

DEPARTMENT OF NURSING
in the
**COLLEGE OF EDUCATION
AND ALLIED HEALTH PROFESSIONS**

6800 Wydown Blvd
St. Louis, MO 63105



Fontbonne
UNIVERSITY

NURSING

**BSN PROGRAM STUDENT HANDBOOK
2022-2023**

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NOTICE TO STUDENTS

The policies and procedures in this Nursing Student Handbook are officially subject to review and revision annually.

However, students are advised that the information contained in this handbook is subject to revision at any time during the academic year at the discretion of the university administration and faculty, as professional, state, and federal regulations may mandate change(s) in this document.

It is the student's responsibility to remain current on any revisions made to this handbook and overall amendments of information posted to the university website at www.fontbonne.edu.

The Student Handbook is not a contract and should not be construed as such. Instead, it is intended as a reference point for students regarding the various issues related to attendance in the nursing program.

Dear Fontbonne Nursing Student,

Welcome to the Bachelor of Science in Nursing program at Fontbonne!

I'm so proud that you have considered nursing as your career pathway. You have chosen to become part of one of the 'helping professions,' those who work in service of others. The charism of Fontbonne's founders, the Sisters of St. Joseph of Carondelet, encourages each of us to serve the dear neighbor in need without distinction. I cannot think of a profession for which this motto is more appropriate than for nursing.

As you begin your nursing program, please familiarize yourself with this handbook. In it you will encounter information about the various policies and procedures that will guide your study during the next few years as you complete the curriculum and clinical experiences necessary to achieve your nursing degree and prepare to sit for the nursing boards.

As you will see when you read through the handbook, many expectations are laid out for you as you complete your nursing coursework, but there are also many resources on campus available to assist you during this journey and to help you accomplish your goal of becoming a BSN-prepared nurse. The faculty and staff at Fontbonne are here to teach you, answer your questions and help you achieve your career goals.

While completing your coursework and clinicals as a Fontbonne student, you will also experience our core values of respect, integrity, community, excellence, justice, service, and faith. Along with your knowledge and skills, these values will provide you with the compassion and caring attitude that will make you more than a competent nurse, more than a capable practitioner. You will be a living example of a servant leader!

As you begin your nursing studies on our campus, I wish you both personal fulfillment and success. The world needs more BSN-prepared nurses, and Fontbonne is pleased that through you and your classmates we are responding to this need.

Best wishes,



Nancy H. Blattner, Ph.D., CSJA
President



Dear Nursing Student,

As Director of Nursing at Fontbonne University, I welcome you!

I am so happy that you have chosen Fontbonne to begin your journey to becoming a professional nurse. I assure you that your time here will be filled with inspiring, thought-provoking, and rewarding opportunities to build your nursing career.

I have worked in the wonderful world of nursing since 1991. My time in nursing school was one of the most challenging and FUN experiences of my life. I built many great friendships that I still have today. You will create those lifelong friendships too.

We will get to know one another very well during your program. By the end of the program, we will all feel like "family." I am here to teach, inspire, and support you. I aim to help you thrive by providing you with an intellectually rich and inclusive learning environment that encourages your growth as a nursing student. Please do not hesitate to stop by my office, send me an email, or make an appointment with me.

The founders of Fontbonne University, the Sisters of St. Joseph of Carondelet, encourage each of us to serve the dear neighbor in need without distinction. The Bachelor of Science in Nursing program at Fontbonne University prepares diverse student populations to become professional nurses who practice excellence through ethical, holistic, culturally competent, patient-centered, and collaborative care. I know your servant heart is what has led you here.

Here's to you and the opportunities that await you here! Every moment of your time with us contains possibilities that can change your life in every way.

All the best,

A handwritten signature in black ink that reads "Lisa Merritt". The signature is written in a cursive, flowing style.

Lisa E. Merritt, DNP, RN, CPNP, CHSE
Associate Professor and Director of Nursing
AB 227
LMerritt@Fontbonne.edu
314-889-4789

ACKNOWLEDGMENT STATEMENT

This Student Handbook contains information about program policies and expectations. You are required to review this handbook and to sign a copy of the **Acknowledgment Statement** by the second week of class. Your signed **Acknowledgement Statement** will be housed and secured in the Department of Nursing.

Your signature indicates that you have read the handbook and understand that it may be updated with binding policies as necessary at any time at the discretion of the administration and faculty and that it is your responsibility to remain current on the latest revisions as they are made and introduced.

Your signature indicates that you have taken the **Personal & Professional Nursing Practice Promise** and pledge to adhere to it while participating in all the activities included within the nursing program at Fontbonne University and in your professional nursing practice following graduation for as long as you perform the dignified art and professional discipline of nursing.

Student Signature _____

Printed Name _____

Date _____

Please return this signed form to the Department of Nursing by the second week of the semester.

FONTBONNE UNIVERSITY BACHELOR OF SCIENCE IN NURSING PROGRAM

Welcome to the Nursing Program at Fontbonne University! This handbook has been prepared for use as a guide to the undergraduate nursing program in the Department of Nursing in the College of Education and Allied Health Professions. The Fontbonne University Undergraduate Catalog is an additional source of information that addresses aspects of overall academics and student life at Fontbonne University. This resource is available to students and accessible at <https://catalog.fontbonne.edu/>

You are responsible for reading and adhering to the policies of the nursing program and of the university as described in the above publication. If you have any questions about the content of this resource, please speak to your faculty or academic advisor.

The Fontbonne University Bachelor of Science in Nursing (BSN) faculty recognizes the impact of advances in medical science and technology in the delivery of health care and education by health care clinicians. Our baccalaureate curriculum is designed to prepare graduates for various emerging nursing roles to meet patient health needs across the lifespan in a rapidly changing healthcare environment.

As you begin the Nursing Program, remain ever cognizant of the commitment required of you to achieve academic success. This program is challenging and requires full-time attendance and study. The use of proactive study habits, regular class attendance, participation in study groups, completion of assignments, and meeting with your advisors/mentors will help promote and facilitate your overall success in this program.

PERSONAL & PROFESSIONAL NURSING PRACTICE PROMISE

Today, I answer the academic call to nursing and join my fellow students in promising my commitment to the highest ideals and scholastic standards of my professional nursing education at Fontbonne University.

I recognize and respect that I am entering a profession that is both an art and a discipline in which I have responsibility for the lives and welfare of others. With this obligation comes accountability for my thoughts, words, and deeds. Therefore, as a representative of the Department of Nursing in the College of Education and Allied Health Professions, I promise to adhere to the highest standards of honesty, integrity, accountability, confidentiality, and professionalism in my written work, spoken words, and implemented actions and interactions with patients, families, peers, and faculty.

I promise to work with my colleagues to support one another in the pursuit of excellence in our nursing education and to promote ethical behavior. I will strive to safeguard the health and wellbeing of patients and members of their support groups who have placed their trust in me and will always advocate for their best interest.

I recognize that these responsibilities do not end with graduation but are lifelong endeavors that result in safe, effective, and competent patient care and achieve positive outcomes for every patient at every time with every interaction.

ACCREDITATION

Fontbonne University is accredited by the **Higher Learning Commission (HLC)**.

The Higher Learning Commission
30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602-2504
800.621.7440

The Baccalaureate Nursing Program has initial approval by the **Missouri State Board of Nursing**.

Missouri State Board of Nursing
Bibi Schultz, Director of Education
3605 Missouri Boulevard
Jefferson City, Missouri 65109
573.751.0080 or 417.468.1702

The **Commission on Collegiate Nursing Education (CCNE)** has received and accepted the application for the initial accreditation of the baccalaureate program in nursing at Fontbonne University.

The Commission on Collegiate Nursing Education
One Dupont Circle, NW
Suite 530
Washington, DC 20036-120
202.887.6791

Additionally, the varying colleges, departments, and programs of Fontbonne University are accredited by related and respective governing bodies. The affiliated clinical agencies of the Department of Nursing are accredited by nationally recognized accrediting bodies. A complete list of accrediting agencies can be found at <https://catalog.fontbonne.edu/content.php?catoid=6&navoid=340>.

ABOUT THE PROGRAM

Fontbonne University Mission Statement

Fontbonne University, a Catholic institution founded by the Sisters of St. Joseph of Carondelet, provides transformative education committed to the common good, inspiring students to become global citizens who think critically and act ethically to create a more just world.

Nursing Program Mission Statement

Strengthened by a rich heritage of Catholic ideologies and a chronicled tradition that is steeped in service, the Bachelor of Science in Nursing program at Fontbonne University will prepare diverse student populations to become professional nurses who practice excellence through ethical, holistic, culturally competent, patient-centered, and collaborative care. With a values-driven curriculum, our expertly instructed students will be stewards of the theoretical and clinical knowledge necessary to provide moral distinction in nursing care, common good service, and academic scholarship.

Nursing Program Philosophy

The Department of Nursing in the College of Education and Allied Health Professions is an integral component of Fontbonne University and aligns itself with the institution's permeating quality of commitment to know, love, and serve the truth that unites faith and reason, nature, and grace, the human and the divine. Our philosophy focuses on concepts of clinical competence, excellence in education, holistic care, professionalism, evidence-based practice, and lifelong learning within the scope of nursing knowledge and practice.

This philosophical framework serves to unite these professional nursing constructs:

- Nursing is built upon a solid foundation of ethical and professional standards that focuses on human responses to actual or potential health issues.
- Nursing encompasses a unique body of knowledge that incorporates life experiences and approved practices.
- Nursing continually builds upon the theories and principles from the liberal arts and sciences and is ever mindful of the changing health needs of patient populations.
- Nursing practice is guided by a framework of ethical and professional standards that define the approach to holistic care.
- Nursing seeks to foster adaptation and to promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the life span.
- Nursing embodies the roles of clinician, teacher, consultant, manager, and advocate, enabling the professional nurse to provide holistic care to the patient, ensure safe and positive outcomes, and allow a safe transition to the next level of nursing support along the patient's health continuum.

Organizing Framework

The Department of Nursing believes that human beings, health environments, nursing, and teaching/learning provide the primal structure for the organizing framework of our BSN program. The curriculum is designed to facilitate student learning and to attain distinctive program learning outcomes. Course content and learning experiences progress from simple to complex and from the care of individuals to the care of families, groups, and communities to achieve particular student learning outcomes.

Learning experiences enable the development of knowledge, values, and essential skills required to provide professional nursing care to diverse individuals across the care continuum and lifespan. Throughout, students are challenged to ponder analytically, actively explore, regularly inquire, reflect keenly, and continually learn. Principles of **critical thinking, evidence-based practice, communication, nursing process, holistic care, ethics, advocacy,** and **professionalism** are employed to implement, evaluate, and evolve the curriculum methodically and consistently.

Critical Thinking

“... the ability to think in a systematic and logical manner with openness to question and reflect on the reasoning process. Critical thinking involves open-mindedness, continual inquiry, and perseverance, combined with a willingness to look at each unique patient situation and determine which identified assumptions are true and relevant. A critical thinker considers what is important in each clinical situation, imagines and explores alternatives, considers ethical principles, and makes informed decisions about the care of patients that produce desired outcomes” (Potter et al., 2021, p. 197).

Evidence-Based Practice (EBP)

“... a problem-solving approach to clinical practice that combines the deliberate and systematic use of best evidence in combination with a clinician’s expertise, patient preferences and values, and available health care resources in making decisions about patient care. EBP addresses a clinical problem by looking for the very best scientific and clinical evidence available for treating or managing the problem and implementing changes in practice” (Potter et al., 2021, p. 53).

Communication

“... a lifelong learning process. Good communication skills help to reduce the risk of errors. These skills promote improved patient outcomes and increased patient satisfaction. Therapeutic communication, effective team communication, and collaboration skills are essential to ensure patient safety and optimum patient care. Competent communication maintains effective relationships within the entire sphere of professional practice and meets legal, ethical, and clinical standards of care” (Potter et al., 2021, p. 322).

Nursing Process

“The nursing process represents a universal intellectual standard by which problems are addressed and solved” (Black, 2020, p. 242). *“The steps of the nursing process (assessment, diagnosis, planning and outcome identification, implementation, and evaluation) are the essential core nursing practices developed by the American Nurses Association (ANA) that all registered, professional nurses, regardless of role, population, or specialty, are expected to perform competently. The nursing process enables nurses to deliver holistic, patient-centered care”* (Potter et al., 2021, p. 211). *“This process combines the ‘art of nursing’ with systems theory and the scientific method to produce high level patient care that is both interpersonal and interactive”* (Black, 2020, p. 242).

Holistic Care

“The relationship between body, mind, and spirit affects a person’s health. The Holistic Health Model of nursing promotes a patient’s optimal level of health by considering the dynamic interactions among the emotional, spiritual, social, cultural, and physical aspects of an individual’s wellness. You put your patients at the center of their care and

recognize your patients as the ultimate experts concerning their own health” (Potter et al., 2021, p. 70).

Ethics

“... the study of right and wrong in our conduct. It concerns our obligations to individuals, groups, and society. Acts that are ethical reflect a commitment to standards that individuals, professions, and societies strive to meet” (Potter et al., 2021, p. 294). “The nursing code of ethics is a statement of philosophical ideals of right and wrong that define the principles you will use to provide care to your patients” (Potter et al., 2021, p. 3).

Advocacy

“The application of one’s skills and knowledge for the benefit of another person. As a nurse, you advocate for the health, safety, and rights of patients, including their right to privacy and their right to refuse treatment. Your special relationship with your patients provides the opportunity to make a unique contribution to understanding a patient’s point of view” (Potter et al., 2021, p. 296). “As a patient advocate, you protect your patient’s human and legal rights and aid in asserting these rights if the need arises. You ensure patients have the information necessary to make informed decisions in choosing and using services appropriately” (Potter et al., 2021, p. 38).

Professionalism

“Professionalism in nursing means providing top-quality care to patients, while also upholding the values of accountability, respect, and integrity. Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA).

BSN PROGRAM PURPOSES

- Provide graduates with the essential body of scientific knowledge, the clinical competencies, and the qualities of professional preparation and integrity necessary to begin the practice of professional nursing at the novice level.
- Present a robust curriculum inclusive of liberal arts, science, and nursing courses as a strong foundation to future evidence-based practices, continuing education, and graduate studies in nursing.

GRADUATE COMPETENCIES

The Essentials of Baccalaureate Education for Professional Nursing Practice.

The American Association of Colleges of Nursing (AACN) has identified several components that are essential for all nursing programs. AACN’s *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)* delineates these outcomes: liberal education; organizational and leadership for quality care and patient safety; evidence-based practice;

information management and application of patient care technology; healthcare policy, finance, and regulatory environments; interprofessional communication and collaboration for improving patient health outcomes; clinical prevention and population health; professionalism and professional values; and baccalaureate generalist nursing practice.

Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles of provider of care, designer/manager/coordinator of care, and member of a profession. The BSN program at Fontbonne University has been designed to prepare graduates who have acquired the requisite knowledge, values, and behaviors expected of professional nurses to provide moral distinction in nursing care, service, and scholarship.

Upon completion of this program, the learner will have strengthened proficiency in the following areas:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

- Graduates will be able to relate to people as unique individuals possessing worth, dignity, and potential for self-actualization.
- Graduates will be able to synthesize theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe and effective nursing care.
- Graduates will be able to establish relationships based upon understanding of self and others and of interpersonal and group dynamics.
- Graduates will be able to embody the ideal of lifelong learning and continue to increase their knowledge of best practices and evidence-based care to support enduring excellence in health care delivery.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

- Graduates will be able to practice in a variety of health care settings with patients of all ages and from diverse, sociocultural backgrounds.
- Graduates will be able to participate in quality and patient safety initiatives, recognizing that these are complex system issues which involve individuals, families, groups, communities, populations, and other members of the healthcare organization.
- Graduates will be able to apply concepts of quality and safety, using structure, process, and outcome measurements, to identify clinical questions and describe the process of changing current practice to create an environment of safety and excellence.
- Graduates will be able to encourage interventions that create a culture of caring and be able to foster achievement of safe and quality outcomes in the delivery of care to diverse patients and populations.

Essential III: Scholarship for Evidence-Based Practice

Professional nursing is grounded in the translation of current evidence into one's practice.

- Graduates will be able to apply evidence-based knowledge as the basis for safe, effective nursing practice.

- Graduates will be able to explain the interrelationships among theory, practice, and research and demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
- Graduates will be able to integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care to ensure positive patient outcomes.
- Graduates will be able to describe modalities to resolve identified practice discrepancies between isolated standards and practices that may adversely impact patient outcomes.

Essential IV: Information Management and Application of Patient Care Technology

Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

- Graduates will be able to demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practices.
- Graduates will be able to use standardized terminology in a health care environment that reflects nursing's unique contribution to patient outcomes and use the appropriate language level and literacy when communicating with individuals, families, groups, communities, populations, and other members of the healthcare organization.
- Graduates will be able to recognize the role of information technology in improving patient care outcomes and in creating a safe care environment.
- Graduates will be able to appreciate and to uphold ethical standards related to data security, regulatory requirements, confidentiality, and patients' rights to privacy.

Essential V: Health Care Policy, Finance, and Regulatory Environments

Healthcare policies, including financial and regulatory, directly, and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

- Graduates will be able to demonstrate understanding of health care policy issues, trends, and strategies as they influence accessibility, accountability, and affordability in health care delivery.
- Graduates will be able to discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
- Graduates will be able to use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.
- Graduates will be able to advocate for consumers and the nursing profession.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

- Graduates will be able to compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education, and licensure requirements).
- Graduates will be able to use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.
- Graduates will be able to incorporate effective communication techniques, including negotiation and conflict resolution to produce positive, professional relationships.

