

SCHOOL OF NURSING STUDENT HANDBOOK



UNIVERSITY OF THE VIRGIN ISLANDS

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WELCOME TO THE SCHOOL OF NURSING

Greetings and welcome to the University of the Virgin Islands School of Nursing (UVI)!

It is a distinct honor and a privilege for me to greet you in my capacity as the Dean of the School of Nursing (SON), but most of all, as an alumna of this School. UVI SON has been a regional leader in nursing education for the past 56 years having shaped the professional careers of many professional nurses in the territory, the US mainland, and the Caribbean. We are proud of the many graduates that have walked the halls of the SON on both campuses, and we are delighted to be entrusted with the education of some of the best and brightest students anywhere.

The SON is also proud of the part it has played in bringing nursing and health research to life in the territory. We are the home of two research units The Caribbean Exploratory Research Center (CERC) and the Eastern Caribbean Health Outcomes Research Network ECHORN. Through these research centers faculty members and students can participate in research programs that are relevant to the territory and the Caribbean.

You have therefore selected a school with administrators, faculty and alumni that are skilled clinicians and advanced practice nurses, outstanding scholars, educators, and researchers. Our administrative staff members are highly qualified with extensive experience in the higher education administration. Our community agencies, alumni and friends are all committed to addressing the challenges we face in delivering a high-quality education in a small territory.

The SON is therefore well poised to provide you, the next generation of health care providers, leaders, educators, and researchers, with the best education and clinical experiences that would allow you to launch your nursing careers. You will have opportunities to learn among knowledgeable and accomplished experts and I encourage you to engage in the academic and extracurricular programs at UVI.

In keeping with the goals of our strategic plan entitled: “School of Nursing: Transforming Lives Through Excellence in Nursing Education, Practice and Research” 2016-2021, we launched the revised Bachelor of Science in Nursing (BSN) Program in 2016; and introduced the generic BSN and BSN Completion programs to the Albert A. Sheen campus. We are currently reviewing the program. We expect to have the new BSN curriculum implemented in 2022. The SON strengthened the academic policies and learning resources to promote attainment of student learning outcome (SLOs). Our mantra “One SON” continues to be the guiding principle to the approach of the faculty in program delivery, continuous quality improvement and initiatives aimed at promoting student success.

As Dean of the SON, our students, our faculty, and the vision of the University inspire me, and I am proud to participate in the further development of the SON.

I wish to congratulate you on your accomplishments thus far. I urge you to envision your future as a nursing professional and take advantage of the programs and services UVI-SON offers you to make a difference in both your personal life and professional career.

Your success is important to us, and information is power. Therefore, I invite you to browse through the SON webpages and the SON Student Handbook to be acquainted with the many policies and regulations that guide the delivery of the program.

My best wishes for your success!

Beverley Anne Lansiquot, DNP, RN

Dean, School of Nursing

University of the Virgin Islands

IMPORTANT NOTE

This handbook contains current policies and procedures for the BSN Program. Students should also consult the UVI Student Handbook and the UVI Catalog for policies that apply to all nursing students. All of these documents are available online at <http://uvi.edu>.

The Handbook represents current policies as of June 24, 2021, and will be updated as needed. The SON reserves the right to change any condition, offering, requirement, policy, or process at any time and will communicate this information to nursing students. Changes in policy/procedure will be relayed to current nursing students via electronic mail. Orientation sessions will also be scheduled at the beginning of each semester as needed and attendance at these sessions is mandatory so that students can be updated on changes in policy/procedure.

All students are responsible for adhering to current policies and procedures in the School of Nursing.

SCHOOL OF NURSING

School of Nursing Mission, Vision, Core Values, Goals and Objectives

Mission

The School of Nursing (SON), in a **learner-focused** and multi-cultural environment, prepares its graduates to meet the health needs of all people with the focus on the US Virgin Islands and the wider Caribbean. Faculty for excellence through rigorous academic standards, innovative teaching strategies, research, and community service. **(Revised October 23, 2020)**

Vision

The SON strives to be an innovative leader for excellence in nursing education, scholarship and practice dedicated to student success and the development of exceptional graduates.

Core Values

We are driven by the universal principles of life that are inherent in our core values of:

1. Students First
2. Teaching, Learning & Scholarship
3. Integrity & Respect
4. Accountability
5. Caring
6. Innovation
7. Safety & Excellence
8. Service
9. Principled Leadership
10. Diversity

Goals and Objectives

Our transformational integrative goal is to become a premier institution for nursing education and practice. In fulfilling this transformational integrative goal, we anticipate the following outcomes:

1. Recruitment, retention, and development of excellent and diverse faculty for both campuses.
2. Recruitment and retention of a diverse student population and positive overall student experiences.
3. Creation, implementation, and evaluation of innovation of context-relevant curricula.

4. Provision of adequate resources to achieve SON goals by increasing public financial support and private giving through grants, contracts, and donations.
5. Expansion of collaborative partnerships with external communities of interest to enhance the educational experience.
6. Facilitation of student program success, graduation rate and expanded program offerings.
7. Enhanced research capacity and productivity.

STRUCTURE, GOVERNANCE AND ACCREDITATION

Organizational Structure of the School of Nursing

Within the School of Nursing, there are two nursing programs: The generic Bachelor of Science of Nursing (BSN) Program and the Bachelor of Science of Nursing Degree Completion Program (BSN Completion) for nurses who are graduates of accredited associate degree or diploma nursing programs. The SON is comprised of a dean, program chair, nursing faculty, administrative specialists, and the nursing student bodies on the Albert A. Sheen (St. Croix) and Orville E. Kean (formally St. Thomas) campuses. The dean has administrative responsibilities for the SON and faculty who serve as chair, assist the dean.

