



CARTHAGE COLLEGE

DEPARTMENT OF NURSING

BSN Student Handbook
Academic Year 2024 – 2025

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Department of Nursing Statement & Notice of Nondiscrimination

This BSN Student Handbook is a guidebook for nursing students at Carthage. It provides program information and sets forth policies and procedures for the Department of Nursing. It is important that every student becomes familiar with the contents of the handbook. If any portion of it needs further explanation, the Director of Nursing, and faculty members are available to answer your questions.

The Department of Nursing reserves the right herewith to make changes in its curriculum, regulations, tuition charges, and fees.

It is the policy of Carthage and the responsibility of its administration and faculty to provide equal opportunity without regard to race, color, religion, age, sex, national origin, or sexual orientation. As part of this policy, the College strongly disapproves of any or all forms of sexual harassment in the workplace, classroom, or dormitories. This policy applies to all phases of the operation of the College.

Further, the College will not discriminate against any employee, applicant for employment, student, or applicant for admission because of physical or mental disability in regard to any position or activity for which the individual is qualified. The College will undertake appropriate activities to treat qualified disabled individuals without discrimination.

Accreditation

The College has been accredited continuously since 1916 by the Higher Learning Commission, 230 South LaSalle St., Suite 7-500, Chicago, IL 60604, 1-800-621-7440.

The Carthage College BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

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BSN Program Mission

Mission

In concert with the mission of Carthage College, and consistent with the faculty's philosophy of nursing and nursing education, the mission of the Carthage College Department of Nursing is to develop excellent nurses who are entry-level:

- **Clinical Scholars** that seek truth and are dedicated to a spirit of inquiry to advance the science of nursing, and evaluate evidence that leads to better nursing and health care outcomes;
- **Leaders** who are committed to excellence, understand the process of change and outcome improvement, and are able to build human capacity and strength to promote innovative approaches that transform practice;
- **Clinicians** who have safe and accurate clinical judgment; who are grounded in professional values and ethics, and who engage in and inspire service to holistically and compassionately improve nursing and health care outcomes.

Faculty and students strive to challenge and support one another, to accept responsibility and require accountability, and collaborate in the best interest of one another and the communities they serve.

BSN Program Student Learning Outcomes

Level I Student Learning Outcomes	Level II Student Learning Outcomes	Program Student Learning Outcomes
<p>Explain the relationship of the arts, humanities, and sciences in guiding nursing practice.</p> <p>Competently use clinical reasoning processes in simple care situations.</p> <p>Perform nursing care safely.</p> <p>Communicate therapeutically with patients, families, and healthcare colleagues.</p> <p>Identify common leadership attributes in clinical practice environments and articulate personal leadership abilities and assets.</p> <p>Explain the roles and responsibilities of health care team members and identify promotion of and barriers to collaboration.</p> <p>Describe the importance of evidence-</p>	<p>Analyze knowledge from the arts, humanities, and sciences to support clinical decision-making and clinical reasoning across the lifespan and continuum of care.</p> <p>Develop, implement, and evaluate comprehensive, evidence-based plans of care that include primary, secondary, and tertiary prevention strategies for individuals and families across the life-span and continuum of care.</p> <p>Use intra- and inter-professional communication to promote coordination of care resulting in safe and quality patient outcomes in varying health care contexts.</p> <p>Integrate best practices in the delivery of nursing care and for determining health outcomes.</p>	<p>Integrate knowledge from the liberal arts, humanities, and sciences as a foundation for professional nursing practice.</p> <p>Employ safe and effective clinical reasoning to design, implement, deliver, and evaluate nursing care and to improve health outcomes across the lifespan and care continuum.</p> <p>Develop effective, compassionate, culturally appropriate, and family-centered therapeutic relationships to promote quality health care across the lifespan and care continuum.</p> <p>Demonstrate self-efficacy in applying transformative and collaborative leadership behaviors across diverse constituencies that improve nursing and health care</p>

<p>based nursing practice.</p> <p>Use patient care technologies and information systems to promote safety and quality.</p> <p>Accept accountability for own professional and ethical behavior.</p> <p>Describe scope and standards of nursing care.</p>	<p>Evaluate patient care technologies and information systems to ascertain effectiveness in promoting safety and quality of care.</p> <p>Accurately articulate ethical and professional standards for patients and families across the lifespan and continuum of care.</p> <p>Understand health policy, finance, and regulatory implications when devising strategies to improve care outcomes.</p>	<p>outcomes.</p> <p>Utilize a scholarly approach to evaluate and apply best evidence to design and evaluate nursing and health care practices.</p> <p>Apply informatics and other technologies to plan, improve, and evaluate nursing and health care outcomes.</p> <p>Integrate ethical and professional standards to guide professional nursing practice.</p> <p>Analyze the influence of socio-political-economic factors that influence the provision of nursing and healthcare.</p>
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BSN Program Requirements

The faculty of the Department of Nursing ascribes to a philosophy of concept-focused education, which allows for a deep understanding of critical, common concepts employed in practice while helping the student to understand their applications across the lifespan and healthcare contexts. This includes developing safe and effective clinical reasoning abilities and the ability to analyze and apply conceptual knowledge in many realms of practice, both now and in the future. Refer to Carthage College Catalog for specific courses and requirements.

Handbook Policy

This handbook is intended to provide students with information and answers to the most commonly asked questions posed by new and returning students as they progress through the program. The purpose of this handbook is to complement, not replace, the College Catalog. Each student receives an electronic copy of the Carthage College Department of Nursing BSN Program Student Handbook annually when the handbook is updated. It is located on the Department website as well. The student is responsible for being knowledgeable and observing all policies and procedures related to the nursing program. A policy will never be waived or an exception granted because students claim unawareness or contend that they were not informed of the policy or procedure.

All statements and policies published in this Handbook are in effect for the period published on the cover of the Handbook. The Department reserves the right to change statements and policies during the year the handbook is in effect, with the provision that students are informed in writing of those changes. Annually, students must sign the handbook acknowledgment page and upload it to their electronic document account.

Professional Registered Nurse Licensure

The BSN program prepares students for the NCLEX-RN®, but does not have a role in issuing a state Registered Nurse(RN) license.

Wisconsin RN licenses are issued by the State of Wisconsin Department of Safety and Professional Services based on current Wisconsin Nurse Practice Act laws, rules and regulations. For questions about one's eligibility for a RN license in Wisconsin visit the [DSPS website](#). For more details about nurse licensure in the U.S., visit the [NCSBN Nurse Licensure Guidance website](#).

