



**PURDUE
GLOBAL™**

School of Nursing

Prelicensure Nursing

Student Handbook

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WELCOME FROM THE SCHOOL OF NURSING

Dear Student,

You are beginning a very important chapter in your life as you enter this academic program. Purdue Global's School of Nursing is dedicated to providing you with an exceptional education and our staff is prepared to work closely with you student to facilitate achievement of your educational and professional goals. We are committed to your success.

As a student in the School of Nursing, you will be expected to take on challenges and expand your knowledge and abilities. This student handbook is a resource for you to use throughout your academic experiences and contains information that will help you succeed. In addition to the student handbook, you must also be aware of and remain in compliance with the policies and procedures that are published in the Purdue Global Catalog.

You can access the Catalog electronically at [Catalog.PurdueGlobal.edu](https://catalog.purdueglobal.edu). Each year, a new edition of the Catalog is published; periodic updates also occur to address changes to our programs and academic policies. You are responsible for reading and remaining in compliance with the current policies and information related to your educational program.

Please review this handbook carefully. We welcome your feedback and suggestions, and look forward to celebrating with you as you achieve your goals. Welcome to the School of Nursing.

CHAPTER 1: SCHOOL INFORMATION

Accreditation and Approvals

The University Catalog provides a complete list of institutional and programmatic accreditation and approvals. You may refer to <https://catalog.purdueglobal.edu/policy-information/university-information/accreditation-approvals-memberships/> for additional information.

School of Nursing Administration and Faculty

The School of Nursing offers you the support and expertise of highly qualified and dedicated staff and faculty members. Many faculty members are currently involved in professional practice and contribute knowledge and expertise that enrich the educational programs. A list of the School of Nursing faculty is provided in the Catalog: <https://catalog.purdueglobal.edu/faculty/>.

Administration

To view the School of Nursing administration and faculty, please view this link on our website: https://www.purdueglobal.edu/degree-programs/nursing/faculty-leadership/?_ga=2.176314405.109554735.1654879426-1330436761.1579618025.

Faculty

The faculty members' names and contact information are listed in the Faculty Directory on [Purdue Global Campus](#).

School of Nursing Mission Statement

The Purdue Global School of Nursing provides personalized nursing education to launch and enhance nursing careers that meet changing health care needs in local and national settings.

CHAPTER 2: SCHOOL OF NURSING POLICIES

General Policy Information

For the most current academic policies and procedures, please refer to the [University Catalog](#).

The Catalog includes general information and academic policy information relevant to all students, as well as policies that specifically apply to School of Nursing programs and students, such as the grading scale. Please remember that the student handbook is only to be used as a supplement to the Catalog. We encourage you to review the information in the catalog and handbook.

Resources on Purdue Global Campus (campus.purdueglobal.edu) include the following:

1. Academic Calendar
2. Contact information for various student support services
3. Academic Success Center

School of Nursing New Student Orientation

The School of Nursing provides easy-to-use orientation information for new students. You will receive a notification about the new student orientation before beginning your first term. Every nursing student is expected to complete orientation activities. The orientation provides specific information to help you succeed.

Drug-Free Learning Practice Environment

The Catalog provides general policies and information related to drug use and substance issues. See <https://catalog.purdueglobal.edu/policy-information/student-information-services/conduct/>. The student handbook provides additional policies and information related to maintaining a drug-free learning and practice environment that are specific to the role of professional nurses and the expectations and standards related to the nursing profession and nursing students.

The School of Nursing is committed to maintaining a learning environment free from the abuse or unauthorized use of drugs and/or alcohol. You must be capable of performing without impairment during your education program and must comply with the standards of professional nursing practice related to drug use and substance issues.

Many health care agencies now require drug screenings for all students before any learning activity occurs in the facility. In addition, each state's Nurse Practice Act addresses the issues related to drug and substance abuse and impairment as well as the consequences for violating the defined professional standards. All nursing students are expected to review and comply with University policies, School of Nursing policies and procedures, and their state's Nurse Practice Act as they relate to this topic.

In addition to requiring a drug screening before permitting a student to enter a facility for onsite learning activities, health care agencies reserve the right to require a drug screening for probable cause. You may be required to undergo additional drug screenings based on an assessment of behavior that reflects possible drug or substance use and/or impairment. Any student who refuses a drug screening is presumed to be using drugs/alcohol, which is a breach of the Student Conduct Policy found in the University Catalog.

A student may be immediately dismissed from a nursing program when the following occur:

1. The result of their drug screening is positive or presumed positive.
2. The request for a drug screening was not completed on the date required.
3. Evidence has been obtained that proves the student is using or is in possession of illegal drugs, alcohol, or controlled substances in the classroom, lab, or clinical setting.

In addition to enforcing appropriate academic disciplinary measures, which may include termination from a nursing program, the School of Nursing may be required to report to the appropriate professional agencies (e.g., state boards of nursing) the nursing students who are determined to be in violation of the professional standards related to drug and substance use or impaired practice.

