



VILLANOVA
UNIVERSITY

M. Louise Fitzpatrick
College of Nursing



**Undergraduate
Handbook
2025 - 2026**

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Revised 05/2025

The M. Louise Fitzpatrick College of Nursing (FCN) 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 (2025)
- Genetics and Genomics Nursing: Scope and Standards of Practice (2nd Edition), (International Society of Nurses in Genetics & the ANA, 2016)
- Delivering Culturally Competent Nursing Care (3rd Edition), (Kersey-Matusiak 2024)
- 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, (2nd Edition), (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), (2022)
- Standards for Professional Nursing Practice in the Care of Women and Newborns (9th Edition) (AWHONN, 2023)
- 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.

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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.

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 Education¹ FCN maintains high standards and enjoys a fine reputation in the academic and professional community. Students represent FCN on campus and contribute to its public image.

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The M. Louise Fitzpatrick College of Nursing

Mission Statement

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, FCN welcomes students from all religious traditions and backgrounds.

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 and 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, and socioeconomic status. 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.

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. 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.

FCN 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 05/2024

History

FCN acknowledges that in Pennsylvania, members of our community are gathered on the unceded land of the Lenni-Lenape people. 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.

To view the history of FCN, please [click here](#).

Degrees

For information regarding the degree programs offered by FCN, please click the links below.

[Bachelor of Science in Nursing \(BSN\)](#)

[Second Degree Accelerated BSN](#)

[Master of Science in Nursing](#)

[Doctor of Philosophy in Nursing \(PhD\)](#)

[Doctor of Nursing Practice](#)

[Health Care Professional Development Certifications and Courses](#)

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 within 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 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 06/2024

Philosophy

The Philosophy of FCN is in accord with the Philosophy of Villanova University as stated in its Mission Statement. To learn more about FCN's philosophy, please [click here](#).

The Office of Inclusive Excellence: Promoting a Culture of Belonging at Villanova

Inclusive Excellence is a key priority within FCN's strategic plan, reflecting the college's commitment to fostering a culture where every individual feels valued, respected, and has a sense of belonging. Leading these efforts is Dr. Patricia K. Bradley, PhD, RN, FAAN, the Associate Dean for Inclusive Excellence. Through her leadership, FCN advances initiatives that create a supportive and equitable environment for all. Dr. Bradley can be reached via email at patricia.bradley@villanova.edu.

The Curriculum

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

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 guides 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 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 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. 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 for 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, 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.

Clinical Judgement

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 is 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).

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).

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).

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).

Spiritually Centered Care

Nursing care at FCN is grounded in the principles of Catholic Social Teaching (CST), acknowledging 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).

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, (AACN Essentials, 2021).

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 environment, and prevents re-traumatization in systems and relationships.

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.

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).

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).

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.

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).

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).

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.

Social Justice

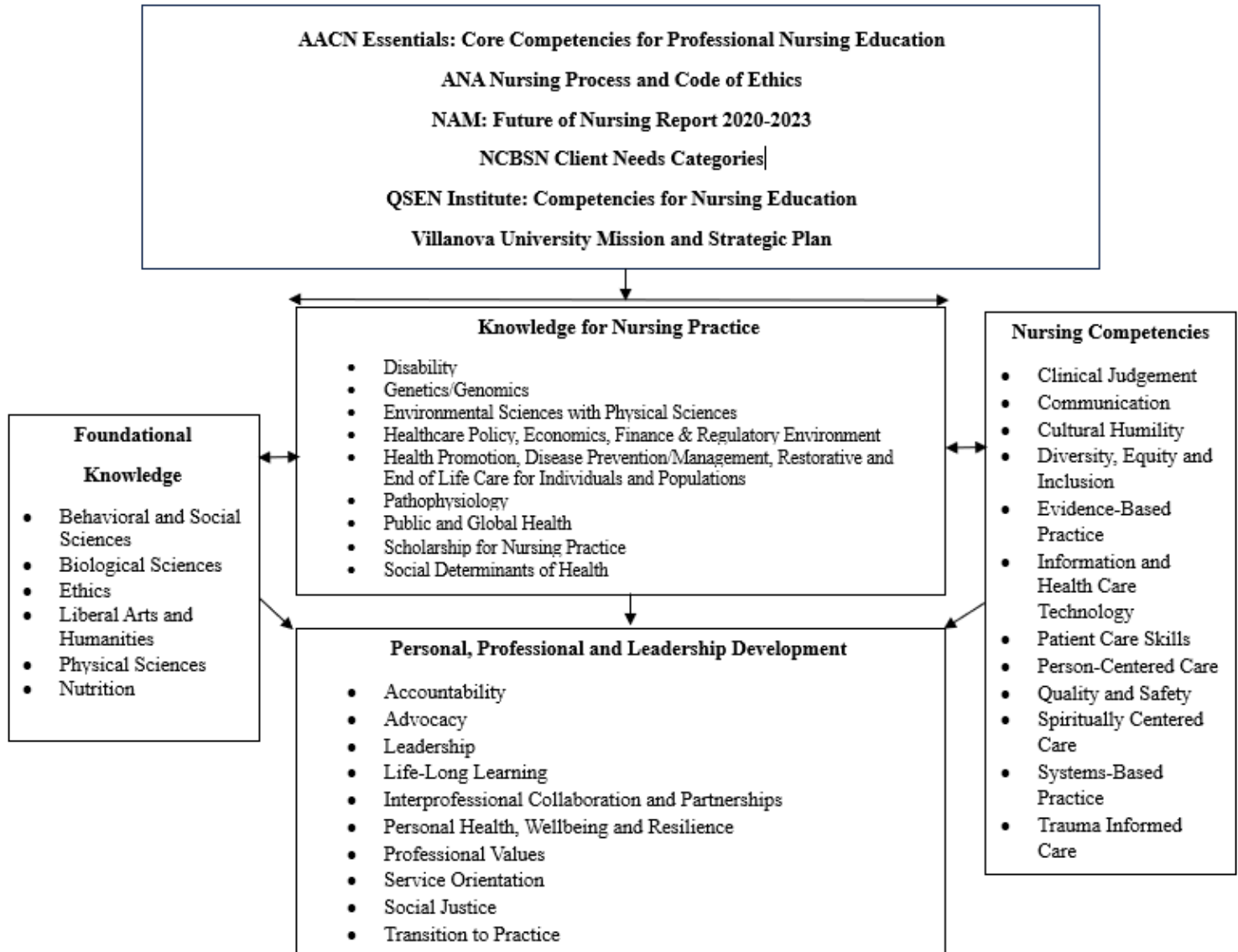
Social justice is a communal effort dedicated to creating and sustaining a fair and equitable society in which each person and all groups are valued and affirmed. It encompasses efforts to end systemic violence and racism and all systems that devalue the dignity and humanity of any person (John Lewis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

Transition to Practice

Role transition is the process through which nursing graduates mature into a 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).

