

# **W** wheaton college massachusetts



Nursing Student Handbook  
2023-2024



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Dear Nursing Students:

Welcome to the Wheaton Nursing Program. On behalf of the faculty and staff, we are honored that you have chosen this nursing program and want to extend our support as you begin your journey in nursing. We are committed to your success; you are joining a profession with many different opportunities that touch the lives of our patients, families, and community. As you dedicate yourself to mastering the art and science of nursing, our faculty will be there to guide you on your journey.

We value diversity, equity, and inclusion. Our program will prepare nursing students for clinical practice at the intersection of community health and social justice. Our goal is to provide you with the knowledge and skills that will develop your clinical judgment and reasoning in a culturally diverse population while upholding the ethical standards of nursing.

This handbook will provide you with the policies and procedures of our nursing program. It will answer many questions you may have about expectations, resources, and opportunities. Its purpose is to assist you in understanding the policies, procedures, and general information specific to the nursing program.

You are encouraged to meet with your faculty advisor on a regular basis to maintain communication as to your success or concerns. Please contact me, any faculty or staff member to assist you with any questions. Enjoy your journey at Wheaton College as you pursue a career in nursing. I look forward to getting to know you while you prepare to practice as a professional nurse.

Sincerely,

A handwritten signature in black ink that reads 'Colette Dieujuste'. The signature is written in a cursive style with a large, stylized 'C' at the beginning.

Colette Dieujuste, RN, PhD  
Dean of Nursing

## Faculty and Staff

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Professor of Nursing Practice  
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Director of Nursing Simulation and Professor of the Practice  
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## Nursing Program Mission, Vision and Philosophy Statements

### *Mission*

The Wheaton College Nursing Program curriculum is based on a foundation of social justice and global health, student-centered and evidence-based learning. The art of caring, compassion, and mentoring are integral components of the program.

### *Vision*

The Wheaton College Nursing Program graduates will be prepared to begin their careers as clinical practitioners, tackling the interconnected issues of health equity, gender and race-based disparities in health care, and global threats to health. The Wheaton program will prepare its graduates to be future global leaders of health care who are clinical experts, socially and scientifically grounded, inquisitive and curious scholars who advance the scholarship of the discipline and the profession of nursing locally and globally.

### *Philosophy*

The Wheaton College Nursing faculty believes that Nursing is the art and science of human caring and is an essential aspect of the development of professional nurses. The philosophy of the BSN program is supported by the core values of Wheaton College, which include: a commitment to social justice, and to better meet the needs of underserved populations both locally and globally. The BSN curriculum provides a transformative education for intellectually curious students in a collaborative, inclusive, and equitable community. The faculty believes that to benefit global health, Wheaton faculty must prepare professional nurses who advocate for social justice, dignity, respect, compassion, and advancement of the nursing professional

We will prepare the future leaders of health care who are clinical experts, socially and scientifically grounded, inquisitive and curious scholars who advance the scholarship of the discipline. The Wheaton faculty believes that our nursing graduates will be prepared to begin their careers as clinical practitioners, tackling the interconnected issues of health equity, gender and race-based disparities in health care, and global threats to health. Graduates will be prepared to use their knowledge and skills in clinical judgment and reasoning to care for culturally diverse populations while upholding the ethical standards of nursing.

## Baccalaureate Nursing Program Outcomes

The learning outcomes of the program will be based on the 2021 AACN Essentials Document (<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>) that are directly related to the nine domains of professional nursing practice:

- Knowledge for Nursing Practice
- Culturally Sensitive Person-Centered Care
- Population Health
- Scholarship for the Nursing Discipline
- Quality and Safety
- Interprofessional Partnerships
- Systems Based Practice
- Informatics and Healthcare Technologies
- Professionalism

The expected program learning outcomes build on the domains of the AACN Essentials, are internally consistent with the department mission, and will include the ability to:

- Effectively utilize critical thinking, clinical judgment, and reasoning based on a broad knowledge base to deliver safe, competent, holistic, ethnocultural sensitive, and ethical nursing care.
- Utilize knowledge of systems to work effectively across the continuum of care to deliver safe nursing practice.
- Demonstrate responsibility and accountability to patients, other health care workers, and the profession of nursing within a culture of patient safety in all situations to deliver safe, competent, and quality nursing care.
- Utilize the principles of ethical comportment, social justice, and cultural competence in the care of diverse populations.
- Analyze the influence of global perspectives on nursing within a complex society, both locally and globally.
- Analyze how professional identity as a nurse contributes to the development of leadership and management skills and integrates core principles of diversity, equity, and inclusions in the practice of professional nursing.
- Utilize evidence-based practice, patient care technologies, and community resources to restore, maintain, and promote patient health across the lifespan.
- Analyze how an understanding of the unique perspectives of the discipline of Nursing and its commitment to social justice and to the care of underserved populations impacts the management of population health.
- Apply theory and research-based knowledge from the arts, -humanities, and the discipline of nursing to integrate the best evidence into nursing care.
- Communicate and collaborate effectively with patients, communities, and interprofessional members of the health care team to support a partnership approach to patient care and in turn influence local and global health outcomes.

Source: AACN Draft Essentials, Domains, and Descriptors

(<https://www.aacnnursing.org/Portals/42/Downloads/Essentials/DRAFT-Domains-Descriptors-Competencies-May-2020>)

## Academic Policies

### *Admission and Prerequisites*

The School of Nursing follows the basic Admissions policies of Wheaton College, which are found in the College Catalog. Prospective students are evaluated holistically and must meet additional academic criteria for admission to the nursing program. In keeping with the requirements of the Massachusetts Board of Nursing Registration all students must submit satisfactory proof of secondary education completion. In addition, the following are the standards for admission to the nursing program:

- College preparatory curriculum with a minimum GPA of 3.0
- 4 years of College Prep Math (Algebra I, Algebra II, Geometry, Advanced Math [i.e., Stats, Pre-Calculus, Calculus]) with a course grade of B or better
- 4 years of College Prep Science, including 2 years of a lab science (Biology,



Chemistry, Advanced Science [i.e., Physics, Anatomy) with a course grade of B or better

- Strong applicant essay and demonstrated interest
- Letters of recommendation from Science Teacher, Math Teacher, and School Counselor
- Extracurricular activities or work experience
- Optional SAT/ACT

### **Good Standing and Normal Progression**

I. First-year students must:

1. **Achieve a grade of C+ or higher in each of the following courses: Introduction to the Biological Sciences, Chemical Principles, Nutrition, Microbiology, Anatomy & Physiology I.**
2. Complete 8 credits with a total GPA of 2.33 or higher and a GPA in science and nursing courses of 2.33 or higher\* (hereafter "nursing GPA") prior to entering the second year.

\*Any student who has not successfully completed 8 credits or has not earned a total GPA or nursing GPA of <2.33 by the end of the first-year spring semester will receive a letter from the Dean of the Nursing Program. This letter will advise the student to contact their advisor to discuss potential options for meeting progression standards prior to entering the second year. If either GPA falls below the relevant minimum standard, the student will be placed on academic warning status for one semester, during which the GPA must be brought up to the minimum. A student is permitted to repeat only one science course.

If progression standards are not met prior to entering the second year, the student will be dismissed from the Nursing Program. Students will matriculate into the Nursing Program at the end of the first year if they are in good standing.

II. Second-year students must:

1. Complete 16 credits with a total GPA of 2.00 or higher and a nursing GPA of 2.33 or higher. \*
2. Achieve a 75% or higher weighted cumulative exam average in each nursing course. If a student fails to achieve a 75%, the weighted cumulative exam average will serve as the final course grade, **and the student will fail the course with a grade of C or lower.**
3. Maintain compliance with all health and clinical agency requirements.
4. Earn a grade of 90% on the Medication Calculation and Administration Exam

\*Any student who has not successfully completed 16 credits or has earned a total GPA or nursing GPA of <2.33 by the end of the second-year spring semester will receive a letter from the Dean of the Nursing Program. This letter will advise the student to contact their academic advisor to discuss potential options for meeting progression standards prior to entering the third year. If either the nursing GPA or total GPA falls below the relevant minimum standard, the student will be placed on warning status for one semester, during which the GPA must be brought up to the minimum.

If progression standards have not been met prior to entering the third year, the student will be dismissed from the Nursing Program.

III. Third-year students must:

1. Complete 24 credits with a total GPA of 2.00 or higher and a nursing GPA of 2.33 or higher. \*
2. Achieve a 75% or higher weighted cumulative exam average in each nursing course. If a student fails to achieve a 75%, the weighted cumulative exam average will serve as the final course grade, **and the student will fail the course with a grade of C or lower.**
3. Maintain compliance with all health and clinical agency requirements.
4. Earn a 90% on Medication Calculation and Administration Competency Exam

\*Any student who has not successfully completed 24 credits or has earned a total GPA of <2.00 or nursing GPA of <2.33 by the end of

The third-year spring semester will receive a letter from the Dean of the Nursing Program. This letter will advise the student to contact

Their academic advisor to discuss potential options for meeting progression standards prior to entering the fourth year. If either GPA falls below the relevant minimum standard, the student will be placed on warning status for one semester, during which the GPA must be brought up to the minimum.

If progression standards have not been met prior to entering the fourth year, the student will be dismissed from the Nursing Program.

IV. Fourth-year students must:

1. Complete 32 credits with a total GPA of 2.00 or higher and a nursing GPA of 2.33 or higher to qualify for graduation.
2. Achieve a 75% or higher weighted cumulative exam average in each nursing course. If a student fails to achieve a 75%, the weighted cumulative exam average will serve as the final course grade, **and the student will fail the course with a grade of C or lower.**
3. Maintain compliance with all health and clinical agency requirements.
4. Earn a 90% on Medication Calculation and Administration Competency Exam
5. Pass a computerized, standardized, comprehensive nursing examination during the spring semester.

A student may repeat a nursing course only once after withdrawing or not achieving a 75% and an overall class grade of 75% or above. Students will be dismissed from the Nursing Program after two course failures.