Nursing students are required to know and comply with the expectations for professional responsibility as it relates to the practice of nursing and substance use and abuse. The American Nurses Association (ANA) [Code of Ethics for Nurses](#) states that a nurse will act to safeguard the client and the public when health care is affected by incompetent, unethical, or illegal practice (ANA, 1976). This statement places ethical constraints on a nurse in situations where he or she is aware of impaired practice by a colleague, as well as when a nurse's own personal or professional conduct is in question. It is the professional responsibility of the School of Nursing faculty to support ongoing compliance with policies related to a drug-free learning and practice environment:

1. The School of Nursing complies with the Drug and Alcohol Abuse Awareness and Prevention Policy as outlined in the Catalog. See <https://catalog.purdueglobal.edu/policy-information/student-information-services/conduct/#text>. Students in the School of Nursing are expected to follow the policy as outlined.
2. The School of Nursing complies with the Iowa Administrative Code as it pertains to rules of the Iowa Board of Nursing and its policy regarding substance abuse, specifically the rules regarding felony crimes (Ch. 3, p. 3, #655-3.3 (1) d), accountability (Ch. 6, p. 2, #655-6.2 (5)), and unethical conduct (Ch. 4, p. 6, #655-4.18 (4) h-m). Students in the School of Nursing are required to follow the professional guidelines as stated in their respective state's [Nurse Practice Act](#).

CHAPTER 3: CODE OF STUDENT CONDUCT

Code of Conduct

As a student, you have certain rights and responsibilities. These rights and the associated responsibilities will establish a student code of professional conduct. Primary to this code is the access to an environment free from interference in the learning process.

All students are required to abide by the Code of Student Conduct found in the University Catalog: <https://catalog.purdueglobal.edu/policy-information/student-information-services/conduct/>.

Code of Ethics for Nurses

In addition to the University Code of Conduct and Honor Code, the School of Nursing has established that nursing students are expected to comply with the Code of Ethics for Nurses, as published by the ANA. The Code of Ethics for Nurses is adhered to while you are a nursing student in clinical settings.

The Code of Ethics for Nurses is outlined as follows:

- Provides a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession
- States the profession's nonnegotiable ethical standard
- Expresses nursing's own understanding of its commitment to society

Code of Ethics for Nurses with Interpretive Statements can be found at

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>.

CHAPTER 4: NURSING PROGRAM EXPECTATIONS AND POLICIES

Program Outcomes

Associate of Science in Nursing program outcomes appear in the University Catalog and can be found at <https://catalog.purdueglobal.edu/undergraduate/nursing/nursing-as/>.

School Policies

NEW STUDENT ORIENTATION

In addition to the orientation described in the School of Nursing policies section of this handbook, an orientation to each of your clinical settings may be required throughout the program.

SCHOOL OF NURSING BACKGROUND CHECK POLICY

The University requires that you complete a criminal background check to progress in your program. The background check policy and requirements are found in the University Catalog: <https://catalog.purdueglobal.edu/undergraduate/nursing/nursing-as/>.

Additional state background check requirements include:

- All students completing clinical experiences at healthcare facilities located in Nebraska must complete the Nebraska Department of Health and Human Services (NE DHHS) Child/Adult Abuse and Neglect Central Registry Check.
- All students completing clinical experiences at healthcare facilities located in Iowa must complete the Iowa Department of Human Services Child and Dependent Adult Abuse Check.

NURSING LICENSURE (IOWA STUDENTS ONLY)

Any applicant who is an Iowa licensed practical nurse (LPN) and seeking admission to the nursing program will be denied admission due to any of the following (pursuant to Iowa Administrative Code 655-2.8(5)):

- The applicant has been denied licensure by the Board;
- The applicant's license currently is suspended, surrendered, or revoked in a U.S. jurisdiction; or
- The applicant's license/registration currently is suspended, surrendered, or revoked in another country due to disciplinary action.

PROFESSIONAL PERFORMANCE EXPECTATIONS

Students enrolled in a School of Nursing program are expected to place the highest priority on maintaining the standards of conduct defined by the nurse practice act and the clinical institution as well as those established for nursing professionals. Refer to the Student Conduct section in the Catalog for further information related to behavior and conduct. See <https://catalog.purdueglobal.edu/policy-information/student-information-services/conduct/>.

Student Role

Success in the nursing program requires your dedication and commitment. The admissions process is designed to identify potential students who have the capabilities to succeed in the nursing profession. Professional nursing requires critical thinking skills, mastery of complex content from multiple scientific subjects, mathematical skills, and the ability to consistently demonstrate appropriate judgment, including being able to consistently perform nursing skills safely. As a nursing student, you are expected to demonstrate self-management and be responsible for your own learning, including managing time and energy effectively.

You are encouraged to develop study groups and to use resources and tutoring services available through Purdue Global. You are responsible for seeking assistance if they have questions relating to managing their academic activities. Nursing program staff and faculty, as well as a variety of University departments, are available to support you.

It is your responsibility as a student to achieve the following:

- Gain an understanding of your personal strengths and areas for development to achieve academic and professional goals.
- Master assigned nursing skills through the learning activities and practice, and demonstrate competency of the skills.
- Be directly supervised by faculty when performing all skills until the faculty deems the student has achieved competency. See the following Academic and Professional Performance section for more details.
- Develop the skills to work effectively and independently, as well as within a team.
- Collect and analyze clinical data from multiple sources.
- Be accountable for your own clinical practice activities and verify information as needed to ensure accuracy in providing care.
- Demonstrate awareness and respect for the unique characteristics, culture, and values of the patients, families, caregivers, and members of the health care team or community he or she encounters during the program.
- Contribute to patient learning through preparation of accurate and appropriate information that is presented in a manner that addresses the learning style and condition of the patient and family and/ or caregivers.
- Place patient safety as the first priority.
- Apply concepts learned in one environment to multiple patient populations and environments.
- Seek learning experiences that will increase your effectiveness through collaboration with the faculty.
- Initiate communication with faculty and nursing staff regarding any questions or concerns related to your experience or program.
- Meet any additional requirements of clinical facilities.
- Understand and utilize the appropriate communication. (Note: students should contact the appropriate faculty member based on the question/issue or seek assistance from an advisor if a concern arises.)