Fitzpatrick College of Nursing Organizing Framework

Model uses a 3-pronged approach to the Curriculum: 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

Undergraduate Curriculum Plan (For Class of 2027 and 2028)

Villanova University M. Louise Fitzpatrick College of Nursing Undergraduate Curriculum Plan Traditional Four-Year BSN Students (Effective Class of 2027 and Beyond)

<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	BIO 1206 Anatomy & Physiology II	4
PSY 1000 General Psychology	3	THL 1000 Christian Faith & Life	3
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	ENG 1050 The Literary Experience	3
	17		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 2208 Prac in Essentials of Nsg Prac	3
Elective (Social Studies)	3	SOC 1000 Intro to Sociology	3
BIO 1185 Microbiology & Genetics + Lab	4	*NUR 2108 Pathophysiology	3
PSY 3200 Human Development	3	PHI 1000 Knowledge, Reality, Self	3
NTR 2120 Principles of Nutrition	3	STAT 1250 Statistics in Health Care Res	3
	16		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
		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	Upper-Level Theology Elective	3
*NUR 4200 Seminars in Selected Topics	1		
	16		15
		Total Credits	133

Students are required to select two elective courses: One Social Studies (history, art history, political science, economics, global interdisciplinary studies, or geography and the environment) and one upper-level theology elective. 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 2028)

Required Course & Credits	When to Take By
Chemistry 5 credits	First Year
Anatomy & Physiology 8 credits	First Year
English 3 credits	First Year
Theology 3 credits	First Year
Augustine & Culture Seminar 6 credits	First Year
Microbiology 4 credits	Sophomore Year
Statistics 3 credits	Sophomore Year (must be taken prior to Research and Scholarship in Nursing Practice)
Sociology 3 credits	Sophomore Year
Psychology 3 credits of PSY 1000 3 credits of PSY 3200	First Year Sophomore Year
Philosophy 3 credits of PHI 1000 3 credits of PHI 2115	Sophomore Year Junior Year
Pharmacology 7 credits	Throughout curriculum as scheduled

Elective Courses: (For Class of 2027 and 2028)

These may be placed at various points of the program.

SOCIAL STUDIES - 3 elective credits – choice of history (HIS), art history (AAH), political science (PSC), economics (ECO), global interdisciplinary studies (GIS), or geography and the environment (GEV).

UPPER-LEVEL THEOLOGY ELECTIVE - 3 credits of 2000 level or higher theology (THL).

Undergraduate Curriculum Plan (For Class of 2029 and Beyond)

Villanova University, M. Louise Fitzpatrick College of Nursing: Traditional Four-Year BSN Student

Villanova University M. Louise Fitzpatrick College of Nursing Undergraduate Curriculum Plan Traditional Four-Year BSN Students (Effective Class of 2029 and Beyond)			
<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	BIO 1206 Anatomy & Physiology II	4
PSY 1000 General Psychology	3	ENG 1975 Core Lit and Writing Seminar	3
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	THL 1000 Faith, Reason, and Culture	3
	17		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 2208 Prac in Essentials of Nsg Prac	3
BIO 1185 Microbiology & Genetics + Lab	4	*NUR 2108 Pathophysiology	3
SOC 1000 Intro to Sociology	3	PHI 1000 Knowledge, Reality, Self	3
NTR 2120 Principles of Nutrition	3	PSY 3200 Human Development	3
Elective (Social Studies)	3	STAT 1250 Statistics in Health Care Res	3
	16		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
		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	Upper-Level Theology Elective	3
*NUR 4200 Seminars in Selected Topics	1		
	16		15
		Total Credits	133

Students are required to select two elective courses: One Social Studies (history, art history, political science, economics, global interdisciplinary studies, or geography and the environment) and one upper-level theology elective. 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 2029 and Beyond)

Required Course & Credits	When to Take By
Chemistry 5 credits	First Year
Anatomy & Physiology 8 credits	First Year
English 3 credits	First Year
Theology 3 credits	First Year
Augustine & Culture Seminar 6 credits	First Year
Microbiology 4 credits	Sophomore Year
Statistics 3 credits	Sophomore Year (must be taken prior to Research and Scholarship in Nursing Practice)
Sociology 3 credits	Sophomore Year
Psychology 3 credits of PSY 1000	First Year
3 credits of PSY 3200	Sophomore Year
Philosophy 3 credits of PHI 1000	Sophomore Year
3 credits of PHI 2115	Junior Year
Pharmacology 7 credits	Throughout curriculum as scheduled

Elective Courses: (For Class of 2029 and Beyond)

These may be placed at various points of the program.

SOCIAL STUDIES - 3 elective credits – choice of history (HIS), art history (AAH), political science (PSC), economics (ECO), global interdisciplinary studies (GIS), or geography and the environment (GEV).

UPPER-LEVEL THEOLOGY ELECTIVE - 3 credits of 2000 level or higher theology (THL).

Second Degree Accelerated BSN Express Track: Curriculum Plan

Second Degree BSN Express Curriculum (77 Credits)



	SUMMER I	FALL	SPRING	SUMMER II
14-Month Express Track	Summer - Semester 1 Session 1 NUR 1102 2 Credits Introduction to Professional Nursing NUR 1104 2 Credits Introduction to Professional Nursing Practice NUR 2204 2 Credits Health Assessment NUR 2205 1 Credit Practicum in Health Assessment NUR 2206 2 Credits Essentials of Nursing Practice NUR 2208 3 Credits Practicum: Essentials of Nursing Practice TOTAL: 12 CREDITS Session 2 NUR 3104 5 Credits Nursing Care of Adults and Older Adults I NUR 3105 5 Credits Psychiatric and Mental Health Nursing TOTAL: 10 CREDITS Session 3 NUR 3031 3 Credits Basic Concepts in Pharmacology TOTAL: 3 CREDITS	Fall - Semester 2 NUR 3106 5 Credits Nursing Care of Adults and Older Adults II NUR 3107 5 Credits Nursing Care of Women and Families NUR 3122 3 Credits Imperatives for Global and Public Health NUR 3131 2 Credits Applied Pharmacology in Nursing Practice NUR 1105 3 Credits Social Justice and Health Equity in Professional Nursing TOTAL: 18 CREDITS	Spring - Semester 3 NUR 4111 5 Credits Nursing Care of Adults and Older Adults with Complex Health Problems NUR 4115 5 Credits Nursing Care of Children and Adolescents NUR 4119 3 Credits Nursing Leadership and Health Policy NUR 4031 2 Credits Safe and Effective Pharmacologic and Parenteral Therapies NUR 4200 1 Credit Seminars in Selected Topics PHI 2115 3 Credits Ethics for Health Care Professionals OR NUR 8964 Clinical Ethics OR NUR 3810 Research and Scientific Evidence in Nursing Practice TOTAL: 19 CREDITS	Summer - Semester 4 NUR 4120 7 Credits Community and Population Health NUR 4121 2 Credits Knowledge Integration for Professional Practice NUR 4122 3 Credits Transition to Professional Nursing Practice NUR 3810 3 Credits Research and Scientific Evidence in Nursing Practice OR PHI 2115 Ethics for Health Care Professionals OR NUR 8964 Clinical Ethics TOTAL: 15 CREDITS