BSN Program Academic Policies & Procedures

Email Communication

Carthage Nursing utilizes the student's Carthage email address exclusively to communicate with students. Course information/communication, clinical/lab schedules, LMS announcements, college-wide announcements, and clinical requirements are examples of information that will be communicated via email. It is the student's responsibility to check their Carthage email account regularly.

Required BSN Health and Safety Requirements

The Department of Nursing uses a data management system to verify and store required data. All students are required to submit required documents to this system. Information on this system is to be completed before the beginning of the first clinical rotation. All information is to be uploaded to the system before the start of the spring term of the sophomore year. Students will only be allowed to participate in clinicals with this information on file and verified by the department. Unexcused clinical absences related to non-compliance may result in a failing grade for the course. The information must be kept updated as required by clinical site request.

Students are responsible for updating their requirements as detailed below in the online archiving system (Viewpoint/ Castlebranch for the class of 2025). Students who do not have proof of the following requirements will not be allowed in the clinical area, and this time will be considered unexcused absences.

- Annual physical exam form completed by a health care provider
- Annual Quantiferon or Skin Tuberculosis blood test
- Varicella Vaccine or Titer (one time)
- Measles, Mumps, Rubella Titer (one time)
- Annual 10 Panel drug screen within 30 days of the beginning of the Academic Year
- Hepatitis B Vaccine or Titer (one time)
- Annual Influenza Vaccine by October 1
- Initial COVID vaccination documentation
- Basic Life Support Certification (BLS) Provider Course by the American Heart Association
- Completion of OSHA courses
- Completion of HIPAA course
- Signed acknowledgment of having read the Department of Nursing Student Handbook.
- Signing this acknowledgment means the student has read the handbook and agrees to abide by its policies.

Students are welcome to meet with the Director of Nursing to discuss the clinical requirements.

Drug Testing/Screening

All expenses incurred in relation to drug testing/screening are the responsibility of the student. Sophomore through Senior Nursing students must have a negative drug screen on file **annually** by the first day of the school year. A cleared drug screen will be posted to your Viewpoint or Castlebranch account.

If a drug screen comes back positive, the Director will contact the student to discuss the results and ask the student to provide documentation showing they have a prescription or had a procedure that would cause the results to show positive. Failure to meet the deadline for drug testing may result in failure to start the nursing program.

A positive drug screen result may result in failure to start the program or immediate dismissal from the program. Although the recreational sale and use of marijuana became legal in some states, this does not impact the current policy.

Use of alcohol, cannabis, or illegal drugs, or misuse of prescription drugs, are strictly prohibited in the nursing classroom, clinical or laboratory setting.

If the drug screen is positive, the Director of Nursing will withdraw the student from all nursing courses. The student will pay the costs associated with a follow-up drug screening.

Readmission Following a Positive Drug Screening

Students who are withdrawn from the nursing program for reasons related to a positive drug screen must submit a letter to the Director of Nursing requesting readmission to the nursing program.

Applicants must include documentation from a therapist specializing in addiction behaviors indicating the status of recovery and/or documented rehabilitation related to the substances used or abused. Documentation must include a statement by the therapist that the applicant will be able to function effectively and provide safe, therapeutic care for clients in the clinical setting. If readmitted, the student will be expected to have subsequent negative drug screenings. If the student has positive results on a drug screening after readmission to the nursing program, the student will be dismissed with no option for readmission to the program.

Health Risks Related to Nursing Care Activities

During the course of caring for patients and their families, nursing students may be exposed to infectious diseases such as Hepatitis B or C, Human Immunodeficiency Virus (HIV), Tuberculosis (TB), or other infectious/communicable diseases. Nursing students are also at risk for injuries during caregiving activities, including needle stick injuries, back injuries, or fall injuries. The Department of Nursing mandates learning opportunities that assist learners in identifying risks and reducing exposure, such as standard precautions training, and it has instituted safeguards such as immunization requirements to assist students in reducing health risks and preventing injuries.

The learner is responsible for informing the Department of Nursing and Student Health Services, if applicable, of any change in their health status, contracting a communicable or infectious disease, or any injury that could affect their performance as soon as possible. In the event of an injury during clinical, the agency's policy where the practicum occurs will be followed. Students will be asked to sign a form indicating they have read and agree to follow this policy.

Pregnancy

If a student is engaged in clinical and has been confirmed as pregnant, the student must submit documentation from their primary care provider or obstetrician verifying that the student may engage in clinical practice without medical restriction. This document must be submitted to the Program Director, and it will be placed in the student's file. If it is determined by the Program Director that the student will not be able to fulfill clinical requirements in compliance with medical guidance, a leave of absence from the course and clinical will be required. Following the delivery or cessation of pregnancy, the primary care provider or obstetrician must document that the student may return to class and clinical without restrictions. This document must be submitted to the Program Director.

Blood Borne Pathogen Exposure Policy

Students who are possibly exposed to blood-borne pathogens by way of needle sticks or exposure to human body fluids must report the exposure to their clinical instructor immediately. Exposure during a precepted experience must be reported immediately to the preceptor and to the course faculty member as soon as possible. For students who are possibly exposed to blood-borne pathogens by way of needle sticks or exposure to human body fluids at off-campus sites, such as hospitals or community health settings, the following policy will apply:

- For exposures in a hospital or another agency with a policy covering possible exposure to blood borne pathogens, the policy of the facility will be followed.
- For exposures in a setting where there is no policy on possible exposure to blood borne pathogens, the student should either report immediately to their personal health care provider, or to the nearest emergency room. The student should identify themselves as a nursing student and request the laboratory tests for the exposure according to CDC guidelines. The cost of the visit is the responsibility of the student and may be submitted to their health insurance.

Clinical instructors and course faculty members will keep a record of the circumstances of the needle stick or body fluid exposure and the counseling the student received about visiting an emergency department or other healthcare facility. A clinical incident form will be sent to the Director of Nursing.

Attendance

Educational experiences for nursing students at Carthage College are designed to produce graduates who are safe, compassionate, and ethically and clinically competent entry-level clinicians. These educational experiences, whether in the classroom, the laboratory, or the clinical setting are purposeful activities that develop nursing competencies in a purposeful and ongoing manner.

Active engagement on the student's part in all planned learning experiences is vital. Missing these experiences may impede the student's ability to attain an acceptable level of competence and to achieve the desired level of judgment, and hence jeopardize successful completion of the student learning outcomes for a particular course or courses.