Two research units also come under the umbrella of the SON and focus their research efforts on health disparities. The Caribbean Exploratory Research Center (CERC) sponsors the annual Health Disparities Institute. The Eastern Caribbean Health Outcomes Network (ECHORN) is exploring factors associated with chronic diseases in the Eastern Caribbean.

Nursing Program Office

The Administrative Specialist is located in the BSN Program Office. Students should be in the office only in the presence of the Administrative Specialist or a faculty member. The Program Office is not a place to sit and chat. Students should conduct their business and depart.

Computer

The computer located in the BSN Program Office is to be used by faculty and staff only. Students must use the computers in computer laboratories designated for student use.

File Cabinets

Program files are **off limits** to students. Please ask the Administrative Specialist or a faculty member to retrieve any item required from these files.

Student Files

A student file is initiated when a student presents for advisement and is maintained throughout the student's matriculation and after graduation.

Use of Photocopier

A photocopier, located in the Program office, is for the exclusive use of faculty and staff. A photocopier is located in the library (STT and AAS campus) and Bookstore (AAS campus) for students' use.

Student Opportunities

There are many opportunities for students to excel in and outside of the classroom. Two such opportunities for nursing students are: the SON Honor by Contract Program and the Study Abroad Program.

SON Honor by Contract Program Requirements

In order to be considered a potential candidate for the program, students must:

1. Maintain a GPA of 3.3 or better at the end of the Fall Semester.
2. Receive a B or better on all honors courses.
3. Accept a leadership role in your school or college.
4. Participate in lectures, debates, and seminars.
5. Complete and satisfactorily defend an Honors Thesis.

If you feel you qualify and are interested in enrolling in the SON Honors by Contract Program you may contact your SON Advisor.

SON Global Learning Experience

The SON Global Learning Experience will be launched in Summer 2021 in Costa Rica.

Nursing students will gain clinical experiences through a variety of observational and direct hands-on activities in Costa Rica for their community health and mental behavioral health nursing courses.

School of Nursing and BSN Program Governance

All full-time faculty participate in SON meetings and have voting rights. All Adjunct and Part Time faculty are invited to attend SON Meetings and have no voting rights. Student class representatives are welcomed and encouraged to attend SON meetings. Students on both campuses elect representatives from each class (sophomore class [spring only], junior class and senior class) to participate in SON meetings. Students on the Orville E. Kean (formally St. Thomas) Campus share one vote and students on the Albert A. Sheen Campus share one vote. The Dean or the Program Chair / Academic Supervisor conducts the meetings of the SON. The Dean does not vote, except in the case of an impasse.

Student Participation in Governance at the SON

All student representatives must be in keeping with the Student Representative Guidelines that follow.

Student Representative Guidelines

Roles and Responsibilities:

1. Student Representative is a voluntary role that works in partnership with a Faculty Liaison to:
 1. Enhance the experience of students in each cohort at the SON.
 2. Act as a liaison between students and faculty.
 3. Enhance communication within each student cohort.
 4. Improve student involvement in the decision-making process.
 5. Ensure the student voice of each cohort is listened to and that concerns of students are presented in an appropriate and objective manner to the School of Nursing (SON) faculty and administration.
 6. Support, promote and actively engage with initiatives that aim to gather the student voice and enhance the academic experience.
 7. Deliver productive feedback to SON faculty within and outside of formal meetings to reach workable and mutually satisfactory solutions for each cohort.
 8. Keep up to date with matters affecting your cohort, the School of Nursing, and the University.
 9. Balance their time between the role and the time required to complete their academic workload.
2. Processes for Student Representative(s) to vocalize concerns from the student body:
 1. Concerns from the student body must be presented in writing in a respectful tone and grammatically acceptable format to the Chair of SON via email or in person.
 2. Students can expect a written response to their concerns within 48-72 hours during regular business hours of submission by the Chair of SON.
 3. During faculty meetings student representatives are to be respectful when vocalizing any concerns to faculty
 4. It is the responsibility of the student representatives to return to the student body and provide a report of how the concerns were handled by faculty.

Selection of Student Representative:

1. Each class level within the nursing program (sophomore, junior, senior) will have a student representative and an alternate student representative.
2. The student representative position will be held for one semester.
3. The student representatives will be **elected** by each student cohort.
 1. Elections will be completed by the end of the second week of each semester.

2. Election results will be shared with the SON faculty and administration by the newly elected student representatives.
4. The role of student representative has no specific qualifications but, the student representative should:
 1. Have the ability and willingness to use a range of communication methods.
 2. Have a calm, approachable and proactive character.
 3. Be willing to share relevant information between the University and the Student Body.

Faculty Liaison

1. A faculty liaison for the student representatives will be chosen on each campus by students at the beginning of each academic year, in accordance the regulations of the Student Activities Department.
2. The Student Representative and the Alternate Student Representative are required to meet with the assigned Faculty Liaison at least twice during each semester to provide support to the students in their roles and address any issues of concern they may have.
3. The Student Representative and the Alternate Student Representatives are not necessarily members of the Student Nurses Association (SNA).
4. After the meeting with the Faculty Liaison, the Student Representative for each cohort will communicate with members of their cohort a summary of the meeting.