Second Degree Accelerated BSN FLEX Track: Curriculum Plan



Second Degree BSN Flex Curriculum (77 Credits)

	FALL	SPRING/SUMMER	FALL	SPRING/SUMMER
23-Month Flex Track	Fall - Semester 1 First 7 Weeks: NUR 1102 2 Credits Introduction to Professional Nursing NUR 2204 2 Credits Health Assessment NUR 2205 1 Credit Practicum in Health Assessment Second 7 Weeks: NUR 1104 2 Credits Introduction to Professional Nursing Practice NUR 2206 2 Credits Essentials of Nursing Practice NUR 2208 3 Credits Practicum: Essentials of Nursing Practice TOTAL: 12 CREDITS	Spring- Semester 2 NUR 3104 5 Credits Nursing Care of Adults and Older Adults I NUR 3105 5 Credits Psychiatric & Mental Hlth Nursing NUR 3031 3 Credits Basic Concepts in Pharmacology NUR 1105 3 Credits Social Justice and Health Equity in Professional Nursing TOTAL: 16 Credits	Fall - Semester 4 NUR 3106 5 Credits Nursing Care of Adults and Older Adults II NUR 3107 5 Credits Nursing Care of Women and Families NUR 3131 2 Credits Applied Pharmacology in Nursing Practice PHI 2115 3 Credits Ethics of Health Care OR NUR 8964 Clinical Ethics TOTAL: 15 CREDITS	Spring- Semester 5 NUR 4111 5 Credits Nursing Care of Adults and Older Adults with Complex Health Problems NUR 4115 5 Credits Nursing Care of Children and Adolescents NUR 4119 3 Credits Nursing Leadership and Health Policy NUR 4031 2 Credits Safe and Effective Pharmacologic and Parenteral Therapies NUR 4200 1 Credit Seminar in Selected Topics TOTAL: 16 CREDITS
		Summer- Semester 3 NUR 3122 3 Credits Imperatives for Global and Public Health NUR 3810 3 Credits Research & Scientific Evidence in Nursing Practice TOTAL: 6 CREDITS		Summer- Semester 6 NUR 4120 7 Credits Community and Population Health NUR 4121 2 Credits Knowledge Integration for Professional Practice NUR 4122 3 Credits Transition to Professional Nursing Practice TOTAL: 12 CREDITS

villanova.edu/nursing

Questions: nursing.recruitment@villanova.edu

Bachelor of Science in Nursing, Honors Degree

Each year, a select group of incoming nursing students are invited to join the University Honors Program. FCN offers six of the required nursing curriculum courses at the Honors level depending on the number of enrolled Honors students. These students are encouraged to participate in 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. The academic requirements for the Honors degree listed below are for the Class of 2029 and beyond. Students admitted with a prior year class should refer to the policies in place at the time of admission.

- Complete ten (10) Honors courses (3-credit courses, other than NUR 1104) plus 1-credit NUR 4200 (H), which pairs with NUR 1104 to constitute a 3-credit course. The following Honors NUR courses are required:
 - First Year
 - NUR 1104-H Introduction to Professional Nursing Practice – 2 credits
 - Sophomore Year
 - NUR 2108-H Pathophysiology – 3 credits
 - Junior Year
 - NUR 3810-H Research and Scholarship – 3 credits
 - NUR 3122-H: Imperatives for Global and Public Health – 3 credits
 - Senior Year
 - NUR 4119-H Nursing Leadership and Health Policy – 3 credits
 - NUR 4200-H Seminars in Selected Topics – 1 credit
 - 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 the following (this is not an exhaustive list):
 - ACS 1000
 - ACS 1001
 - THL 1000
 - PSY 1000
 - SOC 1000
 - PHI 1000
 - Social Studies elective
 - Upper Level THL Elective

Nursing students can also obtain Honors credit through contract courses, independent studies, study abroad courses, graduate courses, and colloquium bundles. See Honors Program section of the catalog or the Honors SharePoint site for more information about these curricular options.:

For additional questions about the Honors Program, please visit [Villanova's website](#) and the Honors SharePoint site. If you have any questions, please email honorsprogram@villanova.edu.

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 FCN concerning their academic and professional growth. A nursing faculty advisor is assigned to each student upon entry into FCN. The faculty member serves as the student's academic 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, clinical, and simulation settings using lecture, discussion, group presentation, small group activities, 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, simulation, and clinical settings. Examples of evaluative methods used in the classroom include essays, objective tests, scholarly papers, presentations, projects, and participation in class. Simulation and clinical evaluations measure each student's ability to implement theoretical concepts in the practical setting and the quality of performance determined by preparation, 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, or nursing externships 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 academic advisor once per semester prior to registration and on an ongoing basis as needed. This ensures 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 in the course syllabus or on file in the Undergraduate Associate Dean's Suite. 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 academic 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 two weeks prior to completion of the course.
- The student completes the evaluation form anonymously 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 FCN Dean. 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 faculty member 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.

Policies and Procedures

Policies and procedures of FCN are designed to assist the student in progression through the academic program. The Villanova University Catalog, the Student Handbook of 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](#).

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 FCN. FCN reserves the right to change program requirements without prior notice to reflect advances in the professional field. If a student withdraws from 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 3104, NUR 3105, NUR 3106, NUR 3107, NUR 4104, NUR 4108, NUR 4111, NUR 4112, NUR 4115, and NUR 4120. The student must also achieve a 73% or better in the overall course grade.
- Students are not permitted to repeat exams, with the exception of NUR 4112 or NUR 4120. For NUR 4112 and NUR 4120 only, students who achieve less than 73% on one exam will be given the opportunity for reexamination of that exam if they receive a 73% or greater on the other course exam. The reexamination will be administered as an alternate format with a maximum possible exam grade of 73%. After reexamination, course grading will follow the policy outlined above.
- 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 below 0.5 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 (1000 level) and sophomore-level courses, (2000 level) with a quality point average (QPA) of 2.0 to advance to junior level courses (3000 level) with a clinical component. 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.

- FCN reserves the right to place on probation or dismiss any student whose performance in the program 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 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 at 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, the student should be limited to a schedule of four courses with accompanying labs and 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

FCN reserves the right to dismiss any student whose performance is deemed unsatisfactory. A dismissal from 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 FCN.

Code of Conduct

FCN adheres to University policies and procedures as outlined in the Code of Student Conduct that can be found in the [Villanova University Student Handbook](#). Any violation of these policies may result in disciplinary action.