The faculty have agreed upon the following policy:

1. It is expected that students will attend all nursing courses, laboratory, and clinical experiences.

2. Students who will be absent from laboratory, simulation, and/or clinical must notify their appropriate faculty member by sending an email before or on the day of the scheduled laboratory, or clinical experience.
3. A student who is absent must provide an explanation, a note from a health care provider , or other supporting evidence for the absence. Illness or injury is an excused absence with documentation from a healthcare provider, including the campus nurse. One unexcused absence will result in a non-passing grade for clinical. This also includes not attending mandatory skill practice in Lab if assigned in your course.
4. Student clinical absences will be logged and tracked by the clinical instructor and documented on the student’s midterm and/or final clinical evaluation, and reported to the course director at the time of the absence.
5. If the student misses clinical time, they must meet with the clinical instructor to establish learning goals and assignments that support ways to make up the missed time hour for hour and fulfill the objectives of that particular clinical. A Clinical Improvement Contract will be developed to facilitate the student’s ability to demonstrate the attainment of the clinical objectives. All plans will be shared with the course director and the Director of Nursing.
6. Student clinical absences are tracked during each clinical rotation starting with the class of 2027, and patterns of absence will be discussed at course meetings and at the Progression Committee levels.
7. A failing grade will be assigned to a student when clinical time and/or lab time experiences preclude the student from demonstrating attainment of the required competencies and/or course objectives and/or the ability of the faculty to adequately assess clinical competencies and learning outcomes at the expected level.

Procedure for Clinical Absence

Course syllabi contain instructions, and students must adhere to the instructor and clinical site policy. Punctuality is a professional responsibility – students should not interrupt or delay other students and faculty once the clinical experience has begun. Tardiness is defined as arriving after the scheduled clinical start time. A student who arrives at the clinical site after the start time will be dismissed and documented as a clinical absence.

Grading & Testing

Nursing Grading Scale

The following grading scale is used for all **nursing (NSG)** courses in the nursing program:

A	95% or above
A-	93 – 94
B+	90 – 92
B	87 – 89
B-	84 – 86

C+	81 – 83
C	78-- 80
C-	74-- 77
D+	71-- 73
D	68 -- 70
D-	65 -- 67
F	< 65

Examination average

In all clinical nursing courses, a student must attain a 78% raw score average on all objective assessments (quizzes, examinations) **before** any other course assignments are included in the final grade calculation. If an average of 78% is not attained, the final course grade assigned will correspond to the objective assessment average. For example, if the objective assessment average is 77%, the assigned final grade will be C-.

ATI Examination Policy

The Department of Nursing uses the Assessment Technologies Incorporated (ATI) learning system to enrich students' learning. In addition to case studies, skills videos, and other learning enrichments, ATI provides practice and proctored examinations in all nursing subspecialties. These examinations allow students and faculty to assess students' progress toward success in their respective courses and on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The current ATI Policy for each course is listed in the syllabus.

General Quiz and Examination Policies

1. Quizzes and examinations are expected to be taken on the day and at the time determined by the faculty as printed in the course schedule. Students who require the services of the testing center are to schedule the exam appointments early in the semester in consultation with the faculty member.
2. Students who are tardy for the start of the quiz or examination will not be given additional time to complete the quiz or examination.
3. Students absent for a quiz or examination and who did not inform the faculty of this absence will receive a zero grade for the quiz or examination. Students who are ill must inform the faculty member before the examination of their illness and anticipated absence. **Excused absences require a note from a medical or mental health provider (A Health & Counseling Center note is acceptable).**
(For Carthage-sanctioned excused absences, please notify the primary faculty during the first week of class regarding known absences and provide updates as needed.)
4. Faculty may elect to hold quiz or examination grades until all students have completed the examination. Grades will undergo exam analysis and will be posted within 3 working days.

5. Only computerized versions of the quizzes or examinations will be given, as the NCLEX is a computerized exam administered by the National Council of State Board of Nursing.

Dosage Calculation Policy

Students will take an ATI Proctored Dosage Calculation Exam in each clinical course, beginning with the semester in which dosage calculation is taught. Students must achieve the passing standard applicable to their program year.

Sophomore – 88%

Junior – 92%

Senior – 96%

Students who are unsuccessful on the first attempt of any ATI Proctored Dosage Calculation Exam will submit documentation of mandatory remediation activities to the proctor before sitting for a second attempt. Failure to pass the dosage calculation exam after a third attempt results in a failure of the clinical portion of the course.

Clinical Experience Evaluation

A student will be evaluated with each clinical experience. The pass/fail grade is based upon the student's performance using an evaluation tool. The student is evaluated at both mid-semester and the end of the semester. If the student is not progressing mid-semester, a Student Improvement Contract (See Appendix) will be completed to assist the student in being successful. If a student fails the clinical experience, the student will fail all components of the course (didactic, lab, clinical).

Academic/Clinical Improvement Contract Policy

1. A student who demonstrates behavior inconsistent with course/clinical policies/expectations will receive written notification from the course/clinical faculty to arrange a meeting between the faculty and the student.
2. The faculty member will generate a Clinical Improvement Contract (CIC), which will be shared with the student's advisor and the Director of Nursing.
3. The student and faculty must meet to discuss the expectations outlined in the contract, and each party must sign the contract.
4. The contract must be signed for the student to continue in the course/clinical. If the student does not sign the contract, then the student will not be allowed to continue in the clinical, and a non-passing grade will be assigned to the student for that course/clinical. The student may respond with written comments.
5. After the course or clinical rotation hours have been completed, the faculty will write a summary of resolution of the CIC, which will be shared with the student, advisor, and Director of Nursing.

6. A student may receive only two CICs. More than two CICs will initiate a review of the student's academic record and progress and may result in dismissal from the program.

Interprofessional Collaboration & Conflict Resolution

Problems are best resolved at the level at which they occur. If a student is experiencing a problem or conflict in a course (didactic, lab or clinical), the student should first attempt to schedule a face-to-face meeting with the faculty member teaching that course, section, lab or clinical to talk about their concern. The faculty is committed to hear the student's view and concern and welcomes the opportunity to work collaboratively with the student toward a win-win solution. In case this first step does not alleviate the student's concern or the concern is about the student's immediate faculty member, the student should follow the BSN program chain of command – instructor to course lead faculty to Director to Dean.

Grade Appeals

The Department of Nursing abides by the Carthage College procedure for appealing a grade. The procedure may be found here:

<https://www.carthage.edu/current-students/community-code/policy-on-grade-review/>

Formal Complaint Policy

Formal complaints will follow the Carthage College policy:

<https://www.carthage.edu/current-students/community-code/general-college-policies/complaint-policy/>

Complaints other than grade disputes made by parents of students, community members, clients, or others must be in writing and directed to the Director of Nursing. All formal complaints will be evaluated by the Director, and a written reply will be given within one month.

