

W wheaton college massachusetts



Nursing Student Handbook
2024-2025

Contents

Letter from the Dean.....	1
Faculty and Staff.....	2
Nursing Mission, Vision and Goals	3
Mission.....	3
Vision.....	3
Goals (Core Values) Philosophy	3
Baccalaureate Nursing Program Outcomes.....	3
Academic Policies	2
Admission and Prerequisites.....	2
Good Standing and Normal Progression.....	2
Wheaton College Nursing Program Curriculum	5
List of Descriptions of Course and Prerequisites.....	6
Nursing Concentrations.....	12
Educational Mobility Policy.....	14
Advanced Placement or Transfer of Military Education Training Services	14
Transfer Credit from Other Institutions and Programs.....	14
Internal Transfer into the Nursing Program	15
Miscellaneous Nursing Student Fees.....	17
Leave of Absence	17
Initiating a Personal Leave of Absence and Voluntary Medical Leave of Absence.....	18
Procedures Applicable to Involuntary Leave of Absence	19
Process for Requesting to Return from Leave of Absence.....	20
Withdrawals	20
Suspensions or Dismissal.....	21
Interruption in Progress.....	21
Students Rights and Grievances.....	21
Student Governance	22
Good Moral Character Statement	22
Professional Behavior/Unsafe Unethical and/or Unprofessional Behavior	23
Classroom Policy:.....	24
Student Accountability and Code of Conduct.....	24
Advising and Academic Support	25
Class attendance	25
Class Absence.....	25
Recording a lecture.....	26
Term Papers, Exams and Assignments	26
Course Grade:	27
Grade of Incomplete	28

Academic Integrity, Plagiarism	28
Course Failures.....	30
Nursing Clinical or Course Failure.....	30
Class Cancellations	31
Testing Policy	31
Course Exams (given on Exam Soft platform):	31
ATI Proctored Focused Review Practice Exams (Assessments)/Remediation):	31
Comprehensive Predictor Exam (Assessment).....	32
Clinical Policies and Requirements.....	33
Students Clinical Safety	33
Clinical / Simulation attendance and absence Make-Up	33
Pledge of Confidentiality (HIPAA)	34
Immunization Requirements	34
CPR Documentation	36
Criminal Record Inquiry.....	36
Professional Liability Insurance.....	37
Clinical Schedule and Transportation.....	37
Professional Attire in Clinical, Sim lab and Lab Settings	37
Hand Held Devices in the Clinical Setting	38
Medication Administration in the Clinical Setting	38
Evaluation and Grading of Clinical Performance	38
Clinical Warnings	38
Clinical Failure	39
Fit for Duty	39
General Medical Clearance.....	39
Medication Calculation testing Policy	39
Simulation Policies.....	40
NCLEX-RN Preparatory Course	40
General Wheaton College Policies	40
Diversity and Inclusion	40
Bias Response Protocol.....	41
Graduation Requirements	41
Religious Observances	41
Parking: Regulations, Locations, etc.	41
Course Registration Information	42
Bookstore.....	42
Wheaton Library.....	42
Wheaton College Safety Department.....	42
Compass Curriculum	42



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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, as a new or returning student. 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 are committed to providing you with a top-quality education that combines theoretical knowledge with practical experience, preparing you to excel in your career and make a positive impact on the lives of your patients.

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 to develop your clinical judgment and reasoning in a culturally diverse population while upholding the ethical standards of nursing. As you navigate your academic journey, I encourage you to take advantage of the resources and opportunities available to you within our program and the broader university community. Engage with your professors and peers, participate in clinical experiences, and join student organizations to enrich your learning experience and build a supportive network.

This handbook answers questions about our nursing program's policies and procedures. It also answers many questions you may have about expectations, resources, and opportunities.

You are encouraged to meet with your faculty advisor on a regular basis to maintain communications about your success or concerns. Please contact me about your success or concerns. 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,

Colette Dieujuste

Colette Dieujuste, RN, PhD
Dean of Nursing

Faculty and Staff

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Wheaton College has been granted initial approval status through the Massachusetts Board of Registration in Nursing for the operation of its baccalaureate degree in nursing program.

Nursing Mission, Vision and Goals

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

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 nursing profession locally and globally.