Meetings

1. Student Representatives are invited to attend the following meetings except the executive sessions: SON meetings, SON Curriculum meetings and the SON Accreditation meetings. Students do not attend the Admission Progression and Retention meetings.
 1. A student representative for each campus should be assigned to attend only one of the three meetings listed previously. The student faculty liaison will assist students to select the meetings they will attend for the semester.
 2. If the primary Student Representative cannot attend a meeting, the alternate Student Representative will be required to attend the meeting.
 3. Prior to the meeting the Student Representative for each cohort will communicate with members of their cohort eliciting any concerns/questions to be brought forth to at the meeting.
2. After the meeting, the Student Representative for each cohort will communicate with members of their cohort a summary of the meeting and any outcome addressing concerns of the cohort.

Stepping Down from Role

1. If a student representative wishes to step down from their student representative position, this must be communicated to the Faculty Liaison in writing.

2. In the event the Student Representative voluntarily leaves the position, the Faculty Liaison is responsible for ensuring that the alternate Student Representative becomes primary and that an alternate representative is elected by the appropriate cohort.
3. Faculty may request that a student step-down from Student Representative position if:
 1. Student is at-risk for failing
 2. Violation of academic integrity
 3. Disposition is not conducive to the role
 4. Behavioral issues hindering role performance
4. Any changes in the Student Representative during an active semester will be communicated to the appropriate cohort by the Faculty Liaison.

Students interested in student representative positions at the SON can reference the Student Representative **Fact Sheet** below for more information.

Student Representative Fact Sheet

Why should I become a student representative?

1. Student Representation is founded on the belief that through effective representation, students can become active partners in their education, thus taking ownership of their learning and enhancing their experience at the University of the Virgin Islands.
2. Becoming a student representative enables students to develop and strengthen leadership skills, connect with various internal and external agencies, and assist fellow students with having their voice heard.

Becoming a student representative will allow you to:

1. Contribute to decision making within the School of Nursing (SON).
2. Develop a greater understanding of SON processes and systems.
3. Enhance your communication skills by being involved in SON committee work.
4. Influence important decisions about the nursing program of study.
5. Gain a better understanding of how UVI and the SON operates.
6. Serve as liaison between students and faculty by bringing any concerns/suggestions/feedback to the SON faculty and administration.
7. Deliver key messages from the SON faculty and administration to the student body.
8. Make a difference in the academic experience of current and prospective nursing students.
9. Collaborate with other student representatives to coordinate events and enhance the learning experience.

ACCREDITATION

The BSN Program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Maintenance of accreditation is the responsibility of the faculty, students, and graduates of UVI's nursing programs.

Students have an important role to play in maintaining accreditation. Student evaluations and student participation are essential for improvement of the Programs. Students must familiarize themselves with all phases of their nursing program, including the curriculum, and participate in shaping changes based on evaluation of the various components. To have input, students serve as representatives to the SON, Curriculum and Accreditation meetings of the school. Students are also requested to evaluate various components (i.e., faculty, course textbooks, and clinical sites) particularly at the end of courses. Exiting seniors are surveyed for satisfaction with various components of both UVI services and the School of Nursing. Responses are also used to identify the Program's strengths and areas needing improvement. Students should give serious consideration and be as specific as possible when they provide input.

Graduates also have a crucial role to play in maintaining accreditation. Graduate performance on the NCLEX-RN licensure exam is the most critical benchmark in the Standards and Criteria issued by ACEN, revised in 2017. The nationwide benchmark for first-time NCLEX-RN performance is 80%. This means that 80% of those who test from a graduating class must pass on the first try for the BSN Program to maintain accreditation. **Considering the importance of first-time performance on this exam, graduates are urged to obtain the "Green Light" from the Virtual ATI educator before attempting the NCLEX-RN exam.** Since this information is required to meet accreditation standards, graduates are asked to authorize the SON to receive information about NCLEX performance from the Virgin Islands Board of Nurse Licensure.

Students/graduates should be aware of their right to make formal complaints about the program. The ACEN requires that the program maintain a list of complaints received and document that they received due process. A written complaint can be filed with the Dean or sent directly to ACEN: 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone: 404.975.5000 Fax: 404.975.5020 <http://acenursing.org/>

SON Partnerships

The SON has many collaborative partnerships that strengthen their accreditation efforts. For instance, we partner with the Virgin Islands Department of Health, which includes both the Juan F. Luis & SRMC Hospitals. Also, the SON has a vested interest in how successful our nursing students are with passing their NCLEX-RN Test on the first attempt, so we maintain regular and consistent contact with the requirements of the Virgin Islands Board of Nurse Licensure. Next, the simulation training our students receive in the skills labs with the simulators and software applications such as ATI, SIMS, Shadow Health occur because of the SON's continual collaboration with these external agencies.

Student Involvement during Accreditation Site Visit

Students are an integral part of the accreditation process. During the ACEN site visit, it is normal to expect to see the visitors in the clinical facilities talking to different lead persons to ensure your clinical experiences are sound, relevant, and achieving the objectives sent forth by ACEN. Also, ACEN site visitors may ask students about their clinical, classroom, and community experiences to ascertain how well you and learning and the positive outcomes or impact you are and will make on the community. Lastly, the ACEN site visitors will evaluate how well you understand and can explain your familiarity with the SON's policies, paradigm, and other relevant information about how the SON functions within the wider university.

BSN PROGRAM CURRICULUM

STATEMENT OF PHILOSOPHY

Health

Health is a dynamic state of being in which a person moves toward or away from optimal potential or toward a peaceful death. One's level of health is affected by one's personal concept of health and by alterations in the internal and external environments. Each human being is unique and is made up of diverse characteristics, including physical, psychosocial, and spiritual aspects.