**Wheaton College Nursing Program Curriculum**

<b>FIRST YEAR</b>
<b>FALL SEMESTER</b>
NURSING 100: Intro to Professional Nursing (1.0)
BIOLOGY 114: Introduction to the Biological Sciences (1.0)
CHEMISTRY 153: Chemical Principles (1.0)
FIRST YEAR EXPERIENCE: Global Health/Nursing (1.0)
<b>SPRING SEMESTER</b>
BIOLOGY 105: Nutrition (1.0)
Global Health or Language (1.0)
BIOLOGY 203: Anatomy & Physiology I (1.0)
BIOLOGY 221: Microbiology (1.0)
<b>SECOND YEAR</b>
<b>FALL SEMESTER</b>
NURSING 200: Fundamentals of Nursing and Health Assessment (.75)
NURSING 200 LAB: Fundamentals of Nursing and Health Assessment Lab (.25)
BIOLOGY 204: Anatomy & Physiology II (1.0)
PSYCHOLOGY 101: Intro to Psychology (1.0)
Elective (1.0)
<b>SPRING SEMESTER</b>
NURSING 210: Population Health: Medical-Surgical I (.75)
NURSING 210 LAB: Population Health: Med Surg I Clinical (.25)
PSYCHOLOGY 233: Lifespan Development (1.0)
NURSING 205: Integrated Concept of Pharmacology and Pathophysiology (1.0)
Elective (1.0)
<b>SUMMER SEMESTER</b>
Elective: Global Health Abroad Experience. (TBA)
<b>THIRD YEAR</b>
<b>FALL SEMESTER</b>
NURSING 310: Population Health: Med Surg II (.75)
NURSING 310 LAB: Population Health: Med Surg II Clinical (.25)
NURSING 305: Population Health: Pediatric (.75) *
NURSING 305 LAB: Population Health: Pediatric Clinical (.25) *
NURSING 300: Population Health: Maternity (.75) *
NURSING 300 LAB: Population Health: Maternity Clinical (.25) *
PHILOSOPHY 242: Medical Ethics (1.0)
MATH/MGMT/PSY/SOC 141: Statistics (1.0)
<b>SPRING SEMESTER</b>
NURSING 320: Population Health: Mental Health (.75)
NURSING 320 LAB: Population Health: Mental Health Clinical (.25)
NURSING 305: Population Health: Pediatric (.75) *
NURSING 305 LAB: Population Health: Pediatric Clinical (.25) *
NURSING 300: Population Health: Maternity (.75) *
NURSING 300 LAB: Population Health: Maternity Clinical (.25) *
Elective (1.0)

Elective (1.0)
<b>SUMMER SEMESTER</b>
NURSING 3XX: Experience in Global/Domestic and Allied Health Nursing(.25)
<b>FOURTH YEAR</b>
<b>FALL SEMESTER</b>
NURSING 405: Population Health: Community Health (.75)
NURSING 405 LAB: Population Health: Community Health Clinical (.25)
NURSING 410: Research in Nursing Health (.75)
NURSING 400: Population Health: Advance Medical-Surgical III (.75)
NURSING 400L: Population Health: Advanced Med-Surg Clinical III (.25)
Elective (1.0)
<b>SPRING SEMESTER</b>
NURSING 430: Synthesis (.75)
NURSING 420: Professional Leadership Nursing/Global Health Senior Seminar (.75)
NURSING 440: Nursing Capstone (.5)
Elective (1.0)
Elective (1.0)

*\* Choose 1 of 2 Classes*

### *List of Descriptions of Course and Prerequisites*

- **NURS 100 Intro to Professional Nursing**
  - **Course Description:**

Introduces students to professional nursing practice. Offers students an opportunity to envision how nurses can shape the future of the profession while developing personal strategies for success. This course introduces the student to the discipline of professional nursing. The roles of the nurse are explored within the healthcare delivery system to include that of an advocate, leader, care coordinator, educator, and member of an interprofessional team. Challenges that influence nursing, such as cultural diversity, health care disparities, errors and ethical/legal issues are examined. Students are introduced to regulatory guidelines and the Nurse of the Future Competencies of patient-centered care, communication, professionalism, teamwork and collaboration, informatics and technology, evidenced-based practice, leadership, safety, quality improvement and systems-based practice. Students explore essential tools that professional nurses employ to meet healthcare delivery challenges and begin their journey toward establishing their professional identities as caregivers, scholars, and leaders.
  - **1 Credit**
  
- **NURS 200 Fundamentals of Nursing and Health Assessment**
  - **Course Description:**

Fundamentals of Nursing and Health Assessment introduces the student to the clinical skills and assessment techniques necessary to provide care to patients across the lifespan. This course provides an introduction to nursing and the roles of the nurse. Concepts related to nursing care are integrated throughout the course. Emphasis is placed on the knowledge and skills needed to provide safe, high-quality care. The laboratory and simulation center will afford practical experience in the application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in the application of the nursing process, nursing skills, and physical examination. Variations in nursing care for individuals of different socioeconomic and cultural backgrounds will be explored.
  - **0.75 Credits**
  - **Prerequisite: NURS 100, Bio\* 114, Chem\* 153, Bio\* 105, Bio\* 203 Bio\* 221**
  - **Corequisite: Bio 204**
  
- **NURS 200L: Fundamentals of Nursing and Health Assessment Lab**
  - **0.25 Credits**
  - **Prerequisites: NURS 100, Bio 114, Chem 153, Bio 105, Bio 203, Bio 221. Corequisite Bio 204.**
  
- **NURS 205 Integrated Concepts of Pharmacology & Pathophysiology**

- **Course Description:**  
Integrated Concepts of Pharmacology will focus on basic pharmacologic principles and how pharmacologic agents are used in the treatment of a variety of conditions to support physiological function. Emphasis is placed on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics in the treatment of selected illnesses. The course will also describe the nurse's role in monitoring the safety and effectiveness of pharmacologic therapies
  - **1 Credit**
  - **Prerequisite: Prerequisites: NURS 200, NURS 200L. Corequisite NURS 210.**
- **NURS 210 Population Health: Medical-Surgical I**
    - **Course Description:**  
This course reinforces skills in assessing a patient's condition and focuses on identifying significant findings upon which treatment decisions are made. In this class, students build on knowledge of health promotion strategies, principles, and assessment, which are emphasized in caring for individuals with altered health states. Building on an understanding of normal anatomy and physiology, concepts of pathophysiology are integrated. Common diagnostic tests and associated nursing responsibilities are covered. Clinical and simulation experiences focus on developing proficiency with providing basic nursing care and comprehensive patient assessment. Emphasis is placed on holistic understanding of the cultural, psychosocial, and spiritual needs of the individual patient and their families.
    - **0.75 Credits**
    - **Prerequisite: NURS 200, NURS 200L. Corequisite: NURS 205**
  - **NURS 210L: Population Health: Medical-Surgical I Clinical**
    - **0.25 Credits**
    - **Prerequisites: NURS 200, NURS 200L. Corequisite: NURS 205**
  - **NURS 300 Population Health: Maternity**
    - **Course Description:**  
This course focuses on nursing care of childbearing families using nursing and developmental theories. Biopsychosocial factors, legal/ethical, cultural, and educational considerations related to pregnancy, birth, and newborn periods are included. An historical overview of obstetrical advances and parent-child nursing are presented. Practice in providing nursing care to families during each phase of the childbearing cycle occurs in local hospitals and clinics. Clinical experiences will encompass care of the normal and high-risk family in both acute and community settings
    - **0.75 Credits**
    - **Prerequisite: NURS 210, NURS 210L. Corequisites: NURS 305, NURS 305L**
  - **NURS 300L: Population Health: Maternity Clinical**
    - **0.25 Credits**
    - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 310, NURS 310L**

- **NURS 305 Population Health: Pediatrics**
  - **Course Description:**  
This course provides the framework for students to apply nursing theory and principles in the promotion, maintenance, and restoration of health for infants, children, and their families. The course focuses on the study of the care of the pediatric client and family during health and disease. Emphasis is placed on growth and developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical experience in both acute and community pediatric settings are used to facilitate clinical reasoning and comportsment through the application and integration of nursing practice.
  - **0.75 Credits**
  - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 310, NURS 310L**
  
- **NURS305L: Population Health: Pediatric Clinical**
  - **0.25 Credits**
  - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 310, NURS 310L**
  
- **NURS 310 Population Health: Medical-Surgical II**
  - **Course Description:**  
This course, which builds on Medical Surgical II, integrates concepts and skills presented in previous courses. Clinical learning experiences allow the student to apply leadership and management principles to the care of individuals, families, and groups, implementing and evaluating nursing interventions for the adult and elderly client experiencing altered health states. Emphasis is placed on the shared decision-making process required for complex clinical situations. Students are introduced to prioritizing and predicting individual's needs and evaluating outcomes of care. Clinical and simulation experiences focus on implementing and evaluating nursing care with increasing independence.
  - **0.75 Credits**
  - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 300, NURS 300L, or NURS 305, NURS 305L**
  
- **NURS 310L: Population Health: Medical -Surgical II Clinical**
  - **0.25 Credits**
  - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 300, NURS 300L, or NURS 305, NURS 305L**
  
- **NURS 320 Population Health Mental Health Nursing**
  - **Course Description:**  
Global mental health is an emerging science as there is increased recognition that poor mental health presents significant challenges to individuals, families, communities, and countries. The course will aim to equip students to promote mental health with

appropriate psychoeducation, early recognition of health care needs in diverse, socio-cultural contexts. Mental health resources may be integrated into a variety of settings, such as daycare programs, wellness centers, schools, senior centers, primary care centers, visiting nurses, club houses, day treatment programs as well as specialized inpatient mental health units. This course will review mental health promotion and prevention strategies across the lifespan and will address the continuum of mental health disorders. The course will include a variety of examples from diverse cultures and countries around the world. Finally, students will be encouraged to explore the leadership and advocacy aspects of their role to impact societal infrastructures such as governmental policies which address allocation of resources, additional training, and education.

- **0.75 Credits**
  - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 300, NURS 300L, or NURS 305, NURS 305L
- **NURS 320L: Population Health: Mental Health Nursing Clinical**
    - **0.25 Credits**
    - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 300, NURS 300L, or NURS 305, NURS 305L
- **NURS 3XX Summer Abroad: Experience in Global/Domestic and Allied Health Nursing**
    - **Course Description:** Studying abroad contributes to intellectual and personal growth as well as cultural understanding and global or domestic connections. This course introduces students to health care issues to improve health across the globe. Students will learn how to deliver health care in a way that transcends the boundaries of state and country, tackling illnesses that may be beyond the capacity of individual countries to address.
    - **0.25 Credits**
    - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 300, NURS 300L, or NURS 305, NURS 305L
- **NURS 400 Population Health: Advanced Medical-Surgical III**
    - **Course Description:**

This course focuses on how the nursing process is applied in the care of the adult client with complex acute, life-threatening, and multi-system health problems. Clinical learning may take place in outpatient and inpatient acute care settings and simulation labs. This course provides students opportunities to critically evaluate and apply knowledge and skills learned throughout the nursing program. The effect of complex health problems on the individual and their families, the health team, and the health system is emphasized.
    - **0.75 Credits**
    - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 405, NURS 405L, NURS 410



- **NURS400L: Population Health: Advanced Medical-Surgical Clinical III**
  - **0.25 Credits**
  - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 405, NURS 405L, NURS 410
  
