

EASTERN MENNONITE UNIVERSITY  
Department of Nursing

**EASTERN MENNONITE UNIVERSITY**  
**DEPARTMENT OF NURSING**

**STUDENT HANDBOOK**

**Revised January 28, 2022**

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## **DEPARTMENT MISSION, VISION, VALUES & PHILOSOPHY**

### **MISSION STATEMENT**

Eastern Mennonite University's (EMU) Nursing Department prepares competent, professional baccalaureate and graduate nurses from a Christian-Anabaptist perspective. The department fosters leadership in its students, preparing them to serve and lead in a global context.

### **VISION**

Our goal is to develop nurse leaders across all levels of education who exhibit cultural humility; work for social justice; and embrace a Sacred Covenant approach to nursing.

### **VALUES**

Like the greater university, the nursing department's mission and vision are grounded in the enduring biblical values of Christian discipleship, community, service and peace. The department also embraces the core value of a sacred covenant approach to nursing. The *Sacred Covenant* is a philosophical approach to nursing that recognizes the interweaving of art, science, and spirit within the sacred ministry of health care and health promotion. The practice of nursing as sacred covenant recognizes the holy spaces within relationships between nurse and client, whether individual, family, or community. The commitments of these relationships recognize all persons as created by God with human dignity and worth, working within a dynamic interdependent system of care.

### **PHILOSOPHY**

The nursing program is based upon Christian-Anabaptist faith beliefs, as well as the standards for nursing education established by the American Association of Colleges of Nursing and the Virginia Board of Nursing, and is consistent with EMU's mission and vision. This philosophical statement identifies the major underpinnings for the program and the nursing department's philosophy of education.

The discipline of **nursing** is concerned with how nurses interact with people in relation to their health and within their total environment. Nursing at its core is caring for people within their health experience.

**Persons** are viewed holistically in terms of needs that vary with developmental stage and cultural background. Individuals, families, groups and communities, as clients, are approached within a sacred covenant framework. Trust among partners, loyalty, responsibility, mutual obligations and unconditional faithfulness characterize a covenant relationship. **Health** is seen as relative and as encompassing both wellness and illness. Wholeness and healing, the goals of nursing care, are viewed from a Christian

perspective. The **environment** is viewed as including both natural and sociocultural systems. Health care systems are especially important components of the environment. Nursing is characterized by Christian Anabaptist approaches to caring, roles, and professional responsibilities. The discipline of nursing is thus best built upon knowledge from the natural and behavioral sciences and the liberal arts.

Preparation of baccalaureate and graduate professional nurses requires the development of intellectual and affective capacities. The effective nurse is able to think critically, care compassionately, listen carefully, communicate clearly, interact meaningfully, act morally, assume responsibility, reflect deeply and exhibit a thirst for knowledge.

A number of beliefs underlie the educational environment we seek to create. Foundationally, we believe that personal growth is essential for professional growth and that interdependence in a covenant relationship with faculty facilitates this growth. Growth is enhanced when teachers provide honest feedback within a supportive framework. Learning is also promoted when students are actively involved; when students are partners in learning; when the goals of learning are clear; and when students have the opportunity to practice desired skills. Learning within the covenant framework is facilitated by faculty and students partnering together. Flexibility in curriculum design enhances learning for students with diverse educational and cultural backgrounds. The educational experience incorporates a variety of methodologies in recognition that not one teaching method meets everyone's learning needs.

Graduates at all levels have the capacity to develop a personal art of nursing that grows from an excellent knowledge base; their own personal resources; a sense of the sacred in moments and places; and a profound sense of respect for all people. Graduates are self-directed and engage in continual learning and development. They are accountable for their own actions but work collaboratively with clients; other health team members; and communities within which they practice. As professionals, they seek to improve health care via approaches which promote peace and justice through involvement in church, community and political and professional organizations.

## STUDENT LEARNING OUTCOMES

<p>Outcome 1 Articulates a caring philosophy of nursing that incorporates the following: a) a holistic view of persons, health and environment, b) significant processes, functions, and responsibilities of professional nursing, c) Christian approach to nursing (empowerment, reconciliation, partnership, presence, grace, justice, service, agape love, and advocacy).</p>
<p>Outcome 2 Assumes responsibility for own behavior and for continuous intellectual, personal, and professional growth.</p>
<p>Outcome 3 Demonstrates involvement in church, community, political, and professional organizations and activities to promote justice and improve health care.</p>
<p>Outcome 4 Contributes to the professional development of peers and colleagues.</p>
<p>Outcome 5 Uses critical reflection to address health – related concerns and issues.</p>
<p>Outcome 6 Communicates effectively by oral, written and electronic methods</p>
<p>Outcome 7 Collaborates with clients and health team members to promote the health of individuals and groups</p>
<p>Outcome 8 Utilizes the nursing process to meet the health needs of individuals in groups.</p>
<p>Outcome 9 Utilizes decision-making skills to promote the health of individuals and groups.</p>
<p>Outcome 10 Applies principles of comfort and safety in providing nursing care to individuals and groups.</p>
<p>Outcome 11 Utilizes the teaching learning process to promote the health of individuals and group.</p>
<p>Outcome 12 Utilizes the therapeutic relationship to facilitate the psychosocial and spiritual health of individuals and groups</p>
<p>Outcome 13 Critique research and utilizes research findings to improve health care.</p>
<p>Outcome 14 Takes initiative to apply principles of change for the improvement of health care delivery.</p>
<p>Outcome 15 Demonstrates leadership in the provision of health care.</p>

## **A WORD FROM OUR FACULTY**

Welcome to a new adventure in learning! The day you have been waiting for has arrived. We are sure it's filled with both excitement and anxiety. Our advice to you is to take one day at a time.

We as faculty value interchange and relationships with you as students. We look forward to learning to know you as a person. Hopefully your experiences with us will be both personally and professionally growth-producing. We want to invite you to participate in planned social activities so that we can get to know you better.

These materials are intended to help you understand our program. Reading it now and using it frequently as a resource should help you avoid pitfalls. Please raise questions as you have them. Also, you will want to watch the bulletin boards as well as the nursing major's web-page for any news or opportunities that are posted which may appeal to you.

Our personal best wishes to you in the days ahead!

## **ADVISORS**

Advisor assignments are made when students enter EMU. Usually that advisor is maintained throughout the program. Academic advisors work with you to promote your educational and professional success in nursing school throughout your time as a student at EMU. Students complete a self-evaluation at the end of each semester and evaluate the previous semester's goals. The nursing advisor responds to these goals and may recommend additional goals. These documents become a part of your permanent record and are used to write references while you are at EMU and after you graduate. You will create a professional portfolio of your student work and provide it to your advisor at the end of each semester to review in relation to your self-evaluation. The role of the advisor is to walk with you through the nursing program and to provide educational and vocational guidance. Please use your advisor as a resource and as a consultant in choosing your career path and goals.

## **END OF SEMESTER EVALUATIONS**

Students are required to schedule an appointment with their advisor at the end of each semester to review overall progress and performance in the program. Students will be required to submit their professional portfolio to their advisor well in advance of the scheduled meeting. The due date is typically scheduled for 5p.m. the Monday of the week of final exams.

## **SCHEDULING APPOINTMENTS WITH FACULTY**

All faculty members are required to post a schedule of their available office hours – most faculty use google calendar to post office hours. Students have the opportunity to schedule an appointment with faculty within the hours that faculty have available. Twenty-four hour advance notice must be given when meeting with faculty. When scheduling an appointment with the department chair or the undergraduate nursing program director, the student will speak to the administrative coordinator who manages their schedules. The student needs to indicate the nature of the meeting. If for any reason you need to re-schedule an appointment, please contact the faculty member as soon as possible. If you need to re-schedule an appointment with the department chair or undergraduate nursing program director, please contact the administrative coordinator to re-schedule.

## STANDARDIZED TESTS

The EMU nursing department utilizes several standardized tests throughout the program as part of the comprehensive testing plan. We are in contract with Kaplan for their total testing service. This service includes a critical thinking test, several subject specific tests (Fundamentals of Nursing, Medical-Surgical Nursing, Pediatrics, Psychosocial Nursing, and Obstetrical Nursing), and the Diagnostic Test, which evaluates graduates for success on the NCLEX RN (National Council Licensure Examination). Multiple learning resources are available at [www.Kaplan.com](http://www.Kaplan.com). Practice tests with rationales are available as well as study skills, note taking, and test taking presentations to improve your learning and performance on tests. All standardized tests are computerized and provide immediate results.