Goals (Core Values) 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 disciplines scholarship. At Wheaton, we are 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 and professional 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 ten domains of professional nursing practice:

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional and Leadership Development

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:

BSN Program Learning Outcome	BSN Leveled Student Learning Outcome
PLO #1: Effectively utilize critical thinking, clinical judgment, and reasoning based on a broad knowledge base to deliver safe, competent, holistic, ethno-culturally sensitive, and ethical nursing care.	Sophomore students will effectively apply clinical judgment to deliver safe, competent, ethnocultural, and ethical nursing care.
	Junior students will be able to analyze the usage of clinical judgment to deliver safe, competent, ethnocultural sensitive, and ethical nursing care effectively.
	Senior students will be able to evaluate and translate the usage of clinical judgment to deliver safe, competent, holistic, ethnocultural sensitive, and ethical nursing care effectively.
PLO #2: Utilize the principles of ethical comportment, social justice, and cultural competence in the care of diverse populations.	Sophomore students will be able to apply and translate the principles of ethical comportment, social justice, and cultural competence in the care of diverse populations.
	Junior students will be able to synthesize and analyze the principles of ethical comportment, social justice, and cultural competence in the care of diverse populations.
	Senior students will be able to generate and disseminate the principles of ethical comportment, social justice, and cultural competence in the care of diverse populations.
PLO #3: Analyze how an understanding of the unique perspectives of the discipline of nursing and its commitment to social justice and the care of underserved populations impacts the management of population health.	Sophomore students will be able to define the unique perspectives of the discipline of Nursing and its commitment to social justice and to the care of underserved populations.
	Junior students will be able to examine and integrate unique perspectives of the discipline of Nursing and its commitment to social justice and to the care of underserved populations.
	Senior students will be able to evaluate and advocate the unique perspectives of the discipline of Nursing and its commitment to social justice and to the care of underserved populations.
PLO #4: Apply theory and research-based knowledge from the arts, humanities, and the discipline of nursing to integrate current evidence into nursing care.	Sophomore students will be able to identify and describe theory and research-based knowledge from the arts, humanities, and the discipline of nursing to integrate current evidence into nursing care.
	Junior students will be able to explain and apply theory and research-based knowledge from the arts,

	humanities, and the discipline of nursing to integrate current evidence into nursing care.
	Senior students will be able to demonstrate the usage of theory and research-based knowledge from the arts, humanities, and the discipline of nursing to integrate current evidence into nursing care.
PLO #5: 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 high-quality nursing care.	Sophomore students will be able to recognize and establish responsibility and accountability to patients, other health care workers, and the profession of nursing to deliver safe, competent, and quality nursing care.
	Junior students will be able to analyze and integrate responsibility and accountability to patients, other health care workers, and the profession of nursing to deliver safe, competent, and quality nursing care.
	Senior students will be able to evaluate and advocate responsibility and accountability to patients, other health care workers, and the profession of nursing to deliver safe, competent, and quality nursing care.
PLO # 6: Communicate and collaborate effectively with patients, communities, and interprofessional members of the healthcare team to support a partnership approach to patient care and in turn influence local and global health outcomes.	Sophomore students will be able to apply effective communication skills and collaborate effectively with patients, communities, and interprofessional members of the health care team to influence local and global health outcomes.
	Junior students will be able to apply and analyze effective communication skills and collaborate effectively with patients, communities, and interprofessional members of the health care team to influence local and global health outcomes.
	Senior students will be able to analyze and synthesize communication dialogs and collaborate effectively with patients, communities, and interprofessional members of the health care team to influence local and global health outcomes.
PLO #7: Utilize knowledge of systems to work effectively across the continuum of care to deliver safe nursing practice	Sophomore students will be able to identify systems to work effectively across the continuum of care to deliver safe nursing practice
	Junior students will be able to analyze and examine systems to work effectively across the continuum of care to deliver safe nursing practice
	Senior students will be able to evaluate and advocate for systems to work effectively across the continuum of care to deliver safe nursing practice

PLO #8: Utilize evidence-based practice, patient care technologies, and community resources to restore, maintain, and promote patient health across the lifespan.	Sophomore students will be able to apply evidence-based practice, patient care technologies, and community resources to restore, maintain, and promote patient health across the lifespan.
	Junior students will be able to develop evidence-based practice, patient care technologies, and community resources to restore, maintain, and promote patient health across the lifespan.
	Senior students will be able to analyze and evaluate evidence-based practice, patient care technologies, and community resources to restore, maintain, and promote patient health across the lifespan.
PLO # 9: Analyze how professional identity as a nurse contributes to the development of leadership and management skills and integrates core principles of diversity, equity, and inclusion in the practice of professional nursing.	Sophomore students will be able to identify and demonstrate how professional identity integrates core principles of diversity, equity, and inclusions in the practice of professional nursing.
	Junior students will be able to analyze and reflect how professional identity integrates core principles of diversity, equity, and inclusions in the practice of professional nursing.
	Senior students will be able to develop and demonstrate a commitment to how professional identity integrates core principles of diversity, equity, and inclusions in the practice of professional nursing.
PLO #10: Analyze the influence of global perspectives on nursing within a complex society, both locally and globally.	Sophomore students will be able to identify and apply global perspectives on nursing within a complex society, both locally and globally.
	Junior students will be able to promote and analyze global perspectives on nursing within a complex society, both locally and globally.
	Senior students will be able to develop and articulate global perspectives on nursing within a complex society, both locally and globally.