- Graduates will be able to advocate for high quality and safe patient care as a member of the interprofessional team.

Essential VII: Clinical Prevention and Population Health

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of BSN generalist nursing practice.

- Graduates will be able to assess protective and predictive factors, which influence the health of individuals, families, groups, communities, and populations.
- Graduates will be able to assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations and use behavioral change techniques to promote health and wellness and manage illness.
- Graduates will be able to use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.
- Graduates will be able to use information and communication technologies in preventive care and participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.
- Graduates will be able to advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.

Essential VIII: Professionalism and Professional Values

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

- Graduates will be able to demonstrate personal and professional responsibility, accountability, and self-direction by acting according to professional standards of moral, ethical, and legal conduct to prevent unsafe, illegal, or unethical care practices.
- Graduates will be able to promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
- Graduates will be able to demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
- Graduates will be able to recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
- Graduates will be able to protect patient privacy and confidentiality of patient records and other privileged communications.

Essential IX: Baccalaureate Generalist Nursing Practice

The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

- Graduates will be able to utilize critical thinking and problem-solving skills, in application of the nursing process, to achieve optimal patient adaptation.
- Graduates will be able to conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and

illness parameters in patients, using developmentally and culturally appropriate approaches.

- Graduates will be able to implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.
- Graduates will be able to communicate effectively with all members of the healthcare team, including the patient and the patient's support network.
- Graduates will be able to deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences and revise the plan of care based on an ongoing evaluation of patient outcomes.
- Graduates will be able to provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.
- Graduates will be able to implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
- Graduates will be able to demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.

PROGRAM & STUDENT LEARNING OUTCOMES

The program learning outcomes of the BSN program generally describe what Fontbonne University aims to accomplish with our nursing curriculum, whereas our student learning outcomes describe in observable and measurable terms what our nursing students will be able to realize as a result of completing a learning experience and/or activity (e.g., course, project, or unit).

Program Learning Outcomes

- **PLO-1:** Incorporate and synthesize theoretical and empirical knowledge, skills, and attitudes from the liberal arts and sciences into professional nursing education and practice.
- **PLO-2:** Apply knowledge and skills of organizational and systems leadership, quality improvement, and patient safety in promoting safe, high-quality care for diverse patients across healthcare systems and environments.
- **PLO-3:** Use current research findings, evidence-based practices, critical thinking skills, health literacy and teaching, and the nursing process to ensure optimum health and wellness.
- **PLO-4:** Incorporate knowledge and skills in using information systems and a range of patient-care technologies to promote and facilitate delivery of safe and effective patient care.
- **PLO-5:** Act as a patient advocate in promoting health, minimizing risk, and preventing adverse patient outcomes by delegating nursing care to members of the health care team based upon their scope of practice and ability and in identifying and influencing factors that affect health care delivery.
- **PLO-6:** Advocate for financial and regulatory healthcare policies, processes, and environments that improve the nature and functioning of the healthcare delivery system and professional nursing practice.

- **PLO-7:** Collaborate and communicate effectively with patients, families, interdisciplinary healthcare teams, and healthcare professionals to promote positive working relationships, improve patient health outcomes, and deliver appropriate patient care.
- **PLO-8:** Use the nursing process to promote individual and population health by assessing factors that influence health and by applying principles and culturally appropriate health promotion and disease-prevention strategies.
- **PLO-9:** Demonstrate consistent application of the core values of the discipline of nursing and the professional standards of moral, ethical, and legal conduct.
- **PLO-10:** Integrate the knowledge, skills, and attitudes expected of baccalaureate-prepared nurses by providing competent, entry-level, professional nursing care to diverse patients and populations across the lifespan, healthcare settings, and multicultural environments.

Student Learning Outcomes

- **Core Knowledge**
 - Integrate theories and concepts from the arts and humanities and the natural and social sciences in professional practice.
 - Incorporate critical thinking, decision-making, and clinical reasoning skills in providing safe and effective care to individuals, families, groups, and communities.
 - Provide culturally sensitive physical, emotional, and psychological care to diverse populations to assist patients, families, and communities in health promotion, maintenance, and restoration. Teamwork & Collaboration
 - Demonstrate strong inter-professional communication and collaboration to provide safe and effective, patient-centered care.
 - Collaborates with interprofessional team members, patients, and their support systems to achieve improved health outcomes.
- **Evidence-Based Practice**
 - Analyze research findings that promote evidence-based nursing practice.
 - Formulate nursing practice decisions, utilizing scientific research, evidence-based protocols, and other appropriate data sources to ensure that best practices are being incorporated into care of patients, families, and communities.
- **Quality Improvement**
 - Contributes to evidence-based nursing practice by participating in improvement strategies/processes, including the use of data to design, implement, and evaluate outcomes to improve the quality and safety of healthcare systems.
 - Recognize nursing's role in shaping health care delivery.
- **Leadership & Management**
 - Use leadership skills and knowledge of healthcare, financial, and regulatory systems to advance high-quality, safe, effective, and professional practice.
 - Recognizes the competencies and skills required of an accountable leader and manager while applying principles of organizational process and resource allocation to promote quality care and patient safety.
- **Professional Growth & Development**
 - Integrate Fontbonne University's and professional values into the professional nursing practice.
 - Develop a plan for professional growth and development and lifelong learning.
 - Demonstrate evolving competence in a professional nursing role within a dynamic, multicultural, global society.
- **Healthcare Policy**

- Understand and consider the impact of healthcare policy, finance, and regulatory environments on care delivery.
- Demonstrate behaviors consistent with the legal and ethical framework of nursing.
- **Population-Based Care**
 - Examine principles of prevention and health promotion in providing care to individuals, families, groups, and communities.
 - Partner with interprofessional health care teams to design and provide safe and effective health care that promotes population wellness.
- **Technology Integration**
 - Utilize information and technology to deliver safe and effective care in a variety of multicultural settings.
 - Provide care with an understanding of the influence of health care technology on the delivery of safe and effective, patient-centered care.

NURSING MAJOR FOUR-YEAR CURRICULUM PLAN

General Education taken in the freshman and sophomore years provides Fontbonne University graduates with a true liberal arts education, designed to prepare them to become ethical and informed global citizens who can contemplate complex ideas and generate creative solutions. General Education requirement information can be found at <https://catalog.fontbonne.edu/content.php?catoid=6&navoid=347>.

The curriculum plan for the pre-licensure traditional baccalaureate nursing degree contains 123 credit hours. It consists of two years of liberal studies and prerequisites at the freshman and sophomore level and two years of nursing and support courses at the junior and senior level.

| BSN FULL-TIME FOUR-YEAR CURRICULUM | | | |
|---|-----------|--|-----------|
| FALL I | CR | SPRING I | CR |
| BIO 220 Anatomy and Physiology I | 4 | BIO 222 Anatomy and Physiology II | 4 |
| ENG 101 Composition I | 3 | ENG 102 Composition II | 3 |
| LIB 199 Information Literacy | 1 | History, Fine Arts, or Literature | 3 |
| INT 105 Mission Core I | 3 | Oral Communication | 3 |
| MTH 105 College Algebra | 4 | MTH 115 Statistics | 3 |
| | | State and Local Government | 1 |
| Total Credit Hours | 15 | Total Credit Hours | 17 |
| FALL II | CR | SPRING II | CR |
| PSY 200 Developmental Psychology | 3 | Philosophy | 3 |
| History, Fine Arts, or Literature | 3 | Religion | 3 |
| Principles of Nutrition | 3 | BIO 240/245 Microbiology for Health Professions | 4 |
| General Chemistry | 4 | Diversity and Justice | 3 |
| PSY 100 Introduction to Psychology | 3 | Computer and Information Systems | 3 |
| | | NUR 210 Introduction to Professional Nursing Practice | 2 |
| Total Credit Hours | 16 | Total Credit Hours | 18 |
| FALL III | CR | SPRING III | CR |
| NUR 310 Fundamentals of Professional Nursing Practice | 6 | NUR 340 Adult Health Nursing I | 8 |
| NUR 320 Health Assessment for the Professional Nurse | 5 | NUR 350 Nursing Research & Evidence-Based Practice | 3 |
| NUR 330 Pathophysiology for the Professional Nurse | 4 | NUR 360 Pharmacology for the Professional Nurse | 3 |
| Total Credit Hours | 15 | Total Credit Hours | 14 |
| FALL IV | CR | SPRING IV | CR |
| NUR 410 Women's Health & Pediatric Nursing | 4 | NUR 440 Adult Nursing II | 8 |
| NUR 420 Mental Health Nursing | 4 | NUR 450 Transition to Professional Nursing Practice | 3 |
| NUR 460 Community and Public Health Nursing | 5 | NUR 430 Leadership, Finance, and Healthcare Policy in Professional Nursing | 3 |
| NUR 470 Topics in Professional Nursing | 1 | | |
| Total Credit Hours | 14 | Total Credit Hours | 14 |
| TOTAL CREDIT HOURS = 123 | | | |

CREDIT HOURS ASSIGNMENT POLICY

This policy outlines the process for determining credit hours awarded to courses and programs and the procedures in place for appropriate awarding of institutional credit.

1. Fontbonne utilizes a semester calendar and awards semester credit hours to all forms of instruction at both the undergraduate and the graduate levels. While instruction is normally scheduled in 15-week semesters, a variety of other formats are also available.
2. Regardless of the mode of instruction or the length of time (full-semester or shortened), all sections of a course are expected to be consistent in terms of learning outcomes, quality, and assessment procedures.
3. In accordance with federal guidelines and Higher Learning Commission standards, a credit hour is defined to be an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is the equivalent of:
 - a. On average, not less than 50 minutes of classroom, synchronous, or direct faculty instruction and a minimum of two hours of out of class student work each week for 15 weeks of a semester (2,250 minutes of direct instruction for a 3-credit hour course) or the equivalent amount of work in a shorter period of time, or
 - b. At least an equivalent amount of work as outlined in (a) for other academic activities that are awarded credit such as laboratory work, internships, practicums, and art studios. Academic experiences such as laboratory work may have more in-class required time than an equivalent lecture to compensate for work that cannot be completed out of class. This standard implies that students in an externship, for example, should complete at least 45 clock hours of activity, including preparation, planning, and follow-up.
4. Courses that do not have the required face-to-face or synchronous contact time, for example, blended or asynchronous online courses, can demonstrate that they have met the credit hour standard by:
 - a. Covering the same material in the same depth as a face to face or synchronous version of the course, or
 - b. Being evaluated by the department or a peer reviewer for content and rigor.
5. Credit hours for new courses are approved during the creation of a course. Therefore, monitoring for appropriate credit hours occurs by the faculty through the Undergraduate Curriculum Committee or the Graduate Academic and Curriculum Committee and by the administration (through their representatives on these committees).
6. The Office of the Registrar is responsible for ensuring that all face-to-face and synchronous courses meet the standard above regardless of the length of the course.
7. The Director of eLearning is responsible for ensuring that all asynchronous online courses meet the standard above.
8. Department chairs and deans will periodically review syllabi for compliance with the standards above.

CREDIT HOURS CONVERSION

Nursing (NUR) courses will be treated similar to other courses at Fontbonne University:

- 1 credit hour of theory is equivalent to 12.5 clock hours of seat time
- 1 credit hour of laboratory/simulation is equivalent to 30 clock hours
- 1 credit hour of clinical is equivalent to 45 clock hours.
- Credit hours are broken into theory, laboratory/simulation, and clinical hours.
 - For example, for a course listed as 6 hours (3/2/1), the course is considered to have:
 - 3 credit hours of theory (37.5 clock hours)
 - 2 credit hours of lab/simulation (60 clock hours)
 - 1 credit hour of clinical (45 clock hours)

AWARDING CREDIT HOURS FOR CLINICAL EXPERIENCES

In the nursing program, 1 credit hour for clinical practicum is equivalent to 45 hours of direct care hours.

1. Direct care refers to the nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long-term care, home health, community-based settings, and educational settings (AACN Essentials, 2008). This can include student teaching to a community group, diabetes screenings, or a flu vaccine clinic. Examples that are NOT direct care include:
 - a. Poster presentation in a library not based upon current assessment or any follow-up evaluation.
 - b. Skills lab practicing clinical skills
 - c. Assessment of virtual, simulated, and/or standardized patients
 - d. Windshield survey without follow-up assessment and use of data to improve population health
2. Formula: 3 credits x 45 hours = 135 hours for a 15-week term.
 - a. To earn 3 hours of clinical credit over a 15-week term, the student is required to be at the clinical site.
 - b. Preconference, debriefing, and post conference are included in this 135-hour calculation.
3. Use of simulation lab, with high-fidelity mannequins, and or standardized patients can be counted toward but not replace the entire clinical direct care experience. Skills lab does not count toward the direct care experience.
4. Use of simulation for clinical hours is based upon review of other accredited and leading university BSN nursing education programs. Fontbonne University does allow the 2:1 ratio in the actual simulation environment. One hour in the simulation labs can be calculated as 2 hours of direct care clinical.
 - a. Simulation activities must follow the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice: Simulation. <https://www.inacsl.org/inacsl-standards-of-best-practice-simulation/>
 - b. Simulation designs must be detailed, documented, and include learning outcomes and objectives as well as evaluation strategies of each planned scenario/case study. This information must be presented to simulation faculty prior to facilitating the simulation scenario. Pre-briefing and debriefing must be part of the simulation experience.

- c. Course faculty will file with the Director of Nursing a copy of the simulation design completed prior to the class time, analysis of the student evaluations, and comments of strengths and opportunities for improvement.

ADMISSION & PROGRESSION

Admission Requirements

- The selection process for admission to the Department of Nursing in the College of Education and Allied Health Professions at Fontbonne University is based upon a review of applicants' personal and academic records.
- Undergraduate applications are reviewed as they are received, and admission decisions are made as each review is completed.
 - o Early application is recommended since admissions are closed when each class is filled.
 - o Applicants who are not eligible for direct admission to the program are encouraged to pursue appropriate preparatory classes, including College Algebra (MTH 105), Statistics (MTH 115), Anatomy and Physiology I & II (BIO 220/222), Microbiology/Lab for Health Professions (BIO 240/245), General Chemistry, and Developmental Psychology (PSY 200).
- Fontbonne University maintains a strong commitment to diversity to increase the number of faculty, staff, and students from all backgrounds and does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law in employment or in the administration of its educational policies, admission policies, educational programs, scholarship and loan programs, or athletic and other programs and activities.
- Fontbonne University adheres to the principles of a holistic admission process in which selection criteria are broad-based and linked to our mission and philosophy. While we do recognize academic metrics, we also consider applicant experiences, attributes, potential for success, and how candidates may contribute to the university's learning environment and to the nursing profession. The Department of Nursing uses a holistic admission rubric to evaluate candidates with less than a 3.0 grade point average. Experiences such as healthcare experience, volunteer or leadership experience, science GPA, and ability to contribute to the diversity of the nursing department and nursing profession are evaluated.

Freshman

- All applicants are directly admitted to the program through the Office of Admissions.
- Students interested in pursuing a Bachelor of Science in Nursing at Fontbonne University must fulfill the following requirements for consideration:
 - o High school GPA of 3.0 or higher on a 4.0 scale OR high school GPA of ≥ 2.75 with ≥ 2.5 GPA in science courses (behavioral, biological, chemical, and physical).
 - o High school or college entry-level chemistry and biology courses with a grade of C or better.
 - o An official high school transcript must be submitted. Students must earn a high school diploma from an accredited school or have an acceptable score on the General Education Development Test (GED) prior to starting classes. Extracurricular activities are considered in the admission decision.

External Transfer Students

- Entry into the traditional nursing program for external transfer students is limited and is dependent upon space availability within the program, which in some years results in no external transfer students being admitted. In years where space is available, there may be more applicants than spots available, so entry is not guaranteed.
- All undergraduate students with college credit may be eligible to apply and must fulfill the following requirements for consideration:
 - Transfer GPA of 3.0 or higher on a 4.0 scale OR transfer GPA of ≥ 2.75 with ≥ 2.5 GPA in science courses (behavioral, biological, chemical, and physical).
 - Students must complete Human Anatomy and Physiology 1 and 2, Microbiology, College Algebra, Statistics, General or Organic Chemistry, Principles of Nutrition and Lifespan Human Growth and Development with a grade of a C or better prior to entry into the junior year of the nursing program. Transfer students may have completed some or all these courses at time of entry to Fontbonne. Transferring courses must have been taken within the last 5 years with only one repeat total of all math and science courses allowed. If extenuating circumstances caused the student to repeat more than one math or science course, the student may request a waiver of this requirement by submitting a letter of explanation with his/her application.
 - Extracurricular activities are considered in admission decisions.

Current Students & Internal Transfer Students

- Students who enroll as new freshmen at Fontbonne University in a department other than nursing and wish to change their major to nursing will be the second group considered for admission after the students who enrolled as new freshmen in the Department of Nursing in the College of Education and Allied Health Professions at Fontbonne University and must fulfill the following requirements for consideration:
 - Minimum 2.75 cumulative undergraduate GPA AND minimum 2.5 cumulative GPA on core science prerequisite courses (Human Anatomy and Physiology 1 and 2, Microbiology, General or Organic Chemistry, and Lifespan Human Growth and Development)
 - Ability to demonstrate successful completion of math and science courses, preferably at Fontbonne University within the last 5 years with only one repeat total of all math and science courses allowed. If extenuating circumstances caused the student to repeat more than one math or science course, the student may request a waiver of this requirement by submitting a letter of explanation with his/her application.