Code of Ethics

CODE OF ACADEMIC AND CLINICAL CONDUCT

As students are involved in clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Carthage College – Department of Nursing follows the [*NSNA Code of Ethics for Nursing Students with Interpretive Statements*](#). This framework helps guide nursing students in ethical analysis of responsibilities, professional conduct, and decision-making in academic and clinical settings.

Part II: Code of Academic and Clinical Conduct

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide safe, quality nursing care. The clinical setting presents unique challenges and responsibilities for the nursing student while caring for human beings in a variety of health care environments.

1. Advocate for the rights of all clients.

1.1 Advocacy: A responsibility of nursing students is to advocate for the rights of all clients. This requires the nursing student to understand the client's rights and responsibilities, the scope and applicable standards of nursing practice to meet the client needs, and the relevant federal (e.g. Health Insurance Portability and Accountability Act (HIPAA), Patient Self-Determination Act, etc), state (e.g. Nurse Practice Act, etc.), and local laws in accordance with the health care institution's policies and procedures. This knowledge enables the nursing student to function as an advocate for the rights of all clients in collaboration with nursing faculty and members of the health care team.

1.2 Rights of clients: Nursing students provide care for persons who have rights both as human beings and as clients. As such, nursing students must be cognizant of public, professional and institutional policies concerning patients' rights and access to resources across the care continuum. For example, nursing students help ensure that these fundamental rights of clients to receive culturally and linguistically appropriate services are protected and maintained.

2. Maintain client confidentiality.

2.1 Confidentiality: Access to and sharing of information that identifies a specific client, their condition, and other information must be guarded with the best interests of the client in mind. Access to and sharing of such information must be limited to only those personnel with the medical need to know and family members who are authorized by institutional policy and patient consent (according to HIPAA guidelines).

2.2 Academic Setting: In discussing client cases in the academic setting, care must be taken to avoid breeching confidentiality and violating HIPAA regulations; this includes appropriate selection of the time and place of discussion, people attending the discussion, and omitting data that is not necessary to the purpose of the discussion or that discloses the client's personal identity.

2.3 Special Circumstances: In order to protect the safety of the patient, other parties, and in cases of mandatory disclosure for public health reasons there may be times where the nursing student is obligated to report confidential information. The nursing student must immediately share these concerns in a confidential setting with the nursing faculty or clinical preceptor and with the registered nurse in charge of the patient's care who will provide appropriate guidance.

3. Take appropriate action to ensure the safety of clients, self, and others.

3.1 Appropriate action to ensure safety of clients: The nursing student must be able to identify hazardous conditions which may include faulty equipment, an unsafe environment, incompetent practices of other healthcare team members and colleagues, suspicious persons and activities, and self-limitations. If an unsafe condition or incident becomes apparent, the nursing student should use good judgment and follow institutional policies and procedures for emergencies, reporting hazardous conditions and incidents. The nursing student should be aware of personnel responsible for directing patient and personnel safety and immediately share these concerns with the registered nurse in charge of the patient's care and with the nursing faculty or clinical preceptor.

3.2 Safety of self: Nursing students cannot be expected to work in unsafe conditions or in situations where they are incompetent to practice. Academic and clinical environments should allow for a nursing student to voice concerns about safety to self without retribution. Nursing

students have the responsibility to come prepared to meet the objectives assigned in caring for clients in clinical settings and to ask questions.

3.3 Safety of others: Nursing students should not condone or participate in lateral violence or incivility towards other professionals, students, or faculty. Further, students observing such behavior should take appropriate steps to remove her/himself from the situation and report to the nursing faculty or clinical preceptor.

4. Provide care for the client in a timely, compassionate and professional manner.

4.1 Timely care: Client care is time sensitive. Therefore, nursing students should be aware that adhering to the schedule set forth by the health care team is important and discharge planning should begin upon the client's admission to the clinical environment. By prioritizing tasks, patient education, treatments and procedures the nursing student will ensure that they are utilizing time in the most effective and efficient way.

4.2 Compassionate care: Providing care with compassion creates a better nursing student-client relationship. It reflects the nursing student's desire to respect the client as an individual, to help the client maintain their safety and dignity, to provide support and comfort, to assist the client to achieve optimal independence and meet their health goals.

4.3 Professional care: Professional communication, appearance, and behavior by the nursing student demonstrates respect for the client and for self. The nursing student has the responsibility to be prepared to meet the objectives assigned in caring for clients and to demonstrate safe, quality nursing care. These professional actions by the nursing student enhance the image of nursing and contribute to building a trusting relationship between the nursing student and the client, and between the nursing student and the health care team. An essential component of professional care by the nursing student and the health care team in the 21st century is to assure that the client receives culturally and linguistically appropriate health education and services (NSNA Resolution #15, 2009).

5. Communicate client care in a truthful, compassionate, and professional manner.

5.1 Truthful communication: Veracity is key to developing trusting relationships in academic and clinical environments. Truthful and thorough communication between nursing students and nursing faculty or preceptors, and between nursing students and healthcare professionals is a key component to providing safe, quality care within an optimal clinical learning environment.

5.2 Timely communication: Communicating client care information at the appropriate time is a duty of nursing students. Timely communication allows for assessments, interventions, and that changes to the plan of care be initiated and completed in a timely manner.

5.3 Accurate communication: Accurate communication is a responsibility of the nursing student. The nursing student, by providing an accurate, concise and timely report on the client's assessment and status changes helps the nurse in charge of the client's care and the primary care provider to make informed client care decisions and follow-up with further assessment as required.

6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.

6.1 Promote the highest level of moral and ethical principles: Nursing students should be familiar with the *NSNA Student Bill of Rights and Responsibilities* and the *NSNA Code of Ethics*

for Nursing Students (Part I: Code of Professional Conduct and Part II: Code of Academic and Clinical Conduct) and supporting documents. Being well informed and encouraging others to read and adhere to the NSNA Code of Ethics for Nursing Students and the ANA Code of Ethics for Nurses (ANA House of Delegates, 2001) actively promotes the values and ethics of the nursing profession. Acting under ethical principles ensures that the care being provided does not jeopardize the client's basic rights or endanger professional relationships.