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.

Pre-Matriculation Credits: Advanced Placement and International Baccalaureate

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. For more information about University policy regarding pre-matriculated college credits, please visit the [Villanova University Undergraduate Catalog](#). To view the Fitzpatrick College of Nursing Advanced Placement Credit sheet, please visit [here](#).

Dual Enrollment

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 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; (2) a course syllabus; and (3) 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 nursing.recruitment@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 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. Please see the [University policy regarding post-matriculation transfer credits](#).

Undergraduate Students Enrolling in Graduate Level Courses

1. A 3.5 Cumulative QPA is required to request enrollment in a graduate course. Complete the *Request for Undergraduate Student Enrollment in Graduate Course form in MyNova*. Form will be routed to Associate Dean of Graduate Program for final approval. Prior to completion of the online form, seek permission from the Director of your program.
2. Approval may be granted for ONLY one graduate course per semester
3. A maximum of three courses (9 credits) can be counted towards both the BSN and MSN degrees

Satisfactory/Unsatisfactory

Students in FCN may take their Social Studies or upper-level Theology elective on a satisfactory/unsatisfactory basis. Approval is required from the course faculty. 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 FCN students.
- Prior to entry into sophomore level clinical (NUR 2208), 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 3104, 3105, or 3115), students are required to have an additional physical examination with selected diagnostic tests and immunizations as outlined by 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 well as a verbal clinical warning.
- 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 ten panel urine drug screening, PA Child Abuse History Clearance, Pennsylvania Access to Criminal History (PATCH) clearance, and FBI fingerprinting (see Appendix A for complete policy).

Dean's List and Graduating with Honors

To qualify for the Dean's List at FCN, a student must be registered for a minimum of 12 credits and achieve a semester QPA of 3.5 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](#).

Authorized Withdrawal from a Course

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

Scholastic Load

A student must take at least 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 Accelerated 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

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

FCN offers a study abroad program in Dingle, Ireland in conjunction with Sacred Heart University during the Fall semester of sophomore year. FCN 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.

Nursing students may participate in international opportunities offered by FCN as part of NUR 4200 or an elective experience. 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 may 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. In view of this, the following are responsibilities of Villanova University Nursing Students:

Attendance

Each student is expected to attend all theory classes and to demonstrate preparedness during these meetings. Please refer to course syllabi for specific attendance expectations. Please also review the [University attendance policy](#). Note that due to Fast Forward and once-per-week classes, most of the “personal day” policies do not apply to FCN students.

Missed SLRC or Clinical Practicum/Laboratory Procedure

Attendance on all designated Simulation and Learning Resource Center (SLRC) and 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 and SLRC 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.**

<i>Excused Absence</i>	<i>Unexcused Absence</i>
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
	Failure to submit all compliance documents

All **unexcused** clinical practicum and SLRC hours will be assessed a fee of **\$25 for each hour of missed time**, paid by the student directly to the Bursar’s Office at the end of each semester. (i.e. \$25/hr x 12/hrs = \$300) Payment of this fee will be at the discretion of the Director of Clinical Placement and Community Partnerships. All students have an opportunity to appeal the fee, in writing, directly to the Director of Clinical Placement and Community Partnerships within one week from date of notification.

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 the Student Health Center visit will be done by FCN faculty and the Director of Clinical Placement and Community Partnerships. 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 missed clinical days in a semester-long course (NUR 2208, NUR 4113, and NUR 4120) or greater than 1 missed clinical day in fast-forward courses 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 including requirements outlined in Complio and facility-specific onboarding by the submission due date will not be allowed to attend in person clinical. 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, patients, and staff, promptness is essential. Lateness to clinical, lab, and simulation is considered unprofessional behavior and students will be referred to clinical warning process.

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](#).

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](#). Please see Appendix D for full policy.

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 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, 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. Students may not attend clinical sessions immediately following a night shift.

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, FCN, faculty, staff, employees, and fellow students. 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 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 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.

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

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 (see Addendum X), 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 Department. 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 for Healthcare Provider CPR certification, tuberculosis test, physical examination, 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 Department 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 a 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.

The University offers BLS for Healthcare Providers CPR courses on campus in both the fall and spring semesters.

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. Students are automatically enrolled in the textbook access program where all required textbook materials are provided for a flat fee charged to your student account. You can opt out of the program by following the directions emailed to you from the bookstore at the start of the semester. Details are [here](#).

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 online in Complio. The Compliance Department will provide additional direction to students. Students are responsible for all listed costs.

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.*” 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 Education²

Required Items³

Item	Cost	Frequency of cost
Comprehensive Background Check and Fingerprinting Package (Through American DataBank)	\$120	Once
Clinical Health Compliance Package (Through American DataBank)	\$35 for Traditional Undergrad (lasts 4 years) \$30 for Alternate Sequence/Transfer students (lasts 3 years) \$25 for BSN Express (lasts 2 years)	Once
Physical Examination	\$100 (varies based on health insurance coverage)	Every two years
Health Insurance Coverage	\$2,535 for undergraduate students \$4,735 for graduate students (Fee is shown for student-only coverage through university's student health insurer)	Annually
Tuberculosis Screening	QuantiFERON-TB Gold test - \$150 (first year) Or PPD skin test - \$75 (subsequent year)	Annually
Various Titers (Measles, Mumps, Rubella, Varicella)	Cost varies based	Once
Hepatitis B Vaccination	Cost varies	Up to three times
Influenza Vaccination	\$50	Annually
Covid-19 Vaccination	\$130	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	\$80	Every two years
Nursing Testing Fee (ATI)	\$1,200 - \$1,650	Divided among all program semesters
ExamSoft Testing Service	\$26	Twice per year
Uniforms	\$119.01 to \$133.01 cost for a single uniform set for women (plus the cost of shoes) \$122.57 to \$130.64 cost for a single uniform set for men (plus the cost of shoes)	Once
Name badge	\$17	Once
Stethoscope	\$115 (for the recommended Littman Classic III model through SNAP)	Once
Watch (With second hand or digital read-out)	\$25 - \$50	Once
Bandage Scissors	\$18 (through SNAP)	Once

Recommended Items

Item	Cost	Frequency
Penlight	\$5 (through SNAP)	Once
Blood Pressure Cuff	\$35 (through SNAP)	Once
Badge Reel	\$5 (through SNAP)	Once

****Please note that SNAP is offering a package that includes the bandage scissors, penlight and badge reel for \$25, offering a savings of \$3 as opposed to purchasing each item separately.****

² 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.

³ Additional fees may be incurred if clinical sites require additional health or drug screenings or impose fees.

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 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. The student will be required to make up the experience that has been missed and will be subject to the Clinical Absence Fee.