PROGRESSION & RETENTION POLICY

Progression and retention in the Department of Nursing in the College of Education and Allied Health Professions at Fontbonne University is dependent upon the student's ability to meet established academic standards and comply with student health, security, and CPR requirements. The following requirements are necessary for progression and retention in the baccalaureate nursing program:

1. Successful completion of all required general education and nursing courses within the BSN curriculum is defined as a C or better.
2. Students must maintain a nursing (NUR) course content GPA of 2.0 or better.
3. If the GPA falls below the expected requirement, the student will be dismissed from the nursing program. Counseling related to other majors or options will be provided.
4. The following grading scale is used for ALL nursing (NUR) courses:

| GRADE | PERCENTAGE | GPA |
|-------|--------------|------|
| A | 100 - 94% | 4.0 |
| A- | 93 - 91% | 3.75 |
| B+ | 90 - 88% | 3.5 |
| B | 87 - 85% | 3.0 |
| B- | 84 - 83% | 2.75 |
| C+ | 82 - 81% | 2.5 |
| C | 80 - 78% | 2.0 |
| D | 77 - 70% | 1.0 |
| F | 69% or below | 0.0 |

5. To pass ALL nursing (NUR) courses, the student must:
 - a. Earn an exam average of 78%
 - b. Other grades (homework, quizzes, papers, etc.) will NOT be included unless the exam average is 78% or greater.
 - c. If the exam average is 77.9% or below, ancillary course grades WILL NOT be included to elevate the exam average to 78% or greater.
 - d. Students MUST earn 78% or greater to pass a nursing (NUR) course.
6. NO grades will be rounded up.
 - a. 77.9% is NOT rounded up to 78% and is considered a failing grade in the course. Likewise, 90.8% is not rounded up to 91%.
7. Students must receive satisfactory performance in the clinical component for the student to pass the course. To receive a satisfactory clinical grade, all clinical requirements must be completed; these include but are not limited to the following:
 - a. All clinical reports, journals, concept maps and/or care plans, and written evaluations from the student.
 - b. All clinical evaluation tools with student evaluation of clinical performance and completion of clinical objectives completed at midterm and end of semester.
 - c. The accrual of two (2) unsatisfactory clinical evaluations at any time during a clinical component will be recorded as a failure.
8. At any time, students who are not making satisfactory progress toward course objectives will be notified in writing and offered counseling to develop a plan for remediation. Failure to comply with the recommendations in this plan may result in failure of the course.
9. Any fully admitted, pre-license BSN student who withdraws from a nursing (NUR) course, with the exception of a filed exceptional circumstances withdrawal, is considered to be out of sequence with their cohort and must reapply to the program with a subsequent cohort.
10. Students must adhere to the standards of conduct outlined in the *ANA Code of Ethics for Nurses*. Students are also expected to demonstrate comportment and professional behavior consistent with Fontbonne University's philosophy and conceptual framework as expressed in the *Student Life Policies* under the *Code of Student Character & Conduct*. Failure to do so may result in dismissal from the nursing program and from Fontbonne University.

11. Students must demonstrate safe practice in the care of patients and exercise appropriate judgment as beginning-level clinicians. Students who demonstrate unsafe behaviors in the practice setting may be removed at any time a faculty member determines that the student is clinically unsafe and poses a significant risk to patients. Students removed from a clinical course for patient safety reasons will receive a grade of "F" in the course.
12. In order to participate in clinical practicum, students will be required to successfully complete the following: criminal background checks, TB testing, health compliance screenings, required vaccinations, and CPR training.
13. Freshman Direct Admit Students who have repeated more than one core math/science course or whose content or overall GPA is below 2.5 following the first summer (third semester of first year) will no longer be guaranteed a seat in the junior cohort of the BSN program. Application to the nursing program will be based on review and availability after nursing prerequisite courses have been completed. However, students will continue to retain their Fontbonne University status and will be counseled accordingly by the Director of Nursing and their academic advisors and encouraged to pursue adjacent fields of related and recommended academic study (i.e., psychology, One Health, exercise science, humanities, social work, dietetics, speech language pathology, and other majors).

AT-RISK STUDENTS POLICY

Fontbonne University retains a formal policy to assist high-risk students in developing strategies to promote successful progression through the nursing program.

Students who fall under the category of high- and/or at-risk have a pattern of:

- Risk of academic failure(s) as evidenced by failing examination grade(s)
- Risk of clinical failure(s) as evidenced by not meeting clinical objectives
- Personal issues that disrupt the learning process
- Financial burden(s)

When a student is identified as at-risk, steps to assist the student will include (but not be limited to):

- For examination failures
 - Meet with the course coordinator after first examination failure. Complete a remediation contract.
 - Be referred to the Director of Nursing after the second examination failure.
- For clinical performance concerns
 - Coordinate with the clinical instructor to develop a written plan of correction for unsatisfactory clinical performance before the next clinical week.
- Referral to the Academic Early Alert System, the Kinkel Center, the Counseling and Wellness Office, academic subject tutors, workshops on note taking, test-taking skills, time and stress management, financial resources, and other services as needed
- Continue with the remediation process until the student demonstrates a pattern of progression or success.

DISMISSAL

1. The student who fails to meet the stated requirements of the nursing program regarding grades, progression, and retention may be advised to change career goals or required to leave the program.
2. Students earning a grade of 77.9% or below in any nursing (NUR) course will be dismissed from the nursing program.
3. A student may be dismissed from the nursing major for behavior or actions which threaten the health or safety of clients/patients. This includes behaviors indicative of drug or alcohol abuse.
4. A student may be required to withdraw from a clinical course at any time during the semester when her/his clinical performance is such that the student jeopardizes patient safety or requires an excessive amount of supervision which interferes with the instructor's ability to adequately supervise other students in the clinical group.
5. Evidence of plagiarism, false documentation or cheating constitutes grounds for dismissal.

LEAVE OF ABSENCE (LOA)

1. A student may request a personal or academic leave of absence (LOA) after the successful completion of at least 14 credits of nursing. The LOA can be for a maximum of one academic year.
2. The student must complete a [request for leave of absence form](#) obtained from the registrar's office.
3. Readmission into the BSN program will be dependent upon the availability of clinical space. If the number of applicants exceeds available space, applicants may be deferred to a subsequent semester. Readmission to the nursing program is *not guaranteed*.

READMISSION

A student seeking readmission who has been academically dismissed or who has withdrawn from the nursing program must submit the required documents.

1. A completed admission application form.
2. A letter addressed to the Director of Nursing and Fontbonne's Undergraduate Academic Committee requesting readmission **with the following points**: Description of the reason(s) for being dismissed or withdrawn from the program;
 - a. Identify the behaviors for the dismissal or withdrawal;
 - b. Steps the student took during the period of absence to prepare her/himself to return to the program;
 - c. Plan for the implementation of changes that will promote success.
3. Payment of registration fee after admission decision.

Readmission into the BSN program will be dependent upon the availability of clinical space. If the number of applicants exceeds available space, applicants may be deferred to a subsequent semester. Readmission to the BSN program is *not guaranteed*.

Readmitted students will be required to update their criminal background check, CPR, drug screen, and required immunizations by the designated due date. If readmitted, requirements will be provided at the time of the decision.

DISMISSAL & READMISSION APPEALS

Students may be dismissed at any time from any program at Fontbonne University for a variety of non-academic offenses and will not be readmitted to Fontbonne University. These include but are not limited to behavior or attitudes unworthy of a good campus citizen, unsatisfactory financial record, or violation of any policy of Fontbonne University.

For the nursing program, student nurses are expected to always think and act professionally, to maintain a culture of dignity and safety for peers, faculty, facility staff, and patients in all venues, including classroom, conference, and clinical settings. The faculty reserves the right to dismiss any student from the nursing major who demonstrates unsafe and/or inappropriate professional judgement or behavior. This includes but is not limited to conduct that is disruptive, aggressive, confrontational, abusive, attacking or belittling, socially or medically unacceptable or unethical in online or written messaging, in the classroom, laboratory, faculty office, and or clinical settings with peers, faculty, facility staff, and/or patients and their families. Such conduct is further identified in the Missouri Nurse Practice Act, the ANA Code of Ethics, Fontbonne University Policies described in the Undergraduate Catalog, the Griffin Scratch Student Handbook <https://www.fontbonne.edu/griffinscratch/> and the Joint Commission Sentinel Event Alert # 40 description.

In situations where a student has been dismissed from the nursing program due to unsafe clinical practice, disregard for patient safety, unprofessional behavior, threatening tactics, or any behavior that would preclude the student from obtaining professional licensure, dismissal from the program is final, and the student will not be readmitted to the nursing program.

Students who have been dismissed from the nursing program due to poor academic performance, personal challenges, behavioral issues, etc. may be eligible to apply for readmission to the nursing program and will undergo a rigorous reentry process.

- The student may appeal the decision by submitting a letter of appeal to the Dean of the College of Education and Allied Health Professions within 30 calendar days of being dismissed as indicated by the date of the dismissal letter.
- The Dean will consult with the Director of Nursing to obtain discipline-specific information and/or guidance.
- Appealing a dismissal is not a guarantee of readmission.
- Appeal letters should be formally written and include the following information:
 - The reasons for the student earning the grades that led to their dismissal
 - What has changed that will alleviate the reasons listed for point number one.
- Second dismissals are final; appeals will not be considered for second dismissals.

GENERAL APPEAL POLICIES & PROCEDURES

The Academic Appeals Committee, a committee with accountability to the Faculty General Assembly, guarantees the right to a hearing by any student. It has binding decision making authority for academic appeals. Five elected full-time faculty members and eight students, four undergraduate and four graduate students, selected through the Office of Academic Affairs, will serve on the committee. At any hearing four faculty members including the chair, and three students (undergraduate students if an undergraduate appeal, graduate students if a graduate

appeal) will be selected to hear the appeal. The Committee is chaired by one of the elected faculty members. The chair has a voice, but only a vote in the case of a tie.

In all cases, the process requires that students first attempt informal resolution of the matter by working with the faculty member or the Director of Nursing. If attempts at information resolution fail, the student is then advised of the appeal processes by the Office of Academic Affairs.

If a student wishes to appeal an academic issue other than a recorded final grade, the student must consult with the Office of Academic Affairs as to the appropriate policy or process to be followed as it relates to the appeal issue. This consultation is handled preferably in person but may be handled by telephone or by email. If the student wishes to pursue the appeal, within one calendar week following the consultation, the student must provide the Office of Academic Affairs with a formal letter of appeal which will be directed to the appropriate individual for resolution. If it is determined that the issue needs to go before the Academic Appeals Committee, the chair of the Committee will invite the student and whomever the Committee deems appropriate to a hearing to be scheduled within three calendar weeks of the submission of a formal letter of appeal. If necessary (i.e., an appeal by an out-of-town student), the hearing may be handled by conference call. A decision will be rendered at the end of the hearing.

If a student wishes to challenge a recorded final grade, the student must begin the appeal process no later than three weeks into the next fall or spring semester. Students should attempt to resolve a grade complaint in conversation with the professor before beginning a formal appeal. If the matter cannot be resolved, the student should begin the appeals process, as described below.

1. The appeal process begins as the student must put into writing the reasons the individual believes the grade is incorrect.
2. The student must then provide this rationale to the instructor of the course.
3. If the instructor changes the grade to the student's satisfaction, the process ends there.
4. If the instructor does not agree, then the instructor will put into writing the explanation for the grade.
5. If the student chooses to continue the appeal, this individual will bring the written documentation of the student and instructor to the department chair.
6. If the department chair changes the grade to the student's satisfaction, the process ends there.
7. If the department chair does not agree, then the department chair will also put into writing the explanation for the denial.
8. If the student wishes to continue the appeal, this individual then brings all the written materials collected thus far to the dean of the university.
9. If the dean changes the grade to the student's satisfaction, the process ends there.
10. If the dean does not agree with the student, the dean will put into writing the reasons for the denial.
11. If the student chooses to continue the appeal, this individual should then bring all the existing written documentation—from the student, the instructor, the chair, and the dean—to the Vice President for Academic Affairs.
12. The Vice President for Academic Affairs will then convene the Academic Appeals committee.

The Academic Appeals committee will consider the student appeal at its next scheduled meeting. The Appeals committee normally meets once per semester. If the Appeals committee

finds against the student, the decision is final. People at each level of responsibility in the appeal are expected to respond in a timely manner—normally within a week.

In addition to the academic appeals process, students and employees have a variety of avenues to file a formal complaint seeking redress from the university. Our complaint policy (<https://www.fontbonne.edu/consumer-information/>) ensures that university leadership responds in a timely manner to complaints and analyzes them for continual improvement. In addition, Fontbonne informs students and employees of their rights to file complaints regarding Title VI, Title VII, Age Discrimination, Section 504/ADA complaints, and any other complaint covered by Fontbonne's Notice of Non-Discrimination.

Academic Appeal Regarding Matters Other Than Grades

If an undergraduate student wishes to appeal an academic issue other than a recorded final grade, the student must consult with the Office of Academic Affairs as to the appropriate process to follow as it relates to the appeal issue. Within one calendar week following this consultation the student must provide a formal letter of appeal to the Office of Academic Affairs, which will then direct the letter to the appropriate individual/committee for resolution.

Student Complaint Policy

Fontbonne University is dedicated to providing an excellent educational experience for all students. The university recognizes the importance of resolving student concerns and grievances in a timely and effective manner. In registering concerns and filing appeals, Fontbonne students must follow the policies and procedures that have been established by the university or within the unit about which the concern is being filed. Generally, these policies and procedures require that students begin by discussing the matter with the staff, faculty, or department in which the issue originated. Notable exceptions include complaints alleging discrimination or harassment.

If a student believes that a policy or procedure has been incorrectly or unfairly applied in a particular case, or a complaint does not fall within a specific policy, and efforts to resolve the concern have not been successful, the student may file a formal complaint.

A formal complaint is defined as any nontrivial complaint, either academic or nonacademic, that is submitted formally in writing by a student to a member of the Executive Leadership Team or to the Director of Human Resources either through:

- A written complaint
- An email sent from a verified student email account
- The Fontbonne University Complaint Form via this link: [complaint form](#)
- One of the mechanisms defined for Title VI, Title VII, Age Discrimination, Section 504 complaints, or any other complaint covered by Fontbonne's Notice of Non-Discrimination.

Not every written communication from a student is considered a complaint. For example, the following would not be considered complaints: requests for exception to university policies, written letters expressing a general dislike of a university policy, and complaints submitted to a person other than a member of the Executive Leadership Team or Director of Human Resources.

Upon receipt of a formal complaint, the office or person that receives the complaint will acknowledge the complaint. Formal complaints about a faculty or staff member in an academic

department or regarding a course or academic program will be directed to Academic Affairs. Other formal complaints will be directed to the Vice President responsible for the department or individual against which the complaint is made. Formal complaints about a Vice President will be directed to the Office of the President. Each person or office who receives a complaint will maintain a record of when the complaint was received, any actions taken, and the final resolution. Students should receive an official response to complaints within 30 days. The receiving office will send notice of the final resolution to the Office of Academic Affairs, which maintains a record of all formal complaints. The Executive Leadership Team will semiannually review formal complaints to improve university processes.

Nothing in this policy shall be construed to be construed to modify any procedures for handling complaints covered by Title VI, Title VII, Age Discrimination, Section 504 complaints, or any other complaint covered by Fontbonne's Notice of Non-Discrimination.

Missouri Department of Higher Education & Workforce Development (MDHEWD) serves as the clearinghouse for complaints concerning colleges and universities authorized to operate in the State of Missouri, acting on those within its purview, and forwarding those that are not to other entities for their appropriate action. Per MDHEWD policy, exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the Department.

Related MDHEWD web links:

- The complete MDHEWD complaint policy:
 - <https://dhewd.mo.gov/policies/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf>.
- The Missouri Attorney General's Office:
 - <http://ago.mo.gov>

NURSING & ACADEMIC ADVISING

Program advisement includes an advisor and advisee relationship whereby the advisor serves as a guide in achieving academic, career, and personal goals through the use of the full range or institutional and community resources. Activities include but are not limited to advisement regarding course selection/registration semester scheduling, course/program withdrawal(s), leave of absence(s), initiation of formal appeal(s), monitoring academic progress of junior and senior baccalaureate nursing students, and other student success-oriented support services. Program advisement processes are also utilized to assist students in the interpretation of departmental policies and the utilization of institutional and community resources as appropriate.

Students are advised on a periodic basis during the semester regarding their progress in the academic and clinical areas. Classroom faculty and faculty advisors are available to address student questions and provide academic guidance. Including analysis of standardized diagnostic test scores. A student whose performance is less than satisfactory is notified verbally, electronically, and in writing at any time of unsatisfactory academic and/or clinical performance. Faculty will meet with the student to review identified academic challenges. When appropriate, the student will develop a written performance improvement plan which will be filed in the student's academic file. Failure to respond to the faculty's request for a conference will be documented with appropriate remediation consequences. Students are referred to and encouraged to utilize the Academic Support Services of Fontbonne University.

Additionally:

- Baccalaureate nursing students will be assigned to a nursing program advisor during the spring/summer semester of their sophomore year.
- Students entering the nursing course sequence are to meet with their nursing program advisor within the first 2 weeks of the semester (within the add/drop period) to review/complete their “Curriculum Advisement-Graduation Check-List”.
- Faculty office hours are posted on respective office doors.
- Students are encouraged to meet with their assigned nursing program advisor on an as-necessary basis. It is the student’s responsibility to seek out guidance as appropriate.
- Students who wish to change their assigned advisor should contact the Director of Nursing.