6.2 Accepting responsibility for our actions: Nursing students are accountable to the educational institution, the health care institution that provides the clinical learning environment, and above all to clients and society as a whole. The nursing student must function within the state's Nurse Practice Act, the *Scope and Standards of Nursing Practice* (American Nurses' Association, 2004) and the Policies and Procedures of the health care institution. The nursing student will care for clients only under the supervision of the nursing faculty or preceptor. Supervision must be completed in accordance with the clinical education agreement between the nursing program and the health institution providing a clinical learning environment to meet the student's clinical learning objectives.

7. Promote excellence in nursing by encouraging lifelong learning and professional development.

7.1 Excellence in Nursing: Nursing is a profession that demands a nursing student's commitment to evidence-based practice and to the health, well-being, and safety of clients. The client willingly gives the nursing student their trust in her/his ability to provide nursing care in accordance with their clinical education objectives.

7.2 Encouraging lifelong learning: The health care environment is ever changing. Nursing students, after attaining licensure as a registered nurse, have a responsibility to continue to educate themselves formally and informally throughout their careers to remain clinically competent to meet the health care needs of an increasingly diverse client population across an ever changing health care environment.

7.3 Professional development: Professionalism is a key factor for gaining the trust of others. Participation in professional organizations is imperative to one's professional development. It begins by nursing students becoming active members and participants in NSNA; participants in nursing research utilization to advance evidence-based practice (NSNA Resolution #3, 2009); and in advocating for interdisciplinary education opportunities (NSNA Resolution # 13, 2009). Professional development continues for registered nurses as evidenced by membership in state nurses association (ANA) and specialty nursing organizations, and through continuing formal education.

8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.

8.1 Treat others with respect: Nursing is based on client care that is supported by a foundation of respect and trust. Respect should be a fundamental component of intra-professional and inter-professional collaboration in which the nursing student participates (*Nursing's Social Policy Statement*, ANA, 2003).

8.2 Promote an environment that respects human rights: As members of NSNA, nursing students pledge to refuse to engage in, or condone discrimination on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic

status (*NSNA Code of Ethics: Part One, 1999; NSNA Bylaws, Article III Purpose and Functions, Section 2, item f, 2007*). By providing an atmosphere that allows clients to voice their needs, and to collaborate with the health care team, clients are empowered to meet their health care goals.

8.3 Values: All clients have a unique set of beliefs that form their values. Nursing students are obligated to holistically provide care to clients in ways that respect the client's belief system and empowers them to attain their health goals.

8.4 Choice of cultural and spiritual beliefs: All individuals have a unique set of values that are influenced by their culture and spirituality. Nursing students have a responsibility to demonstrate respect for the client by seeking to understand the client's health care goals, their strengths and values, their cultural and spiritual beliefs, and how they influence and support the client's care.

9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care

9.1 Collaborate in every reasonable manner: Clinical learning environments are places for applying the skills that nursing students have learned in the classroom and nursing lab. Nursing students are compelled to deliver the highest quality of care possible in these clinical learning environments. If the student has questions or needs clarification on a procedure or nursing intervention, they are obligated to refer those questions to the nursing faculty or preceptor assigned to manage the student's clinical learning experience. The client's safety is the highest priority and the student should not let their questions go unanswered.

10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

10.1 Nursing is a fast paced ever-changing field that leaves little or no room for error. It is imperative for nursing students to communicate what they are learning as well as the need for further education in a clinical practice area through any means possible such as, verbal conferences and written evaluations. Learning as a process may vary for each individual student. However, each student shares responsibility for ongoing evaluation of their clinical learning and participates as an active learner by demonstrating and documenting that their clinical learning objectives have been met and maintained.

11. Encourage faculty, clinical staff, and peers to mentor nursing students.

11.1 Encourage faculty: Nursing faculty are an important and readily available source of information and serve as role models for professional practice. By encouraging faculty to mentor students in evidence-based practice, in professional involvement in NSNA as a student, and in other nursing organizations after graduation, nursing programs prepare students to advocate for clients and to provide safe quality nursing care.

11.2 Encourage staff: Clinical staff and clinical preceptors are important sources of information about safe quality nursing practice and evidence-based Policies and Procedures in the clinical practice environment. By encouraging staff to mentor nursing students and to role model professional behaviors, health care institutions can create welcoming and effective learning environments.

11.3 Encourage peers: Peer mentoring has a unique advantage because of the shared experience of being a nursing student. Peers provide a different perspective on a nursing student's performance than faculty or staff, which can be facilitated through peer reviews and discussions.

These reviews promote a career-long activity of collaborative learning and peer mentoring, and should be practiced as a component of clinical learning.

12. Refrain from performing any technique or procedure for which the student has not been adequately trained.

12.1 Operating within appropriate scope of practice: The client's well being is the highest priority. By performing procedures or interventions that the student is not ready to perform, the student and faculty are placing the client's well being in jeopardy. The student must inform the faculty or clinical preceptor assigned to supervise the clinical experience whenever they are unprepared to safely provide an assigned intervention or procedure. This allows the faculty or clinical preceptor to provide the needed information for safely conducting the procedure.

13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.

13.1 Academic or clinical setting: Nursing students must recognize that actions influence the reputation of the nursing program and the profession of nursing. Therefore, whether on campus or in clinical settings, nursing students have a responsibility to come prepared to provide safe quality nursing care under the direction of the faculty or preceptor. By not engaging as an active learner or violating the nursing program's code of conduct (i.e. not coming prepared to class, missing a significant amount of class time, cheating or condoning other student's actions to cheat on exams, etc.) violates ethical and academic responsibilities of nursing students and future nurses. As an NSNA member, nursing students pledge in the *NSNA Code of Professional Conduct* (1999) to refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.

13.2 Creating unnecessary risk of injury to the client, self, or others: Nursing students have shared responsibility with the health care team for maintaining the safety of clients, themselves, and others in the academic and clinical learning environment. Any action that creates the potential for harm or increases the risk for failure to maintain and support the physical or mental integrity of clients, self, or others is contradictory to these responsibilities. Competent delegation and supervision is a shared responsibility between the registered nurses and the health care team to control for unnecessary risks of injury to the client, self, or others. Nursing education should provide nursing students with opportunities to develop competencies related to delegation, including assessment and planning, communication, surveillance and supervision, evaluation and feedback (National Council of State Boards of Nursing (NCSBN), 2005; NCSBN & ANA, 2006).

13.3 Refraining from any deliberate action or omission of care that creates unnecessary risk to the client, self, or others: Knowingly withholding action and information, acts of omission of care, and deliberate actions that create unnecessary risk to the client, self, or others is a violation of the ethical and professional responsibilities of nursing students. Such acts are subject to review by the academic institution, and others as deemed appropriate.