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 scrub pants purchased from the approved vendor.
- 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 that stays visible for a minimum of two minutes must be worn – smart watches **cannot** be used for clinical practice.
- Black ballpoint 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 FCN Community Closet email at fcncommunitycloset@villanova.edu or the Associate Dean for College and Student Services for additional information.

Professional Appearance:

- Hair should be 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.

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. Each student is responsible for verifying the necessary components and ensuring the completion and accuracy of their application.

Important information needed for your application:

- Program Name: **Villanova University M. Louise Fitzpatrick College of Nursing Undergraduate Program (BSN)**
- Program Code Number: Villanova University: **US25505400**
- Secondary Education: Applicant's high school, **NOT** Villanova University.
- Transcripts are processed through the Registrar and a third-party vendor. Transcripts must be ordered through [MyNova](#) as "After degree is awarded," otherwise the degree will not be listed and the application for licensure will be rejected by the state.
- 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 too.

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 NLCEX preparation assigned by the Associate Dean of the Undergraduate Program.

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.

Revised 06/2024

Resources and Facilities

Simulation and Learning Resource Center

The Simulation and Learning Resource Center (SLRC) at 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 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 Standardized Participant Educator, one part-time R.N. Clinical Skills Specialist, Peer Mentors, and Graduate Assistants.

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 participants (SPs), human patient simulators (high fidelity 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 surveyed about their experiences for quality improvement purposes.

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, FCN may share its experiences and expertise with members of outside institutions who may occasionally visit FCN'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 to FCN students. Additional equipment may be borrowed with permission for practicing vital signs. Simulation equipment leaving the SLRC must be returned clean, in working order, and without damage. Home Health Care bags must be returned with all equipment cleaned and in working order. When the equipment is returned, the SLRC staff 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 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 are 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 with a learning difference 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 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. 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. The Public Safety emergency phone number is 610 – 519 – 4444. Please review the university's [Emergency Procedures](#) to learn the procedures for dealing with these emergency situations. Also, please subscribe to [NOVA Alert](#). NOVA Alert is the best and quickest way to get information in an emergency. Emergency situations develop and change very quickly. NOVA Alert keeps you informed as things change.

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

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 FCN are the Undergraduate Nursing Senate, the Student Nurses' Association of Pennsylvania – Villanova University Chapter (SNAP), 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 Consulters, 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 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 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.

Multicultural Student Nurses' Organization (MSNO)

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

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 \("the GiG"\)](#) 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.
- [Research for Equity and Justice Collective \(REJC\)](#) is an international collaborative effort of transdisciplinary faculty, staff, students (across academic levels) and community members who address multi-level factors that influence health outcomes in their scientific work.
- [Family Research Group](#) creates and conducts studies that highlight the family's role in health, as well as studies that develop and test innovative interventions, all with potential impact to improve the lives of families.
- [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.
- [Villanova Oncology Nursing Interest Group \(VONIG\)](#) facilitates connections between nursing students interested in advancing the care of individuals and families affected by cancer and faculty, hospitals, professional organizations, and philanthropic partners who engage in advocacy, research, and the development of future oncology nursing professionals. Please reach out to [Dr. Sherry Burrell](#) if interested.

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

The Alpha Nu chapter of Sigma Theta Tau at Villanova University was established in 1966. The Sigma Theta Tau International Honor Society is regarded as the top honor society for nursing. Membership in the Alpha Nu chapter recognizes high professional standards, creative work, leadership, and superior achievement. It also honors students in academic studies, service, practice, research, education, and leadership. The Alpha Nu Chapter holds an annual ceremony in the spring to honor undergraduate and graduate students, as well as nurses in the community.

Membership eligibility is determined by achieving academic excellence (defined as having a grade point average [GPA] of at least 3.0 on a 4.0 scale when GPA systems are used), a ranking of not lower than the highest 35%, and completing one-half of the nursing curriculum. Students must demonstrate academic achievement, academic integrity, and professional leadership potential. To learn more about Alpha Nu please visit the 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 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 – Bloodborne 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 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.