- **NURS 405 Population Health: Community Nursing**
  - **Course Description:**  
This course focuses on the application of population health, emphasizing public health nursing roles that include the care of population members in community settings, such as a neighborhood, school, or nonprofit organizations, locally or globally. You will gain knowledge about communities and population health, health determinants, and epidemiology to assist clients and communities in making choices that promote health and wholeness. There is an emphasis on wellness, prevention, health promotion, and health education as well as a focus on populations and their environments as the units of service. Attention is given to awareness of diversity and cultural sensitivity. This course offers a beginning strategy for improving the health of the public that can be applied to any health problem in any population at any time. Emphasis is also placed on the multiple determinants of health and on using interdisciplinary approaches in practice to implement evidence-based interventions aimed at health promotion, risk reduction, and disease prevention.
  - **0.75 Credits**
  - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 400, NURS 400L, NURS 410
  
- **NURS405L: Population Health: Community Health Nursing Clinical**
  - **0.25 Credits**
  - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 400, NURS 400L, NURS 410
  
- **NURS 410 Research in Nursing and Health**
  - **Course Description:**  
This course provides an overview of the research process and prepares the nursing student to find, study, and critically analyze nursing research for evidence-based nursing practice. The student will learn the basic steps of the research process through the review of various nursing research studies. Students will use their clinical experiences to recognize safety and quality research questions in practice, consider the existing evidence, identify best practice(s), and discuss ways to integrate findings into clinical practice while also considering the preferences and values of the patient/family. The student will appreciate the differences between quantitative and qualitative research. This course provides an understanding of how quality nursing care affects patient outcomes.
  - **0.75 Credit**
  - **Prerequisites:** NURS 300, NURS 300L, NURS 310, NURS 310L, NURS 305, NURS 305L, NURS 320, NURS 320L. **Corequisites:** NURS 405, NURS 405L, NURS 400, NURS 400L

- **NURS 420 Senior Professional Nursing Leadership and Global Health Seminar**
  - **Course Description:**  
The course prepares the student to begin developing leadership and management skills. The student will develop the role of an effective, collaborating team member and prepare for future leadership and management roles. Concepts of organizational systems, change theory, quality, and safety are integrated into the role of the professional nurse. The course focuses on global learning for global citizenship.
  - **0.75 Credits**
  - **Prerequisites:** NURS 300, NURS 300L NURS 310, NURS 310L, NURS 305, NURS 305L, NURS 320, NURS 320L, NURS 400, NURS 400L, NURS 405, NURS 405L, NURS 410. **Corequisites:** NURS 430, NURS 440.
  
- **NURS 430 Nursing Synthesis**
  - **Course Description:**  
This capstone course provides an opportunity for the student to synthesize previous learning. It utilizes a case study approach and focuses on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. The course centers on nursing care of patients across the life span but emphasizes the adult and geriatric patient to provide holistic care for patients and families in challenging healthcare circumstances. This course also assists the student to evaluate readiness for successful completion of the National Council Licensing Examination for Registered Nurses (NCLEX-RN).
  - **0.75 Credit**
  - **Prerequisites:** NURS 300, NURS 300L NURS 310, NURS 310L, NURS 305, NURS 305L, NURS 320, NURS 320L, NURS 400, NURS 400L, NURS 405, NURS 405L, NURS 410. **Corequisites:** NURS 420, NURS 440.
  
- **NURS 440 Nursing Capstone Practicum**
  - **Course Description:**  
This nursing course focuses on improving professional nursing skills in a clinical capstone experience. The major focus is on mastering clinical decision-making skills and preparing for independent professional practice. Weekly seminars cultivate critical thinking and clinical judgment, group process, discussion, communication, transitioning from student to newly licensed nurse along with the role of future nursing leaders and managers. The course content is a complement to Leadership and Management in the Clinical Setting and must be taken concurrently.
  - **0.5 Credits**
  - **Prerequisites:** NURS 300, NURS 300L NURS 310, NURS 310L, NURS 305, NURS 305L, NURS 320, NURS 320L, NURS 400, NURS 400L, NURS 405, NURS 405L, NURS 410. **Corequisites:** NURS 420, NURS 430.

### *Nursing Concentrations*

Wheaton nursing students will have opportunities to develop concentrations through the

Wheaton curriculum and to travel either abroad or domestically. The multi-disciplinary faculty team involved in program development believes that these plans will strengthen the program itself; integrate nursing within the larger Wheaton curriculum and mission; and help nursing students choose their optional courses. Proposed Elective Pathways include but are not limited to:

**Health Justice:** Health care done well *is* social justice. This concentration emphasizes the roles that nurses play in promoting social justice by focusing on the needs of traditionally underserved populations and reflecting on how the issues of diversity, inclusion, and social power impact the delivery of equitable care.

- Language course (at the appropriate level)
- Language course (at the appropriate level)
- PH 101: Introduction to Public Health
- ANTH 246: Imagining a Just World through Action
- One of the following:
  - ANTH 266: Global Health: Power, Sex, and Gender
  - ECON 112: Introductory Microeconomics with Healthcare Applications
  - PSY 265: Health Psychology
  - SOC 225: Health and Medicine
- Creative arts course

Notes: Students completing the Health Justice concentration are strongly encouraged to apply to be Taylor and Lane Social Justice Scholars. Students interested in this concentration are strongly encouraged to apply to the Nurse Corps Scholarship Program (<https://bhw.hrsa.gov/funding/apply-scholarship/nurse-corps>) or to a state-sponsored program that similarly offers scholarships in exchange for a commitment to work at a Critical Shortage Facility (CSF) for a designated period of time (typically 2-3 years).

**Medical Humanities:** Treating patients means treating people. Therefore, successful patient care requires having insight into the diversity of their lived experiences. By focusing on medical humanities, students will gain a perspective that will provide a solid foundation for practicing more empathetic and effective nursing care.

- One creative arts course
- Two languages (at the appropriate level) or cultural exploration courses
- Three courses focused on the lived experiences of patients. Courses may include:
  - AFDS 215: Black Feminist Thought and Action
  - ANTH/SOC/WGS 311: Violence against Women
  - ENG 240: Identity, Genre, and Poetry
  - FNMS 257: Race and Racism in United States Cinema
  - HIST 210: African American History: 1877 to the Present
  - HIST 213: The history of the civil rights movement
  - HIST 220: Latinos in the U.S.
  - HIST 234: United States Women since 1890
  - REL 102: Introduction to the Study of World Religions
  - REL 162: Perspectives on Death and Dying

- REL 235: Mental physical and Spiritual Well-being from a Comparative Religious Perspective
- SOC/WGS 275: Disability and Difference
- SOC/WGS 317: Queer Theory
- WGS 101: Introduction to Women's Studies

**Global Health:** Public health challenges do not stop at a country's borders. This concentration introduces students to healthcare management, accounting, and intervention issues to improve health across the globe. Students in this concentration will learn how to deliver health care in a way that transcends the boundaries of state and country, tackling illnesses that may be beyond the capacity of individual countries to address.

- Language course (at the appropriate level)
- Language course (at the appropriate level)
- PH 101: Introduction to Public Health
- ANTH 265: Medical Anthropology
- ANTH 266: Global Health: Power, Sex, and Gender
- Creative arts course

Notes: Students completing the Global Health concentration are strongly encouraged to apply for Global Honors. Students interested in this concentration are strongly encouraged to take part in a summer semester study abroad nursing program.

**Healthcare Administration:** Today's nursing students are tomorrow's healthcare leaders. This concentration introduces students to the practice of healthcare systems and management.

- MGMT 111 Fundamentals of Business
- PH 101: Introduction to Public Health
- ECON 112: Introductory Microeconomics with Healthcare Applications
- NURS 2XX Nursing Administration
- Two of the following:
  - MGMT 330 Human Resource Management
  - MGMT 210 Business and Management Responsibility
  - MGMT 225 Social Entrepreneurship and Innovation
  - MGMT 250 Accounting
  - MGMT 320 Organizational Behavior

### **Educational Mobility Policy**

The Wheaton BSN program is designed to promote education mobility and continue the development and education of the nursing workforce by recognizing and building on knowledge and skills attained by learners prior to their matriculation in formal educational programs. Wheaton College is committed to using flexible approaches that are incorporated into curricula and reflect consideration of individual student learning needs.

**Transfer Credit from Other Institutions and Programs**

Students from outside Wheaton College will be allowed to transfer to the Nursing Program according to Wheaton transfer credit policy with the following exceptions:

A grade of "B" or higher in all science courses will be accepted for transfer into the Bachelor of Science Nursing degree program.

For nursing courses, only Intro to Nursing, Fundamentals of Nursing, and Health Assessment may transfer. The following are required to transfer credits:

- Minimum cumulative grade point average (CGPA) of 3.3
- Official transcript

Wheaton College accepts transfer credits from any regionally accredited institution toward the Bachelors Of Science Degree whether taught online or in person. Students can transfer up to a maximum of 16 credits from any of the four categories combined as outlined in the table below. 16 Wheaton credits are equivalent to 4 semesters of Wheaton course work. Transfer credit may be used to fulfill any general education requirement(s) under the Compass curriculum or to fulfill any scholar's program requirement(s) under the Compass curriculum. Wheaton College operates on a 32-credit system. Each Wheaton credit is equivalent to 4 semester hours. The amount of credit accepted for course work taken from within other systems, therefore, will be determined by a calculation. This calculation may result in an award of fractional credit (see examples below).

Also, please note that only credits transfer, not grades.

<b>Type of Coursework or Test</b>	<b>Documents Required for Official Transfer Credit Evaluation*</b>	<b>Grade/Score Requirements</b>	<b>Credit Limits (in Wheaton Credits)</b>	<b>Office Processing Review**</b>
Coursework taken at other regionally accredited, degree-granting, U.S. institutions of higher education, including those taken while in high school in the U.S	Official college transcripts	C	16	Registrar
Advanced Placement (AP) Credits	College Board Official Scores	4 or 5	16	Advising
International Baccalaureate (IB) Credits	IB Score Report	Score of 5 or above in Higher Level	16	Advising

		(HL) courses		
General Certificate of Education (British University A-Levels) or other thirteenth- year diploma programs	Official Certificate with Exam Grades	C or better in A-Level courses	16	Advising
Coursework taken at institutions of higher education outside the U.S.	Official college transcripts	C	16	Center for Global Education

- Since Wheaton courses are equivalent to four semester hours, ALL transfer credit is awarded credit based on a calculation. To compute the amount of Wheaton credit that will be granted for transfer credit, the calculation is based on the total number of semester hours of credit for the bachelor' s degree at the originating institution and the number of semester hours of credit for each course.
  - The computation is as follows:
    - # of credits at originating institution / # of credits required for a bachelor' s degree at originating institution X 32\* = Number of credits awarded
- \*(32 is the number of credits required for a Wheaton bachelor 's degree)
- Example: Courses at College Z carry 3 semester hours and 120 hours are required for the bachelor' s degree at that college. A student completes one course during the summer session for 3 semester hours at College Z. To calculate the transfer credit that is accepted at Wheaton, divide 3 by 120 and then multiply by 32  
(3/120 x 32 = 0.8 Wheaton Credit).