Academic Policies

Admission and Prerequisites

The Nursing Program 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 completion of secondary education. 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.

Students who receive below a C+ in Introduction to the Biological Sciences, Chemical Principles, Nutrition, Microbiology, Anatomy & Physiology I, must repeat that course. Students who fail 2 science courses cannot proceed in the program.

2. Complete 32 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.

3. Students who fail a nursing course must repeat the course before progression to next course unless it is not a prerequisite.

*Any student who has not successfully completed 32 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 64 credits with a total GPA of 2.00 or higher and a nursing GPA of 2.33 or higher. *
2. Achieve a 77% or higher weighted cumulative exam average in each nursing course. If a student fails to achieve a 77%, 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
5. Students who fail a nursing course must repeat the course before progression to next course unless it is not a prerequisite.

*Any student who has not successfully completed 64 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 96 credits with a total GPA of 2.00 or higher and a nursing GPA of 2.33 or higher. *
2. Achieve a 77% or higher weighted cumulative exam average in each nursing course. If a student fails to achieve a 77%, 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. Students who fail a nursing course must repeat the course before progression to next course unless it is not a prerequisite.

*Any student who has not successfully completed 96 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 128 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 77% or higher weighted cumulative exam average in each nursing course. If a student fails to achieve a 77%, 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 ATI Comprehensive Predictor Exam during the spring semester.
6. Students who fail a nursing course must repeat the course before progression to next course unless it is not a prerequisite.

Wheaton College Nursing Program Curriculum

FIRST YEAR	
FALL SEMESTER	SPRING SEMESTER
NURS 100: Intro to Professional Nursing (4.0)	BIO 105: Nutrition (4.0)
BIO 114: Introduction to the Biological Sciences (4.0)	Global Health or Language (4.0)
CHEM 153: Chemical Principles (4.0)	BIO 203: Anatomy & Physiology I (4.0)
FYE: Global Health/Nursing (4.0)	BIO 221: Microbiology (4.0)
SECOND YEAR	
FALL SEMESTER	SPRING SEMESTER
NURS 200: Fundamentals of Nursing and Health Assessment (3.0)	NURS 210: Population Health: Medical-Surgical I (3.0)
NURS 200L: Fundamentals of Nursing and Health Assessment Lab (1.0)	NURS 210L: Population Health: Med Surg I Clinical (1.0)
BIO 204: Anatomy & Physiology II (4.0)	PSYCH 233: Lifespan Development (4.0)
PSYCH 101: Intro to Psychology (4.0)	NURS 205: Integrated Concept of Pharmacology and Pathophysiology (4.0)
Elective (4.0)	Elective (4.0)
SUMMER SEMESTER	
Elective: Global Health Abroad Experience. (TBA)	
THIRD YEAR	
FALL SEMESTER	SPRING SEMESTER
NURS 310: Population Health: Med Surg II (3.0)	NURS 320: Population Health: Mental Health (3.0)
NURS 310L: Population Health: Med Surg II Clinical (1.0)	NURS 320L: Population Health: Mental Health Clinical (1.0)
NURS 305: Population Health: Pediatric (3.0) *	NURS 305: Population Health: Pediatric (3.0) *
NURS 305L: Population Health: Pediatric Clinical (1.0) *	NURS 305L: Population Health: Pediatric Clinical (1.0) *
NURS 300: Population Health: Maternity (3.0) *	NURS 300: Population Health: Maternity (3.0) *
NURS 300L: Population Health: Maternity Clinical (1.0) *	NURS 300L: Population Health: Maternity Clinical (1.0) *
PHIL 242: Medical Ethics (4.0)	Elective (4.0)
MATH/MGMT/PSY/SOC 141: Statistics (4.0)	Elective (4.0)
SUMMER SEMESTER	
NURS 3XX: Experience in Global/Domestic and Allied Health Nursing (1.0)	
FOURTH YEAR	
FALL SEMESTER	SPRING SEMESTER
NURS 405: Population Health: Community Health (3.0)	NURS 430: Synthesis (3.0)
NURS 405L: Population Health: Community Health Clinical (1.0)	NURS 420: Professional Leadership Nursing/Global Health Senior Seminar (3.0)
NURS 410: Research in Nursing Health (3.0)	NURS 440: Nursing Capstone (2.0)
NURS 400: Population Health: Advance Medical-Surgical III (3.0)	Elective (4.0)
NURS 400L: Population Health: Advanced Med-Surg Clinical III (1.0)	Elective (4.0)
Elective (4.0)	

* Choose 1 of 2 Classes

792 Hours of Clinical
216 Hours of Simulation

60 hours Skills Lab
52 Total Nursing Credits

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.

