Support Services

The University has several student academic support services. Office locations and summary of services are provided via the link: [Student Academic Support](#).

The Patricia B. and Gary M. Holloway University Counseling Center

College is a period of personal growth. The Patricia B. and Gary M. Holloway Counseling Center, located in the Health and Wellness Center, helps students deal with personal concerns and decisions. A student need not have a major problem to seek counseling. It is a sign of healthy functioning when a person seeks help when needed. For information on the services offered, please click [here](#).

Academic Accommodations

- **Students with Documented Learning Differences.**

It is the policy of Villanova University to make reasonable academic accommodations for qualified individuals with learning differences. If a student is a person with a learning difference and wishes to request accommodations to complete course requirements, they should make an appointment with Learning Support Services. For information on documentation requirements, contact the Office of Learning Support Services at 610-519-5636, visit the office on the 2nd floor of Falvey Library, or visit [here](#).

- **Students with Physical Disabilities.**

Click [here](#) for information about the Office of Disability Services.

- **Students Who Are Veterans or Are Using Veterans Administration (VA) Benefits.**

Click [here](#) for information of the Office of Veterans and Military Service Members.

Student Health

The Student Health and Wellness Center is open 24 hours a day to attend to the health care needs of students. The types of cases treated in the Health Center are those that are usually treated at home by the Primary Care Provider. The Health Center has facilities for in-patients when required. Health Center care is furnished free of charge, but the student is required to pay for certain medications and immunizations. For more information on the Health Center please click [here](#).

If it becomes necessary to require specialists in consultation, the cost is the responsibility of the student.

Emergency Preparedness

At any time, Villanova University may face an emergency, and knowing what to do can ensure personal safety and that of others in our community. Please review the university's [Emergency Guidebook](#) to learn the procedures for dealing with these emergency situations.

Office of Financial Assistance

Villanova University's Office of Financial Assistance is designed to help qualified students attend the University. The term "financial aid" includes Villanova University scholarships, grants, student loans, federal grants, state grants, and scholarships from outside sources such as corporations, unions, charitable trusts, and service clubs. Villanova University's [Office of Financial Assistance](#) is located on the second floor of Kennedy Hall. Financial aid is granted based on need and scholastic ability.

Air Force ROTC

Villanova University students are eligible to participate in the Air Force Reserve Officer

Training Corps (AFROTC) through a cross-enrollment agreement with Saint Joseph's University. For more information, please click [here](#).

Army ROTC

Villanova University students are eligible to participate in the Army Reserve Officers' Training Corps (ROTC) Program through a partnership agreement with the Widener University Department of Military Science. Army RTC offers students the opportunity to graduate with a college degree and a commission in the United States Army or United States Army Reserve. For more information, please click [here](#).

Navy ROTC

Villanova University, in a long-standing relationship with the United States Navy, maintains one of over 75 Naval Reserve Officers Training Corps units in the United States. For more information, please click [here](#).

University-Sanctioned Student Organizations

The FCN encourages students to become involved in University-wide spiritual, professional, academic, social, and athletic activities to enhance their growth throughout the educational experience. Among the activities available to students in the FCN are the Student Nurses' Association of Pennsylvania – Villanova University Chapter (SNAP), Undergraduate Nursing Senate, Multicultural Student Nurses' Association, Nursing Without Borders, and Villanova Male Nurses Association. Each of these organizations provides a unique opportunity for all undergraduate nursing students to become involved in various facets of university life and its governance. The University Senate provides for a student representative from the College of Nursing.

Undergraduate Nursing Senate

The Undergraduate Nursing Senate (UNS) is a student-run organization working in cooperation with the Office of the Dean. Undergraduate representatives across all years are committed to strengthening the high-quality nursing education and activities, programs, and services that advance the development of students. UNS acts as a liaison between the Board of Consultants, College administration, faculty, and students by engaging in productive discourse, evaluating initiatives, and collaborating on solutions to address any needs within the College to promote the best interests of the undergraduate students of the FCN.