### **Internal Transfer into the Nursing Program**

Enrollment for the nursing program is limited and cannot be guaranteed for current Wheaton students. To apply to the program as a current Wheaton student, minimum qualifications include the following:

- Grade of "B" or higher in all science courses
- Minimum cumulative GPA of 3.0
- Official transcript
- Completed Application to the nursing program
- Statement of Purpose: Why nursing?
- Schedule an Interview with the Dean of Nursing
- Letter of recommendation from a science faculty member
- Agreement with receiving all vaccinations required by the state and the college to ensure clinical placement

<https://wheatoncollege.edu/academics/majors-minors/nursing/how-to-apply/>

### Grading

Letter Grade	GPA Value	
A	4.0	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	75-79
C	2.0	72-74
C-	1.67	70-71
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62
F	0	0-59

### Leave of absence and Withdrawal

The Nursing Program follows the same policies for leave of absence and withdrawal, but a student who does not follow the Nursing curriculum for two semesters will be dismissed from the nursing program. Students are allowed only one opportunity to repeat a nursing course in which they were unsuccessful. Students who do not meet program criteria will be dismissed from the Nursing Program.

Wheaton College recognizes that circumstances arise that may interfere with a student's ability to complete their coursework, take care of themselves, or be as successful as they would like to be. For that reason, students may petition to withdraw from the College through the withdrawal process outlined in this policy. Students may petition to take two types of withdrawals: Medical or Non-Medical. In certain circumstances, the College may also initiate an Involuntary Withdrawal.

- **Medical Withdrawal:** There may be times when a student needs to take a short-term withdrawal from the College, with the intention of returning, for a variety of reasons,

including but not limited to physical health, mental health, or substance use challenges that impact their ability to be successful. Students can elect to proceed with a Medical Withdrawal through the Academic Advising Office in the Filene Center and Dean of Students Office.

- **Non-Medical Withdrawal:** There may be times when a student needs to take a short-term withdrawal from the College, with or without the intention of returning, for a variety of reasons including but not limited to having to return home due to family matters, needing to work, or for other reasons of financial necessity. Students can elect to proceed with a Non-Medical Withdrawal through The Academic Advising Office in the Filene Center.
- **Involuntary Withdrawal:** There may be times when the College initiates an Involuntary Withdrawal of a student due to significant concerns regarding the well-being and/or safety of the individual student, other students, or the College community. Additionally, there may be times that the College initiates an Involuntary Withdrawal of a student due to other reasons including but not limited to financial status, academic status or conduct. This decision would be initiated and processed through the Dean of Students Office.

Prior to the initiation of any type of withdrawal, a student may be required to sign releases of information by and between providers treating the student (i.e. student' s medical, psychological or substance use providers), or others involved in the student care or those who are knowledgeable about the student (i.e. parents, guardians, others involved in an incident which leads to an Involuntary Withdrawal), to provide information regarding the student to appropriate College officials. These releases would authorize disclosure of the student's physical health, mental health, substance use or other history to best support treatment and withdrawal planning for the well-being of the student. During a withdrawal, the College will monitor and update a student's status as either active / on leave / withdrawn. Consideration for their return will be determined by the type of withdrawal the student is on, and return to campus will be approved by the Withdrawal Committee (comprised of the Assistant Vice President for Student Affairs, Dean of Advising and Academic Success, Director of Counseling and Health Services and, when indicated, a representative from Student Financial Services).

If a student wishes to pursue academic credit(s) while on a withdrawal status, and transfer that credit back to the College, they must receive prior approval from the appropriate faculty department Dean. Students who do not petition to return to the College following an absence of four consecutive semesters will be administratively withdrawn from the College. Students administratively withdrawn from the College must contact the Office of the Registrar for consideration to return.

### **Medical Withdrawals**

A Medical Withdrawal is a voluntary withdrawal a student may petition to be granted when they are seeking to address physical health, mental health, or substance use challenges that limit their ability to successfully participate in educational programming; pose a direct threat to the student, or others; or substantially disrupts the ability for other students to successfully participate in educational opportunities offered by the College. Students who are approved for a Medical Withdrawal are typically withdrawn from the College at the discretion of the Dean of Students Office for up to one full academic year, no less than one full academic semester, and may re-petition the College to



extend that withdrawal for up to one additional academic year. Petition reasons for Medical Withdrawals may include, but are not limited to the following examples:

- Depression;
- Anxiety;
- Schizophrenia;
- Eating Disorder;
- Substance Use Concerns;
- Physical injury due to an accident; and
- Chronic medical conditions.

The College takes Medical Withdrawals seriously and maintains the sincerest care for the student(s) involved. Therefore, the College requires that students seek a Medical Withdrawal at the time of the health concerns interference in the student's life. Typically, the College does not approve retroactive or backdated, medical withdrawal requests (i.e., after a semester is completed, grades are issued, for previous semesters, backdated to when the challenges first arose or when medical leave was first recommended by a College official or provider if the student chose not to pursue the leave at that time, etc.).

#### **Non-Medical Withdrawals**

A Non-Medical Withdrawal is a voluntary withdrawal from the College for up to one full academic year, no less than one full academic semester, and may be extended for up to one additional academic year. Students who do not communicate with the College about their intentions following withdrawal will be administratively withdrawn by the Academic Advising Office in the Filene Center. The College understands that a Non-Medical Withdrawal can be a time for a student to reassess and self-evaluate and subsequently be beneficial for their holistic development and success. Petition reasons for a Non-Medical Withdrawal may include, but are not limited to, the following examples:

- Financial difficulties; cost of college; need to work full-time;
- Difficult personal (non-medical) circumstances; family matters needing attention;
- Uncertainty about major and future career aspirations;
- Taking a gap year to reconsider;
- College was not the right fit; course of study not offered;
- Lack of support from and engagement with faculty /staff at the college; and
- Semester or Year abroad at a program not supported by the College.

#### **Involuntary Withdrawals**

The College may require the withdrawal of a student for reasons including, but not limited to those listed below:

- **Physical Health, Mental Health or Substance Use:** When all good faith efforts by the College have been made to accommodate and support the student with little or no success; situations where the student poses a threat of harm to self or others or is unduly disruptive to the effective participation of other students' academic, residential or extracurricular experience, or where the student is unable themselves to safely and/or effectively participate in the College's academic, residential life or extracurricular activities due to a

physical, mental health or substance use condition.

- **Academic Suspension:** Students whose semester and/or cumulative grade point average is below 2.00 for two consecutive semesters, or whose semester grade point average is 1.33 (D+) or below, may be placed on academic suspension by the Committee on Academic Standing (CAS). Academic Suspension requires students to leave the institution involuntarily for two semesters. Students who have been placed on academic suspension or academic dismissal may appeal the decision of CAS by submitting a letter of appeal and any additional supporting documentation to the committee by the specified deadline. Students who have been suspended for academic reasons may petition to be readmitted after one semester if they fulfill certain academic requirements specified by the committee. See Academic Resources for more information.
- **Disciplinary Suspensions:** Students may be subject to suspension from the College for a determined period of time or may be subject to permanent expulsion, by action of the Dean of Students Office or the College Hearing Board, for conduct determined to be a violation of the Wheaton Honor Code and Community Standards or other College policies. Disciplinary suspension or expulsion will be effective immediately. Students suspended or expelled from the College for conduct during the course of a semester are not entitled to a refund of tuition and fees; may not complete work for classes for which they are enrolled; will be withdrawn from courses in progress, and a notation of " Withdrawn" with effective date will be reflected on the student's academic transcript. Any action of disciplinary suspension or expulsion may be enforced pending the outcome of an appeal at the sole discretion of the Dean of Students / Vice President of Student Affairs, Associate Vice President for Students Affairs or designee in compliance with the college judicial and student conduct procedures. At the sole discretion of the Dean of Students / Vice President of Student Affairs or Assistant Vice President for Student Affairs, the action may be held in abeyance pending the outcome of an appeal submitted in accordance with the college judicial and student conduct procedures.
- **Administrative Withdrawal:** Students who fail to communicate with the college about their status and remain unregistered for the following semester will be administratively withdrawn by Academic Advising on the Friday prior to the first day of classes.
- **Financial Withdrawal:** Students are required to complete payment of their tuition, fees and all other charges by the stated deadlines to maintain active enrollment status, to be eligible to register for courses, and, if approved, to return from a leave. Late fees may be imposed if payment is not received by the due date. College policy states that any student with a balance at least 60 days past due may not be permitted to enroll or return for subsequent terms until the past due balance is paid in full. Students who are unable to fulfill their financial obligations to the college and do not work out a satisfactory payment plan may be required to take a leave of absence (and/or may not receive approval to return to the College after taking a leave) until such time as their accounts with the College are resolved.

See Financial Aid for more information. Students withdrawn involuntarily may also be subject to any normal disciplinary action before, during and following a withdrawal period if their

conduct leading to the withdrawal has violated the College's Honor Code, Student Conduct Policy, or other College policies.

### **Withdrawal Process**

To initiate a withdrawal, students must verbally, or in writing (via email or letter) request a withdrawal and state the reason for the withdrawal. This notification must be made to the Dean of Students Office or the Academic Advising Office and will effectively begin the administrative withdrawal process. The next step a student must take is to fill out the Withdrawal Form in Academic Advising and submit it to the Withdrawal Committee through the Academic Advising Office in the Filene Center. The Office of Academic Advising will serve as the conduit for all processes, aiding students in communicating with the Dean of Students Office, Student Financial Services, the Registrar, Professors, on campus employment and any other procedural support a student may need during this process. Any additional necessary documentation for a leave to be considered (for example: withdrawal form and medical provider documentation) must be submitted to the Office of Academic Advising or otherwise specified within ten business days of the initial request for a leave.

- Students petitioning specifically for a Medical Withdrawal are required to provide the following document(s) to the Dean of Students Office:
  - A letter of support from a current treating physical or mental health provider detailing the diagnosis, current functional limitations, recommendation for leave and plan for course of treatment while away; and
  - Any additional documentation at the Withdrawal Committee's discretion.

Once a petition is filed, the following steps are taken typically within ten business days:

- Review of the petition by the Withdrawal Committee
- During this step, petitions will be carefully considered for the type of withdrawal requested (non-medical/ medical), duration of withdrawal, and necessary requirements for return.
- Students may be required to meet with staff in the Academic Advising Office, Dean of Students Office, or Office of Counseling and Health Services for clarification regarding their petition, to access triage support services (e.g., Residential Life, Financial Aid, Athletics etc.), and/or to provide additional support to the student through the process. This is at the discretion of the Committee and the Dean of Students Office.
- Students are informed of the status of their petition as "approved" or "not approved" in writing via email to their Wheaton account or campus mail.
- It is important to note; refund schedules are maintained by Student Financial Services and can be found here. Special consideration for Medical Withdrawal refunds is left to the discretion of the College on a case-by-case basis.
- Once a petition is approved, the Withdrawal Committee via the Academic Advising Office in the Filene Center will communicate with appropriate college offices to ensure the student's status is changed to withdrawn and appropriate staff and faculty are notified.
- The Withdrawal Committee via the Academic Advising Office in the Filene Center will place a temporary hold on the student's account pending their return.