The total price for the Kaplan testing package is charged as a course fee over four semesters. The course fee is attached to the following courses: NURS 303 Foundations of Professional Nursing, NURS 427 Professional Issues in Nursing, NURS 426 Nursing Care of the Family in the Community, and NURS 439/440 Transition to Practice. This package includes a three day NCLEX review course at the end of Level 3. This fee is non-refundable. Students benefit in that they have the opportunity to test in situations that are similar to NCLEX RN testing conditions. In addition, students can compare their performance on the tests, with other students in a national database; and it allows students to identify areas of weakness in preparation for graduation and taking the NCLEX RN.

Level 1: Critical Thinking and Fundamentals tests

Level 2: Block A: Psychosocial and OB tests.

Block B: Pediatric test

Nursing Care of the Adult 2<sup>nd</sup> semester students take the Medical Surgical Comprehensive Test at the end of the second semester in Level 2.

Level 3: Research test

Community Health

Assessment test

The Diagnostic Test is taken a week before the NCLEX RN Review course. See the Comprehensive Testing Plan for performance expectations on the RN Practice Test in order to be able to graduate from the EMU Nursing Program.

All students are expected to take these tests in the scheduled timeframe listed on their calendars.

The nursing department has a **Comprehensive Testing Plan**. It includes the tests you will take each semester, what grade is assigned to your performance on the test for each course, and the student and advisor expectations for each test. The details of the comprehensive testing plan are reflected in each applicable course syllabus.



## **TEXTBOOKS**

A list of textbooks for each level can be found on Moodle, under “Nursing Undergraduate Program Meta-Course”. For your convenience the bookstore has a complete list and carries all required text for nursing majors.

## **DEMONSTRATION LAB KITS**

At the beginning of level 1, each student will receive a kit containing supplies to be used for practicing and demonstrating mastery of nursing skills in the Demonstration Lab. The student is responsible for the care and maintenance of the kit.

## **HEALTH ASSESSMENT EQUIPMENT**

All health assessment equipment needed for practice during labs and practice sessions is available in the Lisa Haverstick Memorial Nursing lab. However, if there are instances when you need to use equipment for physical examination for practice or clinicals outside of lab time, you can sign out equipment from the administrative coordinator. Equipment is to be returned within 48 hours from the time of check out. This includes weekends and holidays. Students are responsible for any cost if equipment is lost or damaged.

## **LIABILITY INSURANCE**

EMU carries professional liability insurance in the amount of \$2,000,000/claim during the years you are in the nursing major (upper level). Students are covered by a group policy from EMU. The coverage is for each year you are enrolled in the program and provides coverage **ONLY** in your student role while at EMU.

## GRADING

Students are awarded grades for their performance on assignments in individual courses in the program. Course grades are based on selected assignments in each course. Graded activities may include performance on unit tests, oral presentations, written and oral finals, and papers (including assessments, care plans, exemplars, journals, teaching plans, process recordings, and formal papers). Student clinical performance may be graded as pass/fail or awarded a letter grade. Students must meet clinical performance standards in order to pass clinical courses. Course assignments/assessments and weights are listed in the course syllabus. Faculty report grades to the Registrar's Office at the end of each semester according to the registrar's deadlines. Students can view their current grades and course average in the learning-management system gradebook.

## GRADING RUBRIC

The following guide is used for constructing all grading rubrics for written work (*e.g.*, clinical paperwork, papers, teaching plans, etc.):

<b>Points</b>	<b>Excellent A to A-</b>	<b>Good B+ to B-</b>	<b>Competent (Minimal Expectations) C+</b>	<b>Unacceptable (Below Expectations)</b>
100	100 - 91	90.9 - 83.5	83.4 - 80	79.9 - 0
50	50 - 45.5	45.4 - 41.8	41.7 - 40	39.9 - 0
40	40 - 36.5	36.4 - 33.5	33.4 - 32	31.9 - 0
35	35 - 32	31.9 - 29.3	29.2 - 28	27.9 - 0
30	30 - 27.5	27.4 - 25.1	25 - 24	23.9 - 0
25	25 - 23	22.9 - 20.9	20.8 - 20	19.9 - 0
20	20 - 18.5	18.4 - 16.8	16.7 - 16	15.9 - 0
15	15 - 14	13.9 - 12.6	12.5 - 12	11.9 - 0
10	10 - 9.5	9.4 - 8.4	8.3 - 8	7.9 - 0
5	5	4.5	4	3.5 - 0

## GRADING SCALE DESCRIPTORS

- Excellent** Meets all criteria on the guide. Evidences independent thought and creativity. Organization, integration, and style enhance the meaning. Virtually no mechanical errors in writing.
- Good** Meets all criteria on the guide. Clear, coherent, with depth of content. Contains some originality of thought. Organization is logically effective. Very few mechanical errors in writing.
- Competent** Partially meets all criteria on the guide. Evidences clarity of purpose. Contains little originality of thought. Has noticeable mechanical errors in writing.
- Unacceptable** Minimally meets criteria on the guide. Inadequate or no development or originality of thought. Numerous or significant mechanical errors in writing. Inappropriate word choice, ineffective sentence style, and numerous errors in grammar and spelling. Does not fulfill the assignment closely enough to be given credit.

The following grading system is used:

		<b>B+</b>	88.5 - 90.9	<b>C+</b>	80 - 83.4	<b>D</b>	60-69.9
<b>A</b>	93.5 - 100	<b>B</b>	86 - 88.4	<b>C</b>	75 - 79.9	<b>F</b>	<60
<b>A-</b>	91 - 93.4	<b>B-</b>	83.5 - 85.9	<b>C-</b>	70 - 74.9		

- All nursing courses must be passed with a C+ or better to progress through the program.
- In clinical courses where a student scores below an 80% weighted average (C+) on paperwork and tests, but passes the clinical performance, the letter grade earned on paperwork and tests (*i.e.*, C, C-, D, or F) will be awarded. The course and clinical will need to be repeated.
- In clinical courses where a student fails the clinical performance, but passes the paperwork and tests, a D will be awarded, and the course and clinical will need to be repeated.
- If tests and paperwork are below 80% (C+), and clinical performance is failing, no higher than a D will be awarded for the final grade in the course, and the course and clinical will need to be repeated.
- Numerical grades will not be “rounded up.” All grades are set to 1 decimal point.
- Any unattempted test, quiz, assignment, or graded activity will be awarded a zero in the gradebook.
- Courses in which a student earns less than 80% (C+) constitute a course failure and must be repeated. See the Policy on Student Progression, Retention, and Admission.
- Students will earn a “D” in a course when ungraded focus sheet assignments and general requirements or expectations, such as standardized tests, or professional behaviors are not completed, as outlined in the course syllabus. This grade may be reversed in consultation with the faculty member if and when course expectations are met. A deadline must be negotiated with the course faculty. If the negotiated deadline is not met, this will be considered as a course failure and the student will need to repeat the course. Extended deadlines cannot exceed 2 weeks after the last day of the semester (a.k.a., the last day of final exams week).

## **TESTS IN THE NURSING PROGRAM**

Most units and courses have tests that must be mastered at an average score of 80% or higher. Most are multiple choice, although a few are subjective or essay. Tests may also include “alternate type” NCLEX-RN questions (e.g., fill in the blank, choose all items that apply, rank in order). You are expected to follow the Policy on Testing outlined in the policy section of your handbook. All tests are taken according to their scheduled timeframe and usually allow no more than 1.2 minutes per question. Students are expected to complete tests before the end of the class period. Faculty will post your test score on Moodle under the corresponding course within 72 hours after the test date, and always between 4:30p.m. and midnight. See the “Testing Policy” in the Policy section of this handbook.

## **THE NURSING STUDENT FILE and monitoring your progress through the program**

Each student has a digital Nursing Student File assigned to them by the nursing program in a shared google drive. The folder is accessible to the individual student and each of the undergraduate nursing faculty. This file houses several important documents that are used to monitor and record your progress through the program, particularly in relation to clinical learning outcomes. The file holds the EMU Nursing Skills Checklist, the clinical performance evaluation forms for medical-surgical clinicals and some of the specialty clinicals, and your End-of-level Self-evaluation forms. These documents are kept by EMU nursing for writing references for you and for monitoring your progress through the program.

## **FORMS & HANDOUTS**

Each of your courses uses various forms, handouts, and guides for your written assignments and clinical activities. You can find digital versions of these forms and documents in the associated Moodle course page. It is up to you which ones you choose to print out and which you choose to use in digital format. Faculty will make recommendations to print some of them based on the need to have them in hardcopy for a clinical experience or class activity.

## **STUDENT INVOLVEMENT OPPORTUNITIES**

You have various professional role opportunities to get involved in nursing beyond completion of curricular activities. Opportunities are discussed below.