- **4 Credits**

- **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.

- **3 Credits**

- **Prerequisite: NURS 100, Bio 114, Chem 153, Bio 105, Bio 203 Bio 221**

- **Corequisite: NURS 100, Bio 204, NURS 200L**

- **NURS 200L: Fundamentals of Nursing and Health Assessment Lab**

- **1 Credit**

- **Prerequisites: NURS 100, Bio 114, Chem 153, Bio 105, Bio 203, Bio 221. Corequisite Bio 204.**

- **Corequisite: NURS 200**

- **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
 - **4 Credits**
 - **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, pathophysiology concepts 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.
 - **3 Credits**
Prerequisite: NURS 200, NURS 200L. Corequisite: NURS 100, NURS 205, NURS 210L

- **NURS 210L: Population Health: Medical-Surgical I Clinical**
 - **1 Credit**
 - **Prerequisites: NURS 200, NURS 200L. Corequisite: NURS 205, NURS 210**

- **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
 - **3 Credits**
 - **Prerequisite: NURS 210, NURS 210L. Corequisites: NURS 305, NURS 305L, NURS 300L**

- **NURS 300L: Population Health: Maternity Clinical**
 - **1 Credit**
 - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 310, NURS 310L, NURS300**

- **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 comporment through the application and integration of nursing practice.
 - **3 Credits**
 - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 310, NURS 310L, NURS 305L**

- **NURS305L: Population Health: Pediatric Clinical**
 - **1 Credit**
 - **Prerequisites: NURS 210, NURS 210L Corequisites: NURS 305, NURS 310, NURS 310L**

- **NURS 310 Population Health: Medical-Surgical II**
 - **Course Description:**
This course, which builds on Medical Surgical I, 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.
 - **3 Credits**
 - **Prerequisites: NURS 205, NURS 210, NURS 210L Corequisites: NURS 300, NURS 300L, or NURS 305, NURS 305L, NURS 310L**

- **NURS 310L: Population Health: Medical -Surgical II Clinical**
 - **1 Credit**
 - **Prerequisites: NURS 210, NURS 210L NURS 205, Corequisites: NURS 300, NURS 300L, or NURS 305, NURS 305L, NURS 310**

- **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.
 - **3 Credits**
 - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 300, NURS 300L, or NURS 305, NURS 305L, NURS 320L

- **NURS 320L: Population Health: Mental Health Nursing Clinical**
 - **1 Credits**
 - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 300, NURS 300L, or NURS 305, NURS 305L, NURS 320

- **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.
 - **1 Credit**
 - **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.

- **3 Credits**
 - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 405, NURS 405L, NURS 410, NURS 400L
- **NURS400L: Population Health: Advanced Medical-Surgical Clinical III**
 - **1 Credit**
 - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 405, NURS 405L, NURS 410, NURS 400
- **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.
 - **3 Credits**
 - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 400, NURS 400L, NURS 410, NURS 405L
- **NURS 405L: Population Health: Community Health Nursing Clinical**
 - **1 Credit**
 - **Prerequisites:** NURS 310, NURS 310L. **Corequisites:** NURS 400, NURS 400L, NURS 410, NURS 405
- **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.

- **3 Credits**
- **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.
- **3 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).
- **3 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 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.
- **2 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. Nursing course exemptions are given as per nursing program policy.

Advanced Placement or Transfer of Military Education Training Services

Credit for courses taken with United States Armed Forces Institute (USAFI) will be accepted in accordance with Wheaton College policy for non-nursing coursework. Nursing majors may not receive credit for any non-traditional study, including life experience, professional development and coursework completed through the Armed Services to fulfill nursing designated coursework.

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 external transfer 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 3.0
- 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 64 credits from any of the four categories combined as outlined in the table below. 64 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. 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.

Type of Coursework or Test	Documents Required for Official Transfer Credit Evaluation*	Grade/Score Requirements	Credit Limits (in Wheaton Credits)	Office Processing Review**
Coursework taken at other regionally accredited, degree-granting, U.S.	Official college transcripts	C	64	Registrar

institutions of higher education, including those taken while in high school in the U.S				
Advanced Placement (AP) Credits	College Board Official Scores	4 or 5	64	Advising
International Baccalaureate (IB) Credits	IB Score Report	Score of 5 or above in Higher Level (HL) courses	64	Advising
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	64	Advising
Coursework taken at institutions of higher education outside the U.S.	Official college transcripts	C	64	Center for Global Education

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 "C+" or higher in all science courses
- Minimum cumulative GPA of 2.33
- 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	77-79
C	2.0	72-73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62
F	0	0-59

Miscellaneous Nursing Student Fees

Students are responsible for various program related fees and vendor cost. Students are encouraged to review fees with Wheaton College Financial Services.