### **Return from Withdrawal Process**

Students who do not progress satisfactorily through the nursing curriculum in its regular sequence, or who take a leave of absence or withdrawal, are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. Continuation in the program is based on space availability. A student who does not follow the Nursing curriculum for two semesters will be dismissed from the Nursing Program.

The College expects all students who are on any type of withdrawal to maintain communication with the Dean of Students Office and the Dean of Nursing regarding their intentions of returning to the College.

In order to initiate the process of returning to the College:

- Students are required to contact the Dean of Students Office to schedule a time to speak with the Assistant Vice President for Student Affairs, and the Dean of Nursing or designee. Requests to return for Fall semesters are due by August 1st, and requests to return for Spring semesters are due by January 1st.
- All requirements outlined in the approved withdrawal letter must be completed before a request to return is considered; and
- Specifically, for Medical Withdrawal, any necessary supporting documents, including but not limited to, outlining of treatment completed, current functioning and recommendations from current treating physical or mental health providers, program completion certificates, may be requested from the Dean of Students Office and are required at the time of the request to return.
- Once the Dean of Students Office receives a request to return, and all mandatory documentation has been provided, the following steps are followed:
- Review of the return request and all documentation provided is completed by the Dean of Students Office with the input of the withdrawal committee / Dean of Academic Advising and Director of Counseling and Health Services or their designees.
- Any plans outlined in return documentation from providers (e.g., wellness plans, counseling, academic study halls, etc.) to aid in the success of the student are required to be setup/complete; and failure to complete supporting plans for success may result in an Involuntary Withdrawal or refusal of the request to return to campus by the College.
- Students are informed of the status regarding their request as "approved" or "not approved" to return in writing via written correspondence from the Withdrawal Committee / Dean of Students Office within ten business days of the receipt of required return documentation.
- Holds placed on student accounts will not be lifted until the return is approved and all outstanding financial and registration requirements are met.

### **Interruption in Progress**

If a nursing student has an interruption in program progression for any reason, the student may have a maximum of two additional years from their original anticipated date of graduation to complete the program. If a nursing student returns to the Nursing Programs following an interruption in program progression and has not had a nursing course within 2 years of their return, the student must meet

with the Nursing Appeals Committee (NAC). At the discretion of the Nursing Academic Review Board, the student may be required to repeat nursing courses in which they have previously been successful to ensure they have the necessary theory and clinical skills to move forward in the program. If the student is unsuccessful in the repeated course, the student will be dismissed from the program.

### **Students Rights and Grievances**

The Nursing Appeals Committee considers formal written requests from students who are seeking an exemption from Nursing Program policies. The appeal must be submitted to the Dean of Nursing within the timeframe for the relevant type of appeal:

- Program exclusion: 90 days (from time student is notified of exclusion)
- Grade appeal: 5 days (from time student is notified of grade)
- Other appeals: 14 days - A student may seek an exemption from a policy or appeal a decision if:
  - o There is new information that could influence the outcome
  - o The student views the original decision as a disproportionate response
  - o The student believes that the policy/policies is/are administered unfairly Process
- A written request is submitted by the student to the Dean of Nursing. Students are strongly encouraged to consult with their faculty advisor in preparing their appeal form and planning for their appearance in front of the Nursing Appeals Committee.
- The Dean of Nursing will place the student' s appeal for consideration at the next available Appeals Committee meeting. The Committee will make reasonable effort to consider appeals in a timely manner.
- Prior to meeting with the student, the Committee may choose to consult with faculty or others involved in the case.
- The student will be invited to appear at a Nursing Appeals Committee meeting, where the case will be heard. Students are allowed to have their faculty advisor attend the meeting with them if they choose.
- The student will be notified in writing of the Committee's decision within 10 business days of the meeting at which their appeal was heard. Notification of the decision will also be sent to the Dean of Student.
- Students excluded from the nursing program may petition the Nursing Appeals Committee one time only for readmission.
- If the Appeals Committee grants an exception to a policy, the matter will be referred to the student advisor for determining how to implement an appropriate plan for student progress and success.

### **Student Governance**

Wheaton nursing students are encouraged to participate on various nursing faculty committees and at the monthly college meetings. The faculty will invite nursing students to attend Curriculum and Faculty Committees meetings. If interested, please indicate your willingness to be a committee member to the Committee Chairperson.

### **Good Moral Character Statement**

All Wheaton nursing students should become familiar with the statutory requirements of licensure in the Commonwealth of Massachusetts before starting Nursing Classes. The Commonwealth of Massachusetts Board of Registration in Nursing Licensure Policy 00-01, Determination of Good Moral Character includes the following:

- It identifies specific criminal convictions, which will permanently exclude an individual from initial nurse licensure in Massachusetts, due to the nature of the crime;
  - requires nurse licensure applicants to be free of conviction, for a minimum of five years, before applying for licensure;
  - requires the disposition of any criminal conviction to be closed, for a minimum of one year, before the submission of a nurse licensure application; and
  - requires all criminal cases to be closed at the time of application.

The Massachusetts Board of Registration in Nursing publishes an information sheet on good moral character:

<https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure>

Nursing students who intend to apply for licensure in states other than Massachusetts are encouraged to contact the appropriate authority in those states to ensure that they will meet the requirements for licensure application in those states. Please contact the dean with any questions about this policy and how it may affect your ability to be licensed as a registered nurse in Massachusetts.

To obtain the contact information for the nursing professional licensing boards, please go to this link: <https://www.ncsbn.org/membership/us-members/contact-bon.page>

If you wish to review your state's Board of Nursing Professional Licensure Requirements, please go to this link: <https://www.ncsbn.org/nursing-regulation/education/board-of-nursing-professional-licensure-requirements.page>

### **Professional Behavior/Unsafe Unethical and/or Unprofessional Behavior**

It is expected that students act in accordance with the highest standard of professional behavior in the classroom, clinical, skills lab, simulation labs, community settings, and campus settings. Professional nursing behavior is defined by the American Nurses' Association Scope and Standards of Practice, the Code of Ethics for Nurses, and the Massachusetts Board of Registration in Nursing Nurse Practice Act. Students must follow all clinical agency policies, federal regulations.

**Expected Behaviors** are not as follow but not limited to:

- Being on time for classes, clinicals, skills lab, sim lab etc.
- Completing assignments and submitting them before or on the due date.
- Seeking appropriate feedback from professors, clinical instructors, sim instructors or academic advisors.

- Being respectful to faculty, staff, and hospital partners.
- Active listening.
- Being culturally sensitive.
- Maintaining confidentiality.
- Being accountable for your own learning needs and actions.
- Being present and ready in every situation.

**Unprofessional behaviors** include, but are not limited to:

- Lack of accountability for choices and behaviors.
- Frequent unexplained tardiness or absences from class, clinicals, sim-lab or skills lab.
- Failure to comply with and maintain all clinical, class, simlab, classroom or skill lab requirements.
- Dishonesty:
- Failure to notify faculty/preceptor in advance of inability to attend class/clinical/simulation/skills lab.
- Failure to respond to faculty communication.
- Verbal or non-verbal language, actions that are deemed inappropriate.
- Inappropriate personal hygiene, dress or personal boundaries.
- Breach of confidentiality.
- Use of profanity, racial/sexual gender religious slurs.

**Unsafe, unethical and/or unprofessional behavior** in a clinical or nonclinical setting will not be tolerated and may result in:

- A verbal warning
- A written warning
- Course failure
- Clinical failure
- Dismissal from the Nursing Program

**Communication:** Emails are an important way to communicate with peers, faculty staff and hospital partners. Email will serve as an important strategy for communicating with potential employers. Here are some tips you may find helpful, particularly as you complete your last semester.

- Be careful with personal email names that may be confusing or considered unprofessional. Use your Wheaton college email so it doesn't go to the spam file. Allow at least 24 hours to receive a response. If you are writing to more than one Clarity
  - Use subject lines to alert the reader to your specific concern.
  - Include your name, course number and section so the recipient can promptly address your concern.
  - Be specific and clear: Make a statement about what you need from your professor/advisor. If the request is time sensitive, please provide a date. Avoid last minute requests or notifications when possible.
  - Keep your message short and to the point. You can provide a brief explanation and still get the professor's response.

- Civility
  - Proper salutation: Address your professor directly e.g. Dear Professor XX, rather than launching into the request.
  - Use complete sentences, proper grammar and spelling. Avoid texting abbreviations or jargon.
  - Be polite: Avoid demands, accusations or assumptions. Requests for clarification and/or opportunities to discuss are very appropriate. Remember “please” and “thank you” are always helpful.
  - Avoid email to argue a point. Schedule an appointment to discuss in person.
  - Do not send an email when you are angry. Take a deep breath and read your email out loud before you click send. You want to be sure that your email does not raise questions about your professional demeanor.
- Don’t use all capital letters. This can be interpreted as SHOUTING.
- Students are expected to maintain professionalism with their peers, patients, staff members, college faculty and hospital partners. Failure to engage in respectful relationships and respectful behavior will result in dismissal from class, clinical, skills lab or sim-lab.

### Classroom Policy:

#### **Student Accountability and Code of Conduct**

Wheaton College is dedicated to fostering a living and learning environment that promotes discussion and collaboration between and among its community members – an environment that empowers and enriches every student. The students of Wheaton College developed an Honor Code which has created an ethos of mutually shared respect and offers individual freedom to explore interests and learn in an open and collaborative environment. The Community Standards have been formulated to reaffirm those ideals and principles encompassed in the Wheaton College Honor Code.

Specifically:

*As members of the Wheaton community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values. [Wheaton College Code of Conduct](#).*

Wheaton Nursing Students are also responsible for aligning behavioral standards to that of the [American Nursing Associations’ “Code of Ethics for Nurses.”](#)

#### **Advising and Academic Support**

All students will be assigned a nursing faculty advisor to help guide students through their academic career here at Wheaton College. Nursing faculty advisors will be able to provide professional guidance regarding possible academic/career goals, assist with remediation, maneuvering through the



curriculum, research opportunities, possible academic/career networking to community or hospital career opportunities. The nursing program strongly encouraged students to seek out and build a professional working relationship with their academic advisor as soon as possible.

### **Class attendance**

Students are expected to attend and participate in all class meetings. In the case of a family, personal, professional, or medical emergency, please notify the faculty member as soon as you are aware of the situation. Instructions for notifying faculty of a class absence will be articulated in the course syllabus. Students are responsible for meeting course requirements and outcomes regardless of absence(s) from class. It is the student's responsibility to meet with course faculty to make arrangements for coursework and assignments missed during their class absence. Extended absence for medical or personal reasons should be reported to the Office of the Dean of Students and the Dean of Nursing.