Revised 10/2022

Chart A

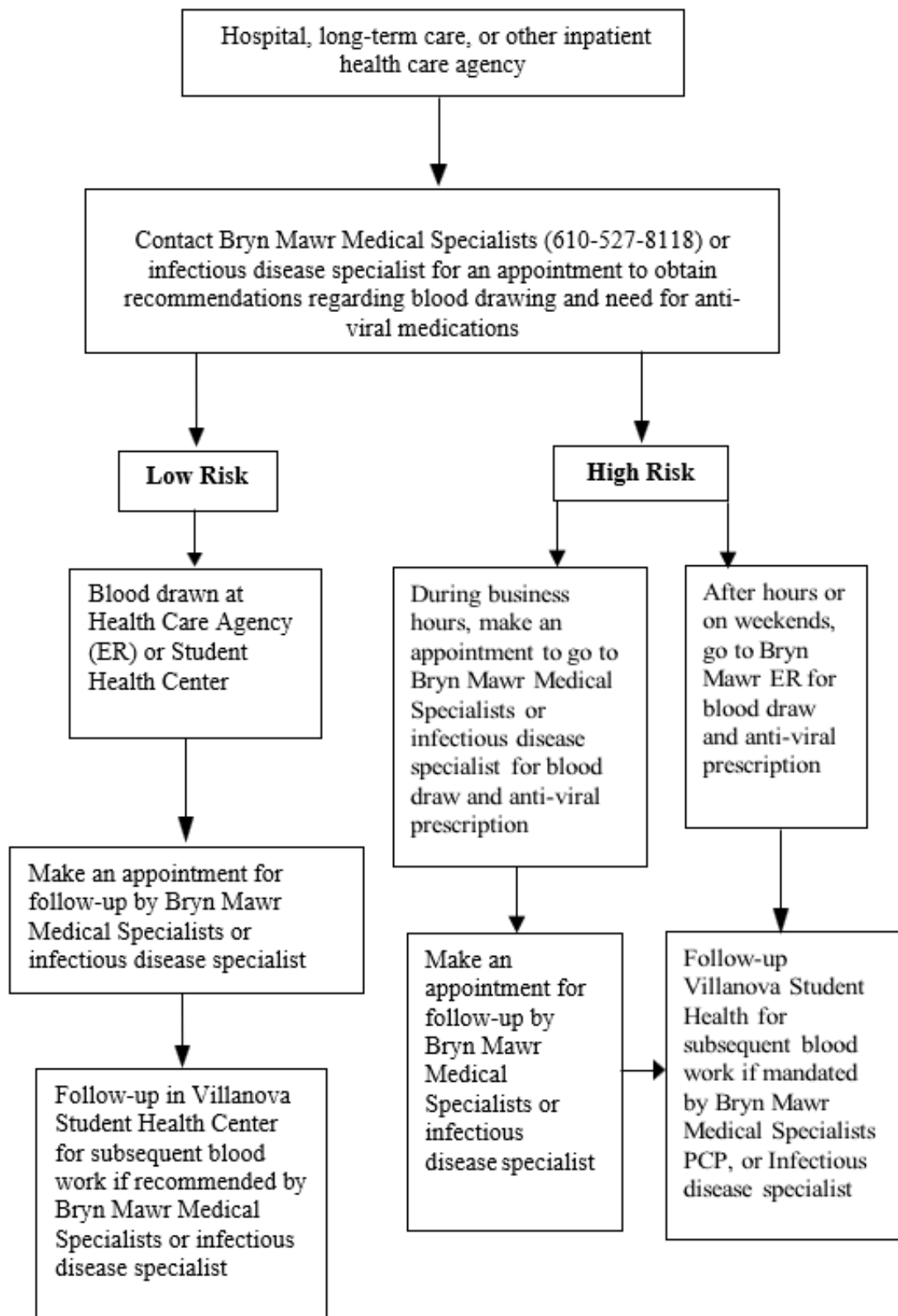
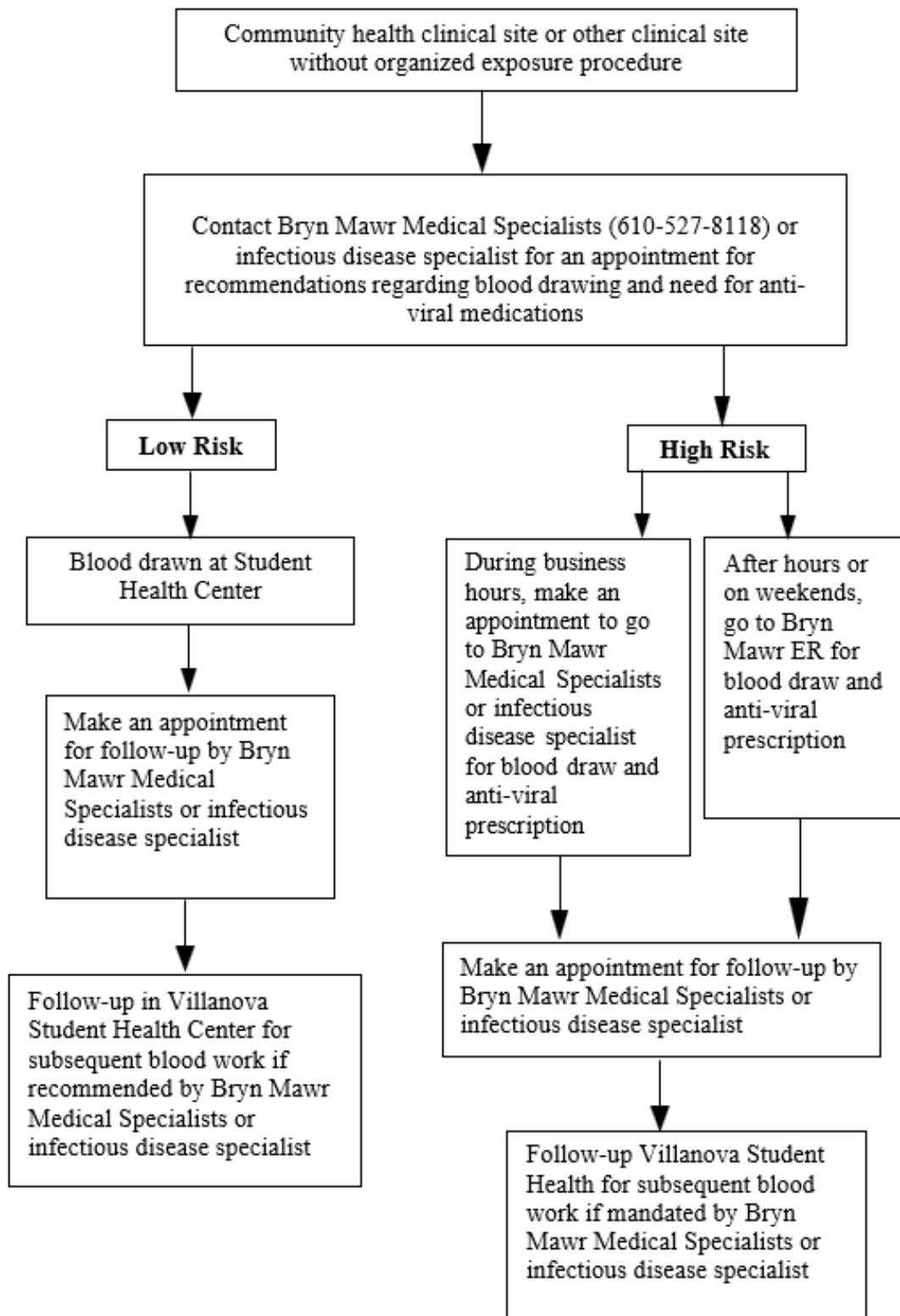


Chart B



Appendix C: Simulation Fidelity Consent and Acknowledgement Form



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

Appendix D: Student Substance Abuse and Drug Testing for Nursing Students Policy

Purpose

The Villanova University M. Louise Fitzpatrick College of Nursing (FCN) curriculum prepares nursing students to care for patients in various healthcare settings. Upon entering the nursing program, students accept responsibility for their behavior as learners and in fulfilling their professional duties as future nurses, including in clinical settings. Substance use disorder among healthcare providers is not only a disease with personal health effects, but also a professional hazard that may significantly impair the exercise of sound medical judgment and ability to administer safe and competent patient care. The FCN curriculum incorporates substance use disorder content to educate students on these issues, and FCN has established this policy to assist nursing students in maintaining personal and professional integrity, promoting academic success, and enhancing patient safety.

Prohibitions on Substance Use

This policy applies to all students who have confirmed acceptance in any nursing program or track in the FCN.

All Villanova University students, including FCN students, are required to comply with all local, state, and federal laws and regulations regarding the possession, manufacture, use, and distribution of substances deemed illegal or controlled, including alcohol. FCN students must also adhere to all Villanova University policies, including the Policy on Drug-Free Schools and Drug-Free Workplace, and the Alcohol and Drug Policies located in the [University Student Handbook](#). This policy is meant to supplement those relevant University policies. Any unlawful production, processing, acquisition, transportation, possession, use, consumption, manufacture, sale, distribution, dispensing, diversion, or improper use of any substances by any student in the FCN may be grounds for disciplinary action up to and including removal from clinical components of the program, and/or dismissal from the nursing program.

In addition, no FCN student may use, consume, or be under the influence of, any substance that potentially impairs the student's performance at any time the student is in the classroom and/or performing clinical duties. Students who need to take medications (whether by prescription or over-the-counter) are responsible for knowing whether such medication may potentially affect their performance or behavior, and must notify the Program Director or Course Coordinator at least 72 hours prior to clinical attendance. This includes notification prior to any drug testing regarding the use of medications that could impair performance or has the potential to influence a drug screen. At all times, it is incumbent upon the student to make the decision not to attend a clinical assignment if the student feels impaired and may present a risk to patients.