The Profession of Nursing

Nursing is both an art and a science and the essence of nursing is a commitment to patient-centered care. Guided by a code of ethics, nursing is a profession based on theory and scientific research. Nursing care is oriented to health promotion, illness prevention and management of acute and chronic conditions for individuals, families, groups, populations, and communities. Nurses also have a unique and primary responsibility for ensuring a peaceful end of life experience.

Nursing practice is grounded in the nursing process. The application of the nursing process takes place through the contributions of the nurse as provider and manager of care in collaboration with other members of the healthcare team, with emphasis on safety and quality as paramount goals using evidence-based practice. The nurse's values, including ethical practice, personal integrity, and a commitment to social justice as well as leadership skills are critical to fulfillment of the professional role.

Nursing Education

Nursing education occurs in the context of the natural and social sciences, and a general education program that is multidisciplinary and rooted in the liberal arts. This content permits exposure and sensitivity to the uniqueness of human life and experiences. The nursing program is designed to prepare an entry-level nurse generalist who can provide competent care in dynamic and complex health care systems.

Teaching, being multifaceted, focuses on the acquisition of knowledge, skills and attitudes in a learning environment that accepts diverse views, cultures, and individuals. Faculty believe that students must be actively involved in the learning process and that learners have unique needs and learning styles. Learning experiences should increase in complexity, include

interprofessional experiences, and facilitate the development of skills essential to the professional role, such as leadership, the use of technology, critical/analytical thinking, scientific inquiry, and the ability to synthesize varying concepts and ideas. Furthermore, faculty believe in the importance of modeling professional behaviors and encouraging students to engage in lifelong learning as a central feature of continued professional and personal development beyond graduation. **(Approved 10/30/15)**

Program Concepts, Definitions and Student Learning Outcomes (SLOs)

The new BSN Curriculum was based upon eight essential concepts, drawn from recommendations for nursing education from a variety of professional organizations, including the American Association of Colleges of Nursing, the National League for Nursing, the Institute of Medicine, the Massachusetts Nurse of the Future Core Competencies and the QSEN Institute (Quality and Safety Education for Nurses). These concepts are threaded throughout the curriculum and were used to develop the Student Learning Outcomes (SLOs) for the BSN Program. The table which follows defines the concepts and gives the corresponding SLO for each.

Table: Curriculum Concepts, Definitions and Student Learning Outcomes

| Concept | Definition | Level 3 SLOs |
|----------------------------|--|--|
| Patient-centered Care | The provision of compassionate, age, and culturally sensitive care that is based on a patient’s physiological, psychological, sociological and spiritual needs as well as preferences, values and beliefs which respects the patient and designee to promote safe, quality care. | Evaluate nursing care provided to individuals, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs. |
| Teamwork and Collaboration | The delivery of a coordinated approach to patient-centered care in partnership with the patient, other nurses, and interprofessional team members, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality care. | Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, groups, populations, and communities |
| Evidence-Based Practice | The identification, evaluation, and use of the best current evidence coupled with clinical expertise and consideration of patients’ | Integrate scientific information and best current evidence with clinical expertise when making clinical judgments in the |

| Concept | Definition | Level 3 SLOs |
|---------------------|---|---|
| | preferences, experience, and values to make practice decisions. | management of patient-centered care. |
| Quality Improvement | The use of data and improvement methods consistent with current professional knowledge and evidence to monitor outcomes of care processes for the continuous improvement of health care services. | Use quality improvement measures to evaluate the need for change on the delivery of patient-centered care and patient outcomes. |
| Safety | The minimization of risk factors and errors of commission and omission that could cause harm to patient, self or others or delay patient recovery through individual, unit, or system performance. | Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings. |
| Informatics | The use and management of information science and technology as a communication and information management tool to direct care, mitigate error, and support clinical decision making and evidence based nursing practice. | Use empirical and evidence-based information and patient care technology to communicate relevant patient information and mitigate error in the management of safe, quality patient-centered care. |
| Professionalism | The Nurse of the Future will demonstrate accountability for the delivery of the standards-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles. | Practice in a professional, ethical, and legal manner while managing patient-centered, standard-based nursing care. |
| Leadership | The Nurse of the Future will influence the behavior of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals. | Integrate leadership and management theories and principles into practice when managing a caseload of patients and making clinical judgments about their care. |

Program Paradigm for Generic BSN

At least 125 credits are required to complete the BSN, with 66 credits in nursing. Required courses for generic BSN students are shown in the following table. While there may be some flexibility with general education course sequencing, nursing courses must be taken as shown in the paradigm. Please note that all nursing courses and many general education courses are only offered once per year. For further information regarding pre-requisites, see the course description section of the UVI Catalog.

| FALL Semester | | | SPRING Semester | | |
|--|----|---|---|-----|--------------|
| Pre-College Courses | Cr | Pre (Co-req) | Pre-College Courses | Cr. | Pre (Co-req) |
| ENG 100/ WAC 011 | 4 | | ENG 101 / RCA 021 | 4 | |
| MAT 023 Intro Algebra A | 4 | | MAT 024 Intro Algebra A | 4 | |
| Courses | Cr | Pre (Co-req) | Courses | Cr. | Pre (Co-req) |
| Semester 1 | | | Semester 2 | | |
| BIO 151 – Human Anatomy | 4 | ENG 101 CHE 121 or Placement Test | BIO 152 – Human Anatomy | 4 | BIO 151 |
| ENG 120 – English Composition | 3 | ENG 100/101 | ENG 201 – Research & Writing | 3 | ENG 120 |
| MAT 140 – College Algebra | 4 | ENG 100/101 MAT 023/024 | PSY 120 – Intro to Psychology | 3 | ENG 100/101 |
| SCI – The Natural World <u>or</u> SSC 100 – Intro to Social Science | 3 | ENG 100/101 | SCI- The Natural World <u>or</u> SSC 100 – Intro to Social Science | 3 | ENG 100/101 |
| FDS – Freshman Dev. Seminar | 1 | None | COM 119 – Interpersonal Communication & Leadership Skills | 3 | ENG 100/101 |
| HSC – 100 Medical Terminology | 1 | None | | | |
| Credits | 16 | | | 16 | |