### Nursing Student Association (NSA)

This organization serves both as the on-campus nursing student organization and as a link to the national nursing student organization, if the student joins the NSNA, (National Nursing Student Association). See the student leaders of EMUNSA for ways to get involved. All students are automatically charged \$5 each semester as dues.

### Representatives to Faculty Meeting

Each level has two student representatives that attend nursing department faculty meetings which occur on a regular basis. Some faculty meetings are executive sessions and include only faculty.

In general, student representatives have the following responsibilities:

1. Attend meetings as outlined and participate in discussion of issues. Attendance at nursing faculty meetings is important as student input is valued greatly.
2. Be responsible to sense and reflect student viewpoints, concerns, suggestions, thoughts, and ideas to faculty and in return to reflect faculty thought and viewpoint to students.
3. Participate in program evaluation with identification of strengths and weaknesses and make recommendations for change.
4. Communicate specific and appropriate information to students via bulletin board and other routes.

### Pi Mu Chapter of Sigma Theta Tau International Nursing Honor Society

Pi Mu is the EMU chapter of the Sigma Theta Tau International Nursing Honor Society.

Pi Mu is composed of community nurse leaders, student leaders, and faculty members from Eastern Mennonite University.

Sigma's goals are to promote excellence in scholarship and practice, to provide forums for scholarly interaction among faculty, students and health care practitioners in the community, and to create mentorship opportunities between students and nursing leaders-

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To be eligible to join, in the junior year, students must have a GPA of 3.0 and be in the top one third of their nursing class. If a student is eligible, a member of the nursing faculty will contact the student in writing and the student will be formally asked to join Sigma Theta Tau Pi MU Chapter.

Special Departmental Committees

Students are chosen by faculty for departmental committees:

## **STUDENT AFFAIRS COMMITTEE**

A committee dealing with a variety of issues related to students.

### Purpose

1. Reviews and takes action on student situations involving questions of admission, progression, retention, and readmission (see Policy on Admission and Policy on Progression, Retention, and Readmission).
2. Assess and make recommendations for students having serious problems related to their performance or behavior in the professional role, including cheating (see Policy on Academic Integrity).

### Composition

1. Student being reviewed
2. The student's advisor
3. Option for two student representatives
4. Committee chairperson
5. The department chair
6. Faculty member involved in the situation, if applicable

### Procedure

1. The committee is organized at the beginning of each academic year to serve for one calendar year. Student members are appointed by the faculty. During times that the appointed representatives are not available students are secured according to availability.
2. Any faculty member or student may notify the chairperson of the committee when there are students needing to be reviewed by the committee.
3. A support person may be chosen by the student brought before the committee to attend the meeting. The support person does not have voting power in decisions made by the committee.
4. Committee chairperson will write the letter with the action/outcome to the student, send it, and file the letter in the student's file.
5. All proceedings of the meeting will be considered **confidential** within the committee, except in instances where accountability requires broader involvement. Faculty will be notified of student affairs decisions as deemed appropriate by the committee.

## **TITLE IX**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty of an issue of sexual harassment, sexual assault, or discrimination the faculty will keep the information as private as they can, but they are required to bring it to the attention of the institution's Title IX Coordinator. Incidents that have occurred on campus, at a campus event, and/or while a student at EMU require follow up by the Title IX Coordinator. If you would like to talk to the Title IX Coordinator directly, Andrea Herrera Katahira can be reached at [540-432-8949](tel:5404328949) or [titleixcoordinator@emu.edu](mailto:titleixcoordinator@emu.edu). Additionally, you can also report incidents or complaints through our [online portal](https://emu.edu/titleix/) at <http://emu.edu/titleix/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Please refer to the Student Handbook which can be found at <https://emu.edu/studentlife/> for additional policies, information, and resources available to you.

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# **POLICIES**

## **POLICY ON PROGRESSION AND RETENTION IN THE NURSING PROGRAM**

1. Progression through the program is normally achieved by following the outlined plan given to each student at the beginning of the semester. The student may not independently choose to go at an alternate rate but may request that such a schedule be made. This renegotiating is done with the undergraduate director and the faculty responsible for scheduling, in collaboration with the student's advisor. An alternate pace is always contingent on availability of clinical and class space.

Any student admitted to the program must be present for the first day of classes. If a student fails to appear the first day, he or she will need to reapply to the program. Exceptions to this may be made only in case of emergency situations or if the absence has been preapproved by the undergraduate director.

Progression in nursing is based on mastery of assignments. When a grade letter is assigned in the case of tests or papers, mastery is achieved if the grade is at least 80% (or C+ level). Students are permitted to one repeat attempt on paperwork. Final exams may be taken only once.

2. Students are required to meet with their advisor to develop a learning contract when they have failed two (2) graded items, including dem masteries, across the level. This is a student-initiated meeting to explore study strategies, ensure the student understands their resources, set goals, and to review the learning contract together. A template for the nursing learning contract can be found on meta-nursing.
3. Each course syllabus outlines which components of the course need to be passed with an 80% or better to achieve mastery in the course. Most courses require that the average test/exam score in the course be at least 80% to pass the course, while other courses designate that only the final course total needs to be 80% or higher to pass the course. The syllabus for each course will describe the mastery requirements for that course. See the grading policy for grading practices for courses in which both clinical and paperwork/tests are included in defining mastery.

If a student does not master a course (per the course syllabus criteria), this constitutes a course failure. Whether or not the student can progress in the program before repetition of the course will be decided according to the situation by the course teacher, level coordinators, and undergraduate program director in consultation with the student affairs committee.

A. Level 1 Co-Requisites

- NURS 301 Holistic Health Inquiry, NURS 302 Pathophysiology and Pharmacology for Nursing, NURS 303 Foundations or Professional Nursing, and NURS 304 Fundamentals Practicum are co-requisites.
- Any student failing NURS 301, 302 and/or 303 must continue in these courses (*i.e.*, attend class and take tests and quizzes) while enrolled in NURS 304.
- Any unattempted graded activity (tests, quizzes, and assignments) in these courses will be awarded a zero in the gradebook.
- Students who are not performing safely in clinical (NURS 304) will be stopped from continuing in clinical.

B. Level 2 Co-Requisites

- NURS 322/422 Nursing Care of the Adult I/II are co-requisites for NURS 320/420 Adult Health Practicum I/II.
- Any student failing NURS 322/422 must continue in these courses (*i.e.*, attend class and take tests and quizzes) while enrolled in NURS 320/420.
- Any unattempted graded activity (tests, quizzes, and assignments) in these courses will be awarded a zero in the gradebook.
- If a student fails NURS 322/422 Nursing Care of the Adult I/II, the student will be required to take NURS 480 Adult Health Practicum III during the semester the student repeats the course.

Students will earn a “D” in a course when ungraded focus sheet assignments and general requirements or expectations, such as standardized tests, or professional behaviors are not completed, as outlined in the course syllabus. This grade may be reversed in consultation with the faculty member if and when course expectations are met. A deadline must be negotiated with the course faculty. If the negotiated deadline is not met, this will be considered as a course failure and the student will need to repeat the course.

For purposes of retention or progression in the nursing program, when a student withdraws from a course based on failing grades this will be treated as a course failure.

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4. Students are reviewed by the Student Affairs Committee for discontinuation for the following reasons:
  - a. Failure of one course or withdrawal from a course due to failing grades.
  - b. Substance abuse or immoral behavior related to professional integrity (including cheating if discontinuation is considered as the consequence of a cheating episode--see Policy on Academic Integrity).
  - c. Discriminatory behavior, including, but not limited to, refusal to care for an assigned client because of gender, sexual orientation, race, color, handicap, national and ethnic origin, health problem, immigration status, or personal characteristic.
  - d. Exhibiting unsafe behaviors in the clinical area.
  - e. Violation of required professional behaviors as outlined in the following policies:
    - (1) Academic Integrity
    - (2) Policy on Testing
    - (3) Policy on Paperwork
    - (4) Policy on Student Health, CPR and Insurance
    - (5) Clinical Policy
  - f. Inability to meet Core Performance Standards as described in Policy on Core Performance Standards in the Student Handbook.
5. Students who fail two courses (for any reason) will be asked to leave the program.
6. Appeals: A student who wishes to appeal the criteria listed in this policy or a decision made by the Student Affairs Committee must do so within 10 days of receiving a written copy of notification of meeting the criteria or receiving a written copy of the decision of the committee. The committee must meet within 30 days to consider the appeal.
7. Slowing Down: Students who wish to extend the clinical level of the program over five or more semesters, for any reason, must meet with the Student Affairs Committee prior to dropping any courses. All recommendations from the committee depend on the availability of space in clinical groups. Students who extend may be required to complete Adult Health Practicum III.