In addition, according to Massachusetts state law, any student whose religious beliefs prevent class attendance or participation in any examination, study, or work requirement on a particular day shall be excused from any such requirement. The student will also receive an opportunity to make up any examination, study, or work requirement that may have been missed because of such absence on a particular day; within that week.

### **Class Absence**

If a Wheaton student is unable to attend a class, due to illness and or emergency, their responsibility is to contact the faculty member directly as soon as possible. While, in some cases (e.g. sudden illness, serious injury, etc.) it may not be possible to make contact before class, there is no excuse for not communicating directly with your professor via Email, voice-mail, etc. as soon as possible. Students are responsible adults and will be treated as such. If you are requesting an excused absence, your professor may require a note from a medical provider or other documentation of the extenuating circumstances. Be advised that the Health Center will not generally provide notes. You are allowed to grant permission to the Health Center (if that is where your medical care took place) to confirm to your professor(s) that you were seen there. If you will be out of class/away from campus for several days, you are still responsible for contacting all appropriate faculty members.

### **Recording a lecture**

Students who wish to record classroom activities must request permission from the professor. Recording of any course content is strictly up to the professor's discretion.

Students who are granted permission must agree to the following conditions:

- Classroom recordings may not be shared with anyone else without the professor's approval.
- Classroom recordings may not be uploaded, or made available through any technological medium unless approved by the professor.
- Use of the recordings for anything other than the permitted use is strictly prohibited.
- All recordings will be destroyed by the end of the semester.

### **Term papers Exams and Assignments**

**Scholarly paper format:** The Nursing Program has adopted the APA Format for all scholarly papers. The Writing Lab & The OWL at Purdue University has an excellent resource on APA format.  
<https://owl.purdue.edu/>

**Late Submission:** All due dates can be found on your class syllabi and on On Course/Canvas. Students will be given more than enough time to complete class assignments. All assignments must be submitted in the manner directed by the faculty of that class and be submitted by the due date/time. 5 points will be deducted for every day a paper is late.

**Assignment Extensions:** Due date extensions may be given at the discretion of the class professor for extenuating circumstances. In order to receive an extension, you must contact the professor and make arrangements directly with them. Professors may ask for medical documentation to approve your request.

**Exams (Testing Competency on Standardized Exams):** The Wheaton College Nursing Program is committed to your success. We assess your nursing knowledge and predicate NCLEX testing outcomes in many ways, including standardized NCLEX style testing. The Nursing Program will be utilizing ATI software for classroom testing and NCLEX review. You will need a laptop computer to finish assignments and for testing purposes. The following are prohibited during tests:

- Students will place books and jackets in the front of the classroom.
- Hats will be taken off unless part of religious practices.
- Cell phones and smart watches will be turned off and put into your bag.
- Food and water bottles will be put in your bag in the front of the room.
- Any devices that record will be put away.
- Any notes or books.

**Exam reviews:** ATI has a comprehensive exam review with remediation that all students are strongly encouraged to take advantage of after every exam. You will have 1 week to challenge any exam questions. This challenge must be done in a professional manner. You will need to email your professor with the challenge and have cited sources to support your challenge.

**Academic warning and plan for success:** If a student receives less than a 75% on any exam they will receive an academic warning. The academic warning is not a predictor of course failure but a reminder and strong encouragement to meet with course faculty and academic advisors to develop strategies for success.

**Missed exams:** Students must give no less than 1-hour notice if they are going to be absent on exam days due to an emergency situation. Missed exams can only be made up with permission from the professor and will be given 48 hours to make up the exam. Students must provide medical documentation before making up the exam. If a student does not give at least 1-hour notice, a grade of

0 will be given. If a student misses the makeup date for the exam without prior permission from the professor, a grade of 0 will be given.

**Assignment/exam Accommodations:** Wheaton is committed to ensuring equitable access to programs and services and prohibiting discrimination in the recruitment, admission, and education of students with disabilities. Individuals with disabilities requiring accommodations or information on accessibility should contact the Accessibility Services at the Filene Center for Academic Advising and Career Services. Email [accessibility@wheatoncollege.edu](mailto:accessibility@wheatoncollege.edu) or call 508-286-3294.

### **Course Grade:**

Grading for your final course grade is a 2-step process. You must obtain a 75% weighted exam average (all 4 classroom exams) to pass the class (the med/calc exam is not factored in). Once you have achieved a 75% weighted exam average, the rest of the assignments will be calculated to obtain your final grade for the course. You must achieve an overall 75% on all assignments and test grades to earn nursing program credits. If you do not achieve a 75% you will need to retake the class.

If you receive lower than a 75% on any exam it will be your responsibility to seek out proper remediation in the form of study groups, tutoring and meeting with the course coordinator to formulate the proper plan for success.

### **Grade of Incomplete**

Students who, for reasons beyond their control, find that they are unable to complete coursework as scheduled should consult with the faculty member teaching the course. Students are expected to provide documentation of the circumstances necessitating an Incomplete. Incompletes are recorded with the symbol “I” and must be completed within the specified College deadline. The deadline for replacing the incomplete with a final grade will generally be on or around January 5 for fall semester and the Thursday after commencement for spring semester.

Failure to resolve overdue Incomplete grades by the deadline or approved extension date will result in the grade being converted to “F”. The student must provide documentation concerning the extenuating circumstance such as doctors notes etc.

### **Academic Integrity, plagiarism**

There are several reasons why we should acknowledge our borrowing from the work of others. We do this certainly to show our gratitude, but also in order to provide our readers with the opportunity to consult our sources if they wish to review the evidence, consider other interpretations or determine the basis for the cited material. Moreover, we can determine the author’s own originality and insight only in the context of appropriately identified sources. The citation of relevant background material is also evidence that the author has tried to become familiar with the views developed by others in the field.

Authors who fail to acknowledge their sources are, at the very least, guilty of being ignorant about the ethics governing the wider community of scholars; at the worst, they are guilty of blatant dishonesty.

In any case, plagiarism in any form constitutes a serious violation of the most basic principles of scholarship, and cannot be tolerated.

Plagiarism can take many forms, from the inadvertent passing off as one's own the work of another due to ignorance or carelessness, to the hiring of someone else to write a paper or take an examination. The most common forms of plagiarism:

1. Submitting papers, examinations or assignments written by others is perhaps the most blatant form of plagiarism.
2. Word-for-word copying of portions of another's writing without enclosing the copied passage in quotation marks and acknowledging the source in the appropriate scholarly convention is equally unacceptable.
3. The use of a particularly unique term or concept that one has come across in reading without acknowledging the author or source, while less blatant, is also a form of plagiarism.
4. The paraphrasing or abbreviated restatement of someone else's ideas without acknowledging that another person's text has been the basis for the paraphrasing is a form of academic dishonesty.
5. False citation: material should not be attributed to a source from which it has not been obtained.
6. False data: data that has been fabricated or altered in a laboratory or experiment, although not literally plagiarism, is clearly a form of academic fraud.
7. Unacknowledged multiple submission of a paper for several purposes without prior approval from the parties involved is a violation of the ethics of scholarship.
8. Unacknowledged multiple authors or collaboration: while collaboration is entirely appropriate in many instances, the contributions of each author or collaborator should be made clear. In cases where collaboration is not permitted, such collaboration is a form of academic fraud.

While students have the responsibility of avoiding any form of plagiarism or academic dishonesty, it is the task of the faculty to clarify for students what these responsibilities are. Although the most general forms of plagiarism are clear, Wheaton recognizes that the precise manner in which these guidelines are implemented may vary across disciplines. For this reason, it is extremely important that individual faculty members and departments make explicit what their expectations are about academic honesty and integrity. Faculty members also have the responsibility of making use of the Honor Code procedures and reporting violations of these when it is necessary to do so.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity,

including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

### **Course Failures**

Students are allowed one opportunity to repeat a nursing course in which they were unsuccessful.

**(Note: The Nurse Program course failure policies differ from the college policy)**

- Any student who fails a nursing course may be required to meet with the Nursing Academic Review Board to identify barriers to success and develop a plan to move forward in the nursing program.
- A student receiving a failing grade in a course required by the student's program must repeat the course for credit. Grades for the initial and repeated courses will appear on the student's transcript and both will be used in calculating the cumulative GPA.
- For BSN students who repeat required courses, the total number of credits for graduation will increase. (For example, if a student earns a C- in NURS-xxx and must repeat the course under the nursing program grading policy, the total credits required for graduation will increase from 32 to 33.)
- A nursing student who failed in any two NURS courses as required by their program shall be dismissed from the Nursing Program.
- A student may be dismissed from the Nursing Program if they are on probation during more than two semesters over the course of obtaining the degree.
- A student may be excluded from the Nursing Program for demonstrating behavior that is illegal, unsafe, unethical, or unprofessional.
- An undergraduate student will be excluded from the Nursing Program if they are "Removed from Degree Candidacy" by the College Administrative Board.
- If there are extenuating circumstances contributing to academic difficulty, the student, in consultation with their academic advisor, may choose to petition the Appeals Committee for exceptions to this policy.
- If a student has been readmitted to the Nursing Program following exclusion due to course failures, any subsequent course failure will result in removal
- from the Nursing Programs.

### **Nursing Clinical or Course Failure**

- All students with a first time, single course/clinical failure will be placed on Nursing Program Academic Probation by the Dean of Nursing for at least one semester.
- Student will prepare an individualized success plan and
- must meet with their advisor to review and obtain approval of this success plan.
- The plan will be placed in the student ' s file, and it is
- expected that the student follows through with the plan.
- For the purpose of progression, the failed nursing course/clinical will be considered the one allowed course/clinical failure throughout the student ' s program.
- A second failed course or clinical will result in dismissal from the nursing program.

### **Class Cancellations**

There may be instances where classes may be canceled due to illness or family emergencies. You professor/clinical instructor/lab faculty/sim faculty will provide instruction on how they will notify you in the event this occurs. If there is inclement weather, please follow Wheaton College protocol.

<https://wheatoncollege.edu/policies/inclement-weather-policy-and-guidelines/>

### **ATI (Assessment Technology Institute) Testing Policy**

Wheaton College Nursing Program utilizes ATI testing examinations to help students prepare for the NCLEX (National Council Licensure Examination). All students will be required to take the TEAS test, course exams, proctored focused review practice exams, and comprehensive predictor exams through this platform.

#### **Test of Essential Academic Skills (TEAS):**

The ATI TEAS is a standardized test that measures four specific areas of learning that are crucial for medical professionals: Reading, English, Math and Science. The testing is based on grade 9-12 educational standards. The Wheaton Nursing Program uses the TEAS exam to help students establish their strengths and areas of improvement in these four areas and set benchmarks for improvement. This exam is not graded. This exam should be utilized as a predictor exam for future success in the nursing program and students are strongly encouraged to seek remediation in areas that indicate improvement is needed.

Nursing students will take the TEAS exam in the 3rd week of NURS 100 Introduction to Nursing Class.