| Semester 3 | | | Semester 4 | | |
|--|----|---------------------------------------|--------------------------------------|----|---|
| BIO 240 – Microbiology | 4 | BIO 152 | NUR 104 – Drug Dosage Calculation | 2 | Admission to BSN |
| PSY 202 – Life Span Development | 3 | PSY 120 | NUR 208 – Fundamentals of Nursing | 6 | Admission to BSN (NUR 104,209, 229) |
| SPA/FRE 131 – Elem Span/French I | 4 | None | NUR 209 – Health Assessment | 3 | Admission to BSN |
| | | | NUR 229 – Pharmacology in Nursing | 3 | Admission to BSN |
| MAT 235 – Intro Statistics | 4 | MAT 140 | PLS 200 - Personal Life Skills | 2 | FDS 100/ENG 100/101 |
| Credits | 15 | | | 16 | |
| Semester 5 | | | Semester 6 | | |
| NUR 308 – Adult Health Nursing I | 6 | All Sem 4 Courses; (Co – NUR 311) | NUR 319 – Adult Health Nursing II | 6 | NUR 308; NUR 311 |
| NUR 311 – Pathophysiology | 3 | Admit to BSN | NUR 321 – Maternal & Newborn Nursing | 4 | Sem 4 Courses & NUR 311 |
| NUR 318 – Mental/Behavioral Health Nursing | 4 | All Sem 4 Courses; (Co-NUR 308 & 311) | NUR 323 Pediatric Nursing | 4 | Sem 4 Courses & NUR 311 |
| | | | NUR 322 – Evidence Based Practice | 3 | NUR 208 or admission to BSN Compl.; Mat 235 |
| SPA/FRE 132 – Elem Span/French II | 4 | Spanish/French 131 | | | |
| | 17 | | | 17 | |

| Semester 7 | | Semester 8 | | | |
|------------------------------------|----|-----------------------|-------------------------------------|----|--|
| NUR 417 – Adult Health Nursing III | 6 | NUR 319 & NUR 322 | NUR 421 – Nursing Leadership | 5 | NUR 308; NUR 417 or 418 |
| NUR 418 – Community Health Nursing | 4 | All 300 level courses | | | |
| Humanities Elective | 3 | ENG120/COM 119 | NUR 432 – Senior Clinical Practicum | 5 | NUR 417 & 418 (Co- All Sem 8 courses) |
| SS Elective | 3 | | NUR 433 – NCLEX Preparation | 2 | NUR 417 & 418 (Co- All Sem 8 courses) |
| | 16 | | | 12 | |

Drug Dosage Calculation Competency Required: Drug Dosage Calculation competency is a requirement for all BSN junior and senior students. Prior to the orientation week, students will be given a comprehensive exam, which must be passed with a grade of 90% or better. Two additional opportunities to test will be offered before the first week of classes.

Program Paradigm for Nurses: BSN Completion Program

At least 125 credits are required for the BSN, including general education credits, earned nursing credits and credits granted to nurses for prior learning. In addition to courses already completed, students who are recent graduates of the ASN Program will need:

1. MAT 140 (College Algebra)
2. MAT 235 (Statistics)
3. COM 119 (Interpersonal Communication)
4. Humanities Elective
5. Foreign language: two semesters
6. Social science elective

Nine nursing courses (26 credits) are required for the BSN Completion Program. These courses can be completed in three or more semesters. Recent ASN graduates will receive 40 credits for NUR 208 (Fundamentals), NUR 104- Drug Dosage Calculation, PLS – 200

Personal Life Skills, NUR 308, 319, 417 (adult health I II II), NUR 318 (mental health), NUR 321 (maternal), NUR 323 (pediatrics) and NUR 433 (NCLEX prep). Credits will be held in escrow until successful completion of NUR 418: Community Health and then added to the student's transcript.

| Nursing courses required for BSN Completion for RNs | | Credits |
|---|--------------------------------|-----------|
| <u>Semester 1: Spring Semester</u> | | |
| NUR 209 | Health Assessment | 3 |
| NUR 210 | Bridge to Professional Nursing | 2 |
| NUR 229 | Pharmacology | 3 |
| NUR 322 | Evidence-Based Practice | 3 |
| <u>Semester 2: Fall Semester</u> | | |
| NUR 311 | Pathophysiology | 3 |
| NUR 418 | Community Health | 4 |
| <u>Semester 3: Spring Semester</u> | | |
| NUR 421 | Leadership | 5 |
| NUR 434 | RN Clinical Practicum | 3 |
| Total Credits in Nursing | | 26 |

Working nurses may choose to progress at a slower pace. Below is a sample of a five-semester plan:

| | | |
|------------------------------------|--------------------------------|-----|
| <u>Semester 1: Spring Semester</u> | | |
| NUR 209 | Health Assessment | 3 |
| NUR 210 | Bridge to Professional Nursing | 2 |
| NUR 433 | NCLEX Preparation* | (2) |
| NUR 104 | Drug Dosage Calculation** | (2) |
| <u>Semester 2: Fall Semester</u> | | |
| NUR 311 | Pathophysiology | 3 |