The Executive Committee of the UNS consists of voting members comprised of students, all of whom must be in good academic standing, and a full-time faculty member. The Executive Committee consists of a President, Vice-President, Secretary, and Treasurer. All student members of the Committee and class representatives are elected by the undergraduate student body.

Committees are formed throughout the year as required to meet the needs of the

organization. UNS student representatives also serve on FCN committees and become active participants in the setting of policies and procedures in the FCN.

Student Nurses' Association of Pennsylvania (SNAP) - Villanova University Chapter

The Student Nurses' Association has three connected levels: the National Student Nurses Association (NSNA), the state Student Nurses Association of Pennsylvania (SNAP), and Villanova University's local chapter of the Student Nurses Association of Pennsylvania (SNAP-Villanova University). Membership is open to all undergraduate nursing students, including students from traditional, second-degree BSN Express and BSN Flex, and transfer programs. SNAP-Villanova University has been recognized with national, state, and university awards for excellence related to its activities, student leaders, and advisor and is one of only a few nursing programs to have earned national Stellar School designation from NSNA.

Students can find more information and join NSNA by clicking [here](#). Membership in NSNA automatically brings membership in the state SNAP. Information about the state SNAP's many activities can be found [here](#). Membership in the chapter (SNAP-Villanova University) is an additional fee. Undergraduate nursing students can join the chapter at any meeting, during SNAP-Villanova University's open hours at the chapter's office (229 Driscoll Hall), or by responding to chapter membership communications sent during the year. Although dues are paid for NSNA/state SNAP and SNAP-Villanova University membership, no Villanova University student is ever turned away because of inability to pay membership fees.

The National Student Nurses' Association (NSNA) is the largest independent undergraduate nursing student organization in the USA and offers opportunities for education, leadership and professional development, service, networks, and friendships. Benefits of membership in NSNA include in-person or virtual career development conferences and workshops, online and social media communications, *Imprint: The Professional Magazine for Nursing Students* (the official association publication, written by nursing students), Career Planning Guides, scholarships, health and malpractice insurance, and networks of nursing students, faculty advisors and other nursing leaders throughout the country. NSNA's annual convention each spring offers students the opportunity to elect NSNA's student leaders who serve 1 calendar year, and to participate in the House of Delegates, which serves as a national student congress addressing issues related to nursing, nursing students, and health care. In addition to education sessions featuring renowned speakers, the convention includes a large Exhibit Hall where nursing students can meet potential employers for externships and/or jobs after graduation and to see the latest publications and products related to nursing students. The Mid-Year Conference, held each fall, brings members together for a special focus on career development. Each summer, NSNA hosts a national Summer Leadership Conference.

Chi Eta Phi Sorority (Currently Inactive 2022-2023)

Villanova University's Theta Delta Beta Chapter of Chi Eta Phi Sorority was chartered on April 1, 2006. Chi Eta Phi is a professional organization for registered professional nurses and nursing students dedicated to its mission of "Service for Humanity." Chi Eta Phi sponsors programs that focus on health promotion, disease prevention, leadership development, mentoring, recruitment and retention, and scholarships. To be a member, one must be enrolled at Villanova University for two consecutive semesters with a minimum of 30 semester hours and must be in good academic standing. For more information contact Faculty Advisor Dr. Bradley at patricia.bradley@villanova.edu.

Multicultural Student Nurses' Organization (MSNO)

The FCN's Multicultural Student Nurses' Organization (MSNO) is a service-driven organization committed to providing connections and facilitating relationships within the Villanova University Nursing Community: student-to-student, student-to-faculty, and student-to-community. While MSNO will work to develop an environment that addresses identified needs of student nurses of color, membership is open to all FCN nursing students and not limited based on race, religion, color, sexual orientation, gender, gender expression, disability, sex, and socioeconomic status. For more information, please contact the organization's student leaders at msno@villanova.edu.