## **READMISSION INTO THE NURSING PROGRAM**

Students who withdraw or are asked to withdraw from the nursing program may be readmitted without special consideration unless prior problems of the nature discussed in this policy have occurred. **In such cases, readmission requires acceptance through an action by the Student Affairs Committee and approval for readmission to EMU.** Readmission for any reason will be dependent on clinical space available.

Students who are re-enrolling in the clinical level of the program after being gone for five (5) academic years must begin the program again starting at Level One.

## **POLICY ON STUDENTS WITH DISABILITIES**

The EMU nursing department is committed to supporting our students' success while remaining in compliance with the Americans with Disabilities Act and the 2008 ADA Amendments Act. It is the student's responsibility to notify the faculty of a known disability that may need accommodation. If the student believes that he or she cannot meet one or more of the Core Performance Standards without accommodations, the student will meet with their academic advisor or the Program Director and the EMU Officer of Disabilities Services to determine what accommodations can be reasonably made. The EMU Officer of Disabilities Services makes a recommendation for accommodations, and the Program Director holds the responsibility for the final determination of reasonable accommodations.

The ability to provide reasonable accommodations varies with size and resources available to an institution. Reasonable accommodations will be made unless doing so will fundamentally alter the nature of the nursing program or result in an undue burden. The following are examples of reasonable accommodations:

- Assuring that facilities are readily accessible for use by individuals with disabilities
- Restructuring or altering clinical experiences
- Modifying academic program plans
- Modifying examinations including location, timing and testing conditions
- Giving supplementary learning materials
- Providing qualified readers or interpreters

EMU Nursing may not always be able to arrange accommodations due to contractual limitations or obligations with clinical agencies, unavailability of resources, and other limitations that would make the accommodation(s) unreasonable under the circumstances. However, we are committed to clearly communicating with students who have disabilities about what a reasonable accommodation is and what resources are or are not available for accommodating the disability.

### Accommodations for Exams

For testing accommodations on the nursing licensure exam, students should refer to an individual state's Board of Nursing guidance documents on accommodations for NCLEX. EMU nursing requires the same disability documentation and follows recommendations for accommodations set out by the Virginia Board of Nursing in considering accommodations for exam-taking in the nursing program. At EMU, all nursing exams are delivered using a computer to prepare students for the computerized NCLEX nursing licensure exam. Reasonable accommodations, with appropriate documentation of need, may include extended time, a private room, frequent breaks, and/or a reader.

## **POLICY ON CORE PERFORMANCE STANDARDS**

Students receive a copy of the Core Performance Standards upon admission to the nursing program, and the standards are accessible on the public nursing program website. The Core Performance Standards set forth the cognitive, affective, sensory, and psychomotor performance requirements in the nursing program.

The standards should be used to assist applicants and students in the determination of need for ADA related accommodations and medications. The Core Performance Standards are intended to constitute an objective measure of:

1. A qualified applicant's ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Reasonable accommodations will be considered on a case by case basis for individuals who meet eligibility under applicable law. Any person expecting to need accommodations should, whenever possible, request them prior to beginning the program, as some accommodations may not be considered reasonable and may impact an applicant's ability to complete all components of the program. Reasonable accommodations will be made unless doing so will fundamentally alter the nature of the nursing program or result in an undue burden.

A primary goal of EMU's nursing programs is to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care. In addition, certain functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities. Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs.

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs should also request a meeting with the Program Director to assess the types of reasonable accommodations they may need for the clinical training component of the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical Core Performance Standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate programs and/or careers.

## CORE PERFORMANCE STANDARDS

**General Abilities:** The student is expected to possess functional use of the senses of vision, touch, hearing, and smell sufficient such that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

**Observational Ability:** The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

**Communication Ability:** The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and communicate the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess communication skills that permit effective communication with instructors and students in both the classroom and clinical settings, and with clients and healthcare personnel in the clinical setting.

**Motor Ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe and maintaining asepsis.

**Intellectual, Conceptual, and Quantitative Abilities:** The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills



and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

**Behavioral and Social Attributes:** Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

**Ability to Manage Stressful Situations:** The student must be able to adapt to and function effectively in stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program-related.

## **POLICY ON ACADEMIC INTEGRITY**

Honesty and integrity are essential for functioning within the EMU Nursing Department Sacred Covenant model. Honesty and integrity contribute to the moral agency and principles of trust, respect, fidelity and veracity which create the community that supports the EMU nurse. Academic dishonesty threatens this community and affects all members, from the student body and faculty to the greater community. The University Student Academic Misconduct Integrity Policy will be utilized by the department in relation to plagiarism and other practices of academic dishonesty. Violations will be brought before the department's Student Affairs Committee and the level of violations, as listed in the University policy, will serve as guidelines for any decision made by this committee unless otherwise stated in this policy. Every attempt will be made to support all parties involved and restore justice. See EMU's Academic Integrity Policy. Available at: <https://resources.emu.edu/confluence/display/EMUHandbook/Student+Academic+Integrity+Policy>

### **DEFINITION**

In addition to the EMU defined *Substantial Violations*, the Nursing department recognizes specific Substantial Violations including, but not limited to the following:

- A. Copying tests or copying items from tests.
- B. Copying papers (turning in work other than your own).
- C. Plagiarizing written or oral presentations
- D. Forging faculty signatures.
- E. Not attending a clinical but pretending to have done so (e.g. handing in made-up paperwork).
- F. Presenting false clinical data.
- G. Removing or copying materials from the department without faculty consent such as tests, sample papers/assignments, etc.
- H. Being found with a cell phone or watch during a test.
- I. Using unapproved resources during a proctored electronic exam.

### **PROCESS FOR DEALING WITH INCIDENTS OF ACADEMIC INTEGRITY**

Once being aware of a *Minimal Violation*, as defined by the University policy, faculty will handle such incidents as outlined in the EMU policy. Records of such events will be maintained in the student departmental files.

Once being aware of a *Substantial Violation*, in addition to following the University policy, the Student Affairs Committee will meet within a timely manner to discuss the incident and determine consequences.

## CONSEQUENCES

- A. In the case of *substantial violations*, consequences may be more rigorous than those outlined in the EMU Academic Misconduct Integrity policy.
- B. Circumstances and severity of the incident will be taken into account with certain *First-Time Substantial Violations*. Consequences may include stopping all nursing activities such as clinical, skills labs, class, and participation in projects. Termination from the program may occur.
- C. When a student commits a *substantial violation* they will meet with the Student Affairs Committee and may not continue in nursing activities until given permission.
- D. If *Subsequent Substantial Violations* occur, the department's Student Affairs Committee will follow the University policy and dismissal from the program will occur.

## MECHANISMS FOR REPORTING ACADEMIC DISHONESTY

- A. Students are expected to be aware and take action, if they see a fellow student compromising academic integrity. They are expected to take any or all of the following actions:
  - 1. Approach the student to establish accountability.
  - 2. Ask a faculty member to go with him/her and approach the student.
  - 3. Report the event to the applicable faculty member for action.
  - 4. Report the event to the Department Chair for committee action
- B. Once aware of an incident of suspected breach in academic integrity, faculty need to:
  - 1. Approach the student (s) regarding the suspected violation.
  - 2. Report the event to the Department Chair or Student Affairs Committee.
- C. Incidences of academic dishonesty will be reported to the school's Dean via completion of the *Violation of Academic Integrity Record* form.

## STUDENT'S RIGHTS

All students who feel unjustly accused have the right to meet with the Student Affairs Committee. Students also have the right to appeal their case through the University Appeal Process (see EMU Student Handbook – <http://www.emu.edu/studentlife/studenthandbook/>). Every attempt will be made by faculty to confirm the validity of the complaint and respect anonymity of the reporting student and restore justice.

## **POLICY ON PAPERWORK**

### **INTRODUCTION**

This policy describes the expectations related to all formative and summative written assignments in the nursing department. Students who feel they have difficulty with writing are encouraged to meet with their faculty advisor or the course faculty to discuss assignments and receive formative feedback and also to utilize the EMU Writing Center (in the Academic Success Center) for assistance.

### **APA STYLE**

All assigned papers are to be typed and use American Psychological Association formatting style. The most recent edition of the APA Style Manual is available in the library for student reference. The university-approved writing text, *The Everyday Writer Lunsford Handbook*, is also an appropriate guide. The EMU Writing Standard Undergraduate Grading Rubric is used by faculty for grading papers.

Conceptual Framework and Transition to Practice are writing intensive courses meeting the EMU core requirements for graduation.

### **MASTERY**

- Select papers or sections of papers, (as indicated in the course syllabus), that are not mastered with an 80% on the first try may be resubmitted once.
- The highest grade that may be earned on a resubmission is 80%.
- Omitted sections are given zero (0) points.