Semester 3: Spring Semester

| | | |
|---------|-------------------------|---|
| NUR 229 | Pharmacology | 3 |
| NUR 322 | Evidence-Based Practice | 3 |

Semester 4: Fall Semester

| | | |
|---------|------------------|---|
| NUR 418 | Community Health | 4 |
|---------|------------------|---|

Semester 5: Spring Semester

| | | |
|---------|-----------------------|---|
| NUR 421 | Leadership | 5 |
| NUR 434 | RN Clinical Practicum | 3 |

24-26

*RN License Required: Unlicensed nurses who are accepted must enroll in NUR 433: NCLEX Preparation and subsequently pass the licensure exam. Proof of licensure is required prior to the beginning of the next semester. Unlicensed nurses may not continue and must re-apply to the BSN Completion Program once licensed.

**Drug Dosage Calculation Competency Required: Drug Dosage Calculation competency is a requirement for all BSN Completion students. Prior to the orientation week, students will be given a comprehensive exam, which must be passed with a grade of 90% or better. Two additional opportunities to test will be offered before the first week of classes. Those scoring <90% on the exam are required to register for NUR 104 (Drug Dosage Calculation) along with NUR 210: Bridge to Professional Nursing. BSN Completion students will also be tested in NUR 434: RN Clinical Practicum.

ACADEMIC POLICIES

Academic Rights and Responsibilities

Students' academic rights (e.g., ADA, FERPA) and responsibilities are delineated in the UVI Catalog, particularly in the section entitled "Academic Information and Regulations". Academic integrity is critical to the profession of nursing and policies will be enforced in the School of Nursing. Students' rights to grieve and appeal the grades assigned are outlined in the Catalog. The UVI Catalog is available online at <http://www.uvi.edu> under the section entitled "Enrollment".

It is the responsibility of the student to:

1. Check student UVI email account every 24 hours
2. Demonstrate conduct that promotes a respectful learning environment
3. Participate in classroom presentations and discussions
4. Log onto the Blackboard course website (<http://blackboard.uvi.edu/>) daily and the ATI website (www.atitesting.com) at least every other day in order to access course materials, communicate with the instructor and view communication from the instructor.
5. Utilize resources available to students (counselor, CSS, instructor) and seek help when needed
6. Submit assignments including virtual simulation as directed
7. Comply with UVI Academic Integrity Policy located in the UVI Catalog, UVI Code of Conduct, Policies in the School of Nursing Student Handbook

STUDENTS WITH DISABILITIES:

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact the Counseling Office (Albert A. Sheen Campus - 340-692-4187/ Orville E. Kean (Formally St. Thomas) Campus – 340-693-1136). It is the students' responsibility to request assistance from Disability Services/LAP Office located in the Counseling Office on both campuses. Students provide documentation of conditions that may warrant academic accommodations. If a student is deemed eligible for services; the student, then requests services and supplies a current schedule of classes. Letters of Accommodation, addressed to their instructors describing the needed adjustments, are issued on a semester basis with renewal option by student request each semester after being enrolled for disabilities services (The University of the Virgin Islands, 2019).

Advisement

All nursing majors are assigned a nursing faculty advisor. Students are **expected** to confer with a faculty advisor regarding registration, scheduling of classes, academic performance, and progression through the Program. Nursing faculty members are required to keep office hours and post them for students to see availability. It is the student's responsibility to schedule appointments with their faculty advisor or come for advisement during designated advising time slots.

Advisor assignments will be made in banner by or within the first week of each semester. Assignments may also be adjusted throughout each semester if necessary. The office hours for advisement are posted on faculty office doors and in Bucs Connect at the beginning of each semester. Prior to the advisement period in March and October, faculty will send a message to advisees to remind them to schedule an appointment. Advisors are given a confidential PIN number for each student each semester. PINs are used by students to register online and are shared with students upon completion of advisement sessions. If the student has already met with an advisor and has lost their PIN, faculty may provide the PIN by phone

if requested. Faculty do not give out PIN numbers without advisement to ensure that courses selected by students are appropriate and that prerequisites are met. If the student is not currently registered for classes, faculty must obtain a PIN number from Academic Services.

Nursing majors are **required** to see their nursing faculty advisors during the designated advisement period, which normally extends for three weeks. If students fail to meet with their faculty advisors and register during the advisement periods in March and October, students can contact the advisors in the Center for Student Success or meet with their faculty advisor during the late registration period at the start of the new semester.

Testing Policies

Test Administration – Proctored Examinations on Campus

It is expected that students maintain professional integrity during the testing process. Students are required to place **all** personal items (i.e., purses, cell phones, wearable electronic devices such as Apple watch, book bags, textbooks, notebooks) at the back/front of the room or in a designated area before the testing period begins. Cell phones must be turned off during the testing period so that other students are not disturbed. Seating is arranged as directed by faculty. Faculty will decide and inform students if they are required to remain in their seats for the entire testing period or will be allowed to leave after completing and turning in their answer sheet. Unaccompanied bathroom breaks are not allowed.

During exams, students must always keep test papers and answers sheets on the desk. Answer sheets must be covered. Students must keep their eyes on their own paper. Any suspicious behavior detected by a faculty proctor will be cause for the test paper to be collected and a score of zero may be earned on the exam.