Nursing Without Borders

Villanova University Nursing Without Borders (NWB) is an on-campus organization that addresses social injustices surrounding health care. Started in 2011, Villanova University NWB serves as a foundation from which Villanova University students can tackle injustices within the health care system. At the heart of NWB is a desire to move beyond weekly service opportunities and effect lasting change by creating sustainable partnerships with community organizations, both locally and internationally. The group focuses on sustainable projects in the community and promoting social justice through local and international projects, education, and advocacy.

Villanova Male Nurses Association

Villanova Male Nurses Association is a local chapter of the American Association for Men in Nursing. It is a service-driven organization that seeks to support men in the profession of nursing through individual action and creating a more diverse culture of caring. All students, male identified or not, are welcome to join the organization and participate in events.

Nursing Interest Groups

The FCN has a variety of interest groups, many of which are related to faculty research in which students can participate. If interested in additional information, visit the webpage, and contact the faculty involved in the initiative.

- Gerontology Interest Group ("the GiG") Gerontology Interest Group ("the GiG") is a campus-wide collaboration of students, faculty, and staff who engage in research, advocacy and workforce development to support the needs of the aging population.
- Villanova University ReachOut activates the Villanova University campus community to engage older adults through technology which makes a positive difference in their mental and physical wellness.
- Health Promotion for Women with Disabilities Project - provides information for women with disabilities so they can be informed consumers of health care, ask relevant questions of their health care providers, and take measures to achieve a healthier lifestyle and a better quality of life.
- Team Latina initiative is a group of nursing students who work with Dr. Maldonado and Latina women from Philadelphia to better understand the challenges they are facing and devise interventions to improve outcomes. For more information, please reach out to Dr. Maldonado at linda.maldonado@villanova.edu.

Student Government Association (SGA)

The Villanova University Student Government Association is a student-run organization serving as the voice of the Villanova University student body. SGA seeks to advocate for the interests of undergraduate students and represent them in interactions with faculty, staff, University administration, and the Board of Trustees. The organization is made up of the Executive Branch, Legislative Branch, and Judicial Branch, which work together to engage the student body. For more information, including information on how to get involved or run for election, click [here](#) or visit the SGA office in 216 Dougherty Hall.

Sigma Theta Tau International Honor Society

Sigma Theta Tau International Honor Society for Nursing (Sigma) is the only international honor society of nursing. The Alpha Nu chapter was established at Villanova University in 1966 to recognize superior achievement, leadership, high professional standards, creative work, and commitment to the high ideals of the nursing profession among nursing students. Research grants, conferences, publications, films, exhibits, and awards are extended nationally by Sigma. At Villanova University, membership is an honor conferred on students by invitation.

All undergraduate candidates are expected to meet the expectation of academic integrity for Sigma and must have: 1) a current overall grade point average ≥ 3.0 at the time of application and 2) have completed at least one-half (50%) of the required nursing components of the baccalaureate curriculum. Students meeting the criteria will receive an email invitation to join Sigma from the Alpha Nu Chapter Undergraduate Faculty Counselor at the time when both requirements have been met. Students can contact the Alpha Nu Chapter Undergraduate Faculty Counselor at any time through the Alpha Nu Chapter website [here](#).

APPENDIX A: Policy on Criminal Background Check For Matriculating Students

Purpose

To establish a policy and standardized procedure for conducting criminal background checks on students matriculating into the M. Louise Fitzpatrick College of Nursing at Villanova University.

Rationale

Current policies and regulations of health care facilities and regulatory bodies require that students participating in clinical experiences as part of their educational program have satisfactorily completed a criminal background check prior to engaging in clinical activities in order to help ensure patient safety. Clinical experiences are a required part of the educational program at the FCN.

Applicability

This policy shall apply to all FCN students who matriculate into clinical courses and programs. The criminal background check required by this policy must be completed satisfactorily prior to beginning any clinical experiences, as determined in the sole judgment of the College of Nursing.