### **DEADLINES**

- Clinical paperwork is due as specified by clinical faculty.
- All assignments are due as specified in the course syllabus.
- All re-submitted (redone) work is due within one week of the request to redo.
- If school is closed due to inclement weather, paperwork is due electronically as scheduled unless otherwise indicated by the clinical instructor.
- It is the student's responsibility to keep track of deadlines.

### **EXTENSIONS DUE TO EXTENDED ABSENCES OR EMERGENCIES**

- This type of extension will be given only for extended absences and/or significant extenuating circumstances and needs to be arranged between the student, the assigning faculty, and the student's advisor in advance of the original due date, except in emergencies.
- In the event that this should occur, it is the student's responsibility to obtain an extension

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form from their advisor. (This form is available in electronic googledoc form – linked in the Meta Nursing Moodle course).

- The request will be reviewed in consultation with the faculty member responsible for the content and the student's advisor.

PENALTIES FOR SUBMITTING PAPERWORK ASSIGNMENTS LATE

- Penalties for late paperwork are course specific and are outlined in the course syllabus. **A one percentage point deduction for each day late (including weekends) is recommended practice.**

## **POLICY ON TESTING**

**Responsible parties:** The testing coordinator administers and facilitates the testing policy with both faculty and students.

**Mastery:** All courses must be passed with an 80% as outlined in course syllabi. An additional expectation in nursing courses is that students need an 80% weighted average on all tests (and quizzes, where applicable), to pass the course. See the Policy on Grading.

**Test delivery:** All tests using NCLEX-style formatting will be delivered using the Exemplify application from ExamSoft. Students pay a course fee to cover the license and 24/7 support. Students must have a laptop compatible with the Exemplify application. Tests are timed with a standard provision of 1 to 1.2 minutes of test time per question.

**Essay Tests:** Essay tests will also be administered through Exemplify. This software provides a mechanism for blind grading which faculty will use to provide an unbiased evaluation of students' work.

### **Final Exams:**

- Eligibility to take a final exam in a nursing course is based on reaching an 80% weighted average on unit tests and quizzes. See Policy on Grading and individual course syllabi.
- Final exams may be taken only once.
- The Level 3 oral final exam must be passed with an 80% or higher. Level 3 students who fail to meet this criteria, will be allowed one re-take for a maximum score of 80%. A re-take failure will result in a meeting with the student affairs committee to determine subsequent action.
- For taking final exams out of schedule, students should refer to the university policy.

### **Expectations during tests:**

- Bags, backpacks, handbags, cell phones and smart watches must be put away (either outside the testing room, behind the student on the floor, or at the perimeter of the room)
- Students should not talk once the testing period has begun
- Students may use a small dry-erase board and dry-erase marker to write on during tests. The dry-erase board must be clear of all notes at the beginning of the test period and erased before leaving the testing room.
- Tests must be started at the designated start time on the students' schedule and be finished by the end of the designated test period.
- A calculator, highlighter, and timer are embedded in the Exemplify app and always available to students to use during tests

**Absence from a test:** If a student must be absent from a test due to illness or other emergency, the student must:

- Notify the testing coordinator and the faculty member responsible for the test as soon as the student is aware of needing to be absent. Email and/or telephone notification is appropriate.
- Take the make-up test on the first non-clinical day at 8:00a.m. or at a specifically designated time arranged by the testing coordinator and/or ASC.
- Failure to take the test at 8am on the first non-clinical day will result in the student being awarded no higher than an 80% on the test.
- If a student tests late without prior permission, the highest grade he or she will earn is an 80%.
- Failure to test within 7 days of the published testing deadline and without an approved extension will result in a zero on the test.

Requests to take a test **early** are generally not granted. Early testing will only be granted for major family or personal emergencies. If a student feels they need special consideration, they must put their request in writing to the faculty administering the test. Any change in testing time must be arranged with the testing coordinator.

**Rescheduling tests due to extended absences:** Arrangements will be made only for extended absences and/or significant extenuating circumstances and need to be coordinated between the student, the assigning faculty, the student's advisor, and the testing coordinator. The **extension form** will be used to document the arrangements. It is the student's responsibility to initiate this process.

**Receiving test grades and reviewing test results:**

- Test grades will be posted for students in the Moodle course gradebook after 4:30p.m. (and no later than midnight) once faculty have been able to review the results.
- Results of tests with **no** essay questions will be posted within 72 hours of the test date.
- Results of tests **with** essay questions will be posted within one week of the test date.
- Faculty will provide a summary of the top ten topics missed by the whole class to the entire class.
- For unit tests (not final exams), students who score less than 80% on tests administered through Exemplify may make an individual appointment with the faculty to review the questions they got wrong on the test. Students must complete this proctored review within 1 week of receiving their test results. Students may take notes on topics and concepts during the review. They may not, however, copy an entire question or answer(s) verbatim. Students must show their notes to the faculty test review proctor before exiting the review session.
- For students scoring above an 80% on unit tests, there will be no individual review.
- Students may always contact the faculty with questions about the test.
- Final exams cannot be reviewed.

**Testing accommodations for students with disabilities:**

- Students who have a documented disability have the option to take their tests in the Academic Success Center (ASC)
- All testing in ASC is facilitated by the nursing department testing coordinator and the Officer of Disabilities Services
- Required documentation for test-taking accommodations must be submitted to the testing coordinator at least 24 hours prior to a test and are signed-off by the testing coordinator on behalf of the faculty. If the testing coordinator is not available, the undergraduate nursing program director or the student's advisor may sign the form.
- Students are not permitted to change the scheduled test time without prior approval from the testing coordinator and the ASC.
- It is the responsibility of the student to notify the testing coordinator AND the ASC of absence due to illness or emergencies prior to the scheduled testing time. Failure to do so will result in a grade no higher than 80%.
- Students must reschedule their test in ASC and must communicate the change to the testing coordinator.
- The make-up test must be scheduled on the first non-clinical day at 8:00a.m. If this time slot is not available in the ASC, an alternate test time will be arranged by the ASC. This time must be communicated to the nursing testing coordinator.
- Failure to take the test at 8am on the first non-clinical day, or at the arranged time in ASC, will result in the student being awarded no higher than an 80% on the test.
- If a student tests late without prior permission, the highest grade he or she will earn is an 80%.
- Failure to test within 7 days of the published testing deadline and without an approved extension will result in a zero on the test.

Students who do not have a documented disability but who are experiencing testing difficulties and self-identify as possibly having a disability, should talk with their advisor. The student must then visit the ASC for further assessment to determine if other accommodations would benefit the student.



## **POLICY ON STANDARDIZED TESTING PLAN**

### Goals:

1. To prepare students for application and analysis level testing at all levels of the program and for success on NCLEX RN on the first attempt.
2. To refine students' test taking skills through practice and proctored exams throughout the program.
3. To provide tools for enhancing critical thinking skills in test taking.

Kaplan resources and standardized tests are incorporated throughout the nursing curriculum. Please refer to individual course syllabi for course specific KAPLAN requirements.

If remediation is required, it will be one minute per question.

Any proctored Kaplan test that is taken out of schedule will incur the "out of schedule exam fee" of \$35.

All Level 3 students are required to complete the live or live online Kaplan NCLEX Review course prior to graduation. This review course will be scheduled prior to the start of the semester and will be listed in the Level 3 calendar. As part of this review course, students are required to take the Kaplan Diagnostic Test and the Kaplan Practice Test during the times listed on the Level 3 calendar. Failure to take these tests during the scheduled time will incur an out of schedule exam fee as required by the undergraduate dean's office.

Failure to complete these requirements will also result in a "D" grade for NURS 435 Critical Thinking for the Graduate Nurse, thus delaying the release of the student's transcript.

## **POLICY ON CLINICALS**

The clinical experience is a nursing practicum experience which integrates classroom learning with client care, professionalism, and socialization into the nursing role. To facilitate transformational learning, active participation is essential and attendance is mandatory. Active participation entails a place where students show interest, ask questions and get involved in all clinical experiences.

All students must sign the “Special Consent for Involvement in Nursing Program” before participating in clinicals. This waiver explains the risks involved with direct patient care and provides information about students’ responsibilities in relation to risks (*e.g. blood exposure, injury, etc.*).

### General

Clinical Experiences are scheduled on your calendar. You are expected to attend the clinicals for which you are scheduled on the calendar. If you need to be absent due to illness or emergency, rescheduling will occur in consultation with the director of the program, the clinical scheduler, and the clinical faculty member based on when and where a clinical space is available. Before going to any new clinical facility, read the guide to specifically orient you to that setting. For all clinical experiences, you are expected to adhere to the agency policy on infection control including following standard/universal precautions at all times.