Failure or refusal to comply with Villanova University's substance use policies and/or the FCN's Substance Use and Drug Testing for Nursing Students Policy may be grounds for disciplinary action, up to and including dismissal from the program. Any attempt to delay, tamper, or otherwise interfere with any drug testing process or results will be considered a refusal to comply with this policy.

Drug Testing Requirements

All nursing students are required to complete the FCN's drug testing requirements, including testing prior to beginning the program. Clinical training sites and sites involving human research require that students undergo drug testing prior to placement at the sites. Students are subject to additional random drug testing at the discretion of the FCN while in the program. The clinical sites may also require a student to complete additional drug testing at any time following the clinical site's policy. Students are responsible for all costs related to drug testing.

At any time, a nursing student may be required to undergo substance use testing when the college determines there is reasonable suspicion that the student is impaired due to the use or misuse of a substance including alcohol, drugs, or medications. Examples of conduct or information giving rise to a reasonable suspicion of impairment include, but are not limited to: unusual or aberrant behavior or patterns of abnormal or erratic behavior; symptoms of impairment; arrest or conviction for a drug or alcohol related offense; evidence of drug tampering, drug diversion, or misappropriation; direct observation of drug use or discrepant drug counts; alterations in clinical and/or didactic performance that may not be attributed to other causes; following a work-related injury or illness, with evidence that it may have been related to use of a controlled substance; credible information from independent sources; observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others, or resulted in damage to equipment.

The requirement that a student be drug tested, and the test results, will remain confidential and be disclosed only to those individuals within FCN, Villanova University, and/or an affiliated clinical site with a need to know, or as required by law. Upon written request, students will be provided with a copy of their test results. There may be situations where evidence of substance abuse by a post-licensure student requires a report to the appropriate State Boards of Nursing where the student is currently licensed.

Procedures

In the normal course, substance use testing required by the FCN will be conducted as follows:

- Compliance directions are sent to the student upon receipt of the seat deposit. Per these directions, the student creates an account via the Complio software platform and places an order for the required Comprehensive Background Check and Fingerprinting package, which includes a ten-panel drug screen. During the ordering process, American Databank provides a list of Quest and Labcorp drug screen location options based on the student's residential address. The student selects the drug screen location. Students must use one of these approved drug testing locations.
- Once ordering is complete, the student receives an email from American Databank with a registration code and confirmation of the drug screen location. The student must bring the email with the registration code to the drug screen location on the day of testing.
- Based on the drug screen location's policy, the student either makes an appointment or goes to the drug screen location during walk-in hours. The email with registration code is submitted to the lab technician and urine sample is collected for the ten-panel drug screen. Some of the most common substances tested are listed below.
- The expectation is that the test will return negative results for all of the tested substances, without adulteration or dilution of the sample.
- Test results are sent directly to the student's Complio account within a few business days.
- If the result is negative, the requirement is complete.
- If the result is positive, dilute, or inconclusive, further testing will be required as described below, and there will be an interruption in the student's course of study or the student may be unable to start the program.

Positive or Inconclusive Results

If the result is positive, positive dilute, negative dilute, or inconclusive, the result is flagged in the Complio system. The following procedures will be followed:

- If there is a positive result for a substance that might be a prescribed medication, a Medical Review Officer from American Databank contacts the student to confirm whether there is a valid prescription and updates the Complio account accordingly.
- If the result is positive without medical validation, the FCN compliance department notifies the student of the flagged result and provides instructions to conduct an additional ten-panel drug screen.
- The FCN compliance department provides the student with directions to select the “Drug Screen Only” option in Complio and order another drug screen. The FCN compliance department will provide a specific window of time in which the student must complete the drug screen. Testing done outside the appropriate window of time will not be considered valid. All costs will be assumed by the student for this retesting.
- During this time the student awaits a retest, the student is not permitted to participate in any clinical agency activities, but may be allowed to attend classes, pending the approval of the Associate Dean for Academic Programs.
- After the student completes the retest drug screen, the compliance department will monitor Complio for the results.
- If the retest drug screen result is negative, the compliance department will confirm the result with the student and the student may proceed in the clinical experience.
- If the retest drug screen is inconclusive, the result will be treated as positive until definitive analysis by alternate testing has been conducted. The FCN compliance department notifies the student of the inconclusive result and provides instructions to complete required alternative testing in the form of a blood test (approximately \$200) to be completed by the student within the timeframe specified by the compliance department. Testing done outside the appropriate window of time will not be considered valid. All costs will be assumed by the student for this retesting.
- During this time the student awaits the alternate testing results, the student is not permitted to participate in any clinical agency activities, but may be allowed to attend classes, pending the approval of the Associate Dean for Academic Programs.
- After the student completes the alternative testing, the compliance department will monitor Complio for the results.
- If the alternative testing result is negative, the compliance department will confirm the result with the student and the student may proceed in the clinical experience.

If the alternative testing result is positive, positive dilute, negative dilute, or inconclusive, the student will not be eligible to proceed in the clinical experience, will be unable to fulfill the clinical objectives of the nursing curriculum and deemed to have an unsatisfactory performance subject to disciplinary action up to and including dismissal from the program.

Voluntary Self-Disclosure

Students who voluntarily self-disclose a substance or alcohol abuse problem to an FCN faculty member, academic advisor, staff member, or administrator prior to a positive substance use test result, may be granted a medical leave of absence to undergo treatment. There may also be conditions placed on the student's eligibility to return to the program following the leave. Medical leaves of absence are processed under the University's Student Leaves of Absence Policy.

Reentry into the Academic and Clinical Environment

Return from a medical leave of absence will be considered by the Associate Deans for the Undergraduate and Graduate Programs, as appropriate, in consultation with the Vice Dean for Academic Programs, and the Academic Standing and Records Committee. The decision regarding re-entry to the FCN, and any conditions that must be met, will be based on an individualized assessment of the student, including consideration of current medical knowledge and/or the best available objective evidence, in consultation with the University's Counseling and Student Health Centers.

Depending upon the length of absence from the program, the student may be required to restart the clinical and didactic components of their plan of study. Alternatively, the student may only be required to repeat specific semesters of clinical and didactic study, based on the decision of the Academic Standing and Records Committee in consultation with relevant Program Director or Course Director.

For patient safety reasons, a student recovering from substance use disorder will be monitored closely, particularly in clinical practice, and may be subject to additional drug testing or other conditions of return delineated as part of the program reentry.