Description	Fee	Vendor / Remarks
Viewpoint*	\$80.00	Viewpoint https://www.viewpointscreening.com/
Drug Test option	\$38.00	Clinical site drug testing if required
Nurse Pack*	\$250.00	Pocket Nurse
Stethoscope*	\$100-\$200.00	Littmann Classic III stethoscope OR Littmann Cardiology IV stethoscope recommended
Watch	\$50.00	Watch with a sweep second hand or a smart watch
Uniforms and shoes*	\$200-\$250.00	McGills Clothing https://mcgillsinc.com/collections/wheaton-college
AHA BLS CPR* (recert every 2 years)	\$150.00	AHA BLS \$75 every two years
WCSNA*	\$38.00	Student Nurse association
Graduation Pin*	\$100.00	Optional
	\$950-\$1100	Approximate Total. Subject to change by vendor.

Additionally,

Books - Students will be required to purchase various textbooks each semester.

Travel - Students will be required to travel to various clinical sites at their cost.

Incidentals- Clinical sites may be full days and students may have incidental expenses such as meals

Listed fees are estimates and cost is subject to change without notice.

*Students will receive specific information on how to access various vendors for purchase of Uniforms, Equipment and supplies during their freshman & sophomore year.

Leave of Absence

The College recognizes that there are many reasons a student might want or need to request a leave of absence from Wheaton. Regardless of the reason, the student should consult with the Academic Advising Office in the Filene Center or the Dean of Students Office as soon as possible to discuss their options. Students may petition to take two types of voluntary leaves of absence: Personal or Medical. In certain circumstances, the College may also place a student on an Involuntary Medical Leave of Absence.

The Nursing Program follows the same policies for leave of absence, however 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. Please refer to the Nursing Student Handbook for additional information.

- **Personal Leave of Absence:** A student may petition the College for a Personal Leave of Absence for any reason other than a medical reason. Such a leave may be granted for up to two academic years (four semesters). Students wishing to petition for a Personal Leave of Absence should work with the Academic Advising Office in the Filene Center. It is the student's responsibility to communicate with the Academic Advising Office regarding their plans to return from a Personal Leave of Absence; this includes communicating regarding extending a Personal Leave of Absence.
- **Medical Leave of Absence:** A student may petition the College for a Medical Leave of Absence to tend to medical issues, including but not limited to physical health, mental health, or substance use challenges that impact their ability to be successful. Such a leave may be granted for up to two academic years (four semesters). Students wishing to petition for a Medical Leave of Absence should work with the Academic Advising Office in the Filene Center and the Dean of Students Office. It is the student's responsibility to communicate with the Academic Advising Office and the Dean of Students Office regarding their plans to return from a Medical Leave of Absence; this includes communicating regarding extending a Medical Leave of Absence.
- **Involuntary Medical Leave of Absence:** The College is committed to the safety and well-being of its community members and to enabling all enrolled students to participate fully in the life of the College. While the College offers resources, support services, and accommodations to address the physical and mental health needs of students, there may be times when the College is not able to provide the level of care the student needs and will need to initiate an Involuntary Medical Leave of Absence of a student due to significant concerns regarding the well-being and/or safety of the individual student, other students, or the College community. In those situations, the College will first work with the student to see if they are willing to take a voluntary Medical Leave of Absence. If the student refuses or is unable to agree with the College's offer to take a voluntary Medical Leave of Absence, the College will only place a student on an Involuntary Medical Leave of Absence after: (1) conducting an individualized assessment of the student based on the best available evidence; (2) considering the availability of reasonable alternatives; and, (3) offering the student the option of taking a voluntary Medical Leave of Absence.

Initiating a Personal Leave of Absence and Voluntary Medical Leave of Absence

Initial Considerations

Students are encouraged to consider for themselves whether a voluntary leave of absence is appropriate for their current situation. Students are encouraged to consult with the Academic Advising Office to determine what type of voluntary leave (Personal or Medical) would be appropriate given their individual situation.

Taking a leave of absence may impact a student's financial aid package. Students are encouraged to consult with Student Financial Services prior to seeking a leave of absence to discuss the potential impact(s) of such a leave.

For international students, taking a leave of absence may impact your visa status. International students are encouraged to consult with the Center for Global Education prior to seeking a leave of absence to discuss the potential impact(s) of such a leave.