Remember to carry the following items to clinical: bandage scissors, stethoscope, drug handbook (Micromedex app on your phone is acceptable), nursing diagnosis handbook, and other handbooks for specific clinical areas.

Clinical facilities vary each year. However, the Nursing Department has had contracts for many years with the Sentara (RMH), Augusta Health, Virginia Mennonite Retirement Community, the regional Public Health Department, City and County Schools and with local day care centers. Additional contracts are explored to provide additional learning experiences for students. Each institution may have specific requests in relation to student clinical experiences. Clinical faculty will inform you of agency specific expectations during orientation sessions.

### Clinical Focus Sheets

Clinical experiences include a focus sheet outlining the learning experience. You are expected to check the focus sheet to clarify prerequisites, arrangements, and learning experiences for that specific focus. Complete the assigned activities in the focus sheet and, when applicable, submit it to the clinical faculty (**or whoever is specified**) by 5:00 PM. on the Friday following the clinical, or as indicated by clinical faculty. Experiences carried out prior to a specific focus cannot be used to fulfill a focus, unless an adequate knowledge base can be validated by the clinical faculty who was present when the experience was carried out.

### Skills Checklist

Students will be given a Skills Checklist in Level 1 to use throughout the program. The Skills Checklist is located in your Nursing Student File in the shared google drive. You should use this document throughout the program to document your clinical skills experiences. It lists the skills you will practice in lab and in clinicals. This list will help you choose your clients and learning experiences in Levels 2 and 3 because you should try to obtain experience with each of these skills. Each semester, review the list with your clinical instructor and your advisor at the end of each semester. Clinical and lab faculty also have access to this document and can sign off skills they've observed you doing.

### Transportation

An additional cost factor for nursing majors is transportation. Students are responsible for their own transportation to clinical agencies. It is desirable, but not mandatory, for each student to have a car. For those who car pool, it is recommended that each student pay a fee to the driver.

## CLINICAL REQUIREMENTS

All documentation verifying clinical requirements are to be uploaded to the patient portal in Health Services, <https://emu.medicatconnect.com/> by the deadline given in the student Information Packet. Annual background checks are due on August 1 every year. Students, who fail to provide documentation of the clinical requirements listed below, will not be able to participate in the clinical experience.

### Cardiopulmonary Resuscitation (CPR) for the Healthcare Professional

Two year certification from the American Heart Association BLS for Healthcare Providers.

### Criminal Background Check

*Admitted students will be required to complete a criminal background check prior to beginning the clinical level of the nursing program. Criminal records will be addressed by the Nursing Department on a case-by-case basis. Students should be aware that certain crimes may prohibit them from participating in clinical experiences that are required for the program and/or may affect their ability to take the NCLEX-RN. **If you cannot sign, please let us know as soon as possible, because you will not be permitted to enter the nursing program.*** A guidance document is available on the admissions requirements pages of our website [www.emu.edu/nursing](http://www.emu.edu/nursing).

Background checks are completed by using the following site, [www.castlebranch.com](http://www.castlebranch.com)

Background checks will not be accepted from any other source.

### Health Requirements

Prior to beginning nursing courses, students are required to complete the following:

#### **1. Health Information Form**

A physical exam is required within one year of starting the nursing program. Exam must be documented on the Health Information Form. All sections must be completed, and the form must be signed and dated by a health care provider.

#### **2. Immunizations**

- **Measles, Mumps & Rubella (MMR)** – one of the following is required:
  - Documentation of 2 vaccines or
  - Lab report showing positive antibody titers for all three components. If the titer does not show immunity, ask your health care provider if you can receive a MMR booster. If you are pregnant and cannot receive a booster, please provide the nursing department with the following:
    - 1) A written acknowledgement that you are practicing at your own risk
    - 2) A letter from your obstetrician stating that THEY are okay with you practicing in an environment where you may be exposed to mumps, measles, or rubella.

- **Varicella (Chicken Pox)** – one of the following is required:
  - Documentation of 2 vaccines or
  - Lab report showing positive antibody titer
    - If you had chicken pox, a varicella titer will be required to test for immunity.
  
- **Covid-19 – one of the following is required – NO WAIVERS ALLOWED**
  - Documentation of 2 Pfizer or 2 Moderna vaccines or 1 Johnson & Johnson vaccine
  - Documentation of a booster as needed
  
- **Tetanus**
  - Documentation of a Tdap booster within the past 10 years
  
- **Hepatitis B** – one of the following is required:
  - Documentation of 3 vaccines
  - Lab report showing positive antibody titer
  - Declination Waiver (included in packet)
  
- **Influenza** – one of the following is required
  - A flu shot administered during the current flu season.
  - Declination waiver (included in packet)

### 3. TB Screening and Surveillance using the VDH TB Risk Assessment Form 512

*Our clinical agencies require a baseline of TWO (2) TB skin tests (TST) before beginning clinicals.*

*This means **TWO -TB skin tests** - **#1**- TB skin test placed and read 48-72 hours after placement; **#2** a second TB Skin test placed 14 days after placement of #1 and read 48-72 hours after placement.*

- A. Completion of the Virginia Department of Health (VDH) TB Risk Assessment Form (TB 512)** is required (*note #1 TST and #2 TST on right lower column of the (VDH) TB Risk Assessment Form need to be completed*) along with **one of the following:**
- Two (2) TSTs administered at least 2 weeks apart but not more than 12 months apart recorded on the VDH TB Risk Assessment Form (TB 512). If the test is positive, you will need a chest x-ray. Upload the chest x-ray report along with the VDH TB Risk Assessment Form (TB 512) with screening questions completed and signed by the provider.
  
  - A prior documentation of TWO (2) TST annual testing. Upload a copy of your employee medical history showing all TB testing and VDH TB Risk Assessment Form (TB 512 with screening questions completed and signed by the provider.

- A TST any time in the previous 12 months can be used as Step 1 of the 2-step. If the 2<sup>nd</sup> TST is placed within 12 months of the first test this is considered a 2-step. Documentation of the first TST must be submitted on the provider's letterhead with date administered, date read, induration, result (negative/positive), and signature of person administering and reading the test. Documentation of the 2<sup>nd</sup> TST must be recorded on the VDH TB Risk Assessment Form (TB 512) with the questionnaire part of the form completed and signed by the provider.

**B. Exceptions:**

1. If you are pregnant – do not get a TB skin test

- Complete (with a provider) the screening questions on the VDH TB Risk Assessment Form (TB 512)
- Get one of the IGRA blood tests, either the T-spot or QuantiFERON-TB Gold (lab report required). Either of these blood tests are an acceptable substitute for the 2-step TST. The results must be recorded on the VDH TB Risk Assessment Form (TB 512).

2. If you have had a previous positive TB skin test – do not get another TB skin test

- Submit a negative chest x-ray report (it does not have to be recent, but it must have been after the positive TB skin test)
- Complete (with a provider) the screening questions on the VDH TB Risk Assessment Form (TB 512)
- If your screening shows symptoms or risk factors for TB infection, your healthcare provider may order another chest X-ray or an IGRA blood test (either the T-spot or QuantiFERON-TB Gold) to rule out active TB.

3. If you have received the BCG vaccine – do not get another TB skin test

- Complete (with a provider) the screening questions on the VDH TB Risk Assessment Form (TB 512). If your screening shows symptoms or risk factors for TB infection, your healthcare provider may order a chest X-ray or an IGRA blood test (either the T-spot or QuantiFERON-TB Gold) to rule out active TB.
- If your chest x-ray is positive, follow your healthcare provider's recommendations.

4. If you are unable to get a TB Skin Test due to allergic reactions to the PPD serum

- Complete (with a provider) the screening questions on the VDH TB Risk Assessment Form (TB 512)
- Get one of the IGRA blood tests, either the T-spot or QuantiFERON-TB Gold. Have the provider record results of the blood test on the VDH TB Risk Assessment Form (TB 512).

**5. Urine Drug Screen**

- A 6-Panel Instant Cup urine screening test

**6. Insurance Card**

## 7. CPR Certification

- Certification by American Heart Association, BLS Provider is required. We do not accept certification through American Red Cross or any other certification.
- Courses are offered the first week of every semester for students who are not already certified.
- If you are currently certified, email your certificate to [dolores.hertzler@emu.edu](mailto:dolores.hertzler@emu.edu). Do not upload it to the Health Services portal.