Exam Absences

If a student is unable to take an exam, the student is responsible for notifying faculty *before* the exam. Failure to notify the instructor in advance constitutes an unauthorized absence. The faculty may require documentation, such as a medical provider excuse for illness or police record in case of accident. No make-up exams will be allowed for unauthorized absences.

For authorized absences a make-up exam will be scheduled, and students should contact the instructor as soon as possible to arrange to take the exam. **Students are required to take the make-up exam within one week of their return to class/clinical.** Format for make-up exams may be different from the original.

Exam Review

Faculty members will determine how exam review will be conducted. Refer to each course syllabus for specific instructions. Faculty will inform students the acceptable method for contesting specific test items.

Exams review for examinations administered online are arranged by the faculty with individual students.

Review of exam questions will be delayed until all students have tested. Grades will be posted once item analysis is complete.

Online Testing Policy

Respondus test authoring software (browser lockdown), located within Blackboard Learn, is the online testing modality utilized within the School of Nursing (SON). Online testing setup includes the following selections: options for feedback on individual test items, due date, restriction by location, testing timer, multiple attempts for same test, and presentation modes for testing. The types of questions available within Respondus include essay, fill-in-the-blank, matching, multiple answer, multiple choice, and true/false.

Best Practices for online testing will be utilized by faculty, including:

1. Using Respondus test authoring software when creating test questions to limit formatting issues.
2. After creating an online test, the faculty member will take the test “as a student” to scrutinize the questions, confirm that all questions are displayed properly, and to ensure that the correct answers are indicated.
3. After the faculty completes the practice test, they must preview what and how the system shows results and feedback to students.
4. As part of the orientation to online testing, faculty will create a practice test for students to help them identify and solve technical issues before the actual online testing begins.

Online tests may be given in class (proctored) and are considered “hard” points or outside of class (unproctored) which is considered “soft” points. Students who are traveling outside of the territory or live outside of the territory must find an approved proctor for scheduled proctored examinations. If technical issues occur during in-class online testing, faculty will make available a hard copy of the test so students can still test at the scheduled time.

Tips for Online Testing are to be utilized to limit student cheating during online testing:

1. Purposefully select assessment methods
2. Mix objective and subjective questions, use question pools,
3. Randomize questions and responses.
4. Limit feedback.
5. Set timer.
6. Display questions one at a time.

Instances of student cheating with online testing will be handled in the manner outlined in the SON Student Handbook and the UVI Handbook for academic dishonesty.

Blackboard Help:

1. See Blackboard online for step-by-step instructions, concise descriptions, and videos that will help with online testing.
2. Video: Tips for assessing student learning using blackboard. <https://youtu.be/5Y-cmLDYRUk>

SON ONLINE EXAMINATION GUIDELINES

1. **Blackboard Respondus Lockdown Browser and Blackboard Monitor** will be utilized for all course examinations.
 1. **Technology Specifications** for course examinations (all students must have):
 1. Internet access.
 2. Laptop or Desktop computer.
 3. Functioning Webcam and microphone.
 4. Downloaded Respondus Lockdown Browser onto laptop or desk computer.
 2. **Blackboard Settings** for online testing include:
 1. Randomization of questions
 2. No Backtracking
 3. One question view at a time
 4. 1.5 minutes per question
 3. **ATI Proctored Examinations** will be administered using Proctorio. Students must use Google Chrome and download the Proctorio Chrome Extension to take ATI Proctored Exams.
 4. **Technology Specifications** for ATI Proctored examinations (all students must have):
 1. High speed internet access.
 2. Desktop or laptop (Mac or PC) with microphone and webcam.
 3. Desktop or laptop must have at least 2 GB of free RAM available.
 4. Functioning Webcam and microphone.
 5. Google Chrome.
 6. Downloaded Proctorio Chrome Extension onto laptop or desk computer.

ACADEMIC INTEGRITY STATEMENT FOR ONLINE TESTING

I have read the Academic Integrity policy in the current SON Student Handbook and the UVI catalog and will not engage in any form of academic dishonesty in this course. According to the UVI 2016-2018 Catalog, *academic dishonesty includes*, but is not limited to the following examples of offenses, committed, or attempted:

1. Clicking outside the Blackboard Lockdown Respondus Browser
2. Taking the examination without the use of a webcam and Blackboard Respondus Monitor
3. Not following the guidelines outlined by *Blackboard Respondus Lockdown Browser and Blackboard Respondus Monitor* during the examination.
4. Wearing any hat or head gear, that is not religiously affiliated, during an examination.
5. Placing an object in the examination area that obstructs the webcam.
6. Utilizing any resources (included but not limited to PowerPoints, textbooks, notes, phones, iPad) on my person, on my desk, or under my desk during the sitting of the *individual examination* (an exception is when students are participating in *collaborative testing*, at which time resources can be utilized - except for cell phones).

Penalties for any of these infractions are listed on p. 64-65 in the UVI 2019-2021 Catalog and will be upheld if any of the above stated behaviors are witnessed.

Due to the new *online classroom and testing setting* the following *clarity of policy* is provided.

The Academic Integrity policy is being interpreted into the new online modality in the following ways:

1. Students must virtually be on time for class and/or exams; failure to do so will result in an unexcused tardy and/or absent recording in your attendance.
2. Students must be dressed professionally with cameras and microphones on as if you were present in class for all class time scheduled meetings unless otherwise specified.