It is the faculty's responsibility to achieve the following:

- Establish clear expectations regarding students' responsibilities for course content and patient safety and for complying with the program's policies and clinical sites' requirements.
- Teach new skills, information, and techniques and assist students in applying newly learned concepts to multiple patient populations in various environments.
- Provide clear, objective, and thorough feedback to students and engage the students in active participation toward achieving their academic performance goals and competency in both didactic and clinical performance.
- Serve as role models for professional behavior and safety-focused patient care.
- Facilitate learning by relating the course objectives to the learning opportunities.
- Stimulate students' development of critical thinking skills, including presenting students with specific activities that foster critical thinking.
- Assist students in developing strategies to improve their academic or clinical performance.

Academic and Professional Performance

During all educational activities, you as the student are to demonstrate appropriate professional behavior. The School of Nursing defines professional behavior as conforming to the standards of

skill, competence, or character normally expected of a properly qualified and experienced professional nurse in a work environment.

The following conduct is expected of you as the student:

- You are responsible for being present and properly prepared at the beginning of each learning experience.
- All readings and any preparation activities are to be completed by their due dates.
- Incomplete assignments may lead to exclusion from an immersive learning activity at the instructor's discretion.
- You are to enter immersive learning activities quietly and with respect to the security and privacy of the facility.
- Your personal electronic communication devices are to be powered off for the duration of all immersive learning activities.
- Biological breaks will be afforded accordingly.
- If you are found to be accessing personal or non- school-related electronic communications, you will be asked to leave the activity and the departure will be counted as an absence.
- You are to be in the University-sanctioned uniform for any immersive learning activities.
- If you are present out of uniform will be dismissed for the day and that will be counted as an absence.
- You must treat all students, faculty, staff, patients, and others encountered in the educational setting with respect and demonstrate courtesy and professional behavior at all times.
- Nonprofessional behavior of any kind will be addressed in your evaluation and may result in a lower grade and/or disciplinary action.
- Unacceptable or unsafe student behavior will result in your being dismissed from the educational setting immediately.
- Dismissal from the site for inappropriate behavior is considered an absence and may lead to additional disciplinary action.

Immersive Learning Experiences

CLINICAL SETTING

You as the student must adhere to all policies and guidelines of the clinical agency:

- You may not bring family members or friends to the clinical site during scheduled shifts.
- You may be present at a clinical site only when accompanied or assigned by a faculty member.
- You are to perform all patient care activities under the direct supervision of the faculty and/or licensed personnel.
- You must have been assessed as competent before performing any skill in the clinical environment.
- Medication administration must be directly supervised by the faculty at all times.
- Nursing faculty members may permit you to perform noninvasive nursing skills/procedures without direct supervision after achieving competency; the faculty member remains directly responsible for the care of the patient and the student's performance.

- You may not leave their assigned unit unless authorized to do so by their faculty.
- You are expected to have completed all preparatory assignments before the clinical.
- Unsafe and unprofessional practice or behavior will result in immediate referral to the Academic Program Head and may result in disciplinary action from the Assistant Dean of Students.
- You are expected to provide accurate, complete, and clear communication to faculty, campus staff, and clinical facility staff.
- If you have circumstances not previously addressed, you should contact their faculty member.

CLINICAL DISMISSAL

The physical and emotional safety and welfare of patients and their families are the highest priorities of nursing faculty and students. You must consistently demonstrate appropriate physical and mental competence in the delivery of patient care. In addition, students and faculty must adhere to the current National Patient Safety Goals® (NPSG) standards as outlined in <https://www.jointcommission.org/standards/>.

Criteria for dismissal from the clinical setting:

- The student violates any University or facility- specific policy/procedure.
- The student engages in any unsafe practice or behavior.
- The student is unable to competently perform already-learned nursing skills. The student will be sent to the campus' skills laboratory to be reevaluated for proficiency.
- The student fails to demonstrate physical and mental competence in the clinical areas.
- The student is suspected or confirmed to be under the influence of alcohol or drugs.

If you are unable to adhere to the behavioral expectations of the program, even after counseling, you will be referred for additional disciplinary action. This may lead to removal from the program. The Academic Program Head will evaluate extenuating circumstances leading to two or more absences. Absences in excess of what is permitted will result in failure of the course.

High Fidelity and Virtual Reality Skills and Simulation Based Experiences

Simulation is a safe space to learn, develop, and refine your nursing skills. While simulation is an opportunity to learn and practice your nursing skills, you must also treat the simulation experience as if it were a real-life experience. Purdue Global simulation experiences do not include high stakes evaluation. Evaluation of your learning is completed through course activities that align with course and simulation outcomes.