Grading: Does not affect course grade.

#### **Course Exams (given on the ATI platform):**

In each nursing course (Except NURS 100, 420 and 440) you will have 3 course exams and 1 final course exam. These exams are based on classroom lectures/discussions, required readings and PowerPoint presentations. Course exams will test your basic knowledge on nursing course content.

Grading: Percentage of weighted course grade. 3 exams and 1 final exam for most nursing courses.

#### **Proctored Focused Review Practice Exams (Assessments)/Remediation:**

The proctored focused review practice exams are ATI exams that assess students' learning deficits and generate an in-depth student guided remediation to help students fill those learning gaps.

The will receive a level grade (Level 1-3) and will remediate per the following guidelines:

Students meeting level 3 criteria:

Level 3 indicates a strong ability to exceed NCLEX standards in the specific content area.

- Demonstrates a high level of comprehension in the specific content.
- Exceeds expectations of performance in this content area.
- Is strongly encouraged to review remediation plans and complete the remediation assignments for each item missed.
- Meets benchmark and does not have to remediate or retest.

Level 2 indicates the ability to meet NCLEX standards in the specific content area.

- Demonstrates a level of comprehension that is adequate in the specific content.
- Meet expectations of performance in this content area.
- Is required to review the remediation plan and complete the remediation assignments for each item missed.
- Meets benchmark and does not have to retest but is encouraged to do so.

Level 1 or below level 1 may indicate a deficiency of ability to meet NCLEX standards in the specific content area.

- Demonstrates a level of comprehension that may not be adequate in the specific content.
- May meet minimum expectations of performance in this content area.
- Is required to review the remediation plan and complete the remediation assignments for each item missed.
- Does not meet benchmark and is required to retest.

Students will be given the proctored focused practice exams(assessments) in the following nursing courses:

*Fundamentals (NURS 200)*

*Maternity (NURS 300)*

*Pediatrics (NURS 305)*

*Advanced Med/Surg III (NURS 400)*

*Community NURS (NURS 405)*

More information on the proctored focused review test can be found in your ATI binder on canvas.

Grading: Proctored practice exam and remediation will be 10% of course grade.

- Level 3: 90% (100% with completion of remediation assignment)
- Level 2: 80% (85% with completion of remediation assignment. 90% with completion of retake exam)
- Level 1: 60% (70% with completion of remediation and retake of exam)

### **Comprehensive Predictor Exam (Assessment)**

The comprehensive predictor exam (assessment) helps to gauge student's readiness for the NCLEX and is extremely predictive of NCLEX achievement. The students will take this exam in Synthesis (NURS 430). Students are required to achieve a Level 2 on this exam.

Students will receive a level grade (Level 1-3) and will remediate per the following guidelines:

Students meeting level 3 criteria:

Level 3 indicates a strong ability to exceed NCLEX standards in the specific content area.

- Demonstrates a high level of comprehension in the specific content.
- Exceeds expectations of performance in this content area.
- Is strongly encouraged to review remediation plans and complete the remediation assignments for each item missed.
- Meets benchmark and does not have to remediate or retest.

Level 2 indicates the ability to meet NCLEX standards in the specific content area.

- Demonstrates a level of comprehension that is adequate in the specific content.
- Meet expectations of performance in this content area.
- Is required to review the remediation plan and complete the remediation assignments for each item missed.
- Meets benchmark and does not have to retest but is encouraged to do so.

Students will be given the Comprehensive predictor exam(assessment) in the following nursing course:  
*NURS 430 Nursing Synthesis*

Grading: The comprehensive predictor exam will be 10% on your course grade.

- Level 3: 90% (100% with completion of remediation assignment)
- Level 2: 80% (85% with completion of remediation assignment. 90% with completion of retake exam)
- Level 1: 60% (70% with completion of remediation and retake of exam)

## Clinical Policies and Requirements

### *Students Clinical Safety*

**Students Clinical Safety:** Clinical experiences are a required component of this academic program. The Wheaton Nursing Program is committed to offering safe and effective educational experiences to all nursing students. Our nursing program safety practices follow the regulatory requirements and guidance from the U.S. Centers for Disease Control and Prevention (CDC), the Commonwealth of Massachusetts, clinical agency specifications, and nursing best practices. Students will have access to appropriate personal protective equipment (PPE) during their clinical experiences. Students will receive training related to potential hazards and prevention techniques.

There are risks to clinical experiences. Potential risks of clinical education include, but are not limited to exposure to infectious diseases, environmental, hazardous, physical injuries, and volatile or offensive client behaviors. If a public health emergency occurs, college leadership, class faculty, clinical faculty, and clinical agency administrators, will develop or change policies and procedures relating to student safety and prevention of exposure to disease. Requirements may include, but shall not be limited to, social distancing, mandatory wearing of masks, use of gloves and shields in select situations, lab precautions, testing for infections, symptom monitoring and reporting, and isolation and quarantine measures. Students will be provided with appropriate notice of any new or changed policies or procedures.



### **Clinical attendance and clinical absence Make-Up**

Clinical practice is an important component to your education and attendance is **mandatory**. All clinical absences must be made up. **If a student exceeds three clinical absences the student will fail that clinical experience.**

Students will be given the opportunity to make up for a missed clinical. An alternative assignment will be given to assist the student in meeting course objectives. The assignment is estimated to take the same or more time to complete than the missed clinical hours. In general, make-up assignments must be approved by the Course Coordinator and will follow these suggested guidelines:

- An eight-hour educational program, along with a 3- to 5-page reflection paper, with a minimum of 5 references. Students are responsible for finding the program and submitting it to the Course Coordinator for approval.
- Minimum 10-page research paper with references. The topic must be approved by the course faculty
- At least one hour of simulation for each hour of missed clinical, plus a written assignment. (Please note, Wheaton cannot guarantee that it can offer sufficient simulation time to make up for all missed clinical hours.)
- \*There might be circumstances where students will have to pay out of pocket for clinical make-ups. such as computer-generated clinical experience such as Shadow-Health, workshops or seminars that are clinically focused. \*

Special circumstances may be evaluated, at the discretion of the Course Coordinator, in consultation with the Dean of Nursing.

### **Pledge of Confidentiality (HIPAA)**

“The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that requires the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.” [www.cdc.gov](http://www.cdc.gov). All students are required to undergo HIPAA training before the start of clinical.

- Nursing students must complete HIPAA and OSHA training. This training can be found on Viewpoint.
- Students and faculty in the Nursing Program will have access to confidential patient/client information. The confidentiality of this information must be maintained at all times. Discussion of confidential material outside of the classroom or clinical setting or posting confidential information or photographs on any electronic social media outlet violates HIPAA. In addition, Nursing students must maintain patient confidentiality in written assignments completed as a part of their clinical practicums. These written assignments should not contain the names of any patients, clients, families, nursing staff, other health professionals, other caregivers, peers, faculty, or clinical agencies.

### *Use of Social Media*

All Wheaton Nursing Students must be aware and comply with the professional standards in consideration to the use of media in the class and clinical setting. Please become familiar with following:

<https://www.ncsbn.org/video/social-media-guidelines-for-nurses>

[https://www.ncsbn.org/public-files/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf)

### *Immunization Requirements*

All students must have appropriate immunization and health clearance two weeks prior to the first day of classes. Documentation of the following immunizations will be scanned/uploaded by students to their myCB account (View Point will be used for background checks and health clearance documentation). Prior to entering the first clinical course, students must receive health clearance from the Clinical Placement Manager. Norton Medical Center can assist with missing vaccination, titers, PPD tests, physical if needed. The following are required:

- A careful history regarding communicable diseases and immunizations.
- TB: blood test OR Two-Step Skin Test within last year.
- Rubella: proof of immunization AND positive titer.
- Tetanus toxoid: proof of immunization within the last 10 years.
- Measles: proof of immunization (2 doses) OR positive titer.
- Mumps: proof of immunization (1 dose) OR positive titer.
- Hepatitis B: proof of immunization (3 doses) AND positive titer.
- Varicella: proof of immunization OR positive titer.
- COVID-19 vaccination including booster.
- Seasonal influenza vaccination.

Please read below for specifics about each immunization requirement.

#### *Hepatitis B:*

Completion of the Hepatitis B vaccine series (3 doses) AND a HBsAB titer is required. If the series is incomplete at the start of clinical nursing courses, students will receive temporary health clearance. Full health clearance is granted when the immune titer is complete. Students must be current in the Hepatitis B vaccination series to continue with clinical.

#### *Measles:*

Immunization for measles requires two doses. For many persons, a first dose was given at 12 months of age; a second dose may or may not have been given. If unsure of your measles status, two doses are required to insure protection. If the titer is positive, no immunization is needed. If the titer is negative, two doses of vaccine are needed.

#### *Mumps:*

One dose of mumps vaccine is required. Many people were vaccinated as children and therefore need only provide documentation of vaccination. If students are

unable to find any documentation, they may have another dose of the vaccine or have an antibody titer drawn. If the titer is positive, students do not need further immunization. If the titer is negative, students will need one dose of vaccine.

*Rubella:*

Students must have an antibody titer that documents immunity to rubella. A history of receiving the rubella vaccine is not sufficient. The titer need not be a recent one as immunity is lifelong, and once the antibody titer is positive there is no need later in life for re-immunization. If the titer is negative, the Health Center can give rubella vaccines alone or in combination with measles and mumps vaccines. One month after receipt of the rubella vaccine, the recipient must have an antibody titer to document immunity.

*Tuberculosis Testing:*

For initial clinical clearance, students can receive either a TB Blood Test (QuantiFERON Gold or T-Spot) OR Two-Step Tuberculin Skin Test Method required (per CDC Guidelines for health professionals) , meaning one TB Skin Test (planted/read) and then a second TB Skin Test (planted/read) after one week but before three weeks. After the initial two-step, an annual TB Skin Test is required while in the Nursing Program. Some of our clinical agencies may require more frequent tests. If more than one year passes without a TB Skin Test, the student must complete a two-step again. The blood test is the preferred method. If a student has a history of a positive TB Skin Test result, they will need to submit documentation of the year of the positive result, treatment received, and the date of a negative chest x-ray. The student is then required to complete an annual symptom review with a healthcare provider.

*Varicella (Chickenpox):*

Two vaccinations OR proof of immune titer is required. A history of the disease is not sufficient. If a student' s titer results come back negative, two vaccinations are required. The second vaccination should be administered one month following the first.

*Influenza:*

Students are required to have an annual flu vaccination (no FluMist). The season's flu vaccine is typically available around September and is usually due by October 1st. Date is subject to change based on affiliating agency requirements.

*COVID-19:*

Students in clinical classes must be fully vaccinated against COVID-19.

**CPR Documentation**

All Wheaton College nursing students are required to maintain Cardiopulmonary Resuscitation (CPR) Adults/Children/infants certification prior to clinical courses. The only acceptable certification is:  
The American Heart Association BLS for Healthcare Providers  
Red Cross CPR for Professional Rescuers and Health Care Providers  
All students must submit a CPR card with their clinical clearance documentation in View Point.