STUDENT ASSESSMENT & NCLEX-RN PREPARATION POLICY

The HESI Exams are used by many Nursing schools to evaluate a student’s readiness for their NCLEX-RN or NCLEX-PN exams. The HESI Exams are developed by Elsevier and are intended to match the latest NCLEX test plans. Nursing programs typically administer the specialty exams in corresponding courses and the exit exam during the last semester of the PN or RN program. The results of the HESI exams are used by the school and the student to identify strengths and weaknesses and identify any remediation needs. Studies have shown that success on the HESI Exit Exam is a highly accurate predictor of success on the NCLEX exam.

The HESI Specialty Exams are designed to measure students’ abilities to apply concepts related to specific clinical nursing content areas. Each exam has 55 items, 50 of which are scored and 5 are piloted items. Specialty exams will be used as final exams as outlined in the syllabi of each applicable nursing course.

The HESI Exit Exams are designed to test a student’s understanding of the entire Nursing curriculum. The HESI RN Exit Exam contains 160 total items, with 150 scored questions and 10 pilot items. HESI questions are usually focused on the critical thinking level and are intended to mimic the types of questions found on the NCLEX exams.

HESI Specialty Exam Scoring

The HESI specialty exams are a standardized assessment of mastery of content within a content area. These specialty exams will be administered at the end of each semester in applicable nursing courses for that specialty. The HESI predictability model (HPM), a proprietary mathematical model, is used to calculate each HESI Score (typical range from 0 to 1,500). The HPM considers several factors, including the difficulty level of each test item and the performance by that student on all the items. The following table outlines the conversion of the HESI HPM score to gradebook points (out of 100 possible points).

| HESI Scoring Interval | Performance Level | Gradebook Score (Out of 100 pts) |
|-----------------------|-------------------|----------------------------------|
| >1100 | | 100 |
| 1051 – 1100 | | 95 |

| | | |
|-------------|---|----|
| 1001 – 1050 | Recommended Performance | 90 |
| 950 – 1000 | | 85 |
| 900 – 949 | | 82 |
| 875 – 899 | Acceptable Performance | 80 |
| 850 – 874 | | 78 |
| 800 – 849 | Below Acceptable Performance | 75 |
| 750 – 799 | | 71 |
| 700 – 749 | Needs Further Preparation and Retesting | 67 |
| ≤ 699 | | 59 |

HESI Exit Exam Scoring

As mentioned previously, the intent of the HESI Exit Exams is to predict success on the NCLEX exam. The scoring table below shows how the HESI scores correlate to predicted success on the NCLEX.

- >950** – OUTSTANDING probability of passing
- 900-940** – EXCELLENT probability of passing
- 850-899** – AVERAGE probability of passing
- 800-849** – BELOW AVERAGE probability of passing
- 750-799** – Additional preparation needed
- 700-749** – Serious preparation needed
- 650-699** – Grave danger of failing
- <649** – Poor performance expected.

HESI Exit Exam Content Areas

The HESI Exit Exams are a comprehensive evaluation of the entire Nursing curriculum. The core areas tested include:

- **Nursing Process** (Assessment, Analysis, Planning, Implementation, Evaluation)
- **Client Needs** (Safe/Effective Environment, Management of Care, Safety and Infection Control, Health Promotion and maintenance, Psychosocial Integrity, Physiological Integrity, Basic Care and Comfort, Pharmaceutical and Parenteral Tx, Reduce Risk Potential, Physio Adaption)
- **Specialty Area** (Community Health, Critical Care, Fundamentals, Geriatrics, Maternity, Medical Surgical, Pathophysiology, Pediatrics, Professional Issues, Psychiatric/Mental Health)

HESI: Standardized Test Performance Policy

The Department of Nursing requires that every student meet the approved standardized exam performance benchmark of 850 on HESI or higher to demonstrate course competency for each NUR course in which the exam is administered. Students who otherwise pass the course but score below the 850-benchmark on the standardized exam will receive a remediation contract. Students are expected to fulfil the terms established for the contract, which is made with their course professor.

HESI Remediation Contract Procedure

HESI testing is designed to assess and reinforce knowledge gained during the semester by providing feedback regarding specific essential nursing content. In addition, the HESI materials/exams are utilized as diagnostic tools in preparation for the NCLEX-RN exam. Course syllabi clearly identify HESI examination requirements as applicable. Students must complete requirements as indicated on each course syllabus. The grading scale for the HESI exams is outlined above. This score is 10% of the student's course grade. This grade does NOT count toward the 78% exam average threshold.

Students scoring 850 or above on the HESI specialty exams are recommended, but not required, to complete the HESI remediation packets available after completion of the exam to identify areas of weakness and reinforce content.

When scoring below 850 on HESI specialty exams, the student will confer with the course professor to review the steps of the remediation contract. HESI remediation is individualized and based on a student's exam performance. It is completed within the HESI online platform and the targeted remediation study packets consist of content review, case studies, and quizzes to assist in mastery of content. All activities within the remediation must be completed along with any additional activities assigned at the course faculty's discretion within the remediation contract (such as additional Elsevier EAQ quizzes or mastery requirements).

Remediation must be completed and verified by the course faculty on the remediation contract **PRIOR TO THE FIRST DAY OF THE NEXT SEMESTER**. Failure to meet this deadline will result in an automatic withdrawal from the semester's courses.

NCLEX-RN

Throughout the nursing curriculum, students are required to complete surveys and examinations to measure levels of performance related to specific outcomes of the curriculum. Prior to program completion, pre-licensure students must take a comprehensive nursing examination. Students are encouraged to discuss the examination results with their academic mentors in preparation for the licensure examination (NCLEX). The cost of the examinations is borne by the student.

Preparation for NCLEX-RN is an integral part of the entire nursing program through the utilization of standardized testing and content remediation. The HESI (Health Education Systems, Inc.) assessment and testing package is used as a tool to provide diagnostic feedback regarding student learning needs and nursing competency. The HESI package includes reliable and valid nationally standardized exams which help to prepare the student for NCLEX-RN. The exams are computerized, timed, and proctored thus mimicking the NCLEX-RN examination environment. All students enrolled in the nursing course sequence are required to participate in the HESI assessment and review process. The cost for this service is included in the student fees assessed each semester.

NCLEX-RN Information

In 1991, the governing body of the National Council of State Boards of Nursing Delegate Assembly voted to implement computerized adaptive testing (CAT) for the administration of the NCLEX-RN. The examination is assembled interactively as the candidate answers the questions creating an examination tailored to each candidate's skill level. Candidates do not need any computer experience in order to take the CAT examination; all candidates will receive the same training prior to taking the examination. The examination is administered at designated sites

around the state. There is no minimum amount of examination time; however, the successful candidate will answer a predetermined minimum number of 75 questions with a predetermined maximum of 265 throughout a 6-hour testing period.

The Director of Nursing will provide more specific information when it is time to apply to take the NCLEX examination. Students will be advised as to the timing of Board of Nursing application submission in order to facilitate smooth progression through the NCLEX registration and testing process. Once senior students have completed all program requirements, the Director of Nursing will send a letter of Program Completion to the Board of Nursing. Program Completion includes but may not be limited to successful completion of the nursing course sequence in the baccalaureate curriculum, standardized exit testing and successful completion of a selected NCLEX review course as identified by the Department of Nursing. Application to sit for the exam in Missouri will include finger printing and criminal background checks. Information regarding eligibility to take the examination is found in the Missouri Nurse Practice Act (see next section). If a student plans to take the NCLEX-RN outside Missouri, this individual is strongly encouraged to consult the Director of Nursing about specific state application procedures.

Licensure Disclosure

The curriculum for this program meets the educational requirements for licensure as a Registered Nurse in the State of Missouri. The Missouri Board of Nursing may impose additional requirements on candidates prior to granting a registered license; students are highly encouraged to investigate these requirements. Fontbonne University has not determined whether the curriculum for this program meets the educational requirements for nursing licensure in any other state or territory and will work with each student to help determine if graduates of the nursing program are qualified for nursing licensure in any other state or territory outside of Missouri. However, it is the ultimate responsibility of each non-Missouri-resident student to be aware his/her resident state's requirements. It is strongly recommended that the student investigates the requirements in each state or territory prior to accepting an offer of admission to Fontbonne University. Licensure disclosure information for other Fontbonne programs is available at <https://www.fontbonne.edu/academics/professional-licensure-disclosure/>

State Board Examination for RN Licensure

Graduates who meet educational and other standards for application for a license to practice as a registered nurse (Sect.335.046.1 RSMo) may apply to take the NCLEX-RN examination for RN licensure (4CSR 200-4.020 Missouri Code of State Regulations). There are fees associated with state licensure and examination, for which the graduate is responsible. The NCLEX-RN exam costs \$200, which is paid to Pearson Vue at the time the graduate registers. State licensure fees vary by state. However, the Missouri State Board of Nursing has waived initial licensure fees for new graduates. Additionally, there are fees for background checks and fingerprinting, which are also the responsibility of the graduate. Successful completion of the nursing program does not guarantee licensure. Applicants may be denied licensure in Missouri for one or any combination of causes stated in the Missouri Nursing Practice Act Sect. 335.066, 2 (1-15) RSMo. A copy of the Missouri Nursing Practice Act Sect. 335.066, 2 (1-15) RSMo is available upon request or may be found at the Missouri State Board of Nursing website: <http://pr.mo.gov/nursing.asp>.

Missouri Nurse Practice Act 335.066

Students must have successfully completed the prescribed course of study as required by Fontbonne University in order to apply to take the NCLEX-RN for licensure. Application to sit for the exam in Missouri will include finger printing and a criminal background check. Students may view the Missouri Nurse Practice Act at <http://pr.mo.gov/nursing-rulesstatutes.asp>.

Completion of the program does not guarantee eligibility to take the licensure examination and the Missouri State Board of Nursing may refuse to issue a nursing license for the following reasons:

- The board may refuse to issue any certificate of registration or authority, permit or license required pursuant to Sections 335.011 to 335.096 for one or any combination of causes stated in subsection 2 of this section. The board shall notify the applicant in writing of the reasons for the refusal and shall advise the applicant of his rights to file a complaint with the administrative hearing commission as provided by chapter 621 RSMo.
 - Violation of the drug laws or rules and regulations of this state, any other state, or the federal government.
 - Placement on an employee disqualification list or other related restriction or finding pertaining to employment within a health-related profession issued by any state or federal government or agency following final disposition by such state or federal government or agency.

The Missouri State Board of Nursing has adopted the following rule:

An applicant for licensure by examination who answers yes to one or more of the questions on the application which relate to possible grounds for denial of licensure under section 335.066, RSMo, shall submit copies of appropriate documents related to that answer before his/her application will be considered complete. The copies shall be certified if they are records of a court or administrative government agency. This means that, in addition to the separate notarized statement, the applicant must provide the State Board of Nursing office with supporting documents. This information need not accompany the application but must be provided before a decision can be made regarding eligibility to take the licensure examination. Examples of court documents related to a conviction or convictions could be Information Complaint or Indictment Sheets, the Judgment or other documents showing disposition of the case. This can also be referred to as the Order of Probation. The court documents MUST BE CERTIFIED.

CLASSROOM & COURSEWORK INFORMATION

The faculty of the Department of Nursing recognizes that nursing students are enrolled in our program because of a desire and motivation to gain depth of nursing knowledge and to assume strong professional identity and roles. To achieve these goals, students should understand that all nursing course content is critical for their development as strong professionals. It is the faculty's expectation that all students, as professionals, be responsible for full participation in every educational activity provided. This includes attendance at all classes, laboratory, and clinical experiences, as well as full commitment and attention to all coursework, assignments, and other learning experiences.

Use of Electronic Devices

- Students are NOT permitted to talk or text on cellular telephones in the classroom or laboratory experiences.
 - Emergency situations requiring cellular telephone communication will be proactively addressed with the faculty on an as-needed basis.
 - Faculty members have the authority to prohibit the use of any handheld device (including cellular telephones) in the classroom, clinical and laboratory area. Refer to the course syllabus for additional information.
 - Students found using prohibited devices may be asked to leave class.
- Permission to record any class must be obtained from the individual faculty member.
- Laptop computers may be used during class for notetaking or class-initiated web searches.
 - Students are required to turn off and put away these devices if requested to do so by faculty.
 - Students found to be engaging in social media, online shopping, or visiting unauthorized websites may be subject to disciplinary action.
- Only approved calculators may be used during testing.

EXAMINATIONS

- All examination dates are noted on course syllabi; quizzes may also be administered.
- The following rules are enforced during an examination period:
 - No personal items will be permitted during testing except for pencils and loose tissues.
 - Cellular telephones are not permitted during testing time and must be turned off and stowed away from where the student sits.
 - All personal items, bags and books must be left at the front back or side of the room or other designated area.
 - No food or drink will be allowed.
 - Students may not leave the room during testing except in cases of emergency.
 - No routine bathroom breaks will be given.
 - Students are encouraged to use the restrooms prior to testing.
 - Only emergency questions will be answered.
 - No baseball caps or hats are to be worn during testing.
 - All students must arrive on time for testing.
 - Any student arriving late may be admitted to the test at the discretion of the faculty; however, no extra testing time will be allowed, and point deductions may be applied as per syllabus/faculty policy. Repeated absences and tardiness will result in a remediation contract. Students must notify the instructor in advance if they will be absent due to illness or emergency.
 - Make-up testing is not a given and will be provided only at the discretion of the instructor.
 - Students who have formally documented accommodations for testing must notify the instructor prior to the testing date.
 - Students are not permitted to talk during testing.
- Review of completed exams and quizzes are scheduled. The following procedures will be enforced in all situations in which students are given the opportunity to review an exam:
 - Students are not permitted to copy any materials, take notes, or tape record during test review.

- No personal belongings, including writing instruments, shall be on the desk during review.
- Completed exams are available for review within two weeks of administration.
- Students requiring additional review time may request an individual appointment with the course faculty within two weeks of exam administration.
- Make-up examinations are administered at the discretion of the course faculty and may be different in format from the original examination administered to their peers.

Grading and Exam Score Averages:

To pass ALL nursing (NUR) courses, the student must earn **an exam average of 78%**. Other grades (homework, quizzes, papers, etc.) will **NOT** be included **unless** the exam average is 78% or greater. If the exam average is 77.9% or below, ancillary course grades **WILL NOT** be included to elevate the exam average to 78% or greater. Students **MUST** earn 78% or greater to pass a nursing (NUR) course. **NO grades will be rounded up.** 77.9% is NOT rounded up to 78% and is considered a failing grade in the course. Likewise, 90.8% is not rounded up to 91%.

MEDICATION DOSAGE CALCULATION POLICY

Calculating correct dosages of medications can be overwhelming and a source of anxiety for nursing students. However, competency in medication dosage calculation (math) is an integral and critical aspect of safe, effective, and professional nursing. As a required component of the nursing program, students must demonstrate competency in medication dosage calculations at the beginning of each clinical nursing course and within the specified time frame outlined in each individual course syllabus.

Nursing students must pass a series of medication dosage calculation exams beginning with the spring semester of their junior year. Students will receive education and training during the fall semester of their junior year in preparation for this assessment. Students will have three attempts to achieve the required grade. Students who are unable to achieve competency on the Medication Dosage Calculation Exam after 3 attempts will be considered at risk of dismissal from the nursing program. The official medication exam grade recorded will be an average of the three exam attempts.

Students will be provided with education and training in advance to prepare them for each medication dosage calculation exam. Basic medication dosage calculation content has been built into specific nursing courses, and qualified faculty will take the time to ensure that each nursing student is schooled in dosage calculation process. The faculty strive to have each student be competent in and confident of correct medication dosage calculation.

Introductory Course: NUR 310

Medication dosage calculation strategies will be introduced and taught in NUR 310 Fundamentals of Professional Nursing Practice. Upon successful completion of these learning strategies, students will sit for a practice Medication Dosage Calculation Exam. It is highly recommended that students achieve a score above 80% on the practice assessment for future medication dosage calculation exam success. Students may repeat the practice assessment once.

The following courses include the required Medication Dosage Calculation Exam:

- NUR 340 – Adult Health Nursing I
- NUR 410 – Women’s Health & Pediatric Nursing
- NUR 440 – Adult Health II

Initial Course – NUR340:

Students will sit for the Medication Dosage Calculation Exam. As clinical rotations begin the first or second week of the term, the first opportunity to achieve a competent score will be offered the very first day of didactic/lecture so that students can prove competency to administer specific medications under faculty supervision when their clinical rotations initiate. Students are required to achieve 85% on this examination to establish competency for eligibility to progress into future nursing courses with clinical requirements. Students will not be permitted to administer medications in the clinical setting under faculty supervision until they have demonstrated competency by passing the medication dosage calculation exam. Students will have three attempts to achieve the required 85%. Students who are unable to achieve 85% on the Medication Calculation Exam after three attempts are considered at risk for dismissal from the nursing program. The official medication exam grade recorded will be an average of the three exam attempts. This score will not contribute to the student’s overall exam average for the course.