SIMULATION PREPARATION

Prior to each simulation experience, you will complete the preparation activities listed in the course-specific Immersive Learning Experiences List. The preparatory activities align with nursing skills and concepts included in each simulation experience and support your continued success in immersive learning experiences. The Immersive Learning Experiences list is found within your course.

SIMULATION FACILITATION

Simulated clinical experiences provide you with the opportunity to practice patient care and demonstrate competencies within a safe environment (AACN, 2021). A longitudinal study conducted by the National Council of State Boards of Nursing (NCSBN) concluded that traditional clinical hours can be substituted with up to 50% high quality simulation experiences (Alexander et. al., 2014). Purdue Global utilizes a 2:1 clinical to high-fidelity simulation hour ratio where 2 hours of clinical equals 1 hour of high-fidelity simulation.

Virtual reality (VR) experiences utilize a 1:1 clinical to VR experience ratio, where 1 hour of clinical equals 1 hour of VR simulation.

Your simulated clinical experiences will be facilitated by faculty members and staff trained in simulation pedagogy in accordance with the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Practice.

SIMULATION PREBRIEFING

Pre-briefing provides you with the necessary ground rules and expectations prior to completing a simulation experience. It enhances psychological safety while allowing you to critically think and focus on meeting the objectives of the simulation scenario (McDermott et al., 2021). It is the policy of the simulation center that simulation experience includes pre-briefing. Each pre-briefing experience follows best practice standards set forth by INACSL and utilizes a theory-based tool.

SIMULATION DEBRIEFING

Debriefing is the most critical component in simulation (INACSL Standards Committee, 2021). The goal of debriefing is to reflect and synthesize concepts and content from the simulation and consider how the simulation experience will influence your future nursing practice. It is the policy of the simulation center that all simulation experiences include debriefing. Each debriefing experience follows best practices and utilizes a theory-based debrief tool.

Your pre-briefing and debriefing experiences will be facilitated by ASN faculty who are academically and experientially qualified subject matter experts in course content.

POST SIMULATION

To support quality improvement and continuous process improvement after each simulation experience, you will have the opportunity to complete a Simulation Survey.

IMMERSIVE LEARNING EXPERIENCE EXPECTATIONS

Please note: no food or drink is permitted in the simulation environment.

- You are to be supervised by faculty or staff while in the immersive learning environment.
- Only students, faculty, and staff are permitted in the immersive learning environment.
- You may be asked to assist in the setup and cleaning/dismantling of immersive learning equipment.

- You must prepare for all immersive learning activities as assigned.
- If you are not prepared for immersive learning activities, you will be subject to remediation and/or disciplinary action.
- After successfully completing the requirements of a skill in the laboratory, you may be asked to perform the skill in the clinical area under the direct supervision of the instructor. Refer to the following Progression section for additional information regarding skills proficiency.
- You are directly responsible for the safety of the patient (under the state Nurse Practice Act) and must perform procedures safely under the direct supervision of faculty and/or licensed personnel.
- You are expected to review the Practice Act for Professional Nursing for their specific state.

CLINICAL AND SIMULATION BASED LEARNING UNIFORM

- You are responsible for observing basic grooming behaviors. You must demonstrate acceptable personal hygiene.
- The use of body scents (perfume, aftershave, etc.) is not permitted.
- Clothing must be clean, wrinkle free, stain free, and in good repair.
- The total University uniform, as designated, must be worn.
- Uniform must be well fitting. While jogger-style scrubs may be worn, they must be full-length with no exposed skin.
- Enclosed, regulation nursing or leather shoes with rubber soles must be worn. Open-back shoes, including clogs, are not acceptable. Tennis shoes, sneakers, or any shoe made of pliable fabric with holes of any kind are not acceptable due to the risk of body fluid exposure.
- Neutral-colored undergarments should be worn with the uniform.
- Keep makeup and jewelry to a minimum.
- One small necklace is allowed if it is not visible or within the patient's reach.
- Ear jewelry is limited to one set of small post earrings. More than one earring per ear and other visible piercings are not acceptable. Visible tongue studs, micro dermal anchors, and facial piercings such as eyebrow, nose, and lips will not be permitted. No bars or gauges should be worn on the ears.
- Nails must be medium-short in length. Only clear or neutral-colored nail polish may be worn. Acrylic, solar gel, or other types of artificial nails or nail coatings are not permitted.
- Students are required to cover tattoos. A long sleeve shirt may be worn under the uniform scrub top to cover tattoos. The long sleeve shirt must be black, white, or gray in color.
- Hair is to be neatly groomed. Long hair is pulled up or back away from the face and contained. Only elastic bands or small clips that match hair or uniform color may be worn.
- Hair must not touch the clavicle when leaning forward. Hair color should be a naturally occurring color (blond, brown, etc.) and not dyed in a dramatic manner.
- Male hair, mustaches, and/or beards should be neatly trimmed. An unshaven appearance is not acceptable.
- You must have the following items in their possession when in the clinical or simulation area:
 - Watch with minutes and seconds—smartwatches not allowed at clinical location
 - Bandage scissors, approximately 5–8 inches long
 - Black ballpoint pen and a fine black permanent felt-tip marker

- Stethoscope
- Pen light
- Small pocket notepad
- Textbooks to plan nursing care for assigned patients—instructor will note which textbooks to bring

Dismissal from the laboratory/simulation setting for any reason will be considered an absence and reviewed by the Academic Program Head and Assistant Dean of Students. Absences in excess of what is permitted will result in failure of the course.