Failure to complete a criminal background check satisfactorily in the sole judgment of the College will result in a student not being allowed to matriculate into any clinical nursing course or program. Completion of a criminal background check deemed satisfactory does not guarantee that every clinical facility will accept this assessment and allow the student to participate in clinical activities at this facility or that every state will accept the individual as a candidate for registration, permit, or licensure.

Procedures

All students matriculating into College of Nursing clinical courses or programs will be required to complete a criminal background check deemed satisfactory, in the sole judgment of the College of Nursing, as a condition of their acceptance into the nursing program or enrollment in clinical courses in the nursing program. An offer of acceptance or enrollment into any College of Nursing clinical program is not considered final until completion of the background check with results deemed satisfactory in the sole judgment of the College. Acceptance into College of Nursing programs may be denied or rescinded, or enrollment terminated at the discretion of the College based on the results of a criminal background check.

Students must sign a form authorizing completion of a criminal background check performed by a consumer reporting agency authorized by the College of Nursing to perform such checks and must complete a Student Disclosure Form requiring information about previous convictions and/or guilty or no contest pleas to crimes, misdemeanors, or other offenses.

Omission of required information of false or misleading information provided by the individual on the Student Disclosure Form or in any other communication with

the College may result in denial or rescission of acceptance or enrollment, disciplinary action, or dismissal at the sole discretion of the College without the need for any proceedings under the Code of Conduct or other University policies.

The College of Nursing will inform potential applicants and accepted students that criminal background checks are required by means of an announcement in the College Catalog, Student Handbook of the College of Nursing, College website or any other pertinent information materials.

If the background check report reveals information of concern which the College may deem not to be satisfactory, the College will provide the student with a copy of the report and the document “A Summary of Your Rights Under the Fair Credit Reporting Act” and require the individual to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation, including, without limitation, police reports. This information must be returned to the College of Nursing within 10 working days of the date of the communication sent to the individual.

The College, as represented by the Vice Dean for Academic Affairs and the Associate Deans of the Undergraduate and Graduate Programs, will review the report, the student’s explanation, and any supplementary information and will consider factors such as: the nature and seriousness of the offense, the circumstances under which the offense occurred, the relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense was committed, whether the offense was an isolated or repeated incident, the length of time that has passed since the offense, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and accuracy of the information provided by the student. The College may consult the University’s General Counsel’s Office for advice and counsel.

If the College deems the background check information to be not satisfactory, acceptance or enrollment into the College’s clinical courses or programs may be denied or an offer of acceptance rescinded. If a student's acceptance or enrollment is denied or rescinded based on the information obtained from a criminal background check report, the student will be advised of the name and address of the consumer reporting agency that furnished the report, and of the right to dispute the accuracy and completeness of any information contained in the report by contacting the consumer reporting agency directly.

If the College decides, based upon the individual's written description, explanation and documentation about information obtained in the criminal background check, that the results of the check are deemed to be satisfactory, the individual shall be informed that the College's positive decision is not a guarantee that every clinical facility will permit the student to participate in educational clinical experiences at that facility or that any state will accept the individual as a candidate for registration, permit, or licensure.

APPENDIX B: Procedure - Blood Borne Pathogen Exposure Incidents

Purpose

To establish a standardized procedure to protect students from exposure to blood borne pathogens and to manage any unanticipated or inadvertent exposure to blood borne pathogens during educational experiences in the M. Louise Fitzpatrick College of Nursing at Villanova University.

Rationale

Students enrolling in academic nursing programs participate in invasive or exposure prone procedures, such as the provision of clinical care to patients in health care facilities. The educational program prepares students to practice in the safest possible manner to prevent exposure. However, in the event of an unanticipated or inadvertent exposure the procedures outlined here will provide the most current approach to the protection of student health.