Failure to achieve 85% competency on the first attempt in NURS 340 will require the student to complete a remediation module with faculty and then re-take the exam. It is the student’s responsibility to schedule remediation and re-take of the assessment. Students needing to attempt the Medication Dosage Calculation Exam a second time will be required to stay for remediation the same day as the initial exam. Students must schedule a second attempt within 4 days of the initial attempt. Students unsuccessful on the second attempt must remediate the same day as the second attempt on the exam. The third attempt must be scheduled within 72 hours of the second attempt. The final attempt must be taken before the end of the third week of classes. If competency is not achieved, the student will receive a failure in the class. If this medication exam failure is the second unsuccessful nursing course grade, the student will be dismissed from the program per policy. A student who receives a course failure is not authorized to withdraw from the course.

Please note that calculations are considered testable material throughout the program and should be expected on course assessments outside of the Medication Dosage Calculation Exam(s).

Subsequent Courses: NUR 410, NUR 440

For nursing courses NUR410 and NUR440, the same policy applies as NUR340 in relation to Medication Dosage Calculation Exams and score achievement with the exception of the percentages required to be deemed competent:

Competency on the Medication Dosage Calculation Exam is defined as:

NUR 340 = 85%

NUR 410 = 90%

NUR 440 = 95%

Transfer Students

For transfer students preparing to be admitted to the nursing program at any time during second semester junior year or both semesters senior year, it is the responsibility of the applicant to

demonstrate competency in medication math prior to beginning course/clinical work. Depending on where the student aligns in the core nursing curriculum sequence, faculty will administer the necessary Medication Dosage Calculation Exam to establish competency; all rules and policies stated above will apply for subsequent test completions with designated competency scores.

CLASS ATTENDANCE

- Responsibility for attendance in class rests on the individual student.
- Fontbonne University expects regular attendance.
- Absenteeism is associated with poor academic outcomes in nursing programs.
- Faculty using regular attendance as part of the course requirements for evaluation purposes will notify the students of the policy in writing on the course syllabus distributed at the beginning of the course.
- Students are responsible to instructors for class attendance and for work missed during an absence for any cause.
- If a student ceases class attendance without officially withdrawing from the course by completing a *Change in Registration (Drop/Add)* form obtained from the registrar's office, the student will receive a grade of AF for the course.
 - Faculty members are responsible for reporting the last date of academic activity when assigning a grade of AF.
- Faculty Unannounced Absence/Lateness for Class:
 - For courses which meet two or more times per week, students must wait a minimum of 15 minutes before leaving a class for which the instructor has not arrived.
 - For courses which meet only once per week, students must wait a minimum of 30 minutes before leaving a class for which the instructor has not arrived.
 - One student in the class will assume responsibility for starting a dated attendance record for student signatures and for seeing that the attendance record is submitted to the registrar's office immediately following the students' leaving the classroom.
- Repeated absences or tardiness will result in a remediation contract.
- Students are personally responsible for transportation arrangements and expenses related to transportation to and from clinical experiences at affiliated agencies.

EVALUATION

Successful completion of all core nursing courses within the BSN curriculum is defined as a C or better; students must maintain a nursing (NUR) course content GPA of 2.0 or better.

The following grading scale is used for ALL nursing (NUR) courses:

| <u>GRADE</u> | <u>PERCENTAGE</u> | <u>GPA</u> |
|---------------------|--------------------------|-------------------|
| A | 100 - 94% | 4.0 |
| A- | 93 - 91% | 3.75 |
| B+ | 90 - 88% | 3.5 |
| B | 87 - 85% | 3.0 |
| B- | 84 - 83% | 2.75 |
| C+ | 82 - 81% | 2.5 |
| C | 80 - 78% | 2.0 |
| D | 77 - 70% | 1.0 |
| F | 69% or below | 0.0 |

1. To pass ALL nursing (NUR) courses, the student must:
 - Earn an exam average of 78%
 - Other grades (homework, quizzes, papers, etc.) will NOT be included unless the exam average is 78% or greater.
 - If the exam average is 77.9% or below, ancillary course grades WILL NOT be included to elevate the exam average to 78% or greater.
 - Students MUST earn 78% or greater to pass a nursing (NUR) course.
2. NO grades will be rounded up.
 - 77.9% is NOT rounded up to 78% and is considered a failing grade in the course. Likewise, 90.8% is not rounded up to 91%.

Clinical Grading Scale

Students must receive satisfactory performance in the clinical component to pass the course. To receive a satisfactory clinical grade, all clinical requirements must be completed; these include but are not limited to the following:

- All clinical reports, journals, concept maps and/or care plans, and written evaluations from the student.
- All clinical evaluation tools with student evaluation of clinical performance and completion of clinical objectives completed at midterm and end of semester.
- Accrual of two (2) unsatisfactory clinical evaluations at any time during a clinical component will be recorded as a failure.

CLINICAL HEALTH COMPLIANCE

As a nursing student at Fontbonne University, you are required to complete all the necessary health compliance requirements prior to progressing to your junior and senior year. There are a variety of items that students must keep up to date and submit to remain compliant. All documentation should be received by August 15th every year to allow adequate processing time.

All students progressing to junior and senior status must complete a criminal background check and drug testing requirements. In addition, other, non-medical facilities may require such background checks as part of their affiliation agreement with the University. Furthermore, many healthcare organizations also require drug screening. All forms will be housed and secured in the Department of Nursing

Required Once Prior to Enrollment

- Proof of previous immunizations or titers
- Required immunizations (excluding yearly influenza vaccine and COVID boosters)
- Background Check
- COVID 19 Vaccine and Booster

Regular Updates Required

- CPR Certification
- Influenza Vaccine
- COVID Boosters as Required by the Centers for Disease Control (CDC)

Immunizations

Proof of Immunizations must be provided once prior to fall enrollment of the junior year of the nursing program (apart from yearly influenza and other required boosters).

Fontbonne University maintains the immunization compliance requirements for all clinical partners. **Failure to comply with mandatory health compliance requirements will result in removal from clinical which may result in dismissal from the nursing program.**

You must follow the steps below to submit the appropriate documentation acknowledging you have received the following:

- **Varicella (chicken pox):** Two (2) doses of the varicella (chicken pox) vaccine (Varivax) given at least 28 days apart or serological proof of immunity (+) positive IgG for varicella.
- **Hepatitis B series:** Series of two (Hepelisav-B) or three (Energix or Recombivax) vaccines completed. If documentation of an initial Hepatitis B immunization series is not available, documentation of a (+) positive titer is acceptable. If unvaccinated, series must start 6 months prior to fall enrollment.
- **Measles, Mumps, Rubella (MMR):** Two doses of MMR separated by more than 28 days and given after on or after the second birthday, OR serological proof of immunity (+) positive IgG titer for measles (rubeola), mumps, and rubella.
- **Tetanus, Diphtheria, Pertussis (Tdap):** First dose of Tdap (usually given around age 11-12 years). Must be current within 10 years – e.g., if you received at age 11 years and are now 21 years, you need a second Tdap vaccination.
- **COVID 19 Vaccine and Booster**
 1. Fontbonne University **does not** require COVID-19 vaccination of its faculty, staff, and/or student body.
 2. **Clinical partners** (hospitals, extended care facilities, and clinics) **require first and second doses of the COVID-19 vaccines, as well as the booster.** Vaccination decisions are made by healthcare facilities in the best interest of patient safety and to affect positive patient outcomes.
 3. Health advocacy equates to being a responsible health care provider and begins immediately upon entrance into the BSN program. Health advocacy positively impacts the common good.
 4. If a clinical partner requires nursing students to be vaccinated, and the nursing student refuses, this decision may negatively impact the individual's academic and clinical education and place the student at-risk of not successfully completing the nursing program.

Influenza Vaccine

All nursing students are required to obtain the seasonal influenza vaccine **every year** (usually available sometime in September). You can receive your vaccine from the campus nurse or from a local flu shot provider/healthcare provider. This vaccine can be obtained through the Fontbonne University Campus Nurse in Ryan Hall 107C. Contact Maddie Ford at 314-889-4784 to schedule. Documentation that you have received this vaccine must be submitted to the clinical coordinator Erica Frost at efrost@fontbonne.edu **prior to October 31st every year.**

Please note: Some clinical/practicum sites will require students to receive the influenza vaccine prior to our October 31st deadline. If you are assigned to one of these sites, you will receive special communication about this requirement from the nursing department. Please make sure you adhere to the clinical/practicum site deadlines. Failure to meet clinical/practicum site deadlines for compliance may result in the inability to participate in clinical experiences which can result in course failure or dismissal from the program.

TB Test

Tuberculin Skin Test (TST) - 2-step test - is required once every year for all nursing students. A 2-step test is one test, then another 7-21 days later, requiring a total of four visits to the provider.

Background Check

All students are required to complete a background study process once prior to fall enrollment of their junior year. This includes both fingerprints and ID verification. A criminal background check is a prerequisite for licensure as a registered professional nurse. In addition, healthcare institutions are required by the Joint Commission to conduct criminal history checks on all personnel who work in clinical settings (including students).

Students will receive an email from Colleen Patrick at Fontbonne University cpatrick@fontbonne.edu with detailed instructions for completing the background check. Please complete this testing within the designated time frame.

Drug Screen

Students must complete drug testing through our service provider. Previous drug testing through a physician's office or an employer is not accepted. A positive drug screen without appropriate documentation could jeopardize the student's ability to complete the clinical rotation. To complete this requirement, go to any Total Access Urgent Care location. Request the 10-panel urine drug screen. There is a \$50 fee payable to Total Access Urgent Care. Documentation of the results must be submitted to the clinical coordinator Erica Frost at efrost@fontbonne.edu prior to August 15th. This test is only required once prior to entering the nursing program.

CPR Certification

Documentation of valid certificate must be on file with the nursing department prior to August 15th and must be updated before it expires. CPR certification must be at the **Healthcare Provider level with AED** and must include a physical hands-on validation of skills. Courses for lay rescuers such as a standard Adult/Child CPR, Lifeguard certification or "heartsaver" courses are not acceptable.

The classroom component and test can be taken online through the American Heart Association, and a separate hands-on skills validation be completed in person.

Visit the website of the American Heart Association to see a list of courses that will meet this requirement. Courses are offered at many different locations through various organizations. We recommend the two-year certification versus the one-year certification.

[https://cpr.heart.org/en/courses#sort=relevancy&f:@courseaudience=\[Healthcare%20Professionals\]&f:@coursetype=\[Classroom\]&f:@coursetopic=\[CPR%20AED\]](https://cpr.heart.org/en/courses#sort=relevancy&f:@courseaudience=[Healthcare%20Professionals]&f:@coursetype=[Classroom]&f:@coursetopic=[CPR%20AED]) Please email your documentation/certification to efrost@fontbonne.edu

PROFESSIONAL LIABILITY INSURANCE

Each nursing student is required to have Professional Liability Insurance coverage. Fontbonne University purchases this insurance coverage on students' behalf and includes the costs in the course fees for students' junior and senior years.

GENERAL HEALTH

Participation in any clinical nursing course during pregnancy may be at the discretion of the student, the student's primary care provider, and/or the clinical facility. Medical clearance may be required for student participation in site-specific, clinical, learning experiences during pregnancy and when returning after delivery.

Students who have a communicable disease must be cared for by their private primary care provider. If this communicable disease poses a risk to patients, visitors, employees, colleagues and others, notification will be made to the appropriate agency. The student must have medical clearance before returning to class, skills laboratory, and clinical setting.

Students who have a body fluid exposure that results in a potential occupational exposure to blood-borne pathogen (Hepatitis B, C, and Human Immunodeficiency Virus [HIV]) such as a needlestick or other sharps injury, mucous membrane exposure, or exposure to non-intact skin while on a clinical rotation must be assessed as soon as possible at the clinical site. Incidents must be reported to faculty immediately and a written report must be completed as required by the agency.

- Treatment for exposure to a blood borne pathogen should be initiated quickly following the clinical agency's policies and procedures (student should not delay).
- If the student refuses to be evaluated or treated, that pupil must sign a waiver form of release.
- The injured student must be given emergency care at the site of the assignment, and a report must be submitted at that site; a copy must be provided to the faculty.
- It is the responsibility of the clinical site to provide evaluation and treatment when needed for a potential blood-borne pathogen exposure. Additionally, the clinical site will provide Fontbonne University information regarding the source (patient) of the exposure and the treatment that the nursing student received.
- The nursing student must be seen and followed up by their private primary care provider. Cost of care/treatment is the student's responsibility for any injuries sustained at the clinical site.

PATIENT'S RIGHT TO PRIVACY

The nurse safeguards the patient's right to privacy by judiciously protecting information of a confidential nature. Students are expected, without exception, to observe the patient's right to privacy. Students are required to complete the HIPAA training to participate in clinical. Sharing patient information via any means, including electronic media, is considered a breach of confidentiality. Failure to comply with this policy will result in serious and possible legal consequences.

TRANSPORTATION OF PATIENTS

Students are not to transport patients as a part of the educational experience. If a student does transport a patient, the university will not assume responsibility.

LEARNING LABS: HEALTH ASSESSMENT, FUNDAMENTALS & SKILLS SIMULATION

The nursing lab suite features fundamental skills, health assessment and simulation laboratories that offer state-of-the-art learning for nursing students. The learning environments were designed to support interactive, collaborative, comfortable, and active engagement equipped with tools to facilitate learning.

The Fundamentals Lab provides a dynamic learning environment, whereby nursing students can practice a variety of skills, procedures, and competencies in a safe, risk-free setting. The lab is outfitted with authentic equipment and supplies that simulate acute hospital and long-term care settings. The various bed stations permit multiple small group activities to occur simultaneously while working with task trainers, manikins, or peers.

The Health Assessment Lab consists of several primary care stations. Students can gain proficiency in practicing health assessment interviewing and physical examination techniques across a variety of cultures and the life span. Students are guided by experienced clinical faculty who provide important feedback to enhance performance and the learning of best practices. Opportunities are available to practice with health information systems and access to other resources to make informed patient care decisions.

The Skills Simulation Lab is equipped with two high-fidelity, computer-controlled manikins, along with emergency equipment and supplies. Scenarios can be conducted ranging from realistic everyday situations to more complex scenarios that emphasize emergency procedures. Simulation training provides uncommon opportunities to focus on quality, safety, team-based skills, evidence-based practice, leadership, and delegation while still on the University campus.

Simulation and Clinical Learning Lab Purpose

The purpose of the simulation and clinical learning labs is to provide our undergraduate nursing students with a place for hands-on learning in a consequence-free environment to enhance their didactic and clinical experiences. We strive for evidence-based practice and high-quality educational opportunities to enhance the diverse learning styles of our students to promote clinical competence and confidence.

General Procedures

To provide the optimal learning environment for each nursing student, it is imperative that some guiding principles for student participation in the nursing labs be set in place and always adhered to. In following these rules, students demonstrate a code of conduct consistent with the development of professional behavior.

As nursing labs foster professional environment and development, each individual lab should be treated as an actual healthcare facility. To these ends:

Students must sign a Simulation Contract that includes agreement to engage with the mannequins/partial task trainers/standardized patients and simulated environment as if they were real, conduct themselves in a professional manner during simulation, provide feedback to peers with respect and professionalism and maintain strict confidentiality about the details of simulated experiences, the simulation scenarios and the performance of any participant(s)

either at the start of their educational program or the beginning of the simulation experience (See Appendix A)

1. Food and drinks are not allowed in the nursing labs. Personal items are to be stored in the designated areas in the labs. All items stowed elsewhere are the student's responsibility.
2. Shoes are not allowed on the beds and students may not sit on or lie in the beds unless they are role-playing as patients.
3. Hand jewelry should be limited to a simple wedding band and a watch.
4. Students must treat the manikins in the same manner as they would a human patient. The manikin should never be lifted by its arms, and its head must always be supported when moving or turning it. No excessive force may be used in working with manikins.
5. Students may never remove any cords or connections that are attached to a manikin.
6. Students are expected to come prepared for skills lab in the manner they would for clinical experiences, including their university identification badge showing, bringing a stethoscope, penlight and any other equipment corresponding to the learning experience that is planned for the day according to the syllabus.
7. Students are required to wear the nursing uniform to all lab and simulation activities.
8. All students are expected to come prepared, having completed assigned preparatory work with a professional attitude and a desire to actively participate in the learning experience.
9. Disrespect towards faculty, staff, students, or the learning space will not be tolerated.

Cell Phone and Social Media Usage in Lab

The use of cell phones is prohibited during simulation and learning lab hours. Prior arrangements may be made with faculty or the Simulation Coordinator in the case of an emergency.

- Cell phones may not be used for the purpose of recording videos or taking pictures during simulation or clinical learning lab experiences, including debriefing, reviewing live-feed or taped simulation scenarios, or skills checkoffs.
- The simulation and learning labs should be treated as a clinical environment therefore no social media usage is allowed.

Blood and Body Fluid Precautions

1. No student will be allowed to practice or perform any invasive procedure in the nursing labs on a human patient.
2. Non-latex gloves are always available for use during practice, demonstration, and check-off procedures for skills and physical assessment.
3. Students are taught proper use of gowns, masks, goggles, and gloves to prevent exposure to blood and body substances.
4. Students practice dressing and other skills on manikins with simulated wounds.
5. CPR manikins or any item used for ventilation is cleaned and disinfected after use. Disposable masks or plastic barriers are used when practicing CPR. One-way valves are used in masks and replaced after use.
6. Needle use and disposal:
 - a. Contaminated needles or sharps are not bent, broken, or sheared.