Progression

PROGRAM

You must successfully complete the theory and immersive learning components of each course in the nursing program to pass the course and progress in the curriculum. The grading scale used by the School of Nursing appears in the Catalog. See <https://catalog.purdueglobal.edu/policy-information/academic-standards/grades-marks/>.

A failing grade in the immersive learning (CL) component results in failure of the entire course (including theory). Students who do not achieve a minimum grade of 75% overall and/or 80% test grade average for the theory component will not pass the course. Students who achieve a grade of 75% or above for the theory component of the course, but who “fail” the immersive learning (CL) component, will not pass the course. The Repeated Course policy for undergraduate nursing programs appears in the Catalog. See <https://catalog.purdueglobal.edu/policy-information/registration/repeated-courses/>.

During the capstone course, the student must demonstrate readiness to pass the NCLEX through a series of standardized tests to pass the course.

EXAM POLICIES/PROGRESSION CRITERIA

You must earn an 80% or higher cumulative average on unit quizzes and midterm and final exams to pass the course. Students who fail to achieve the 80% threshold on quizzes and midterm and final exams will not pass the course. Students who achieve an 80% cumulative average on quizzes and midterm and final exams will have the remaining Grading Criteria/Course Evaluation points included to determine overall points for the course.

Associate’s degree in Nursing students will have immersive learning skills assessed throughout the program. You must successfully pass all of the assigned skills within each course and will have three attempts to demonstrate proficiency of each of the skills. If you fail (below 80%) on your final attempt, the will result in failure of the course.

COURSE AND CLINICAL EDUCATION EXPERIENCE

You will not be assigned to immersive learning activities until you have met all academic, background check, financial, health information, and immunization requirements.

ATTENDANCE

You are required to attend a virtual onboarding session prior to the start of their first term. In addition, you are required to attend all scheduled immersive learning activities. In addition to the University's Attendance Policy, the following topics address the School of Nursing's expectations. See <https://catalog.purdueglobal.edu/policy-information/registration/attendance/>.

Please view the Catalog for online course attendance requirements. See <https://catalog.purdueglobal.edu/policy-information/registration/attendance/>.

ATTENDANCE POLICY FOR ONSITE AND VIRTUAL ACTIVITIES

Success in this program requires your full commitment, including attendance at all onsite and virtual activities for each course that requires them.

Onsite and virtual activities are subject to the attendance policy.

You are expected to be 10–15 minutes early to onsite and virtual activities to ensure readiness to begin at the start time. A tardy arrival means that the student is 1–10 minutes late. Anything beyond 10 minutes is considered an absence and the student may be dismissed from the activity. Two tardy arrivals are equivalent to one absence.

Any student who has a total of two absences for onsite or virtual activities in any course will automatically fail that course. Extenuating circumstances leading to two or more absences for onsite and virtual activities will be evaluated by the Academic Program Head on a case-by-case basis and may still result in failure of the course.

The Academic Program Head and/or nursing faculty will determine the schedule for any make-up days for missed onsite or virtual activities. Failure to attend a scheduled make-up day may result in a failure.

Clinical facilities may require students and faculty to complete a site-specific orientation. If you do not attend the clinical orientation, you will not be permitted to perform any course clinical hours until the orientation has been completed. You will be considered absent until the clinical orientation is completed.

A student who fails a course as a result of excessive absences from onsite or virtual activities will be subject to the Repeated Courses Policy and Satisfactory Academic Progress Standards.

If you become aware that you will miss an onsite or virtual activity, you must contact the appropriate immersive learning instructor at least 30 minutes before the assigned start time. If you do contact the instructor, this may result in disciplinary action. In the event there is an emergency situation (e.g., a severe accident/injury), you must contact the faculty or Academic Program Head as soon as possible.

All missed hours for onsite or virtual activities must be made up. If hours for missed activities are not completed satisfactorily by end of term, the student will fail the course unless prior arrangements have been made and approved by the Academic Program Head.

When absent from any onsite or virtual activities, it is your responsibility to obtain the information missed. Following an absence, you are expected to be prepared for all assignments for the day of your return, unless prior arrangements with the faculty member have been made.

ETIQUETTE FOR VIRTUAL ACTIVITIES

You are expected to be in uniform for virtual activities and participate with their cameras on. You must be mindful of your background and environment to ensure a professional presentation when on camera. You should participate in virtual activity discussions via audio/microphone as opposed to using the chat box.

MEDICAL RELEASE CRITERIA

The School of Nursing is concerned for the health and well-being of students, faculty, and patients. Any nursing student who wishes to return to immersive learning activities after an extended injury and/or illness will be asked to present the Academic Program Head with a medical release signed by a health care practitioner indicating that he or she is approved to return to activities with/without identified restrictions (see *Medical Clearance to Return to Clinical/Lab/Simulation Form* in the *Prelicensure Student Forms* section). The student will incur any financial responsibility for this medical release.

Preceptor Experience

In your Capstone course, you will have the opportunity to work one-on-one with a preceptor. The preceptorship experience is the culmination of the nursing program, allowing you the opportunity to demonstrate your knowledge, autonomy, and professionalism as you transition into practice. In order to prepare for the preceptor experience, you will be required to fill out a form to provide information on your schedule and location preferences. The School of Nursing will then make efforts to match you with an available preceptor. The School of Nursing does not guarantee you will be placed with any specific site or preceptor or that any particular requests for schedule or location will be granted.