For students in the Nursing Program, taking a leave of absence may have implications for their participation in the Nursing Program. Students in the Nursing Program are encouraged to consult with the Dean of Nursing before taking a leave of absence to discuss the potential impact(s) of such a leave.

Procedure

A student seeking to take a Personal Leave of Absence or a Medical Leave of Absence must submit the [LOA/Withdrawal form](#) and await follow-up communication from the Academic Advising Office in the Filene Center or the Dean of Students Office.

A student may seek to take a Personal Leave of Absence or a Medical Leave of Absence at any time during the semester:

- If such leave begins after classes have started but before the add/drop deadline for the semester, the classes will be dropped and will not appear on the student's transcript.
- If such leave begins after classes have started and after the add/drop deadline for the semester, the student will be withdrawn from the courses and will receive "WDs" on their transcript.

Procedures Applicable to Involuntary Leave of Absence

The Dean of Students Office will consult the College's Behavioral Intervention Team to conduct an individualized assessment of a student and their situation before making a decision to place a student on an Involuntary Medical Leave of Absence. The individualized assessment will include, but not be limited to: (a) consulting with the student; (b) consulting with pertinent College staff, including but not limited to: the Associate Dean for Health and Wellness & Director of Counseling Center, the Dean of Advising, the Director of Accessibility Services, and the Dean of Students; (c) considering the best available evidence including but not limited to information provided by the student's treating physician(s) and/or mental health provider(s); and (d) considering the availability of reasonable alternatives.

The Dean of Students Office will provide the student a written correspondence explaining the reasons for the Involuntary Medical Leave of Absence. The student may submit a written appeal to the Dean of Students within ten calendar days. The Dean of Students will consider the appeal and issue a final decision.

Expectations While on Leave

While on a Personal Leave of Absence, a Medical Leave of Absence, or an Involuntary Medical Leave of Absence, a student:

- cannot remain on campus and must remove all belongings from campus within 48 hours of the start of the leave.
- cannot take courses at the College or another college or university without obtaining prior approval from the College. Students are encouraged to work with the Office of Advising to discuss these options during their leave of absence.
- cannot participate in campus activities or extracurricular activities (e.g., clubs, sports, etc.).

While students on leave may visit campus as a guest and use facilities open to the public, students on leave are not permitted to enter residence halls or spend the night with peers on campus who are active

students unless they are registered as a guest of a student. The general expectation is that students on leave will be away from campus during their leave.

Process for Requesting to Return from Leave of Absence

The College expects all students who are on any type of leave of absence to maintain communication with the Academic Advising Office or the Dean of Students Office regarding their intentions of returning to the College. In order to request to return to the College from any leave of absence, a student must submit a [request form](#). Requests to return for Fall semester are due by August 1; requests to return for Spring semester are due by December 1.

With regard to voluntary Medical Leaves of Absence and Involuntary Medical Leaves of Absence, a student must submit the following information/documentation to the Dean of Students Office:

1. a summary of the student's diagnoses;
2. Treatment type and frequency received during time away from the college
3. Current functioning and readiness to return to Wheaton including providing information regarding participating in our academic program and residential life/environment of the college (if you will be residing in college housing)
4. Plan for care upon return to campus and any contingencies (such as continued therapy, medication management etc.), and
5. an authorization for the College to communicate with the student's current treating physician(s) and/or mental health provider(s).

Following receipt of this documentation, the student will need to schedule a time to meet with a member of the Dean of Students Office to discuss what was accomplished on their leave and what their plan is for their return to campus. The Medical Leave of Absence Committee - consisting of members of the Dean of Students Office, Office of Academic Advising, and Offices of Health and Counseling - will then review this information in its entirety to render a decision on the request to return.

The Dean of Students Office will provide students returning from any leave of absence with a written correspondence of whether their petition to return from leave has been approved. Students may not return from a leave of absence until they have received a written correspondence approving their return to campus. Students returning from a voluntary Medical Leave of Absence or an Involuntary Medical Leave of Absence agree to follow the current treatment plan recommended by their treating physician(s) and/or mental health provider(s); failure to abide by such plans may result in a refusal of a request to return to campus or an Involuntary Medical Leave of Absence.

A student not granted permission to return to campus may appeal the decision to the Dean of Students.

Withdrawals

A student may permanently withdraw from the College at any time for any reason. A student who plans to withdraw from the College permanently should complete the [withdrawal form](#) via the Academic Advising Office or the Dean of Students Office. If, after withdrawing from the College, the student wishes to return to the College, the student may apply for readmission through the Committee on Academic Standing.