- b. Needles are not recapped or removed before placing in the sharps disposal container.
 - c. If this is not feasible, students should use a mechanical device, or the one-handed OSHA approved “scoop” method for recapping.
7. After completion of a procedure, sharps are placed in appropriate containers. Any article containing blood, i.e., alcohol wipes, cotton balls, or test strips, are disposed of by placing the item in one gloved hand, pulling the glove over the item, and placing the entire bundle into the second gloved hand. The second glove is pulled over the first glove, enclosing all contents. This package is then disposed of in a plastic lined trash container.
 8. Any non-disposable equipment subject to contamination will be cleansed and disinfected using one part bleach to nine parts water and/or an alternatively approved solution for ten minutes.

DRESS CODE POLICY

The purpose of the dress code policy is to articulate the expectations for appearance in the simulation labs and clinical sites that are both professional and safe. Requirements and limitations are based on maintaining a professional image to our clinical partners, patients, and visitors. Content is based on safety requirements, infection control principles and OSHA guidelines.

Guidelines for Uniforms and Equipment for Clinical Courses

Students are to dress in a professional manner or in their uniform scrubs whenever they are in a clinical agency, with patients, or in the simulation labs. Additionally, students may wear their uniform scrubs to class if they so choose. Students should always follow instructions given by clinical instructors during orientation and may be dismissed from clinicals or labs if the instructor deems attire to be inappropriate. Failure to adhere to the dress code may result in dismissal from the lab and/or clinical experience, which will result in a failure for the specific activity and may place the student at risk of failure for the entire course.

General Guidelines

1. All clothing must fit properly, be clean, and pressed. Appropriate underwear must be worn and must not be visible when moving in a variety of flexion and extension positions.
2. Official Fontbonne University uniform scrubs are to be worn when caring for patients and when attending lab and simulation exercises.
 - a. Gray scrub tops (with the Fontbonne University logo) and scrub pants (no logo) must be purchased from the Fontbonne University Online Bookstore.
 - b. Long-sleeved t-shirts may be worn under the scrubs and may only be solid white, gray, purple, black, or navy.
 - c. Appropriate shoes (tennis shoes or nursing shoes) must be worn with hose or socks. The shoes must have a closed toe, no mesh, and with neutral color (white, gray, black, brown, or navy. No neon colors).
 - d. Gray scrub jacket (with the Fontbonne University logo) may be worn in patient care settings as well as lab and simulation settings.
3. A white lab jacket embroidered with the Fontbonne University logo is to be worn over street clothes when visiting health care areas to collect data, during observational experiences, and when identified as necessary by faculty. This lab jacket must be purchased from Fontbonne University bookstore.

- a. Pre-Clinical Attire
 - i. Uniform scrubs with white lab jacket (as needed) OR
 - ii. Professional street clothing
 - 1. Solid color pant or skirt (no more than 3" above the knee); no leggings or denim material allowed.
 - 2. Sweater, blouse, or collared shirt free of logos (with exception of Fontbonne University logo).
 - 3. Clean, professional-appearing footwear; heels and toes must be covered.
- 4. Hair
 - a. While in the clinical area, hair should be neat, off (above) the collar, and not fall forward onto the student's face or the patient's environment.
 - b. Hairstyle should be simple, with hair being clean, well groomed, and of a natural hue. Extreme colors such as pink, purple, orange, or green are not permitted.
 - c. Facial hair should be neatly trimmed and may not interfere with the proper fit of personal protective equipment (PPE). Agency policies must be respected and followed.
- 5. No hats or head coverings. Culturally appropriate headwear is permitted. Barrettes and headbands that hold hair away from face in colors of navy, gray, black, white or purple.
- Jewelry
 - a. Wearing expensive jewelry is not recommended.
 - b. Jewelry is to be limited to a single wedding band or a ring with a flat setting.
 - c. Only one pair of small button-type earrings worn in the earlobes is permitted.
 - d. Necklaces and chains are not recommended as this is a safety hazard for the student and patients.
 - e. Bracelets should not be worn.
- 6. Nails
 - a. Nails must be kept clean, neat, well-manicured, and of reasonable length.
 - b. Artificial nails may not be worn.
 - c. Artificial nails, extenders, or overlays may not be worn due to safety and hospital infection control policies.
 - d. Nail polish is not permitted.
- 7. Piercings & Tattoos
 - a. Violent or disrespectful tattoos should be covered at the discretion of the faculty or as required by the clinical facility.
 - b. Facial piercings should be removed due to student and patient safety.
- 8. Personal Hygiene
 - a. Students are expected to observe good habits of personal hygiene and cleanliness.
- 9. Cosmetics
 - a. *Avoid excessive makeup, and highly fragrant cologne, perfume, and shaving lotion.*
- 10. Required Equipment
 - a. Black or blue pen
 - b. Waterproof watch with a second hand or a digital second display.
 - c. Stethoscope
 - d. Bandage scissors
 - e. Penlight
 - f. Goggles/Safety glasses
 - g. Basic calculators with basic functions of addition, subtraction, multiplication, and division ONLY. Calculators with more advanced functions are not allowed.

11. The Fontbonne University ID badge and hospital badge (if issued) must be worn while in uniform.
12. A student badge provided by the clinical agency must also be worn during times of pre-clinical and clinical.
13. Gum-chewing is not allowed in clinical settings or simulation labs.

IDENTIFICATION BADGES

Identification badges must be worn during labs, simulations, and clinical activities and experiences. Lanyards will be provided to all nursing students, as various cards, printed information, and “badge buddies” may be required by site-specific facilitators to be attached behind I.D. cards. Students who arrive at clinical without identification badges will be dismissed from clinical for the day and issued a clinical warning.

STUDENT CONDUCT

Every student is fully responsible for personal and individual conduct in the clinical setting. Students are expected to exhibit personal and academic integrity and safe clinical behaviors at all times. There is zero tolerance for conduct violations. A student who demonstrates inappropriate conduct will be required to leave the clinical setting. Students will be subject to disciplinary action, including but not limited to, course failure, suspension, or dismissal.

Additionally, patient safety is of primary importance. Students should seek guidance from their instructors/primary nurses to maintain patient safety. Errors (commission or omission) in the clinical area must be reported to and discussed with the clinical instructor and the primary nurse of the agency immediately. Students should never feel afraid or ashamed to bring mistakes to the attention of their clinical instructors and the primary nurses, as the delivery of safe and effective care is the motivation driving and supporting all nursing actions.

Examples of unacceptable behaviors may include but are not limited to:

- Falsifying attendance records (signing in for another).
- Profanity, vulgarity, disrespect, or rudeness to patients, visitors, faculty, students, or staff.
- Destruction of equipment or property.
- Patient abandonment.
- Negligence
- Unsafe practice (refer to Unsatisfactory, Unsafe or Unethical Student Performance/ Behavior policy in appendix E)
- Incompetence and/or lack of knowledge or previously learned skills.
- Breaches in confidentiality as defined by The Health Insurance Portability and Accountability Act of 1996 (HIPPA).
- Concealing one’s error or those of another.
- Falsification of data in patient records.
- Omission of relevant data from patient records.
- Verbal or physical abuse of a patient, visitor, faculty, staff, or peer.
- Violation of the Drug and Alcohol Policy.

HIPAA COMPLIANCE STATEMENT

The Department of Nursing at Fontbonne University is committed to the protection of health information in accordance with the standards set by the Federal Health Insurance Portability and Accountability Act (HIPAA). The department agrees to comply with the standards of documentation and confidentiality mandated by State and Federal regulatory agencies and accrediting bodies, as well as those set forth by a particular facility. Students will act in accordance with their responsibility to protect the confidentiality of other's health information.

As a student, you will have access to real patient records and other sensitive information. Do not share, copy, print, download, upload, take notes, etc. of any personal or health information. The civil and criminal penalties for HIPAA violations can be severe, so you will be trained on HIPAA regulations before accessing the hospital systems. You will be expected to follow the law as any doctor, nurse, or staff member of the hospital.

SOCIAL MEDIA POLICY

Nursing students must observe and follow all applicable policies and agreements, in addition to any ethical, moral and/or legal obligations to maintain patient confidentiality, when engaging in social media activities. Nursing students may not engage in social media activities while on duty in the hospital or clinical setting, except during lunch or break periods. Faculty and students must review and adhere to the social media policy of each clinical site. The facility may access and monitor its information and electronic communications system, without notice to users of that system. In addition, students should have no expectation of privacy about time, frequency, content, or other aspects of use; including the websites and/or social media sites visited, as well as other internet/intranet or social media activity.

It is important to remember that the same rules regarding patient privacy that apply to every aspect of your work also apply in social media. Students may not use or disclose any identifiable patient information of any kind via any social media. These rules also apply to deceased patients and to posts in the secure or private sections of social networking sites accessible only by approved individuals. Even if an individual is not identified by name within the information you wish to use or disclose, if there is a reasonable basis to believe that the person could still be identified from that information, then its use or disclosure could constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA).

The American Nurses Association (ANA) has created a set of principles to guide you when you use social media, allowing nurses to get the best out of it while safeguarding themselves, the profession, and their patients. **These principles also apply to student nurses.**

ANA principles for social networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, organizations, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.

5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing organizational policies governing online conduct.

Violation of any portion of this social media policy may result in disciplinary action up to and including dismissal from the clinical facility and the nursing program.

RISK ASSUMPTION POLICY

In order to participate in clinical and lab courses students are required to sign an "Assumption of Risk Policy" each semester. Failure to comply with this will result in the student not progressing in the major. Students will be required to withdraw from all their co-requisite nursing courses.

Lab & Clinical Experiences: Risk Assumption

- Clinical experiences (clinical rotations, laboratory learning activities, and simulation exercises) are a required component of the nursing program at Fontbonne University. These experiences allow students to practice skills and techniques learned in didactic, laboratory, and clinical courses, as well as to develop critical thinking skills. Clinical experiences occur in hospitals, clinics, schools, community organizations, and other appropriate settings where students can interact with patients, families, and communities.
- Sites selected for students' clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Faculty will develop appropriate policies and procedures relating to student safety and prevention of exposure to disease. Students will have access to appropriate personal protection equipment (PPE) during their clinical experiences and will receive training related to potential hazards and prevention techniques. Students have the responsibility to report any potential exposures to the supervisor at their site, as well as to their Fontbonne University faculty.
- However, even with such measures, there are risks inherent to clinical experiences. Potential risks of completing clinical experiences include, but are not limited to:
 - Exposure to infectious diseases through blood or other body fluids via skin, mucus membranes, or parenteral contact
 - Exposure to infectious diseases through droplet or air-borne transmission
 - Hazardous chemical exposure
 - Radiation exposure
 - Environmental hazards, including slippery floors and electrical hazards
 - Physical injuries, including back injuries
 - Psychosocial hazards
 - Offensive, inappropriate, or dangerous conduct by patients and/or visitors, including violence, harassment, and sexual harassment
 - These risks can lead to serious complications, trauma, bodily injury, or death.

PRECEPTOR POLICIES

Clinical Preceptors (non-faculty)

Clinical preceptors may be used in certain nursing courses (e.g., NUR 450) for specific learning experiences. Preceptors are an integral part of nursing education. As defined by the Missouri State Board of Nursing (20 CSR 2200-2.085), a preceptor may be used as a role model, mentor, and assist nursing faculty in the supervision of students in professional nursing programs. Preceptors offer students individual perspectives and hands-on experience in a variety of health care settings and specialties. These volunteers play a significant role providing students with learning experiences that prepare them for the role of the expert care provider.

Preceptors are identified, approved, and assigned by nursing faculty in collaboration with the clinical site. Any student concerns regarding preceptors (professionalism, experience, level of supervision, etc.) should be reported to the faculty course coordinator.

Prior to initiation of the preceptorship the student must have received basic theory and clinical experiences necessary to safely provide care to clients. **At the beginning of the preceptorship a clinical preceptor agreement must be signed by the student, the preceptor, and the course faculty member.**

A preceptor will have the following minimum qualifications:

1. A baccalaureate or higher degree in nursing from an accredited institution for pre licensure and RN-BSN students.
2. A Masters or higher degree in nursing from an accredited institution for MSN students.
3. Current unencumbered licensure as a registered nurse in state where clinical will be completed.
4. A minimum of 1 year experience as a registered nurse (at least 1 year in area of clinical specialty) as per MO Board of Nursing requirements 1426.1 Preceptorship (please see below).
5. Willingness to work closely with faculty.
6. Willingness to participate in the evaluation of the student.
7. Demonstrates expertise in nursing leadership and management.

A preceptor may not be:

1. A relative of the student.
2. An immediate supervisor of the student.
3. An employee of the student.
4. In any other role that could present a conflict of interest.

Missouri Board of Nursing Requirements:

20 CSR 2200-2.085 Preceptors

PURPOSE: This rule defines the utilization of preceptors.

1. Preceptors may be used as role models, mentors, and supervisors of students in professional nursing programs.
2. Preceptors do not replace faculty in the education of the student but serve to assist faculty and the student in achieving designated objectives of a nursing course;
3. Preceptors shall not be utilized in fundamentals of nursing courses; and

4. Preceptors shall supervise no more than two (2) students during any given shift. Supervision by a preceptor means that the preceptor is present and available to the student(s) in the clinical setting.
5. Each nursing program shall have written policies for the use of preceptors which incorporate the criteria listed in this rule.
6. Responsibilities of preceptors shall include:
 - a. Possess current license to practice as a registered professional nurse with at least one (1) year experience in the area of clinical specialty for which the preceptor is used;
 - b. Perform the responsibilities as determined by the nursing program; and
 - c. Provide written documentation to faculty regarding the student's performance in relation to meeting designated course objectives.
7. Responsibilities of the nursing program faculty in regards to utilization of preceptors shall include:
 - a. Select the preceptor in collaboration with the clinical site;
 - b. Provide the preceptor with information as to the duties, roles, and responsibilities of the faculty, the student, and the preceptor including the communication processes;
 - c. Provide the preceptor a copy of the objectives of the course in which the student is enrolled and directions for assisting the student to meet objectives specific to the clinical experience;
 - d. Assume responsibility for each student's final evaluation and the assigning of a performance rating or grade;
 - e. Be readily available to students and clinical preceptors during clinical learning experiences; and
 - f. Periodic meetings with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences.

Student Responsibilities

- Students are responsible for their own learning and actions.
- During orientation and throughout the experience identify and communicate learning needs to course coordinator/clinical faculty/RN preceptor.
- Complete hospital required orientation, including Joint Commission mandatory training and computer orientation as required
- Abide by the ANA Standards of Practice and the ANA Code of Ethics. Failure to exhibit integrity, ethical conduct, professional standards or any violation of the responsibilities listed within may result in a failing grade and/or dismissal from the nursing program and the University.
- Maintain patient confidentiality and HIPAA guidelines. Under no circumstance may records be copied, or removed from the agency in any form (including photos).
- Student conduct in the clinical setting must be in a manner which demonstrates safety, adherence to professional standards, and reflects positively upon Fontbonne University.
- Be prepared to work the same shift and hours as the preceptor/mentor and as agreed upon between the student, the preceptor/mentor and the nursing faculty.
- Establish with the course nursing faculty and preceptor a schedule of clinical experiences.
- Collaborate with the course nursing faculty and the clinical preceptor specific learning goals for the precepted clinical experience.
- Maintain open communications with the preceptor and faculty.
- Prepare for each clinical experience as needed.

- Be accountable for own nursing actions while in the clinical setting.
- Demonstrate competency in performing each nursing skill to the preceptor/mentor prior to performing the skill independently.
- Comply with the nursing program and healthcare facility's identified list of skills activities that may NOT be performed by a student.
- Maintain the student role. At no time is the student to assume a staff nursing position.
- Arrange appointments, either in person or electronically, with the course nursing faculty to discuss progress toward goal achievement
- Complete the Precepted Clinical Experience log weekly with your preceptor
- Provide feedback on experience, preceptor, and healthcare facility at the end of the preceptor experience

Clinical Schedules and Professional Behavior

The student works with the approved preceptor to develop a specific clinical schedule based on the preceptor's established work schedule. Students are responsible for notifying the preceptor if they are unable to attend a scheduled clinical day within a reasonable time frame and reschedule the missed clinical day as the preceptor's schedule allows. Course faculty should also be alerted of the absence.

Guidelines Related to Skills Performance by Students

THE FOLLOWING PROCEDURES ARE NOT ALLOWED UNDER ANY CIRCUMSTANCES:

- The following procedures may not be done by students under any circumstances:
- Transcribing or accepting patient orders
- Documentation of waste of a controlled substance
- Administration of chemotherapy agents
- Administration or verification of blood products
- Administration of IV medications
- Regulation/titration of PCA/epidural pumps
- Count controlled substances from medication dispensary
- Defibrillation or cardioversion

PLEASE NOTE THAT AGENCY POLICIES SUPERSEDE GUIDELINES RELATED TO SKILLS PERFORMANCE BY PRE-LICENSED STUDENTS

LABORATORY & CLINICAL ABSENCE

Laboratory and clinical attendance are mandatory. Students who are absent are required to make up all missed laboratories and/or clinical hours. Arrangements for make-up learning activities must be made with the instructor by the next academic day. Students who are absent due to illness or a personal emergency are required to submit appropriate documentation. Completion of all clinical hours is mandatory but does not imply successful course completion and progression.

Clinical Absence

- Students should schedule an appointment and meet with the course coordinator if absence is anticipated.