Blood borne pathogens are potentially infectious materials, including Hepatitis B virus (HBV), Human immunodeficiency virus (HIV) and hepatitis C virus (HCV). Such infectious materials may be found in all human body fluids, secretions, and excretions, except sweat.

Exposure to blood borne pathogens may be unanticipated or inadvertent exposure via eye, mouth, other mucous membrane, non-intact skin, or parenteral contact (such as a needle stick) with blood or other potentially infectious materials.

Procedures

All students enrolled in College of Nursing programs with a clinical component are required to be vaccinated against Hepatitis B Virus (HBV).

All students are required to practice standard precautions when caring for patients and take reasonable precautions to prevent exposure to blood borne pathogens through the use of standard precautions and personal protective equipment, such as gloves, masks, gowns, etc.

Management of exposure incidents will conform to the following standards:

Following a suspected or known exposure incident, the student should immediately report the incident to the faculty member responsible for the clinical experience in which the exposure incident occurred. The responsible faculty member should immediately report the incident to agency personnel and the appropriate Director of Clinical Placements and Community Partnerships. Faculty should document the incident in writing and forward a copy to the Director of Clinical Placements and Community Partnerships.

Testing of the exposed student should be done via drawing a blood sample **immediately** after an exposure incident. Testing is at the option of the exposed individual and will be done only after obtaining written informed consent in

accordance with the procedure of the agency or institution. It is recommended that a blood sample for testing be drawn **immediately** after the exposure incident, even if a decision to consent to testing of the sample has not been made.

The exposed student can request that the Source Individual be tested (with consent) for Blood Borne Pathogens. Faculty and the Director of Clinical Placements and Community Partnerships, if necessary, should actively work with the appropriate clinical personnel to see that a request for the Source Individual to be tested is implemented. To the extent permitted by law, the College of Nursing will ask the clinical affiliate to provide the exposed student with information about the infectious status of the Source Individual.

If an exposure incident occurs while at a College of Nursing clinical affiliated site, such as a hospital, long-term care facility or other in-patient facility, the incident should be managed according to the procedures outlined in the attached **Chart A**.

If an exposure incident occurs while at a College of Nursing clinical affiliated site, such as a community health or clinic site, the incident should be managed according to the procedures outlined in the attached **Chart B**.

Any costs incurred and not covered by the student's health insurance are the responsibility of the student.