### **Criminal Record Inquiry**

All Students accepted into the Wheaton College Nursing Program will be required to undergo a Criminal offender Record Information and National Background Check in order to attend clinical, and practicums. The purpose of these checks is to help promote public safety and protect vulnerable populations. Any student that refused to submit to a CORI check will be asked to withdraw from the nursing program.

### **Professional Liability Insurance**

As Wheaton Nursing Students you are covered by the professional liability policy held by the college. This insurance covers all students enrolled in clinical courses. This policy only covers students, while in the capacity of Wheaton Nursing Students.

### **Clinical Schedule and Transportation**

Clinical schedules and placements are diligently acquired and reviewed by the clinical coordinator each semester. Successful attainment of these placements are subjected to availability of qualifying facilities and faculty. Wheaton College Nursing Program will send out a questionnaire at the end of each semester pertaining to the next semester's clinical experience. The clinical coordinator will review the students' submissions and work to align the placements with the students academic and clinical to accommodate requests, but there are no guarantees made in terms of clinical placement. Students are expected to attend clinical experiences as assigned. Please factor into your financial budget and time management, travel time and cost of transportation to and from clinical.

### **Professional Attire in Clinical, Simlab and Lab Settings**

- **Uniform:** Nursing Program uniform consists of blue scrub pants, top, and a scrub jacket bearing the school emblem. Tightly knit, white cotton t- shirts, with short or long sleeves, may be worn under the scrub top.
- **Name Pin and Facility badges:** Your Wheaton College Nursing name pin must be visible during your clinical hours. You must also wear any facility badge that is issued to you.
- **Shoes:** Shoes must be a white, black, or navy in color with closed toes and backs with non-skid soles. Shoes must be clean and in good condition.
- **Piercings/Jewelry:** For the safety of students and patients, all piercings should be discrete with only small flat studs worn. Dangling necklaces, earrings, bracelets etc are prohibited for the safety of the student and patient.
- **Nails/Hair:** Nails must be kept short and clean. Gel, acrylic, wraps, dips, tip extenders are prohibited in the clinical setting. We respect that students' hair is a representation of their unique ethnicity, culture, gender, spiritually and/or religion. For the safety of students and

patients, hair should be pulled back off the face. Male students must keep any facial hair well-groomed and in compliance with OSHA standards.

<https://www.cdc.gov/niosh/nppt/pdfs/FacialHairWmask11282017-508.pdf>

### **Hand Held Devices in the Clinical Setting**

The use of handheld devices will be left up to the discretion of the clinical faculty and the clinical facility. Please follow the facility's policies concerning handheld devices. Personal use of a handheld device while in the clinical setting is prohibited.

### **Medication Administration in the Clinical Setting**

Wheaton Nursing Students will be giving a wide variety of medications in the clinical setting. It is your responsibility to make sure you understand how the medication works, its appropriate dosage, route and frequency to give safe high-quality care to your patients. Giving medication will be under strict direct observation by your clinical instructor. Your clinical instructor needs to present with every med pass. You may not give oncology medications or any other medications that require special certification. You may shadow your clinical instructor and staff nurse with administration of blood products but may not physically hang the blood yourself. You may not give medications in a code or emergency situation.

By the end of your clinical rotation you should be able to safely administer PO, IV, SC, PR, SL, and IM medication. Students and clinical instructors must follow all medication administration policies mandated by our practice partners (your assigned clinical placement)

### **Evaluation and Grading of Clinical Performance**

Wheaton College Nursing Students are expected to demonstrate a continual and steadfast progression to clinical success. In the clinical setting, you're a representative of Wheaton College and must uphold professional behavior and practices at all times. Your clinical grade will be formulated by your clinical instructor by evaluating your professional performance in the clinical setting and the quality of your clinical assignments. You will receive verbal feedback during your clinical days and written clinical feedback, at midterm and final clinical performance evaluation. You will have access to all assignment templates and assignment rubrics.

Students are reminded to review the nursing program curriculum as any course or clinical failure is likely to interrupt program progression. Students may not progress to courses or clinical for which the failed class or clinical is a prerequisite.

### **Clinical Warnings**

Any student not meeting the clinical standards of progression which include but not limited to, professional behavior, progression of clinical knowledge, safety, completion of clinical assignments, tardiness, improper/unprofessional communication, etc. will receive a written warning. The student and clinical instructor will develop a plan for success. If the student's performance does not improve and the outcomes are not met in the amount of time set forth in the plan, the student will be in danger

of failing clinical.

### **Clinical Failure**

A student may fail clinical at any time during the clinical experience for documented unsafe practice or at the end of the clinical experience for failure to meet outcomes. The student will receive a grade of "F" for the clinical course. A student is allowed to repeat only one nursing course which includes clinical courses. All required nursing courses/clinical courses must be repeated at Wheaton. If the failed clinical course is a prerequisite to any didactic course or another clinical course, the student must repeat the failed clinical course before progressing into the next didactic or clinical course.

### **Fit for Duty**

If a nursing student is experiencing a medical or psychological situation that negatively impacts their ability to perform safe clinical care, the student will be asked to provide documentation verifying their abilities to safely return to the clinical area. You must be able to:

- Lift at least 50 lbs.
- Ambulate without restrictions.
- Stand for at least 20-30 minutes.
- Communication in a coherent manner.
- Be illicit drug and alcohol free.
- At Wheaton College we don't have mandatory drug testing but if at any time a student shows any behaviors that lead to faculty or clinical instructors believing the student is under the influence of drugs or alcohol, that student will be required to have drug and alcohol testing before being allowed to return to clinical practice.

### **General Medical Clearance**

Wheaton College Nursing Students need to be able to fully participate in their clinical experience. Light duty, part-time duty or shadowing are not options in the clinical setting. After experiencing a physical or psychological or cognitive impairment, you will be required to get clinical clearance to return to your clinical duties.

### **Medication Calculation testing Policy**

Correct medication calculation is important to avoid medication administration errors. Wheaton nursing students will need to be prepared to take a medication calculation exam before every nursing clinical course before being able to pass medications. Wheaton nursing student will follow the medication calculation policy to ensure competency with this skill:

- Students will take the ATI Dosage Medication Calculation Assessment (med/calc exam) before every nursing course that has a corresponding skills or clinical course.
- The first med/calc exam will be administered in your Fundamentals course. You will have 3 opportunities to reach 90%. If you don't reach the 90% after the 3rd try, you will be asked to withdraw from the course.
- For all clinical courses that follow Fundamentals, if a 90% score is not achieved, the student will have the opportunity to remediate and take a second exam.

- If a 90% score is not achieved on the second exam, the student will have to withdraw from the course.
- The med/calc exam will be weighted as pass/fail.

### **Simulation Policies**

All Wheaton nursing courses will have a simulation component. Students will be notified by the simulation coordinator on how to schedule simulation sessions. Simulation is mandatory. In order to make up a missed simulation session, you must provide medical documentation to the simulation coordinator.

### **NCLEX-RN Preparatory Course**

After completing your senior year, the nursing department will offer a NCLEX review course offered by ATI. This course is mandatory for all students and at no additional cost. You will receive more information about the review course in your Senior Practicum Course.

## **General Wheaton College Policies**

### **Diversity and Inclusion**

Wheaton's ongoing efforts to support and promote inclusion and diversity continues to be a priority for the campus community. While work in support of diversity and inclusion spans more than 30 years, the past decade has seen a more comprehensive and intentional set of initiatives that are tied to Wheaton's overall strategic plan. The Associate Vice President for Institutional Equity and Belonging role was created in 2021. This role is the fulfillment of one of Wheaton's 10 Action Steps towards racial justice to create a senior-level position focused on inclusion and equity. Wheaton also created a campus-wide Diversity and Inclusion task force charged with developing specific and measurable goals, evaluating current efforts, and prioritizing unmet needs. The work of the task force culminated in 2016 with creation of the Diversity and Inclusion Strategic Plan. This plan was designed to connect directly with the College's overall Strategic Plan and informs the work of the College to date. In keeping with our holistic approach, the President's Council recently created the DEAL (Diversity, Equity, and Access Leadership) group. DEAL is an umbrella entity that strives to create opportunities for innovative diversity work by fostering and coordinating leadership efforts across campus to ensure that Wheaton consistently provides a diverse, inclusive, equitable, and accessible learning community.

### **[Diversity and Inclusion Strategic Plan](#)**

### **Bias Response Protocol**

Wheaton College values diversity, equity, and inclusion and is committed to maintaining an environment free from discriminatory conduct, including conduct that impedes the academic freedom, security, or well-being of any member of the Wheaton community. Wheaton's Bias Incident Response Policy (the "Policy") provides information about how to report a Bias Incident and outlines the protocols followed by Wheaton in response to reported incidents.

<https://wheatoncollege.edu/about-wheaton-college/honor-code/bias-incident-policy-reporting/>

## **Bias Incident Report Form**

### **Title IX Policies: Sexual & Gender-Based Misconduct Response and Resources**

<https://wheatoncollege.edu/campus-life/campus-safety/sexual-and-gender-based-misconduct-response-and-resources/misconduct-policy-students/title-ix-policy-for-students/>

<https://wheatoncollege.edu/campus-life/campus-safety/sexual-and-gender-based-misconduct-response-and-resources/misconduct-policy-students/supplemental-policy-for-students/>

How to report sexual & gender-based misconduct:

<https://wheatoncollege.edu/campus-life/campus-safety/sexual-and-gender-based-misconduct-response-and-resources/how-to-report/>

### **Graduation Requirements**

Each student must successfully meet the requirements of the Nursing Program in addition to the college graduation requirements.

### **Religious Observances**

<https://wheatoncollege.edu/policies/student-religious-and-cultural-holiday-observance-policy/>

### **Parking: Regulations, Locations, etc.**

<https://wheatoncollege.edu/campus-life/campus-safety/campus-safety-department/parking/regulations/>

### **Course Registration Information**

<https://wheatoncollege.edu/about-wheaton-college/offices-services/registrar/course-registration/>

### **Bookstore**

General Information: <https://wheatoncollege.blog/student-life-events/campus-life/wheaton-campus-bookstore/>

Online Bookstore Ordering: <https://www.bkstr.com/wheatonstore>

### **Wheaton Library**

General Information: <https://wheatoncollege.edu/academics/library/>

Madeleine Clark Wallace Library: <https://library.wheatoncollege.edu/>

### **Wheaton College Safety Department**

<https://wheatoncollege.edu/campus-life/campus-safety/campus-safety-department/>

Emergency from campus phone: x3333

Emergency from off campus or cell phone: 508-286-3333

Business: 508-286-8213 or x8213

### **Compass Curriculum**

<https://catalog.wheatoncollege.edu/content.php?catoid=10&navoid=330>