- Clinical absence for any reason must be reported to the clinical faculty no later than one hour prior to the start of the scheduled clinical experience.
 - Students are required to leave a message on the clinical faculty's voice mail and send an email message via the Fontbonne University email system.
 - If the students are expected in a clinical setting, they are to call the unit/area/facility to inform the clinical setting. The student should obtain the receiver's name and note the time of the call.
- Students who are absent from 2 or more laboratory/clinical experiences in a single course may receive a grade of "I" (Incomplete) or "F" (Failure).
 - Students may receive an "I" for absences due to extenuating situations only by arrangement with course faculty.
 - Students will receive an "F" if no arrangement has been made with faculty.
 - A student cannot withdraw from the course if an 'F' has been earned.
 - The course coordinator will inform and/or meet with the Director of Nursing as appropriate.
 - If a student is unable to continue to meet the demands of the nursing curriculum, for any reason, their status in the major will be reevaluated.

Clinical Late Policy

- If a student is going to be late arriving for clinical, they must phone their instructor using the instructor's preferred number, as communicated in clinical orientations. The clinical instructor is responsible for determining whether the student will be permitted to complete the clinical day after a late arrival. Tardiness that will affect learning outcomes or have a negative impact on facility staff or patients will result in the student being sent home and receiving a clinical absence.
- Students should plan to be at the clinical site **15 to 30 minutes prior** to the start of the clinical experience. Delays due to traffic, parking, or shuttle schedules should be anticipated and accounted for by planning early arrival.
- Students must attend clinical during scheduled hours.
 - 2 documented events of unexcused lateness to clinical equals 1 clinical absence.
 - 2 or more clinical absences result in course failure as stated above.
- Clinical Make-up
 - Clinical make-up activities will be developed and assigned under the direction of the course faculty and may take alternate forms.
 - All clinical make-up must be successfully completed by the final exam week unless a previous arrangement has been made in collaboration with course faculty.

Emergencies

- The faculty will establish a clinical communication chain within each clinical group and will initiate it if clinical experiences must be cancelled.
- Fontbonne University emergency school closing information will be posted on the main webpage.
- Students should use individual judgment concerning driving in adverse weather conditions.
- Students must register for campus emergency notifications via cell phone or text message via this link: <https://www.getrave.com/login/fontbonne>.

UNSATISFACTORY, UNSAFE, OR UNETHICAL PERFORMANCE

Fontbonne University has established clear expectations regarding student performance and to explain the consequences of unsatisfactory, unsafe, or unethical performance/behavior. These expectations apply to every student enrolled in the Nursing Program.

Students are expected to perform in a safe and ethical manner as outlined in the American Nurses Association (ANA) Professional Standards documents (<https://www.nursingworld.org/>), ANA code of Ethics for Nurses (<https://www.nursingworld.org/>), and the Missouri State Board of Nursing. Moreover, students are expected to be cognizant of risk and/or potential harm and behave in a manner which decreases or prevents such risk. Finally, students are expected to maintain fitness for duty throughout all course activities and experiences.

Unsatisfactory performance/behavior will result in the creation of a remediation contract by course faculty (refer to the remediation contract section below). Continued unsatisfactory performance/behavior may result in course failure. Demonstration of unsafe and/or unethical performance/behavior will result in the immediate dismissal from the classroom, laboratory and/or clinical setting; additional disciplinary actions may be taken. Dismissal from, or the inability to participate in, classroom, laboratory and/or clinical experiences/activities due to unsafe or unethical performance/behaviors will result in a grade of zero for that experience and is considered an unexcused absence.

Unsatisfactory clinical practice/performance is defined as when a student seldom or never demonstrates the desired clinical outcome and requires repeated or continued assistance and direction. The student routinely requires verbal and physical cues during clinical supervision and usually lacks insight in practice situations (Bourbonnais, et al., 2008). Students functioning at this level will fail the clinical rotation.

Examples of unsatisfactory performance/behavior include but are not limited to:

- Violation of departmental and/or university policies.
- Breach of professional or ethical behavior.
- Tardiness for learning experiences.
- Failure to follow the appropriate procedure for clinical absence as specified in course syllabus.
- Repeated excused/unexcused absences (refer to absence policy).
- Lack of required preparation for clinical experience and/or provision of patient care.
- Failure to implement or successfully demonstrate appropriate nursing measures.
- Engaging in nursing practice that endangers a patient's well-being.
- Inability to discuss medications including, but not limited to, the following: indication, dosage range, routes of administration, major side effects, and appropriate administration concerns.
- Failure to submit complete/quality written assignments.
- Failure to submit written assignments on time.
- Indifference or refusal to participate in clinical learning experiences.

Unsafe practice is defined as behavior that places the patient, staff, or peers in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm; emotional jeopardy occurs when the student creates an environment of anxiety or distress, which puts the patient, the patient's family, staff, or peers at risk for emotional or psychological harm. Unsafe

practice also is an occurrence or pattern of behavior involving unacceptable risk (Scanlan, et al., 2001).

Examples of unsafe practice include but are not limited to:

- Performing activities beyond scope of student practice or beyond scope of nursing practice
- Falsifying and/or reporting inaccurate data
- Negligence of duty and/or patient care
- Unprofessional and/or disrespectful behavior
- Any form of abusive behavior
- Continued unsatisfactory performance as documented by the clinical instructor
- Behavior that disrupts the learning environment
- Violation of healthcare regulations (i.e., HIPAA)
- Demonstrated and/or documented incompetence
- Demonstrated and/or documented aggressive or intimidating behavior
- Continued inadequate preparedness for lab or clinical experiences
- Dishonesty
- Failure to comply with nursing practice principles
- Failing to recognize and/or report and record own errors
- Failure to take responsibility for one's action or inactions
- Refusal to participate or indifference to or in learning experiences

Remediation Contract Policy

For those situations in the classroom, lab or clinical setting in which the student has been identified as not meeting expectations, a remediation contract will be initiated by the faculty member observing the issue or the course coordinator. If the issue occurs in the clinical setting, the clinical instructor will contact the course coordinator to collaborate on the development of the contract.

Behavioral issues include (but are not limited to) late submission of assignments, unprofessional communication, incivility to faculty, peers, or clinical staff, dress code violations, and attendance issues. This contract may also be used for HESI remediation requirements or academic concerns. The remediation contract will be individualized for the student and will remain in place for the remainder of the nursing program. Faculty initiating the contract will review and sign with the student, acknowledging the terms of the contract. The contract will also be sent to the student's academic advisor.

In each successive semester, the student and faculty/academic advisor will review the contract. Failure to follow the recommended actions outlined in the contract will result in consequences up to and including dismissal of the student from the program and the student may not be eligible for readmission.

Students who are identified as unsafe or unethical:

1. Will be dismissed from and/or denied access to the educational experience immediately.
2. The course coordinator (as applicable) and the Director of Nursing will be notified immediately.
3. The student will receive notification of the unsafe performance/behavior in writing within 24 business hours of the infraction.

4. The Director, in consultation with the course faculty, will attempt to informally resolve the matter.
5. If the Director, in consultation with the course faculty, determines that the infraction may be resolved, then a remediation plan will be created.
6. If the Director determines that the matter cannot be resolved the Director will refer the matter to the Dean.
7. A student may not drop or withdraw from a course if the individual's performance has been deemed unsafe.

WARNING/FAILURE NOTIFICATION

Fontbonne University has established clear procedures regarding notification of warning/failure notification and explaining the consequences of such. This policy applies to every student enrolled in the nursing program demonstrating unsatisfactory practice/performance/behavior. Students who consistently demonstrate unsatisfactory performance are at risk for failure. Depending upon the nature and severity of the incident, issuance of a notification of warning/failure may result in course failure and/or dismissal from the program.

Examples of situations which may result in a clinical warning include but are not limited to:

- Violation of Departmental or University policies.
- Breach of professional or ethical behavior.
- Tardiness for learning experiences, unless under extraordinary circumstances that is determined by faculty member.
- Failure to follow the appropriate procedure for clinical absence as specified in course syllabus.
- Repeated excused/unexcused absences (refer to absence policy).
- Lack of required preparation for clinical experience and/or provision of patient care.
- Failure to implement or successfully demonstrate appropriate nursing measures.
- Engaging in nursing practice that endangers a patient's well-being.
- Inability to discuss medications including but not limited to the following: indication, dosage range, routes of administration, major side effects, and appropriate administration concerns.
- Failure to submit complete/quality written assignments.
- Failure to submit written assignments on time.
- Inability to communicate information related to course work or patient care in coherent, understandable language.
- A student with more than 2 clinical warnings in any NUR course will be subject to a faculty review for determination of continuation in the nursing program.

Procedure(s)

Written warning/failure notification must be:

1. Provided to the student on the day of the infraction or sent electronically within 24 hours of the infraction.
2. The warning notification must be conveyed to the course coordinator (when applicable) on the day of the infraction.
3. The failure notification must be conveyed to the coordinator (when applicable) and the Assistant Director on the day of the failure.

4. The warning/failure notification must:
 - a. Identify the problem/infraction.
 - b. Provide remedial activities/conditions, the student must receive a remediation plan that must be completed and reviewed with the student within 48 business hours of the infraction.
 - c. Provide a date as to when the remediation must be completed; the student will obtain written verification of completion (as appropriate) and submit it to the individual responsible for the creation of the remediation plan.
 - d. Provide conditions for continued course progression after remediation, the student must consistently demonstrate satisfactory performance of the cited infraction.

Warnings, in any course component, may result in course failure (a grade of “F”) irrespective of the didactic grades(s) and/or dismissal from the program depending upon the nature and severity of the incident. A student who receives a failure prior to the official withdrawal date may not drop or withdraw from the course.

ACADEMIC INTEGRITY/HONESTY

According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as global citizens and leaders. The University always expects the highest standards of integrity from its students. A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, dissimulation, and any act of aiding and abetting academic dishonesty. Individual instructors will set specific policies regarding academic integrity. In general, students may expect to receive a zero (0) on any assignment, exam, test, or quiz and potentially fail a course when a violation of academic integrity has occurred.

In cases where academic integrity is in question, the following definitions and policies will apply:

Cheating

- Purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests, or quizzes.

Plagiarism

- The representation of the words and ideas of another as one’s own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication

- The deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation

- The disguising or altering of one’s own actions with the intent to deceive another about the real nature of one’s actions concerning an academic exercise. Examples include

fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Broader violations of academic integrity include, but are not limited to:

Abuse of Resources

- The damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes, or software; failure to return library materials when requested.

Forgery of Academic Documents

- The unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application even if approval was previously granted on the basis of fabricated information.

Sabotage

- The damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work or destroying another student's paper.

Aiding and Abetting Academic Dishonesty

- Knowingly facilitating any act defined above.

Violations of academic integrity have a broad impact on the university and will result in university review and action. Faculty who observes violations of academic integrity are asked to report all violations to the office of academic affairs where records of violations will be maintained for five years. University review and action may include tutorials on the appropriate use of materials, academic probation, or expulsion, depending upon the nature of the offense. All procedures for disciplinary action are detailed in the Griffin Scratch Handbook (<https://www.fontbonne.edu/wp-content/uploads/2019/09/Griffin-Scratch-2019-2020-updated-9.16.2019.pdf?role=student>) and Fontbonne policy manuals (<https://catalog.fontbonne.edu/content.php?catoid=6&navoid=320>).

STUDENT ACTIVITIES

Students are encouraged to be actively engaged in campus activities and governance throughout the Fontbonne University campus. There are a variety of opportunities to provide input and participate in the university community, overall. For a complete list of student organizations and activities, please visit <https://www.fontbonne.edu/student-life/getting-involved/>.

Additionally, and as the nursing program grows and evolves, there will be groups, societies, and organizations specific to the art and discipline of nursing in a student-focused and academic environment. Future programs will include but will not be limited to the **Student Nurse**

Association, the Student Government/Council, and other clubs that promote diversity and inclusion among our nursing students.

Sigma Theta Tau International Honor Society of Nursing

Membership in Sigma Theta Tau is an honor conferred upon selected students in the baccalaureate and graduate programs who have demonstrated excellence in their nursing programs (minimum 3.0 GPA for undergraduate and 3.5 for graduate levels). Graduates of nursing programs who had good records as students and whose professional careers demonstrate commitment to the ideals and purpose of the profession and the Honor Society are also eligible for membership. The total membership includes faculty, students, graduates of the college, transfer members from other chapters, and nursing leaders from the community. More information about eligibility and invitation to apply will be made available during the nursing program.

The purposes of Sigma Theta Tau are to:

- Recognize superior achievement
- Recognize the development of leadership qualities
- Foster high professional standards
- Encourage high professional standards
- Strengthen commitment to the ideals and purpose of the profession

COMPUTER SYSTEMS

Fontbonne University is a wireless campus with computer laboratories available for student use during those times the building is open. Students are assigned individual e-mail accounts upon admission to the College. All courses utilize Canvas as the online learning platform. Office Suite is used exclusively in all programs and accounts are offered for free to all Fontbonne University students. Support services are available to students for technical issues related to course work.

Laptops, mobile devices, and smart phones have become a must-have tool in today's academic environment. They enhance the student experience and promote the creation of an academic learner-centered environment by bringing more options and resources to the student. Therefore, the Department of Nursing strongly recommends and highly encourages nursing students to own a laptop, a smart phone, and/or a mobile device. If used, each device should have access to the Internet on and off campus. It is the student's responsibility to ensure proper Internet access outside Fontbonne University, that individual devices are functional, and that they are always capable of connecting to the Internet through the appropriate network.

DESCRIPTION OF LEARNING RESOURCES

Jack C. Taylor Library

The Jack C. Taylor Library provides materials and resources to support research, instructional assistance that complements the curriculum, and attractive and comfortable spaces for reading and research. Library resources concentrate on student learning and faculty teaching.

The library subscribes to hundreds of journals and magazines and several newspapers of local and national interest in paper format. More than 65,000 unique journal titles are available in full text through the library's many subscription databases, including JSTOR, Business Source, Academic Source, and PsycArticles. More than 90,000 items are available in the library,

including books, audiovisual materials, curriculum resources, and juvenile collections. These resources are supplemented by more than 220,000 electronic books, streaming videos, and online reference resources. Through Fontbonne's membership in MOBIUS, the Missouri academic library consortium, Fontbonne students have access to millions of books, which can be delivered to Fontbonne within a few days.

Faculty librarians teach the course LIB 199 Information Literacy in Higher Education for credit and provide library instruction sessions upon request. Librarians are actively involved in demonstrating the use of library resources and research strategies to both groups and individuals.

The Information Commons area includes student-access computers, several printers and scanners, and assistance in using the equipment. Laptops and tablets can be checked out as needed. All library computers offer access to subscription databases, the Internet, and Microsoft Office software. The library also houses individual and group study rooms and tables, meeting rooms, and lounge areas.

Kinkel Center for Academic Resources

Open seven days a week, the Kinkel Center for Academic Resources provides academic support for all Fontbonne University students through academic tutoring, coaching on academic matters, workshops, placement testing and disability support services. The tutoring service is provided by specialists with advanced degrees in the following subject areas: Writing, Mathematics and Business. Peer and graduate-level tutors are available in other subjects. Tutoring is provided at no cost to the Fontbonne student. For more information about the services in the Kinkel Center, please contact the Kinkel Center staff at 314.889.4571 or view its website at <https://www.fontbonne.edu/academics/academic-resources/kinkel-center-for-academic-resources/>

Charles Jeffers Glik Testing Center

Dedicated in 2007, the Charles Jeffers Glik Testing Center, located in the Kinkel Center, provides out of class testing opportunities for students who have made the proper arrangements, and placement testing for incoming students.

Computer Labs

The university houses five computer labs with a variety of available hours. Students who do not have their own devices may use these labs to access library resources and to use other computing resources. All students receive access to the Microsoft suite of office products through Office 365. Students receive a printing allotment and have access to ample, secure cloud storage. The university maintains computer systems that assist faculty in course delivery. We utilize the popular learning management system "Canvas," which can be integrated with a variety of multimedia content to provide a rich, online experience for all classes, including those meeting face-to-face.

In addition to the above learning resources of the university, the Department of Nursing also includes:

- **Expanded Textbook Course Content:** The learning tools used in the nursing program will include companion access to online learning modules, case studies, scenarios, practice questions, etc. to help facilitate students' learning process.

- **Comprehensive Assessment & Review Program: Fontbonne** University will investigate and identify a comprehensive assessment and review program that will offer strategic assessment tools to assist our nursing students and our nursing faculty. These tests will assist in identifying students' strengths and weaknesses so that they may focus on their areas of need.
- **Nursing Labs: Nursing** students will have access to the labs during scheduled class time and also during open hours, where they may practice their nursing skills and lend tactile credibility to the related theory. The labs are supervised by a faculty member, and students will have the opportunity to ask questions and seek clarity on specific skills.
- **Smart Phone Applications: Mobile** device applications are a great learning resource for nursing students, and there are many apps geared towards nursing students specifically, including NCLEX prep questions, drug guides, A&P, etc.
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STUDENT SERVICES AVAILABILITY & ACCESSIBILITY

As a comprehensive university, Fontbonne has a full range of student services available, all of which will be accessible to students in the Department of Nursing. These services include:

Academic Accommodations and Testing Center

The Director of the Kinkel Center, Academic Support, and Academic Accommodations meets with students and assists in receiving needed accommodations for documented physical, visual, hearing, learning or psychiatric disabilities.

Writing Support

Writing support at Fontbonne University offers free, one-on-one tutoring in written, oral, and visual communication. The Writing Center is available for use by undergraduate and graduate students from all departments, of all skill levels, at any point in their projects. Through discussion-based consultations with our writing tutors, students learn how to express their ideas with clarity and confidence, so they are empowered to achieve their academic, professional, and personal goals.