Reporting

Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use, or distribution of a drug or alcohol or misuse of prescribed medications must report this event, within 72 hours of its occurrence and prior to any clinical contact with patients and families, to the Associate Dean for the Undergraduate Program or Associate Dean for the Graduate Program. New criminal charges and arrests, as well as prior criminal records, may affect a student's ability to be placed at a clinical agency or to continue in the program of study. Clinical agencies may require information about a student's criminal history before granting permission for a learning experience.

A student who suspects possible substance use or a violation of this policy by another student has the responsibility to report this information. A report can be made to the student's course faculty member, course coordinator, faculty advisor, Program Director, or the Associate Dean for the Undergraduate Program. The identity of the individual making the report will be kept confidential to the greatest extent possible, but consistent with the need to investigate or adjudicate the report and subject to University policy and legal requirements.

Treatment and Counseling Resources

Students who are concerned that they may have a substance or alcohol use problem are encouraged to seek appropriate assessment, treatment, and counseling from qualified health care professionals. The following websites are a list of some treatment and counseling services that are available to students:

- [AANA Health and Wellness in the Workplace](#)
- [Alcoholics Anonymous](#)
- [American Society of Addictive Medicine](#)
- [Narcotics Anonymous](#)
- [National Directory of Drug and Alcohol Abuse Treatment Programs](#)
- [Patricia B. And Gary M. Holloway University Counseling Center](#)
- [Villanova University Student Health Center](#)
- [Pennsylvania Bureau of Professional & Occupational Affairs Professional Health Monitoring Programs](#)

Screened Drugs

The list of controlled substances for which the Villanova University M. Louise Fitzpatrick College of Nursing screens includes, but is not limited to, the following:

- Amphetamine (methamphetamine)
- Barbiturate
- Benzodiazepine
- Cocaine
- Marijuana⁴
- Methadone
- Methaqualone
- Opiates
- Phencyclidine
- Propoxyphene

A student may also be tested for any other controlled substances based on suspected use by the student, or as required by clinical site affiliation agreements or clinical site policies.

⁴ Although medical marijuana is legal in certain states, including Pennsylvania, it remains illegal and classified as a Schedule 1 drug under federal law. Having a medical marijuana card will not overturn a positive test result for this drug.

Appendix E: Clinical Deficiency Policy

Clinical Deficiency Policy

This policy addresses clinical deficiencies that require action by the student by outlining the clinical discipline process for unsatisfactory performance including, but not limited to, issues with mandatory compliance requirements, professionalism, and nursing practice issues.

This policy applies to all pre-licensure students in the M. Louise Fitzpatrick College of Nursing (FCN), Villanova University.

Compliances

Students are required to maintain full compliance with FCN requirements outlined in the FCN Student Handbook. All compliance documentation is due by:

- August 1st for fall semester clinical courses
- December 1st for spring semester clinical courses
- May 1st for summer clinical courses.

Any clinical compliance requirement(s) that will expire during the upcoming semester are due to be renewed by the date above. Influenza vaccination documentation is due 9/15 annually.

All compliance documentation will be uploaded to American Databank (Complio) by the student and verified by the Compliance team.

Failure to obtain and maintain compliance requirements by the due dates will incur a missed clinical fee (\$25 per hour of clinical in upcoming rotation). Any clinical dates missed due to continued non-compliance will incur additional missed clinical fee and verbal clinical warning. Students may not attend clinical until they are in full compliance.

Professionalism

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 FCN and Villanova University, and the stipulations of the legal guidelines that govern practice. For example, the American Nurses Association (ANA) Code of Ethics stipulates 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, healthcare professionals, faculty, and patients.

Students who demonstrate lack of professionalism in the clinical setting will enter the clinical warning process, with disciplinary action commensurate with the level of unprofessionalism as determined by the clinical and course faculty.

Examples of lack of professionalism include (but not limited to):

- Non-adherence to the clinical uniform and appearance policy
- Lateness, particularly if clinical faculty not notified
- No phone call to your clinical faculty and no show for the clinical experience
- Late submission of clinical assignments
- Lack of preparation for patient care or medication administration
- Incivility towards faculty, healthcare professionals, patients, or peers
- Failure to complete remediation plan as outlined by clinical faculty

Repeat infractions will require further intervention and remediation directed by the clinical and course faculty as follows:

Clinical Discipline Guidelines

Clinical Warning Level	Examples of Student Behaviors Requiring Intervention
Verbal Warning	<ul style="list-style-type: none"> • Non-adherence to clinical uniform and appearance policy • Lateness to clinical, particularly if clinical faculty not notified • No phone call to your clinical faculty and no show for the clinical experience • Late submission or Incomplete Clinical Assignments • Unprepared for patient care or medication administration • Lack of Professionalism
Written Warning	<ul style="list-style-type: none"> • Second Occurrence of Verbal Warning Behavior • Failure to complete Verbal Warning remediation plan • Additional verbal warning behavior in addition to documented first behavior • Incivility (may warrant clinical probation or failure)
*Clinical Probation	<ul style="list-style-type: none"> • 3rd Occurrence of a verbal warning behavior or additional identified behavior • Incivility • Unsafe action or failure to take nursing action when such action is essential to the health and safety of the patient (may warrant clinical failure)
Clinical Failure	<ul style="list-style-type: none"> • 4th occurrence of a previous or additional identified behavior • Incivility • Falsification of information regarding patient care • Performing nursing activities outside of scope of nursing student • Attending clinicals while under the influence of alcohol or illicit drugs • Performing activities which are detrimental to the health and safety of the patient • Inability to meet the objectives of the course as determined by the clinical faculty and course leader

- *This list is not inclusive of all behaviors necessitating intervention with the clinical warning process.*
- *All occurrences will be documented in the student record.*
- *Written warnings will require notification of the Course Leader and Director of Clinical Placements.*
- *Clinical Probation will require a student meeting with the Course Leader and Director of Clinical Placements*
- **Once a student is placed on Clinical Probation, any additional clinical warnings at any point during the remainder of the undergraduate program will result in automatic clinical failure. The student will not be able to restart the clinical occurrence process with the start of a new course and will be moved directly to a clinical failure status. This policy will be effective in any course throughout the progression of the degree and may lead to dismissal from the program.*



Clinical Warning Form and Remediation Plan

This form should be used whenever the student is at risk of not meeting the objectives of the clinical course. Students are reminded that failure to meet one or more of the course objectives can result in course failure.

Date: _____

Student's Name: _____

Course Title: _____

Clinical Warning Level:

- ☐ Verbal Warning
- ☐ Written Warning (Notify Course Leader and Director of Clinical Placements)
- ☐ *Clinical Probation (Requires Meeting with Course Leader and Director of Clinical Placements)
- ☐ Clinical Failure

1. Objective/s not being met with supportive documentation:

Clinical Performance Data:

Clinical Performance Data:

2. Remediation Plan (with Due Date):

Student Signature: _____

Clinical Faculty Signature: _____

Date: _____

****Please attach this form to the Final Evaluation and place it in Student file.**

Notes