RESPONSIBILITIES OF PRECEPTOR EXPERIENCE

You will receive your assigned preceptor in advance of your Capstone course so that you can arrange a schedule with your preceptor. Once the schedule is determined, you are expected to adhere to those hours. You may need to modify your personal schedule to accommodate your preceptor. When setting up your schedule, please work with your preceptor to plan one make-up day in advance, should your preceptor need to adjust the schedule. If you are sick or otherwise unable to attend a scheduled day with your preceptor, you must notify your preceptor and clinical course instructor immediately.

You will be required to complete **90 clinical hours** with your preceptor in your Capstone clinical course. Please make every effort to complete all 90 clinical hours prior to the end of Unit 9 of the Capstone term.

In addition, before starting your rotation with your assigned site, it is your responsibility to complete any site-required training or compliance documents and review the course learning objectives.

If you are terminated from a preceptorship experience, you must meet with the School of Nursing academic leadership to review the situation. Termination from a preceptor experience may result in course failure and/or disciplinary action under the Code of Student Conduct.

EXPECTATIONS FOR STUDENT, CLINICAL COURSE INSTRUCTOR, AND PRECEPTOR

Communication must occur between you, your course instructor, preceptor, and faculty to ensure that the clinical activities are arranged and occur in a manner that facilitates your achievement of the course outcomes.

STUDENT ROLE WHILE COMPLETING PRECEPTOR EXPERIENCE

As a student, you are required to comply with facility policies, rules and regulations, and apply ethical standards in providing care to individuals across the lifespan. You must behave in a respectful manner, perform in a manner that respects cultural differences, and accept guidance from the assigned preceptor. You must collaborate with assigned preceptors, and be active participants in assessing, diagnosing, and managing care of patients across the lifespan. Throughout the preceptor experience, you as the student are expected to, in accordance with the

Code of Student Conduct and Nursing student expectations:

- Demonstrate professionalism in appearance, behavior, and communication.
- Perform all invasive nursing procedures and medication administrations in the presence of your preceptor. Some examples of invasive nursing procedures include, but are not limited to, foley catheter insertion, IV insertion, wound care.
- Maintain confidentiality and privacy while demonstrating awareness of age, cognitive deficits, spirituality, cultural differences, emotional/mental status, functional deficits, and environmental/social influences of patients.
- Create a climate of mutual trust while interacting with patients.
- Demonstrate knowledge of common lab values and diagnostic studies, and accurately interpret results.
- Demonstrate sound judgment in developing the treatment plan including pharmacology and non- pharmacological therapy.
- Accurately document assessment findings.
- Deliver safe care.
- Act as a guest in the facility.
- Seek opportunities to enhance knowledge and skills.
- Accept and respond to performance feedback in a professional manner.
- Accept personal responsibility for professional development.
- Document evaluation of clinical site, clinical experience and preceptor and submit documents to assigned faculty each shift.
- Be punctual for all scheduled clinical sessions.

CLINICAL INSTRUCTOR RESPONSIBILITIES

An assigned instructor will help facilitate the preceptor experience through collaboration with the preceptor and student. Clinical instructors will assume the following responsibilities:

- Orient students and preceptors to clinical roles and responsibilities.
- Identify clinical objectives with the student and preceptor.
- Communicate periodically with the preceptor and student about progress in meeting goals and provide feedback. A minimum of three meetings through phone, virtual meeting, or in-person conferences per term is required.
 - The first meeting should occur during the first two weeks of an academic term.
 - The second meeting should occur at approximately mid-term (week 4 or 5).
 - A final meeting for the end of the term (week 9 or 10).
- Assess selection of patients within the preceptor environment to ensure adequate learning experiences through periodic review of clinical logs.
- Respond to concerns of the student and preceptor in a timely manner.
- Evaluate student's clinical progress through communication with the student and preceptor, review of clinical log and documentation, and written evaluation by preceptor and faculty.

PRECEPTOR RESPONSIBILITIES

- Introducing the student to the facility staff and providing orientation to the clinical setting.
- Providing guidance to the student, serving as a professional role model, and demonstrating clinical expertise in the area of practice.
- Assuring there is appropriate space and room within facilities for the student's clinical experience.
- Selecting and overseeing appropriate clinical experiences to meet the student's course objectives and clinical expectations.
- Assessing the student's knowledge and skills on an ongoing basis, providing timely formative and summative feedback.
- Participate in scheduled phone calls, virtual meetings, and in-person meetings with the student and faculty member to discuss the student's progress.
- Immediately notifying the designated faculty of any concerns related to the student's behavior or performance.
- Providing the student and faculty with formative and summative evaluation of clinical performance.

Student Nursing Guidelines

ACCIDENTS AND INCIDENTS

Whenever an adverse event occurs involving a student, patient, or resident at a clinical instruction site, the student must follow these steps:

1. Immediately notify the faculty of the incident, whether or not there was actual injury to the student or patient/resident.
2. The nursing faculty will work with the student to achieve the following:
 - a. Seek appropriate medical attention, if required.
 - b. Complete an [Incident Report Form](#).
 - c. Inform the Academic Program Head as soon as possible of the accident/incident.
3. If the student required medical attention, the student will be required to present a signed medical release before returning to any immersive learning activity.