14. Assist the staff nurse or preceptor in ensuring that there is a full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

14.1 Assist staff or preceptor: While the nursing student may observe and assist the staff nurse or preceptor with the education and care of the client, primary responsibility for informed

consent and managing and implementing the plan of care/research protocols remains with the physician/primary care provider/researcher in collaboration with the client, the staff nurse, and health care team.

14.2 Ensuring that there is full disclosure: The nursing student should immediately, in a confidential setting, make full disclosure of any questions the client verbalizes and any concerns pertaining to the client's safety, privacy, or informed consent to the nursing faculty or preceptor as well as to the staff nurse assigned to the client.

14.3 Proper authorizations are obtained from clients: The staff nurse assigned to provide the client's care has the responsibility with the physician/primary care provider/researcher to assure that the client understands the treatment and/or research being provided and that proper authorizations are obtained from client after all of the client's questions are answered (National Institutes of Health (NIH), 2006).

14.4 Regarding any form of treatment or research: Human subject research requires that participants be given full disclosure of the purpose and procedures in the research study, including the potential benefits and risks. The client maintains the right to decide to participate or not to participate in the research (NIH, 2006).

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

15.1 Abstain from the use of alcoholic beverages or any substances that impair judgment: Nursing students strive to promote client, family, co-worker, and self safety in academic and clinical settings. This cannot be accomplished when health professionals or nursing students are under the influence of any substance, legal or illegal, which impairs judgment. Impaired decision-making can contribute to poor patient outcomes and can lead to disciplinary action.

15.2 In the academic and clinical setting: In classroom and clinical settings nursing students gain opportunities to build their critical thinking skills and learn to make sound clinical judgments. Nursing students should hold their colleagues and peers to this same standard. In that regard, if one suspects a colleague of alcohol or substance intake, he or she should discuss the situation in a confidential setting with the nursing faculty or preceptor.

16. Strive to achieve and maintain an optimal level of personal health.

16.1 Optimal level of personal health: As agents of a research-based industry we must remember the objective and scientific guidelines of optimal health. Taking care of one's self is important to providing good nursing care. Personal health encompasses both physical and mental health.

16.2 Striving to achieve and maintain: It is important for nursing students to be familiar with and routinely practice a *healthy* lifestyle. Nursing students and nurses are ambassadors, role models, and health educators for clients. It is an important responsibility for nursing students to maintain their own physical and mental health to provide safe quality nursing care to clients.

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

17.1 Support access to treatment and rehabilitation for students experiencing impairment: Nursing students should be familiar with the established policies and regulations related to

substance abuse. Nursing students who are substance abusers must seek assistance to address this issue. By not doing so places both the student and clients in jeopardy and may result in dismissal from the program; disqualification for taking the licensure examination; and in the case of professional misconduct or malpractice, may result in legal action.

17.2 Mental or physical health issues: Nursing students suffering from mental and/or physical health issues must address these issues as soon as they become known. Assistance may be available at the student health center or other providers either on or off campus. By maintaining a high level of mental and physical health, nursing students will have the capacity to help others.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

18.1 Uphold school policies and regulations related to academic and clinical performance: Adherence to the rules and regulations that are established for students including honesty, integrity, and professionalism within all academic and clinical settings is imperative. Nursing students must hold themselves and others accountable to these high standards. Being aware of the rules, regulations, and policies is part of this accountability; ignorance is not an excuse for violations.

18.2 Reserving right to challenge and critique rules and regulations as per school grievance policy: Nursing students have the right to challenge and critique rules and regulations following the process outlined in the school's grievance policy. Student perspectives and evaluations should be integral components of quality improvement for classroom and clinical learning environments, and the curriculum. NSNA adopted the *Student Bill of Rights and Responsibilities (NSNA House of Delegates, 1975, 1991, 2006)* and *Grievance Procedures (NSNA Board of Directors, 1975, 1991)* to provide nursing students, faculty, and nursing programs a resource for developing and revising school grievance policies. Nursing students have a responsibility for adequate preparation for participation in academic classroom and nursing lab environments, and for safe quality clinical practice under the direction and supervision of nursing faculty and clinical preceptors.

*Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ.
Amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 8, 2022, in Salt Lake City, Utah.*

Academic Honesty

All nursing students will be honest in their academic and clinical work. By enrolling in the program, students agree to adhere to high standards of academic honesty and integrity while understanding that failure to comply with this pledge may result in disciplinary action as outlined in the Carthage College Department of Nursing Student Handbook. [See the Carthage College policy.](#)

Engagement in acts of misconduct will result in further investigation by the individual instructor. At their discretion, this information will be submitted to the Director of Nursing. Failure of the work or activity in question, failure of the course overall, or dismissal from the program is to be determined by the faculty member whenever proof that an honesty violation has occurred. A

written report of the violation is to be submitted to the Director. Escalation to the Dean or the Office of the Provost may occur.

Dismissal from the Nursing Program

Nursing students may be dismissed from the nursing program for any of the following reasons:

- A. Providing false or incomplete information on the admissions application form.
- B. Failing to report criminal charges or a criminal record.
- C. Receiving a C- or below twice in the same course or three different nursing or correlative courses. (see Progression Policies in the college catalog)
- D. Academic Honesty. See the Carthage College policy:
https://www.carthage.edu/community-code/academic-concerns/academic-honesty_guidelines/
- E. Second violation of clinical agency policies.
- F. Generating a third clinical improvement contract.
- G. Unsafe client care.
- H. Cumulative GPA below 2.75 for two consecutive semesters.
- I. Inability to complete the clinical portion of the program.
- J. Falsifying documentation relative to any aspect of the nursing program.
- K. Unprofessional behaviors or attitudes that are inconsistent with the ANA's Code of Ethics or the Carthage Nursing Student Code of Behavior.

Petition for Readmission

A student dismissed from the nursing program may petition for readmission. The petition must address the circumstances that led to the student's dismissal and include a comprehensive and reasonable plan to ensure the student's progress if they are readmitted. The student may consult with their academic advisor for assistance in constructing the petition. Readmission is not guaranteed. A petition for readmission is to be submitted to the Director of Nursing within five business days of receiving the dismissal letter.

Unsafe Client Care Policy

A student who is considered unsafe may be dismissed from the clinical area if they commit any of the following:

1. Evidence of alcohol or drug intoxication while in the clinical area.
2. Consistent pattern of lack of preparedness for client care.
3. Performing skills for which they were unprepared.
4. Failure to provide basic client safety precautions.
5. Verbal or physical abuse of a client, family member, colleague, faculty, or staff member.
6. Administering medication without appropriate supervision.
7. Engaging in any activity outside the scope of nursing student practice.
8. Falsification of client records/documents.
9. A consistent pattern of poor or impaired judgment.
10. A consistent pattern of tardiness.
11. Willfully violating clinical agency policies and procedures.