## **PROFESSIONALISM IN THE CLINICAL EXPERIENCE**

### Professional Practice characteristics expected of each student:

- Respect instructors, peers, agency staff, medical staff, clients, and self;
- Seek out learning experiences and is self-directed in his or her learning (helping other students & staff; interacting with nursing staff regarding difficult client issues; observing unusual and rare procedures);
- Limit cell phone use (Student use is at the discretion of the faculty and for emergency situations only. Many agencies do not permit the use of cell phones and other electronic devices for personal use during clinical experiences);
- Show sensitivity to the noise produced by student activity;
- Utilize the appropriate chain of command in difficult situations (consults with instructor first and then decides together who else needs to be contacted);
- Share equipment with peers and agency staff;
- Seek patient permission at the initiation of care;
- Seek permission to observe other client procedures.
- Maintain skills checklist (located in the Nursing Student File in the shared google drive).

### Confidentiality

- Confidentiality of client information is to be maintained at all times congruent with HIPAA regulations. It is against all agencies' policies for students to access client records online from an off-site location.
- Students are not permitted to share login codes and passwords or allow other individuals to use the student's login code and password to access agency computer systems.
- Client records are:
  - Only accessed for legitimate need-to-know reasons;
  - Only accessed for the minimum amount of information needed;
  - Not to be copied or printed at all (at SRMH, UVA, and Western State). Augusta Health or other institutions may allow printing in such a way that the client cannot be identified.
- Conversations about client care should be limited to the instructor and those directly involved with client care. Post conference is considered a confidential space.
- Students should never post to any social media any confidential information to which they are exposed while at a clinical agency including client names, demographics, proprietary, operational or financial information. They should also not post anything that would negatively impact the health care organization's reputation or brand; instead they should bring any concerns to the attention of the instructor.
- In general, any discovered breach of confidentiality as described above will result in the activation of the Nursing Department Policy on Student Progression, Retention, and Readmission Policy.



Maintaining appropriate personal boundaries includes:

- Abstaining from flirting, gossiping, or discussing personal relationships;
- Keeping telephone numbers and email or other electronic addresses private from clients and their families. However, there may be times when sharing one's telephone number might be appropriate in Home Health and Family clinical experiences. It is suggested to consult the appropriate faculty before doing so.
- Receiving gifts only according to the agency policy. Accepting gifts from clients is strongly discouraged;
- Contacting faculty during normal working hours whenever possible (or according to faculty instructions) unless there is an extreme emergency.

Professional appearance expectations

- Professional dress: Business Casual defined as dress slack/skirt with polo shirt/ dress shirt/ blouse, closed toe shoes along with a white lab coat and EMU ID in the following settings:
  - Pre-assessment for Level 1 & Adult Health clinicals
  - Community Health – specific instructions will be given for each site by the instructor
  - Home visits (lab coat may be optional at the discretion of the clinical faculty)
  - Meetings
  - Agency orientation sessions or any other contact with an agency or clinical experience;
  - Any other times in the agency/clinical setting while in the student role;
  - Focus Sheets may outline variances from this policy;
  - Additional Guidelines: No jeans, shorts, capris or sweatshirts; tops or shirts must cover the waist at all times (skin should not be visible when leaning forward, backward, or when arms are above the head); and shirts/blouses should have modest necklines showing minimal to no cleavage. Tops or shirts should be loose fitting.
- Clinical Uniform (defined as black scrub pants with blue EMU Nursing scrub-top, any color leather/non-permeable shoes with closed toes and heels, and EMU ID) should be worn in the following settings:
  - Adult Health, Pediatrics, OB, Level 1 Fundamentals, Mental Health & Acute Care Leadership;
  - Demonstration Masteries and Simulations in the Dem Lab unless otherwise specified.
- EMU identification must be worn at all times when in a clinical setting, home visit, meeting, etc. UVA-made ID tags are to be worn at UVA.
- At SRMH access badges provided each semester must also be worn and returned to the Nursing Department at the end of each semester.
- Access badges must be returned to the Nursing Department at the end of the semester. If the student fails to do so, grades will be withheld until the badge is returned. If lost, the student will have a charge placed on their account based on information from the agency.

### General Appearance

- All tattoos must be covered;
- Body piercings should not be visible with the exception of ear piercings (one stud per ear maximum).
- Earrings should be non-dangling.
- Other jewelry should be kept to a minimum.
- Hair and clothing is always to be worn in such a way that contamination to the client does not occur.
- Finger nails should be trimmed so as not to extend beyond the fingertips. Long finger nails have been shown to harbor pathogens and interfere with examination skills.
- Wearing nail polish in the clinical setting is not recommended, but if worn, should show no chipping or peeling.

### Attendance

- Clinical experiences and other associated sessions (orientation, computer training and online policy education, pre-assessment, simulation etc.) are scheduled on the student's calendar and attendance at these is mandatory.
- Punctuality: Students are **expected to be on time** for all clinical experiences. At the discretion of the faculty, tardiness may result in having to **repeat** that clinical day.
- Absence: **If a student will be unavoidably late or absent, he/she is responsible for making sure the clinical faculty member is directly notified before the clinical time is scheduled to begin. This means *speaking with the faculty member directly* and leaving a message with the clinical agency before the start of clinical. A voice mail message or email message is not acceptable.**
- All days missed from clinical due to illness or other adverse events are made up as directed by the clinical scheduler. The clinical instructor reports absences to the clinical coordinator, clinical scheduler, and nursing program director.
- Students should carefully consider not coming to clinical when they have symptoms of a contagious illness. Some agencies articulate specific criteria when students and staff should not report to the clinical setting.
- Students who repeat a clinical or dem mastery for any reason will be charged \$50 for a missed clinical day.

### Preparedness

- Students are expected to come to clinical rested, having eaten, and hydrated. If a student encounters a situation in which he/she becomes lightheaded, he/she should sit down immediately and put head down to avoid fainting. This helps to minimize risk of injury and improve safety for the student, staff, and patient.
- Pre-assessment is completed according to clinical faculty expectations (see Logistics point d. below)

## LOGISTICS OF CLINICAL EXPERIENCE

### Past Experience

- Past experience cannot be used to meet a clinical requirement.

### Scheduling

- Clinicals and other associated sessions are scheduled on the student's calendar and are **required educational experiences**. Pre-assessment of clients the evening before clinical for Level 1 and Level 2 Adult Health experiences is part of the experience and may be completed according to the student's personal schedule within reason.
- Depending on the specific clinical experience and in some unique situations, time frames may include evenings and weekends.
- Students should avoid pre-assessment during busy times on the unit as identified by the clinical instructor
- Student Clinical Site Requests:
  - The purpose of clinical experiences at EMU is for the student to apply knowledge in diverse settings, with various client types and with exposure to multiple faculty members. Student requests need to be consistent with this purpose and with all factors listed below. The following factors will be considered:
    - Exposure to multiple settings
    - Exposure to multiple client types
    - Overall exposure to multiple faculty members
    - Preference of clinical site personnel
    - Clinical faculty load balance and preference
    - Equitable treatment of students
  - The procedure for requests includes:
    - Requests must be made in writing to the student's advisor and to the person who creates the schedule.
    - Requests made only apply to one semester. Only one request is permitted each semester and it may apply to only one clinical experience.
    - Requests must be made by October 1 for the spring schedule and by March 1 for the fall schedule.
    - Rationale for the request must address the above factors as well as the specific reason that the request is being made.
    - Only emergency cases will be addressed after this date. In those cases the student will be asked to switch with another student.
    - Factors related to placements apply both to the student requesting as well as for the student who is willing to switch with the requesting student.

### Agency Mandatory Orientation

- Students are required to complete agency specific orientation sessions and online education prior to starting a specific clinical experience.

### Pre-assessment

- Expected to happen the day before the clinical experience except with those clinical experiences in which it occurs the day of the clinical as determined by the clinical instructor.

### Absence

- When a student is absent from a clinical experience, they must notify the clinical faculty and the director of the program. An email to the director ([laura.yoder@emu.edu](mailto:laura.yoder@emu.edu)) is fine. It's best to call your clinical faculty to report your absence.
- Clinical faculty are responsible to mark the student absent on the master clinical hours tracking sheet.
- The director will work with the clinical scheduler and/or the faculty who schedules the clinical to identify arrangements for make-up clinical and will notify the student of the make-up plan.
- If the student cannot join an existing clinical rotation for the make-up day(s) and needs a preceptor and/or faculty to supervise them independently, the student will be charged \$50 for each make-up day. The director will notify the office administrator of the need for a student account charge.
- If the student wishes to *appeal* the \$50 charge, the student will complete the make-up clinical charge appeals form. Students who provide a doctor's note for absence due to illness will not be charged.
- The faculty supervising the make-up clinical will mark the completed hours on the master clinical hours tracking sheet.