- a. Please have a health care provider complete the *Medical Clearance to Return to Clinical/Lab/Simulation Form* (see *Prelicensure Student Forms*).

EXPOSURE TO BLOOD AND BODY FLUIDS

In addition to the steps previously outlined for accidents/ incidents, further precautions must be followed if a student has been exposed to blood or body fluids. The Centers for Disease Control and Prevention (CDC) defines *exposure* as follows:

1. A needle stick or cut caused by a needle or any sharp object that was actually or potentially contaminated with blood or body fluids (e.g., urine, saliva, sputum, vomit, feces).
2. A contaminant splash to mucous membranes (e.g., eyes, nose, mouth) with blood or body fluids.
3. Prolonged skin contact or exposure to blood or body fluids—especially when the skin is chapped, abraded, or afflicted with dermatitis or somehow otherwise not intact.

Note: If the exposure takes place at a clinical site, the site's policy for exposure incidents supersedes this action plan. It is your responsibility to learn the clinical site's policy and emergency plan as part of your clinical orientation.

Should an adverse event involving blood or body fluids occur, the student must follow these steps:

1. Immediately notify faculty of the incident. Prompt reporting of exposures is crucial to ensure proper medical evaluation and treatment, if necessary.
2. Unless extraordinary circumstances are present, faculty will assist the student in removing contaminated clothing, wiping/washing off visible blood and/or body fluids, and disinfecting the area exposed using warm water and a skin-approved bactericidal. Care should be taken not to use abrasive cleaners that will damage the skin. If blood or fluids get into the eye or come in contact with the mucous membranes, flush the area vigorously with running water.
3. Faculty will assist the student in completing an [Incident Report Form](#).
4. Faculty will inform the Academic Program Head and Clinical Coordinator within 60 minutes of the exposure.
5. Lead faculty and clinical faculty will assist the student in making arrangements for evaluation, testing, and prophylactic treatment at the clinical site. If the site is unable or unwilling to assist, the student will be treated and tested at a designated health care facility or the nearest emergency medical facility.
6. In addition to University requirements, faculty and students must comply with clinical site policies regarding bloodborne pathogens exposure.
7. If warranted, after initial prophylactic treatment, the student will be provided information regarding arrangements for continued prophylactic treatment, follow-up testing, and counseling.
8. In addition to the resources provided by the nursing program, students or faculty members also may call the 24-hour National Clinicians' Post-Exposure Prophylaxis Hotline (PEPLINE) at 888-448-4911 (Toll Free) if there are any questions or concerns.

CONFIDENTIALITY

Health Insurance Portability and Accountability Act (HIPAA) regulations require strict confidentiality of client and facility information obtained for the purpose of providing nursing care and clinical learning.

All clinical discussions must occur in a protected environment and with other individuals on a “need-to-know” basis.

Information about patients/residents obtained from client records, staff, families, and the patient/resident is protected by HIPAA, and the law stipulates that making a photocopy of patient records and/or paperwork that contains client names or identifying information is prohibited. It is the student’s responsibility to be informed of and comply with facility-specific requirements for maintaining patient confidentiality.

Violation of HIPAA or patient confidentiality could result in disciplinary action, up to and including removal from the program.

IMMUNIZATIONS AND HEALTH RECORDS

Documentation of the following requirements must be submitted no later than 2 weeks before the beginning of any course with a clinical component. Late submissions will result in the student’s absence from assigned clinical hours.

- Current American Heart Association CPR certification (also called BLS) at the health care provider level; online and American Red Cross will not be accepted. Certification must be valid during the student’s full tenure in the program.
- Proof of a physical exam no more than 1 year old. The exam must be signed by a licensed medical doctor, physician assistant, doctor of osteopathy, or nurse practitioner.
- Proof of vaccination (or immunity by titer), valid during the student’s full tenure in the program, for the following:
 - Measles, mumps, rubella (for students born after 12/31/56)
 - Varicella (history of disease not acceptable)
 - Tetanus (within the last 10 years)
 - Diphtheria
 - Pertussis
 - COVID-19 or exemption approved by clinical site; note that clinical sites may not permit students to enter without COVID-19 vaccination
 - Hepatitis B series or waiver; note that clinical sites may not permit students to enter without completing all three doses of the hepatitis B vaccine or positive titer
 - Influenza (or proof of allergy to eggs)
 - H1N1 (or proof of allergy to eggs)
 - Meningococcal (if required by clinical sites)
 - Negative tuberculosis status evidenced by either TB skin test or blood test (as defined by CDC standards) required every 12 months; if prior positive test for TB, must submit a negative chest X-ray or medical provider’s clearance
- Other immunizations may be required by specific clinical facilities or by CDC requirements.
- Students may be required to complete a second satisfactory national criminal background check before beginning certain courses that require clinical experiences.

ESSENTIAL FUNCTIONS OF NURSING STUDENTS

Qualified applicants are expected to meet all admissions criteria. Matriculating students are expected to meet all progression criteria, as well as perform these essential functions. All accommodations for students with disabilities are handled via the Center for Disability Services (CDS), a division of the Academic Success Center (ASC). Students with disabilities are responsible for requesting an accommodation. More information on the CDS is available here: <https://www.purdueglobal.edu/academic-support/student-accessibility-services/>.