02/07

Revised 11/10; 6/11, 8/21, 10/22

Chart A

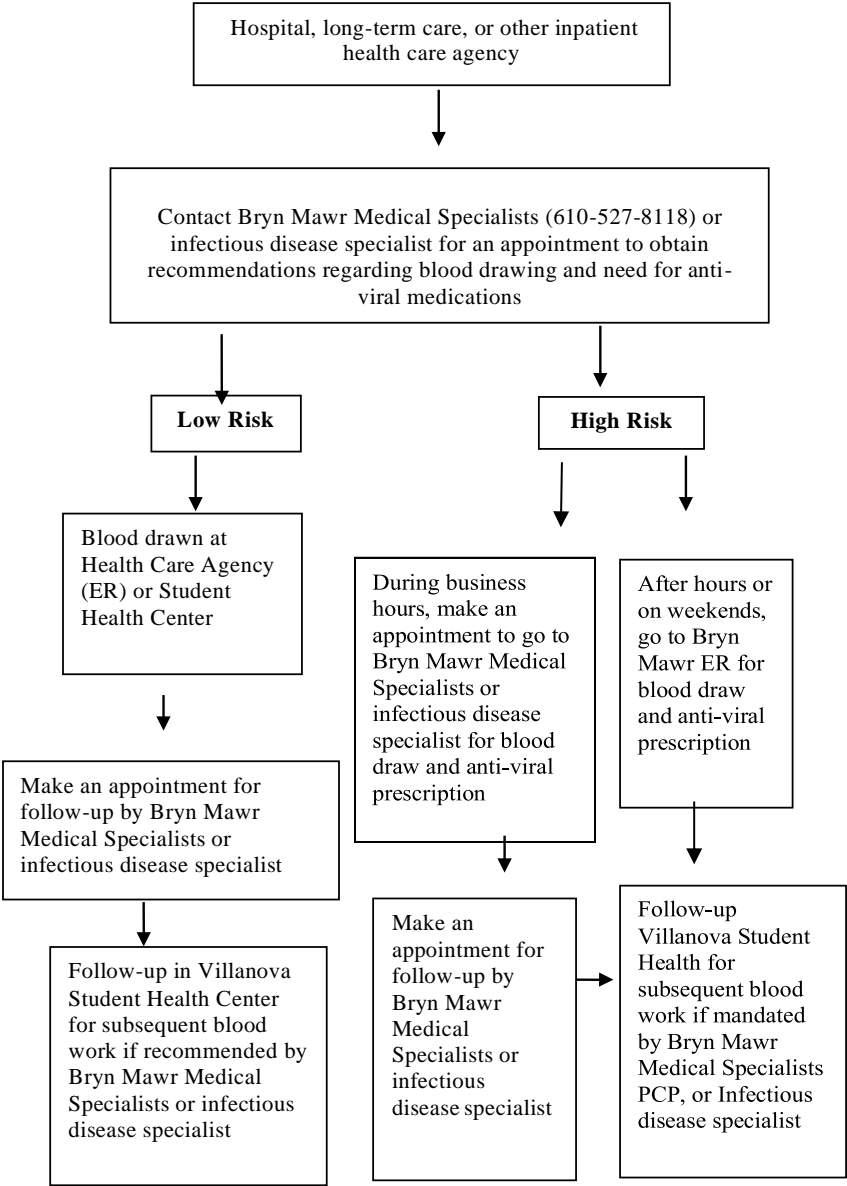
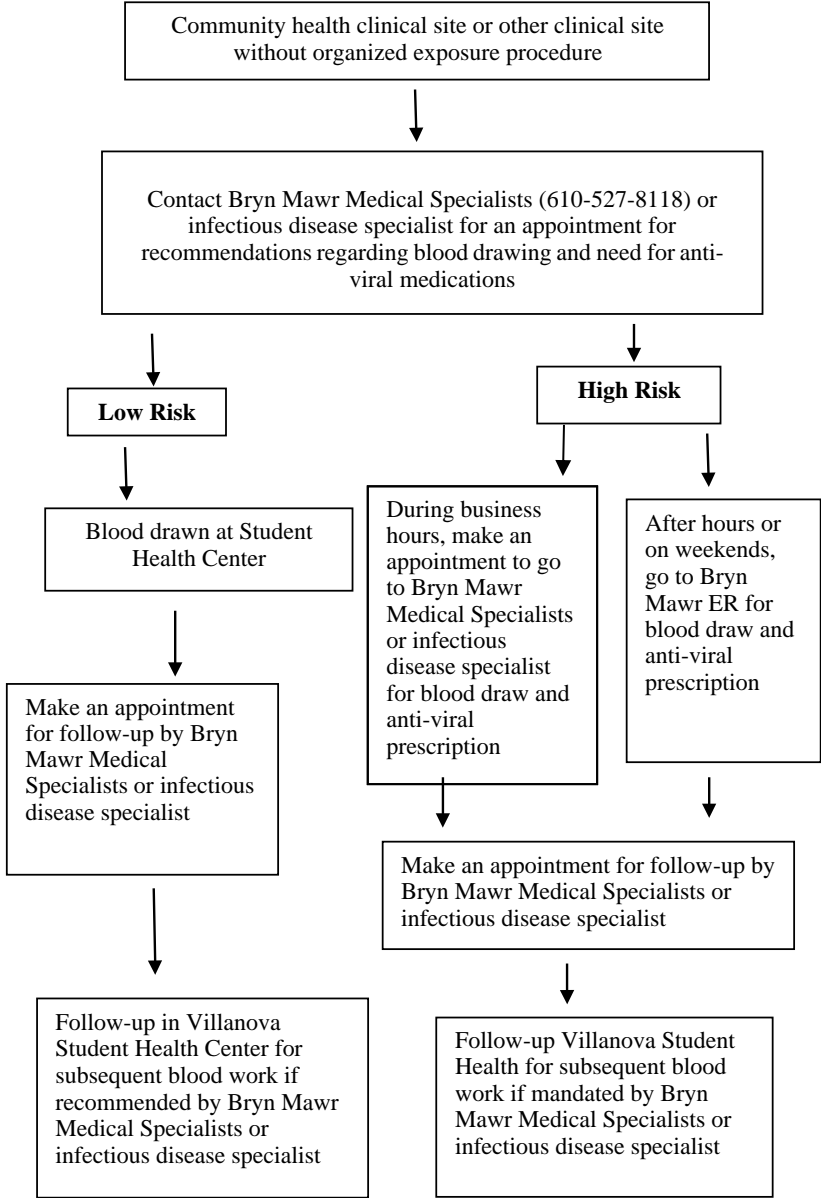