Suspensions or Dismissal

If a student does not meet academic standards through the process of Academic Review following each semester, they may be placed on Academic Suspension or Academic Dismissal status by the Committee on Academic Standing. Please refer to the policy.

A student may be placed on College Suspension or College Dismissal as the result of the Student Conduct Process. Please refer to the Community Standards and Student Conduct Process for more information. Students who are suspended or dismissed during a semester will be withdrawn from all of their current courses and are liable for the tuition and fees of the current semester.

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 Progressions and Appeals Committee. At the discretion of the Progressions and Appeals Committee, 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 Progressions and 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
- 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 Progressions and 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 can 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 Students.
- Students excluded from the nursing program may petition the Progressions and Appeals Committee once 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 self-nominate themselves to participate on various nursing faculty committees. The faculty will select a nursing student to attend Curriculum, Assessment, and Faculty Committees meetings. Faculty will select from student self-nomination lists at the beginning of the academic year. The President of WCSNA is a member of the Faculty Committee.

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, sim lab, 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 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 Examsoft 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.
- Examsoft Information Links
 - <https://examsoft.com/programs/nursing/>

- <https://examsoft.com/solutions/>
- <https://examsoft.com/why-examsoft/>
- <https://examsoft.com/benefits/exam-security/>

Examsoft Computer requirements: Student devices will need to meet the following specifications in order to run Examsoft/Examplify and take their exams. Specifications can be found at:

<https://examsoft.com/resources/examplify-minimum-system-requirements/>

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 77% on any nursing exam they may receive an academic warning at the discretion of the course faculty. 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 or call 508-286-3294.

Course Grade:

Grading for your final course grade is a 2-step process. You must obtain a 77% weighted exam average (all 4 classroom exams) to pass the class (the med/calc exam is not factored in). Once you have achieved a 77% weighted exam average, the rest of the assignments will be calculated to obtain your final grade for the course. You must achieve an overall 77% on all assignments and test grades to earn nursing program credits. If you do not achieve a 77% you will need to retake the class.

If you receive lower than a 77% 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

Faculty may choose to award an incomplete grade due to a student experiencing exceptional extenuating circumstances only. Examples of such circumstances include a medical emergency or a serious family crisis.

An Incomplete is specifically a mechanism intended to support equitable course outcomes for students who experience acute and short-term circumstances near the end of a given semester. An incomplete grade, therefore, may be awarded no sooner than 2 weeks before the end of the term, when all but a minor portion of the course work has been satisfactorily completed and the student is passing the course.

The course instructor will specify precisely the nature of the work to be completed and when said work must be complete. This will be done in writing via the Incomplete Grade Contract online. Once an agreement is finalized, the instructor and student will complete a contract outlining the details under which the outstanding coursework will be completed. A copy of the contract will be sent automatically to advising@wheatoncollege.edu.

Grades of Incomplete must be accompanied by a provisional grade (e.g., IB or IC). If the student does not submit the outstanding work for the course by the deadline stated below, the provisional grade will become the final grade.

The deadline for replacing the incomplete with a new final grade will be at the end of the course add period of the subsequent semester. Any provisional incomplete grades remaining by the end of the add/drop period of the subsequent semester will automatically be converted to the provisional final grade by the Office of the Registrar.

Incompletes will not be granted for summer or winter sessions. Rare exceptions may be made in cases of serious emergencies. Students on academic probation who receive incompletes are required to meet with their Student Success Advisors.

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 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 128 to 132.)
- 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 for 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 student may repeat a nursing course only once after withdrawing or not achieving a 77% and an overall class grade of 77% or above. Students will be dismissed from the Nursing Program after two course failures.
- Students who fail a nursing course must repeat the course before progression to next course unless it is not a prerequisite.

- 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/>

Testing Policy

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

Course Exams (given on Exam Soft 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 PowerPoints. Course exams will test your basic knowledge on nursing course content.

Grading: Exams are weighted as identified in specific course Syllabi.

ATI 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 required** to review any section that scored under 65% by completing an active learning template and submit the remediation template.
- Meets benchmark and does not have to 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 any section that scored under 65% by completing an active learning template and submit the remediation template.
- 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 any section that scored under 65% by completing an active learning template and submit the remediation.
- Does not meet benchmark and **is required** to continue to retest until level 2 is achieved.
- Students must reach level 2 prior to the final exam. Failure to complete level 2 will result in no credit for ATI portion of course grade.

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 the course grade.

- **Level 3: 90% (100% with completion of remediation assignment)**
- **Level 2: 80% (85% with completion of remediation assignment. 90% with completion of remediation and retake of the exam)**
- **Level 1: 60% (77% 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 score between 71.3-71.9% (90%) or higher (Please see RN Comprehensive Predictor 2019: Probability of Passing Expectancy Table.)