Depending on the severity of the offense, a student may be dismissed from the program or may incur other disciplinary action. The faculty member involved in the incident will contact the course director and director of nursing immediately to determine further action.

Clinical Agency Policy

Students enrolled in a nursing course with a clinical component are expected to follow the policies and procedures of the assigned clinical agency. The first violation of a clinical agency policy will result in a student being placed on a clinical improvement contract. A second violation may result in failure of the nursing course and possible dismissal from the program.

Professional Boundaries & Gifts

Professional relationships exist during the student's education within the timeframe of their enrollment in the nursing program. These relationships are developed between the client-nurse, student-faculty, faculty-faculty, and student-student. The client-student relationship exists when the student is enrolled in a specific course. The National Council of State Boards of Nursing (NCSBN) presents fundamental information about such relationships at the link: <https://www.ncsbn.org/video/professional-boundaries-in-nursing>. Patients/families may express gratitude to the student for the care provided in the context of the patient-student relationship. The Department of Nursing limits a student's acceptance of gifts from a patient/client/family to those less than \$3.00 in value.

Patient Confidentiality

Patients are entitled to the confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA) mandates that no personally identifiable patient information be released without the patient's permission. All practicum policies and procedures comply with HIPAA. While students may share non-identifiable information for course and learning purposes, no patient information should be shared outside confidential settings in the practicum site or classroom.

No facility or facility information should be shared via email, on social networking sites, or outside the learning environment. Pictures at clinical must never be taken, whether the patient gives permission or not. No reference to a patient, even if de-identified, should ever be shared electronically via email or social media.

Disciplinary Action for Violation of HIPAA Policy

Protected health information (PHI) is confidential and protected from access, use, or disclosure except to authorized individuals requiring access to such information. Attempting to obtain or use, actually obtaining or using, or assisting others to obtain or use PHI, when unauthorized or improper, will result in counseling and/or disciplinary action up to dismissal from the program.

Social Media Policy

Carthage Nursing follows the [American Nurses Association's Social media principles](#).

Violations of the social media policy

Incidents where the social media policy has been violated by students, faculty, and/or staff, will be thoroughly investigated and will result in corrective action. This action may consist of a written warning or dismissal from the program/college, as befits the infraction.

Children and Pets in the Classroom

No children or pets are allowed in the classroom unless their presence is directly related to class content, and specific information has been obtained from the course director in advance. Service animals are an exception and will be allowed in the classroom if the student/faculty provides evidence for the accommodation in accordance to Carthage policy.

Professional Appearance in Clinical Settings

Students are representatives of the Department of Nursing and Carthage College. It is expected that their behavior and appearance will always be professional. Students should always be well-groomed in the clinical area and ensure appropriate physical hygiene standards are met. If a student is inappropriately attired or does not exhibit appropriate physical hygiene, they may be asked to leave the clinical area, and the day will be counted as an unexcused absence. Students with questions about what is or is not appropriate should consult their clinical instructor or course director. Any deviations from the clinical attire policy will be reported to the Director of Nursing by the faculty involved.

- A. Name/ID Badge: Students will wear their Carthage College identification badge at all times when in the clinical area. Identification will be conspicuously displayed on the collar of the scrub top or shirt. If a clinical agency provides ID badges, students will wear them at all times when in the clinical agency. The badge and name tag must be visible at all times. A retractable lanyard of the photo ID can be worn on the lapel of the scrub top following hospital policies.
- B. Uniform: The Carthage nursing uniform consists of a red scrub top with the embroidered college logo, and black scrub pants. Students may wear a turtleneck, mock turtleneck, or a clean t-shirt in good condition, in either solid white, red, or black, under the scrub top. A Carthage Nursing warm-up jacket may be worn but is not required. No other jacket or sweatshirt may be worn.
Uniforms must be clean and wrinkle-free, and in good condition. In community or psychiatric settings, business casual attire may be worn as required by the clinical agency. If the student is unclear what constitutes business casual, they should consult their clinical instructor. In situations where a lab coat is required, the student will dress in business attire with the lab coat over the street clothes. Appropriate identification must be displayed at all times. The clinical instructor will indicate when a lab coat is appropriate attire for their clinical.
- C. Footwear: Shoes are required and should be polished and/or clean and in good repair. Footwear should be comfortable. Gym shoes are appropriate if clean, with clean laces. Footwear must have closed toes and no porous shoes are allowed. Sandals and beach footwear are not acceptable. Shoes should not have holes in the top larger than a pencil and a closed heel. The color of the socks should be appropriate to the uniform and should

not draw attention to themselves.

- D. Hair: Hair should be neat and clean in the lab and clinical. For safety and patient care, long hair should be pulled back away from the face and secured so it does not fall onto patients or interfere with the work area. Beards and mustaches must be kept clean and neatly trimmed.
- E. Nails: Fingernails should be in good repair, clean, and neatly trimmed. Long nails, artificial nails, and nail adornments are **prohibited** in patient areas. If nail polish is worn, it should be free of chips and a natural color that compliments skin tone.
- F. Odor: Body odor and perfume/cologne can offend patients, family members, or peers. Perfumes/colognes may cause allergic reactions. Perfume and colognes should not be worn in areas with patient contact. Excellent personal hygiene, including oral hygiene, is an expectation of students.
- G. Body Adornments: Jewelry should be worn in moderation such as a flat banded ring on hand or studs in ears/nose. No necklaces or bracelets. Piercings, jewelry, and tattoos should adhere to clinical institutional policy.
- H. Religious Attire: Religious attire should be affixed for safety and neutral in color. Please connect with the Director of Nursing if other options are needed.
- I. Medical or Other Exceptions: If a student has other exceptions to the professional appearance guidelines, please discuss them with your instructor.

Course Progression

To continue in the nursing program, students must meet the following progression requirements:

Cumulative GPA of 2.75 or better:

1. Nursing majors must maintain a cumulative GPA of 2.75 or greater throughout their time in the nursing program.
2. Nursing majors must have a minimum cumulative GPA of 2.75 or greater to graduate.
3. Students whose cumulative GPA falls below 2.75 will be placed on academic probation within the program and will be allowed one semester to bring their GPA to the requisite 2.75 cumulative average. A student who does not raise their GPA to 2.75 within one semester may be dismissed from the nursing major.
4. Faculty will evaluate a student's progress toward the requisite GPA and may, if the student demonstrates sufficient progress, extend the probationary term by a semester to allow the student time to raise the GPA.
5. A third probationary event (i.e., GPA below minimum requirement, or a non-progressing grade in a nursing or correlative course) may result in dismissal from the program.
6. Dismissal from the nursing major does not necessarily mean dismissal from Carthage College. Students should confer with their advisor to ascertain their eligibility to continue at Carthage.