Chart B



APPENDIX C: Simulation Fidelity Consent and Acknowledgement Form



VILLANOVA
UNIVERSITY

M. Louise Fitzpatrick
College of Nursing

Simulation Fidelity Consent and Acknowledgement Form

Simulation Integrity: The simulation staff and faculty of the M. Louise Fitzpatrick College of Nursing (FCN) have set up simulations that are as realistic as we can make them with current technology. During sessions in the Simulation and Learning Resource Center (LRC) or during an educational encounter, you may experience a standardized patient actor or an electronic mannequin as a patient. Given the limitations involved, we do our best to make the simulation seem as real as possible. For your part, the simulation is much more enjoyable and instructive if you conduct yourself as if you are in a real clinical situation. To the extent that you can, you should engage with the simulation and actors as if they are real patients/family members/members of the healthcare team. During the session, faculty and actors will take their roles very seriously and we ask that you do as well.

Student acknowledges and agrees as follows:

- As a user of or visitor to the Simulation and Learning Resource Center, or while participating in a simulated educational encounter, I understand the significance of confidentiality with respect to information concerning patients – real or simulated – and other users and visitors to the Simulation and Learning Resource Center or participants in the educational experience, including, but not limited to, students, instructors, and staff. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and all other federal or state laws regarding confidentiality. Further, I agree to adhere to the stipulations stated below, and I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.
- I understand that images or recordings of simulation sessions may be used for educational purposes. I further understand that I may be contacted after a simulation session and be asked to allow images or recordings made of me during a simulation session or other educational experience within the college to be used for scholarly and/or promotional use. I also understand that I am NOT REQUIRED to agree to this additional use of my image or recordings of me.
- I understand that all information provided to me about the simulation learning activity is confidential, and any viewing, discussing, or disclosing of this information to any person outside of the activity is not permitted and may be a violation of the University Code of Academic Integrity.
- All students are expected to demonstrate behaviors that maintain a respectful and supportive learning environment. Students participating in a simulation should have everyone's respect and attention and professional behaviors exhibited at all times.
- I understand that the simulation mannequins are to be used with respect and treated as if they were living patients in every sense.

• I understand that simulation and debriefing sessions, as well as other educational opportunities within FCN, may be videotaped, audio taped or otherwise recorded, and I agree to maintain the confidentiality and security of any and all recordings. I understand that I am not to remove, release, or make publicly available any recordings or portions of recordings made during any simulation sessions or college learning experience.

• I understand that I am not to remove, release, or make publicly available any written documentation that may be provided to me as part of my educational experience within the FCN or Simulation and Learning Resource Center.

I have read and understand the above consent form and agree to adhere to the requirements it sets forth.

Signature: _____

Printed Name: _____

Villanova University ID#: _____

Date: ____|____|_____

Last Modified: 06/18/2020

Notes