Functional Ability Category	Representative Activity/Attribute
Gross Motor Skills	<ul style="list-style-type: none"> Move within confined spaces Sit and maintain balance Stand and maintain balance Reach above shoulders (e.g., IV poles) Reach below waist (e.g., plug electrical appliance into wall outlets)
Fine Motor Skills	<ul style="list-style-type: none"> Pick up objects with hands Grasp small objects with hands (e.g., IV tubing, pencil) Write with pen or pencil Key/type (e.g., use a computer) Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) Twist (e.g., turn objects/knobs using hands) Squeeze with fingers (e.g., eye dropper)
Physical Endurance	<ul style="list-style-type: none"> Stand (e.g., at client's side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., CPR) Maintain physical tolerance (e.g., work entire shift)
Physical Strength	<ul style="list-style-type: none"> Push and pull 25 pounds (e.g., position clients) Support 25 pounds (e.g., ambulate client) Lift 25 pounds (e.g., pick up a child, transfer client) Move light objects weighing up to 10 pounds (e.g., IV poles) Move heavy objects weighing 11 to 50 pounds Defend self against combative client Carry equipment/supplies Use upper-body strength (e.g., perform CPR, physically restrain a client) Squeeze with hands (e.g., operate fire extinguisher)
Mobility	<ul style="list-style-type: none"> Twist Bend Stoop/squat Move quickly (e.g., respond to an emergency) Climb (e.g., ladders/stools/stairs) Walk

Adapted from Validation Study: "Functional Abilities Essential for Nursing Practice," National Council of State Boards of Nursing, Inc., 1996.

PRELICENSURE STUDENT FORMS

[Release of Information to Clinical Agencies](#)

[School of Nursing Student Handbook Acknowledgment Form](#)

[Confidentiality Agreement and Consent for Audio and Video Recording](#)

[Medical Clearance to Return to Clinical/Lab/Simulation](#)



Release of Information to Clinical Agencies

I, _____,

Print Student Name

consent to Purdue Global's School of Nursing releasing information from my educational records to clinical agencies to which I have been assigned, upon the agencies' request. This includes my social security number, background check information, immunization records, and/or any other pertinent information that is required to participate in clinical learning activities.

Signed: _____ Date: _____

(Student)

Signed: _____ Date: _____

(Faculty Member)

Printed Name: _____

(Faculty Member)



School of Nursing Student Handbook Acknowledgement Form

I understand that the *School of Nursing Student Handbook* is to be used as an informational resource and is to be used in combination with the *Catalog*. I have been informed of the content of these resources and the information they contain regarding my responsibility to remain informed and in compliance with the University and the School of Nursing policies and procedures.

I acknowledge that I have been informed of the consequences of failure to comply with required policies or regulations related to my performance as a Purdue Global School of Nursing student.

By signing this Acknowledgement, I attest that the information I have provided is true and correct to the best of my knowledge. I understand and agree to the requirements and policies as presented in the *Handbook* and *Catalog*.

Name: _____

Signature: _____

Date: _____



Confidentiality Agreement and Consent for Audio and Video Recording

Purdue Global School of Nursing recognizes that simulated experiences provide opportunities for students to develop nursing student competencies. Simulated experiences are designed to allow students the opportunity to care for patients using the nursing process to improve their nursing judgement.

As a simulation participant, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

Due to the unique aspects of this form of learning, I understand and agree to keep confidential all information regarding the performance of specific individuals and the details of specific scenarios associated with simulated experiences. This includes (but is not limited to) information about patients, interventions, and feedback that is shared in debriefings, and pre- or post-conferences.

All simulation patient information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of the academic honesty policy.

Information obtained during simulation is privileged and confidential regardless of format: electronic, written, overheard or observed. I understand and will observe strict simulated patient and peer confidentiality about the details of the scenario, team member actions, and the debriefing discussions, at all times to which I am both directly and indirectly exposed.

Simulation-based training is designed to challenge participants in a safe environment where mistakes are expected. However, some simulations will be graded experiences but the faculty member will let you know before the event if it is a graded experience. Participants and observers will learn from their own as well as others' mistakes. Because of this, I will maintain strict confidentiality regarding both my performance as well as the performance of others, whether witnessed in real time or on media.

The simulation manikins and standardized patients are to be treated with respect.

As a nursing student, I consent to be involved in simulated clinical experiences as an active participant, observer. I understand that the simulated clinical experiences will be filmed by staff, faculty, or agents of Purdue Global School of Nursing, using audiovisual digital recording equipment, in the nursing laboratories, classrooms, and other locations. I understand that the recordings of simulated clinical experiences will be used to document actions and events related to simulated patient care for educational, research, or administrative purposes. I further understand that as a participant, my performance will be recorded during simulated experiences, and will be evaluated and critiqued by faculty and staff for educational, research, or administrative purposes.

I understand that access to the recordings that are made during simulated clinical experiences will be limited to Purdue Global School of Nursing faculty, staff, administrators, and students (under the direction of faculty). The recordings will be stored under secure conditions and will be erased after two academic terms of filming, unless they are maintained for training and educational purposes only.

I understand that no commercial use of the recordings will be made without my written permission.

_____ I agree to be recorded in simulated clinical experiences as described in this document.

_____ I agree to maintain confidentiality about all activities and information related to simulated experiences as described in this document.

Student Signature

Printed Name

Date

Faculty/Staff (witness to signature)