Course Grades: A C-minus or below is an unacceptable grade and is considered a non-passing/non-progressing grade. Earning a non-passing grade places the student at risk for dismissal from the program.

1. All nursing (NSG) and correlative courses (BIO, CHM, EXS, PYC, or SOC) must be passed with a grade of "C" or better.

2. Students must receive a “pass” for all clinical experiences (i.e., NSGC 2015, NSGC 2016, NSGC 3012, NSGC 3014, NSGC 3020, NSGC 3022, NSGC 4020, NSGC 4022, NSGC 4026). A student who receives a “no pass” for any clinical experience must repeat both the didactic and clinical portions of that course at its next iteration before progressing to the next grade level.
3. If a student receives a grade of C-minus or below in the didactic portion of a clinical nursing course (i.e., NSG 2015 NSG 2016, NSG 2010, NSG 3010, NSG 3012, NSG 3014, NSG 3020, NSG 3022, NSG 4020, NSG 4022, NSG 4026), the student must repeat said course at its next iteration.
4. Students should be aware that the need to repeat the didactic and/or clinical section portion of a course may delay the student’s graduation date due to the availability of these courses.
5. A student may repeat an individual nursing course or a correlative course only once. If the student is unsuccessful in the second attempt of the course (i.e., a grade of C or better), the student will be dismissed from the nursing program.
6. A student will be dismissed from the nursing major if they receive a third non-progressing grade (C-minus or below) in any combination of nursing or correlative courses.
7. A student may repeat any course, other than nursing or correlative courses, as many times as necessary to maintain a 2.75 GPA. Still, the student should be aware that repeating a course may delay graduation.

Student Performing Artists & Athletes

Performing Arts and Athletics are valued in the Department of Nursing.. Therefore, we will attempt to accommodate the students when possible; however, some requests may not be able to be granted. The participating nursing student:

1. Must complete the [Student Activity Form](#) and provide the course faculty with a copy of their competitive schedule at the beginning of the semester that may necessitate an absence for class, lab or clinical.
2. Students are responsible for notifying their instructor of any new/additional changes in the schedule at least 2 weeks in advance, if possible. Any conflicts to class, lab or clinical will be evaluated on an as needed basis. Students must comply with the Carthage clinical attendance policy and NCAA regulations.
3. Student athletes should not miss a class, lab or clinical to attend practice (per NCAA regulations).

Student Health Insurance, Injury & Exposure in Clinical Area

Students are responsible for having their own health insurance and must remain enrolled in a health insurance plan while attending Carthage. Students injured while at school or in clinical are responsible for the cost of any medical treatment.

Students suffering an exposure potential or actual bloodborne pathogens are required to comply with clinical agency polices on such incidents, including potential testing for HBV, HCV and HIV at the agency where the exposure occurred. The student shall immediately report the exposure/incident to the clinical instructor who shall notify the Director of Nursing immediately and complete a clinical incident report to be submitted to the Director of Nursing. (Appendix B)

Student Representation/Participation in Committees and Organizations

The Department of Nursing encourages students to take part in organizations and committees. Students are encouraged to become active and involved both on campus and within the SON. Such involvement offers students additional learning experiences in leadership and collaboration, adds to the student's résumé, and captures the attention of prospective employers.

There are two nursing student organizations: the Nursing Student Government and the Carthage Association of Nursing Students. Information on these groups may be found on the Carthage Nursing website.

School of Nursing Awards

Nursing awards are presented annually to students at the pinning ceremony before graduation. The nursing faculty participate in selecting individuals who exemplify the qualities recognized by the award.

The Exemplary Clinical Experience Award is presented to graduate with exceptional professionalism, confidence, and critical thinking ability in the clinical area.

The Leadership in Nursing Practice Award is presented to a graduate who consistently and continuously displays leadership in the classroom and/or clinical area. They demonstrated professionalism and independence and provided mentorship and guidance to their colleagues.

The Outstanding Undergraduate Nursing Student Award is given to a graduate who has displayed exceptional academic and clinical achievement throughout the program, particularly in their dedication and commitment to academics.

Appendix A:

Carthage College Department of Nursing

Academic/Clinical Improvement Contract

Student name:

Faculty name:

Course:

The following concerns have been identified in the student's performance or behavior that could prevent the student from successfully meeting the objectives of this course/clinical. Specifically (describe the concerns about performance or behavior):

For the students to be successful in this course/clinical, the following must be demonstrated in the established timeline (describe expectations and time for completion):

What will be the consequences if the contract is not met? (describe): What is the resolution of

this contract? (describe):

This is mutually developed and agreed upon by:

Student signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix B:

**Carthage College – Department of Nursing
Student Exposure/Injury/Incident Report**

Date of report: Click or tap to enter a date.

Name of person completing report: Click or tap here to enter text.

Check one: Exposure Report Injury Report Incident Report

Student's Name: Click or tap here to enter text.

(*If more than one student involved, complete a separate form for each student)

Student email: Click or tap here to enter text. Student phone number: Click or tap here to enter text.

Date of incident: Click or tap to enter a date. Approx. Time of incident: Click or tap here to enter text.

Location where incident occurred: Choose an item. Location details: Click or tap here to enter text.

Description of incident:

Click or tap here to enter text.

Disposition of student following incident:

Click or tap here to enter text.

Appendix C

Additional Program Costs

The table below presents additional costs for which the student will be responsible above and beyond their tuition. These costs are incurred by regulatory requirements (ex: health and safety requirements, CPR certification), ATI program fees, and graduation fees. The cost of ATI and graduation are assessed by the Office of Student Accounts. All other items, including health fees, drug testing, uniforms, white coats, are estimates of student cost. Prices are subject to change.

	2027	2026	2025
AHA CPR Certification (self-pay)	\$50		\$50
Uniform/Supplies (bookstore)	\$210	\$75(white coat)	
Health & Safety Fees (self-pay)	\$140	\$80	\$80
ATI Student fees (student fee)	\$1200	\$1200	\$1000
Pinning/Graduation (student fees)			\$100
Total	\$1600	\$1355	\$1230