Subject Specific Tutoring

All Fontbonne students receive two free hours of tutoring per course, per week. Tutoring is available for most courses upon request and is available in both online and face-to-face formats.

Peer Academic Coaching

The peer academic coaching program is designed to assist all students in making a successful academic transition to Fontbonne. Our trained peer academic coaches are students who are equipped to share techniques and strategies that can help their fellow students be successful learners.

Counseling and Wellness

The personal counselors at Fontbonne University offer support in dealing with a variety of issues and concerns. The department provides short-term professional counseling to help students face challenges and succeed. Referrals to off-campus counseling agencies and therapists are also available.

Campus Nurse

The campus nurse provides health care, health education and referrals to other resources which can help students deal with illnesses and injuries, maintain, and improve their overall physical and emotional health. The campus nurse is located in Ryan Hall room 107C

Career Development

The Career Development office provides a variety of free services to current students and alumni, including career counseling, connections to employers, resume preparation, mock interviews, and more.

Griffin Market

The Griffin Market provides meal items and toiletries to students, staff and faculty in need and helps decrease the stigma surrounding food insecurity.

1G and Other Support Programs

The 1G program is designed for students who are the first in their family to attend a four-year college. It guides students through their first year and beyond through one-on-one mentorship, connections to faculty, workshops, and social events. A similar support program is available for students of color

ACADEMIC ADVISING

Academic advising at Fontbonne University is an integral part of the larger mission of the University. It serves to assist students to identify and achieve their educational goals, while creating collaborative relationships with other institutional departments, faculty, and staff. The advising process is an on-going and developing one, whereby both the advisor and advisee share responsibilities. If an advisor/advisee arrangement does not work effectively, a student may petition the director of academic advising for a new advisor.

The advisor's role is rooted firmly in education, providing the necessary information regarding policies, degree programs, courses, schedules, and registration. Advisors must reach out developmentally as well by engaging students in self-directed learning, creating academic plans and strategies, discussing personal goals, and referring individuals to the appropriate campus resources. Students may not register for courses until they have been cleared by their advisor.

With the support and guidance of their academic advisor, advisees are expected to learn and practice the habits of successful students. This includes maintaining regular contact with all of their academic stakeholders, taking responsibility for consulting the University Catalog, making final decisions about choices regarding their academic careers, preparing in advance for relevant meetings, gathering all pertinent information, following through on referrals, asking questions, and striving to be an ethical and contributing member of society through critical thought and action. Additional information may be obtained through the advising [website](#). As a regionally accredited university, Fontbonne offers Title IV financial aid to students through our Office of Financial Aid. The staff packages financial aid for students, counsels students on their rights and obligations, helps students understand the full range of options to pay for school, and provides financial literacy education. Like many private universities, Fontbonne provides many scholarships for students that supplement federal and state financial aid and external scholarships.

Nursing school is emotionally challenging, intellectually stimulating, academically rigorous and immensely rewarding. Fontbonne University will offer comprehensive academic, professional, and personal counseling services to ensure all nursing students have the proper tools for academic and professional success. The tendency of students who enter their first semester of nursing courses to underestimate the rigor of the program may place them at risk for unsatisfactory performance. It is critical for faculty and advisors to implement proactive strategies for nursing students to manage academic challenges and aggregate stresses early in the program. The result of a proactive advising approach is that students will have the opportunity to take immediate advantage of the academic support proactively rather than reactively, which will translate into nursing program success.

In addition to the above student services offered to all students of Fontbonne University, the Department of Nursing provides support services specifically designed to facilitate the academic and professional success of nursing students.

Nursing Program Clinical Support

Participation in clinicals has been identified as one of the largest stressors for nursing students. One of the most valuable support programs is an orientation for students entering their first semester of clinical courses. Such an orientation will allow students to feel more prepared and less anxious about their first week of clinicals. The orientation may include students learning from key individuals involved in their clinical nursing courses, including instructors, simulation staff, and faculty expectations about clinicals. Students will also be reminded about the health clearance requirements (Attestation Letters) needed prior to beginning their clinicals, the appropriate attire, and necessary nursing instruments.

Nursing Program Progression Support

It will be helpful for students to learn from advisors about grade requirements for successful academic progression in their nursing courses and learn strategies for balancing the coursework and clinical experiences from a panel of students who are further along in their program.

Tutoring Support

Tutoring has been found to be a proactive measure for nursing students to improve understanding of course content. It is recommended that tutoring sessions be offered weekly and led by an experienced master's prepared faculty member. The faculty member will be in continuous contact with the course instructors to remain aware of the content in which students require assistance. Tutoring will be offered in key subject areas, including medication calculations, pharmacology, pathophysiology, mental health, women's and pediatric health, nursing fundamentals, adult health, etc.

Peer Mentor Support

Peer mentorship programs significantly contribute to student academic success and retention while reducing student anxiety and stress. A nursing peer advising program will be used to connect students who are early in the nursing curriculum with students who are in their last semester of nursing courses. Students often feel more comfortable addressing their concerns with a peer who has experienced similar realities than an advisor or an instructor.

Nursing Program Support

Advising centers will provide workshops specifically designed for the needs of nursing students. Topics will include time management, academic study skills, test-taking strategies, and career development.

Nursing Program Academic Nursing Support

The proactive advising programs provided will be encouraged to be utilized by students prior to being identified as at academic risk. However, it will be critical to identify nursing students who do encounter academic difficulties early so that interventions can be implemented to assist students in being successful. Faculty advisors will work with nursing faculty members to identify students who may be struggling, starting with obtaining a list of students who did not pass the first exam of the semester. Advisors will then contact the at-risk students to offer support. Some programs may mandate that students meet with their advisors on a bi-weekly basis as a check-in to discuss academic progress. Advisors will also encourage students to take advantage of the academic support services provided, including tutoring, workshops, and peer advising programs.

Nursing Program Career Support

Fontbonne University provides resources related to career exploration, career development and the professional position search process. We support students as they develop career plans and seek professional nursing positions. We work with students individually, in groups, and through workshops and events, in addition to maintaining a library of resources. Our services range from providing information on nursing career options, offering shadowing and mentoring opportunities, support with NCLEX applications, to developing resume writing, interview skills and job search strategies.

AMERICANS WITH DISABILITIES ACT (ADA)

Fontbonne University offers academic accommodations to students with documented disabilities. Any Fontbonne student is eligible for academic accommodations if:

- The student self-identifies that he/she has a documented disability and needs academic accommodations.
- The student submits a request for academic accommodations to the Director of the Kinkel Center for Academic Resources, along with any supporting documentation as soon as reasonably possible; and
- The student provides reasonable, appropriate, and verifiable supporting documentation of the documented disability at the time of the request for academic accommodations or within 30 days after the request, unless extenuating circumstances exist.

For requests or inquiries regarding other accommodations, including auxiliary aids or services, or modifications of policies or procedures to participate in a program, service, or activity, or the existence and location of services, activities and facilities that are accessible to and usable by individuals with disabilities, please contact the Section 504/ADA Coordinator at 314.719.3627 or via email at academicaccommodations@fontbonne.edu.

FERPA

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is a federal law that protects the privacy of student education records. It applies to

all schools that receive funds from the United States Department of Education. Education records are records that contain information directly related to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution. Education records do not include private notes, law enforcement records, medical and counseling records, employment records, or alumni records.

In accordance with the Family Rights and Privacy Act, certain information designated as “directory information” may be released without the prior consent of a student, unless the student has forbidden its disclosure in writing by completing a Request to Withhold Release of Directory Information form available in the office of the registrar. This form must be turned in to the registrar’s office within two (2) weeks of the start of the semester. It will stay in effect until the fall term of the next academic year. The university will assume that a student does not object to the release of directory information unless the student files this written notification.

A complete listing of directory information items is included in the FERPA policy which is posted on the Fontbonne website at: <https://www.fontbonne.edu/academics/registrar/>

Students should read the FERPA policy to know their rights and responsibilities as they pertain to their education records. Questions should be directed to the office of the registrar.

GENERAL INFORMATION

University Catalog

Information regarding university policies and programs may be found in the Fontbonne University Academic Catalog. The catalog may be found on the Fontbonne University website under the Academics tab: <https://catalog.fontbonne.edu/>.

Communication

- Email
 - All faculty and staff should be contacted via Fontbonne University mail.
 - Students are responsible for checking their Fontbonne University email, including Canvas, daily for messages from instructors and/or advisors and/or for information related to specific courses and departmental activities and events.
- Voicemail:
 - Messages may be left on individual faculty campus or cell phone voice mail.
- Office Hours:
 - Posted on faculty doors.
 - It is recommended that students make appointments to see faculty.
- Canvas:
 - Faculty will post any course related information/announcements/changes on Canvas.
 - Students are expected to check Canvas daily, including weekends and holidays.

Change of Name

Report any change of name or contact information to the Registrar and the designated Nursing faculty.

Safety/Fire Regulations

- Refer to the Fontbonne University Catalog for university policy.

- See the Fontbonne University Fire Safety on Campus Brochure at www.Fontbonne.edu/safety

The Online Bookstore

The Fontbonne University Online Bookstore, powered by TextbookX, operates completely online and can be visited at Fontbonne.edu/bookstore, which redirects the user to Fontbonne.textbookx.com. Students visit the website to order their course materials online and have their items shipped to their home or campus address, while digital course material access is emailed to them directly. The Online Bookstore sells branded merchandise like shirts, hats, graduation gear, and many other items.

Health Services

The Campus Nurse is available (appointments preferred but walk-ins are welcomed) on a part-time basis, located in Ryan Hall, room 107C. Free services include treatment of minor injuries and illnesses, health counseling, referrals to outside medical agencies, assistance with insurance referrals and claims, responding to on campus medical emergencies. Fee-based services include immunizations (meningitis and MMR) and TB skin testing. For more information or to make an appointment, visit <https://www.fontbonne.edu/student-life/student-services/counseling-wellness/health-services/>.

I.D. Cards

- The library issues picture I.D.s during regular office hours.
- Visit the circulation desk on the first floor to obtain an I.D.
- The I.D. identifies the holder as a Fontbonne University student and is issued for campus security reasons, use of facilities in the Dunham Student Activity Center, library borrowing privileges, cashing checks, and using Griffin Bucks.
- A valid I.D. may be used throughout the city for discounts to select movies, sporting events, plays, museums, and cultural events.
- To obtain an I.D., students must provide proper identification, such as a driver' license, and have proof of semester registration.
- There is no charge for the first I.D.; if the I.D. is lost or damaged, there is a \$10 replacement fee.

Parking

- To park on campus, students must obtain a parking permit from the Fontbonne University business office located in Ryan Hall.
- Parking regulations may be obtained in the business office when your permit is issued.
- Parking regulations may also be found [online](#).
- These regulations are strictly enforced; violators will be ticketed.
- Questions regarding parking on the Clayton Campus should be directed to the public safety office in Ryan 101 or by calling 314.719.8024.
- Email parking questions to safety@fontbonne.edu.

Student Activity Center

The Dunham Student Activity Center is the home court for Fontbonne's varsity volleyball and basketball teams, and the main facility for the intramural sports program. Centrally located on campus, this 38,000 square-foot building houses a gym with 1,600 seats, an athletic training room, a fitness center, an aerobics studio, a running track, and recreation and varsity locker rooms. Offices for the athletic department staff are located here as well. In addition, the café, a

multipurpose student union, and the Griffin Grill, a popular snack bar, are located on the second floor. Both the café and the adjacent outdoor balcony are frequent gathering places for students, providing Fontbonne's community with a relaxed atmosphere in which to study or meet with friends. Additionally, the Griffin Pantry was established in the Fall of 2018 and made possible by a generous donation from the Fontbonne Community Connection. The goal of the pantry is simple: provide the Fontbonne community with access to nutritionally dense food and snack items, toiletries, and even some infant products. Life has different seasons and offers opportunities and challenges during these times. The pantry provides our "dear neighbors" with a basic need – food.

Career Development

Recognizing that career development is a lifelong process, Fontbonne's Career Development office connects students to their future goals and ideas as they develop and manage their careers over a lifetime, even in times of uncertainty. To help students make informed career decisions, select realistic academic majors, and master job search skills for ongoing professional development, a range of programs, events, and resources, including self-assessment, occupational information, and online job listings are offered. In addition, the department has recently introduced Purple Briefcase, our online career network where students and alumni can connect with employers to find jobs, internships, and work study opportunities. The career development office is in Ryan 306. Appointments may be scheduled in person or by phone at 314.889.4516 during normal office hours (M-F, 8AM – 4:30PM). For additional information, please visit our website.

Counseling and Wellness

The Counseling and Wellness department is staffed by a licensed clinical social worker who provides free brief mental health counseling to currently enrolled Fontbonne students. Students seek counseling for a variety of concerns including depression, relationship issues, stress/anxiety, homesickness, and loss of a loved one. Confidentiality is maintained following ethical and legal obligations mandated by the state of Missouri. The department also provides referrals to off-campus counseling resources. As student health and wellness is related to academic success, the department provides wellness resources and activities for students throughout the academic year. The counseling and wellness department is in Ryan Hall, room 103. Appointments may be scheduled in person or by phone at 314.889.4516 during normal office hours (M-F, 8:00 a.m. – 4:30 p.m.). For more information, please visit our website. In cases of on-campus, after-hours emergencies, contact Fontbonne's Public Safety office at 314.889.4596; for off-campus emergencies, contact 911.

Center of Leadership and Community Engagement

The Center of Leadership and Community Engagement coordinates and oversees student organizations, leadership programming, co-curricular activities, student involvement and engagement, and new student orientations. The department helps to schedule and program activities to meet students' social, recreational, cultural, and entertainment interests.

Upon becoming a member of the Fontbonne community, students are highly encouraged to join various student organizations. Student organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of the students' total university experience. Student participation in co-curricular involvement opportunities can increase leadership and teamwork skills, interpersonal communication, problem-solving, and decision-making abilities, thus contributing to personal growth and professional appeal.

Any student or students interested in receiving more information or wanting to form a new student organization may contact the Assistant Vice President for Student Affairs, at 314.719.8057, or may stop by the Center on the fourth floor of Medaille Hall.

Service, Diversity, and Social Justice

The department of service, diversity, and social justice cultivates and promotes a campus culture that respects human dignity and encourages and recognizes service, diversity, and social justice through expanded opportunities for student learning, leadership, and civic engagement. The department advises several student organizations, promotes service opportunities (local, national, and international), and encourages dialogue around issues of diversity and justice. Look for opportunities to get involved through celebrations, workshops, programs, and service trips. Contact the director of service, diversity, and social justice at 314.889.4503 with inquiries or visit us [online](#).

Substance Abuse Policy

It is the goal of Fontbonne University to protect the public health and environment of the campus community by promoting a substance-free environment.

Tobacco-Free Campus Policy

Fontbonne University is a tobacco-free campus. Smoking is prohibited on all university property, including all buildings, outdoor spaces, and in university-owned vehicles. Smoking is permitted on the sidewalks along Big Bend and Wydown Boulevards and in personal vehicles that are parked on campus. Off-site campus locations shall continue to prohibit all smoking within buildings and shall also comply with any local municipality or county restrictions. Smoking will be permitted within 15 feet of the entrance of any branch location.

Personal Security

Reporting Losses: Should anything be lost or stolen, an incident report is to be completed, giving the date, time, place and extent of the loss, etc. and submitted to Fontbonne Security Office.

Diversity Statement

Fontbonne University maintains a strong commitment to diversity to increase the number of faculty, staff, and students from all backgrounds. Every person, regardless of race, color, creed, national origin, gender, sexual orientation, age, or disability shall be treated with respect and dignity. Therefore, Fontbonne University will strive to:

- Create a learning environment that promotes, nurtures, and supports the understanding, recognition, and appreciation of contributions to society made by diverse individuals and groups
- Increase recruitment and retention of diverse students, faculty, and staff
- Promote and foster effective communication and interaction among diverse populations
- The core document may be viewed at <https://www.fontbonne.edu/campus-life/service-diversity-and-social-justice/>

Notice of Non-Discrimination

Fontbonne University does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law in employment or in the administration of its educational policies, admission policies, educational programs, scholarship and loan programs,

or athletic and other programs and activities. Furthermore, Fontbonne University prohibits retaliation against anyone who either opposes unlawful discrimination, assists, or participates in an investigation of a complaint of discrimination, or exercises that person's rights under any law that forbids discrimination.

The Fontbonne University coordinator for Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Titles VI and VII of the Civil Rights Act of 1964 and other laws and regulations prohibiting discrimination is:

Coordinator

Steven Loher

Director of Human Resources

Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105
Phone: (314) 889-1493
Email: Sloher@fontbonne.edu

The Fontbonne University Title IX Coordinator and Deputy Coordinators for Title IX of the Education Amendments of 1972 are:

Title IX Coordinator

Janelle Julian

Dean of Students

Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105
Phone: (314) 719- 8057
Email: jjulian@fontbonne.edu

Deputy Coordinator for Athletics

Danielle Doerfler

Associate Athletic Director

Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105
Phone: (314) 889-4540
Email: ddoerfler@fontbonne.edu

Deputy Coordinator for Employees

Steve Loher

Director of Human Resources

Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105
Phone: (314) 889-1493
Email: Sloher@fontbonne.edu

Questions about this non-discrimination policy and any complaints of discrimination shall be directed to the appropriate coordinator. Fontbonne University complies with the **Family Educational Rights and Privacy Act of 1974, Public Law 93-380**, as amended.