Students will remediate per the following guidelines:

- Remediation and retake **are required** for any grade below the 71.1-71.9% (90%)
- **It Is required** to review any section that scored under 65% by completing an active learning template and submit the template remediation.

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% of your course grade.

Clinical Policies and Requirements

Clinical experience is learning that introduces students to the clinical skills and assessment techniques necessary to provide safe, high-quality, ethnocultural, and ethical nursing care to patients across the lifespan.

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 / Simulation attendance and absence Make-Up

Clinical / Simulation practice is an important component to your education and attendance is **mandatory**. All clinical and simulation absences must be made up. **If a student exceeds three 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, 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. 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 Centralized Clinical Placement (CCP). Training certificates must be uploaded into Viewpoint to attend clinical.
- 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

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 ViewPoint account (ViewPoint is an application 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 vaccinations, titers, PPD tests, and physicals 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 (2 doses): proof of immunization OR 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) OR positive titer.
- Varicella: proof of immunization OR positive titer.
- COVID-19 vaccination including booster.
- Seasonal influenza vaccination.
- N-95 respirator Fit testing is completed annually at the beginning of the Fall semester. (will be coordinated through the Wheaton College Nursing program)

Please read below for specifics about each immunization requirement.

Hepatitis B:

Completion of the Hepatitis B vaccine series (3 doses) OR 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 2 doses of Rubella vaccine OR an antibody titer that documents immunity to rubella. 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.

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. 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.

Certain healthcare organizations that offer clinical experience opportunities may consider requests for waivers for the COVID-19 and influenza vaccines. If the student's circumstances advise against a vaccination, it is the student's responsibility to contact the Clinical Placement Manager the semester prior to the start of clinical rotations. While it is our priority to ensure that all students are placed in an appropriate clinical facility, it is of the discretion of the healthcare organization whether to consider requests for waivers and/or whether to approve or deny such requests. Students should also be aware that availability of healthcare organizations willing to accept waivers throughout the entire program may be limited. Limited facilities can ultimately affect a student's success in completing the program. You may be asked to withdraw from the program if we cannot get the appropriate clinical placement.

CPR Documentation

All Wheaton College nursing students are required to maintain Basic Life Support Cardiopulmonary Resuscitation (CPR) Adults/Children/infants/AED certification prior to clinical courses. The only acceptable certification is:

The American Heart Association BLS for Healthcare Providers

All students must submit a CPR card with their clinical clearance documentation in ViewPoint.

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 is 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, Sim lab and Lab Settings

- **Uniform:** Nursing Program uniform consists of blue scrub pants, top, and a white lab coat bearing the school emblem. Tightly knit, white cotton t- shirts, with short or long sleeves, may be worn under the scrub top. The nursing program will present students with ordering information in their freshman year.
- **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. The nursing program will present students with ordering information in their freshman year.
- **Shoes:** Shoes or solid color sneakers 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 be present during every medication pass. You may not give any 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. The purpose of simulation is to provide students in the Nursing Program a variety of experiential learning opportunities using simulation-based learning activities. The simulation laboratory offers a safe environment where students can apply nursing knowledge and skills within realistic clinical experiences. The simulation-based learning activities aid in the development of clinical judgment, critical thinking, interpersonal, and interprofessional skills. Using various task trainers, mid-fidelity and high-fidelity manikins nursing students participating in simulation experiences receive formative evaluation and constructive performance feedback to build confidence and promote competence in their knowledge, skills, and abilities as future nurses.

Through the use of simulation-based learning activities, students will have the opportunity to apply the knowledge learned in the classroom into managing the care of patients in a safe learning environment that simulates real-life patient care scenarios. These real-life patient care scenarios provide students the opportunity to foster the development of clinical judgment, critical thinking, and clinical reasoning. All simulation-based learning activities will include a pre-brief, a scenario, a debrief session, pre and post simulation assignments. Specific simulation-based learning activities and student expectations are defined in the Simulation Laboratory Policy and Procedure Manual and in each course syllabi.

Simulation is considered a clinical experience, and as such students must come prepared like they are prepared for a clinical day. The Massachusetts State Board of Nursing provides guidelines for nursing schools to use simulated experiential learning experiences as clinical hours. Unprepared students will be asked to leave the simulation experience and be recorded as a missed clinical day. To ensure the highest quality simulation experience all simulation-based learning activities that take place in the simulation laboratory follow the International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards of Best Practice.

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 continue 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](https://wheatoncollege.edu/about-wheaton-college/honor-code/bias-incident-policy-reporting/Bias%20Incident%20Report%20Form)

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=33>