### Cancellation

- In the event of inclement weather, each clinical faculty will make the decision to cancel or delay his/her clinicals. If cancelled, faculty will communicate this to clinical students in a timely manner. Students must check their email for an announcement.
- If clinicals are not cancelled and the student considers the conditions too severe to attend, the clinical faculty is to be contacted prior to the clinical, and the student should not attempt to attend.
- Make-up days for clinical sessions cancelled due to inclement weather will be made up according to the need for required clinical hours. It may be necessary to schedule the make-up days on weekends, evenings, or via several 12 hour shifts. Faculty may choose to use simulation as a means for making up the clinical experience.

### Charges for Additional Clinical Days

- If clinical days are missed due to absence or faculty deem a student needing additional clinical time to reach an acceptable performance level, a fee of \$50 will be charged for each extra clinical that is required.
- Student accounts will be charged for the appropriate amount.

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- Students can submit a written appeal to program director to have the fee waived. Appeals that include a doctor's note will result in waiver of charges.
- Since demonstration masteries are considered part of the clinical experience, a \$50 fee will be charged for a make-up demonstration mastery which requires additional faculty time.

Transportation and parking

- Students are responsible to plan for their own transportation to and from clinical and are encouraged to car pool. Students are to park in the areas designated for student parking.

Institution Specific Guidelines

- **Sentara Rockingham Memorial Hospital Clinical Expectations**
  - Will be required to wear clothing as meeting the Educational Institution's policy and as acceptable to SRMH.
  - Will comply with written policies governing current practices at SRMH. This includes, but is not limited to, policies and procedures regarding confidentiality, compliance, quality and risk management, safety, hazardous materials and infection control.
  - Will be required to report illness and absence to the Educational Institution and SRMH.
  - Will have health insurance. Must assume financial responsibility for health care for any medical treatment for illnesses or injuries sustained by the student going to, volunteering at, or coming from SRMH.

## **POLICY ON PROFESSIONAL GROWTH**

Professional Growth is the individual responsibility of all nurses. Nurses must continually learn new information in order to remain current in the discipline and to provide safe care for clients/patients. Some employers require a certain number of hours per year of additional education and some states require evidence of continuing education credits to maintain licensure.

### **DEFINITION**

During the nursing program we define professional growth as learning in areas beyond the content offered in required classes.

### **PROFESSIONAL GROWTH OPPORTUNITIES**

In order to develop the habit of life-long learning, the nursing department offers Professional Growth classes throughout the semester. These may include faculty presentations, applicable university and non-nursing department presentations, guest speakers, or Level Three students' Evidenced- Based Practice Presentations. PG classes offered by the nursing department are included on the nursing student calendar.

Suter Science Seminars (offered by the EMU science department) meet the PG class requirement. Other campus-wide events or community events may also meet PG requirements, but must be approved by faculty prior to the event. To obtain approval for all students to receive PG credit, submit the request to the Administrative Coordinator by email at least 72 hours before the event. Alternatively, students may individually ask their advisor to approve their choice of off-campus events for PG credit at least 24 hours PRIOR to attending the event.

### **Professional Growth Requirements:**

- Attendance at 6 Professional Growth (PG) classes is required during each semester of the nursing program.
- A PG class is equivalent to One Contact Hour or a 50 minute session.
- The nursing department calendar and various means of publicity provide information regarding what is offered, and when it is offered, within the nursing department.
- At least 4 of the 6 PG credits must be earned by attending nursing department events.
- During spring semester, students may attend the ACE Festival Keynote address and receive 1 PG credit.
- Students may not earn PG credit for presenting.

If a student fails to complete 6 PG classes, they will receive a “D” in the course, (Foundations of Professional Nursing, Professional Issues in Nursing, Nursing and Family in Community, or Transition to Practice) until the 6 PG classes are completed.

In their second semester of level 2, students may bank extra PG classes to meet the required number in Level 3. The rationale for this banking is based on the time constraints experienced by Level 3 students related to their work with community partners.

Students who volunteer as NSA officers and complete their duties satisfactorily will be awarded two PG credits for the semester. NSA faculty advisors will award the credit.

PG classes in the summer: Accelerated Second Degree students are required to attend all summer capstone presentations and complete 6 PG classes in Fall and 6 PG classes in Spring. No other PG classes are required during the summer term.

#### STUDENT RESPONSIBILITY FOR DOCUMENTATION OF ATTENDANCE AT PG EVENT:

1. **Nursing Department Sponsored Events:** Attendance will be tracked through a sign-in/sign-out sheet or by scanning student IDs. Students are responsible for making sure they have documented their entrance into and exit from the event.
2. **EMU Campus Events:** EMU faculty or staff signs his/her name on the program for the event announcement/brochure. If no faculty member is present the student must submit a paragraph (to their advisor) describing 3 things learned during the presentation.
2. **Off Campus Events:** Students must submit a paragraph to their advisor describing 3 things learned during the presentation. *You must obtain prior approval from your advisor to receive PG credit for off-campus events.*

## **POLICY ON OPEN COMMUNICATION AND STUDENT COMPLAINTS**

The nursing department follows the university Student Complaint Policy. Please refer to the university undergraduate student handbook. Students may also contact Student Life or the office of the Academic Dean in the School of Science, Engineering, Arts, and Nursing for a copy of the policy.

Most complaints can be dealt with through informal communication between the parties (*e.g.*, student-to-faculty, student-to-student, faculty-to-student). Nursing students are encouraged to address conflicts and complaints through direct communication with the parties involved whenever possible. Within the nursing department, if the student is not satisfied with the response to the complaint, the student is encouraged to discuss other strategies or possible responses with their academic advisor. It may also be appropriate for the student to bring the complaint higher up the “chain of command,” for example to discuss the issue with the Level coordinator, the Director of the undergraduate nursing program, or the Chair of the nursing department.

We encourage students to address conflict in the spirit of Matthew 18:15-16.

In the event that students are unable to resolve interpersonal conflicts, any of the involved students may request faculty involvement.

Students should consider the following sources of conflict and approaches to managing conflict when processing and communicating their complaints:

### **Sources of Conflict**

#### Conflicting Needs:

Limited resources (like money, attention from others, or supplies)

#### Conflicting Styles:

Personality differences, approaches to tasks, or work styles

#### Conflicting Perceptions:

Individual experiences and perspectives

#### Conflicting Goals:

Difference in what needs to be accomplished or how success is defined

#### Conflicting Pressures:

Differing roles and responsibilities mean differing levels of pressure

#### Conflicting Roles:

What is expected of each person, formally or informally

#### Different Personal Values:

What matters to each of us and what we each consider “right”



Unpredictable Policies:

Accepted rules of behavior are frequently changed or inconsistently applied

### **Approaches to Managing Conflict**

These approaches to conflict are value neutral. They are all appropriate in some cases, while inappropriate in other cases. Choosing an approach requires self-reflection and looking at how you tend to approach conflict, both in calm and in storm.

*Competing:*

You are assertive and stand up for what you believe is the best solution. You know how to defend your position and will do so to get your way.

*Collaborating:*

You strike a balance between being assertive and being cooperative. You attempt to create a “win-win” situation.

*Compromising:*

You give a little to get a little. This means you look to find the best solution for all as quickly and easily as possible.

*Avoiding:*

You are willing to give in or give up before a conflict starts. This may mean you postpone addressing the issue or you simply withdraw from the situation.

*Accommodating:*

You sacrifice what you want to help the situation get resolved. You put the other person’s needs ahead of your own and work to find a solution to satisfy that person more than yourself.

(Thomas & Kilmann, 2007)

## **POLICY ON RECORDING CLASSROOM LECTURES**

### Recording Classroom Lectures

With permission from the instructor, a student may record a lecture using their own device. This recording may be audio only. Video recording of the class is allowed only as a classroom accommodation under the Americans with Disabilities Act (ADA). Faculty will always follow classroom accommodations for a student with a written plan for accommodations through the Academic Success Center.

### Use of the Audio or Video Recording

A recorded classroom lecture may only be used to meet the educational objectives of that particular class. The faculty retains the rights to the recording per the *EMU Intellectual Property Policy*: “When a faculty member has been assigned to teach a specific class, and that class is transmitted electronically to another site, on or off campus, and in the performance of those duties a recording is made simultaneously with such transmission, the resulting fixed work shall be considered University property. The retention and/or marketing of recordings for subsequent instructional use, on or off campus, will be undertaken only with the consent of the faculty member.”

### Breach of Policy

A breach of policy is considered a violation of the Policy on Academic Integrity and will be processed as such.

## **PROCEDURE**

### Permission and Consent

Faculty lectures may only be recorded after obtaining permission of the faculty member. The recording may not be shared with another student. All recordings must be deleted after the final exam and/or the end of the semester in which the recording took place.

An exemption for sharing a recording may be made in the case of a student needing to miss class. A student may request that a classmate record the class (with instructor approval) and share that audio recording with them. The recording may not be posted on a publicly available platform.