Students are to log into the Respondus Lockdown Browser and Monitor and be prepared to take an exam as if they were in the classroom:

1. Without notes or books
2. Without cell phone or another electronic device
3. With web-camera and sound enabled and in place-*no exceptions*
4. You are not allowed to speak or read questions aloud when you are taking an exam or quiz.
5. You must have your face centered on the screen.
6. Extraneous eye and body movements will be noted and scrutinized by faculty.

The Respondus Browser/Monitor logs every time that you are not centered or looking at your screen and every time that you talk; those tapes are scrutinized by the team.

7. Failure to maintain these standards may result in a zero or reduced score for that exam or quiz.
8. Failure to correct your behavior when the browser prompts you to may result in a zero or reduced score for that exam or quiz.

9. Failure to log-in through Respondus Lockdown Browser to take the quiz/exam may result in a zero for that examination.

Please reach out to faculty if you have any questions or concerns regarding these important factors regarding Academic Integrity.

Assessment Technologies Institute (ATI)

ATI is a program adopted by the faculty as a valuable educational resource. The goal of integrating ATI in the curriculum is to enhance student success, both in the nursing courses and on the licensure exam, NCLEX-RN. Students are strongly encouraged to take the ATI program seriously, making ATI a routine part of study. Students access the online components at www.atitesting.com.

Most nursing courses incorporate ATI components. Students are expected to become familiar with all ATI components, particularly the required learning activities and assessments as outlined in each course syllabus and/or content outline. Orientation videos and handouts are available on the ATI website under the Help tab. For additional assistance, students should contact the ATI Coordinator on their campus.

SON Policy on Assessment Technologies Inc. (ATI):

The ATI resources are used as a component of admission, progression, and graduation requirements of the BSN Program. This policy defines a review and remediation process intended to enhance students' success in the nursing program and on NCLEX-RN licensing examination to be completed after graduation.

1. The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. Students must earn a basic score on the TEAS test to be considered for admission into the SON. **Effective with the admission of the January 2023 Cohort, students must earn "Proficient" score to be eligible for admission.**
2. Students must earn a minimum of **60% on the Science** component of the TEAS to be eligible for admission.
3. The ATI review and remediation Content Mastery Series is used as a component for promoting success. Students are required to take the non-proctored exam one week prior to the scheduled proctored exam.

The faculty are currently evaluating the use of the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in Introduction to Nursing, and Critical Thinking Exit Exam in Nursing Care of the Complex Adult.

Course Credit for Proctored Examinations

In courses in which ATI Proctored Assessments are given, meeting ATI requirements is mandatory for course completion. (See table below). Each ATI Proctored exam will be weighted at 5% of the course grade and administered remotely using Proctorio.

1. In those courses where there is more than one ATI examination, all exams will be averaged and will count for a total of one ATI exam grade, that is, 5% toward the final course grade.
2. assessments
3. Grading will be based on the achievement of levels of proficiency as indicated by ATI and are available on the ATI website.
4. Students are required to print and submit documentation of completed remediation activities to course prior to the first proctored assessment.

The schedule of ATI proctored assessments is as follows:

| Course Number | Course Name | Proctored Assessments |
|----------------------|----------------------------------|---|
| NUR 208 | Fundamentals of Nursing | Critical Thinking (60) |
| NUR 308 | Adult Health Nursing I | Fundamentals (60 Qs) |
| NUR 319 | Adult Health Nursing II | Nutrition (60 Qs) |
| NUR 318 | Mental/Behavioral Health Nursing | Mental Health (60 Qs) |
| NUR 321 | Maternal Child Nursing | Maternal/Newborn (60Qs) |
| NUR 323 | Pediatric Nursing | Care of Children (60 Qs) |
| NUR 417 | Adult Health Nursing III | RN Pharmacology (60 Qs) Medical-Surgical (90 Qs) |
| NUR 418 | Community Health Nursing | Community Health (50 Qs) |
| NUR 421 | Nursing Leadership | Nursing Leadership (60 Qs) |
| NUR 433 | NCLEX Preparation | Comprehensive Predictor (180 Qs) |

Scoring of Proctored Examinations:

1. Students scoring at or above Level 3 will receive a grade of 100%.
2. Students scoring at or above Level 2 will receive a grade of 87%
3. Any Student who scores Level 1 or below will be required to complete remediation as prescribed by the course coordinator. (Refer to ATI Policy Algorithm)
4. Students are given one opportunity for retake.
5. Students scoring at Level 2 or above on the second attempt will receive 76%.
6. Students scoring Level 1 or below on the second attempt will receive a 67%.

Remediation for Proctored Examinations:

1. Students not achieving a Level 2 on a proctored examination are required to complete remediation.
2. The remediation activities assist in the identification of students' strengths and areas needing further development.
3. Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment.
4. It is intended to help the student review important information to be successful in courses and on the NCLEX-RN®.
5. The student's test report called their **individual performance profile** will contain a listing of the **topics to review**.
6. From their test results the student can remediate these **topics to review** by using a **focused review** which contains links to ATI review modules, media clips and active learning templates.
7. The remediation program provides students with various learning tools that assists them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-RN for professional licensure.
8. The course instructor is responsible for organizing and implementing the remediation process. The course instructor will review the student's remediation work prior to administration of the second proctored exam.
9. Students must provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page.

Retesting after remediation: After documentation of required remediation have been submitted, students will have one last opportunity to retest the relevant Proctored Examination(s).

Should a student with a passing grade in the course be unable to meet the ATI requirement prior to the end of the semester, a grade of "I" (incomplete) will be recorded. **If the course where a grade of "I" is recorded is a prerequisite for another nursing course, the student must retest prior to the beginning of the next semester to enroll.**

If the course where a grade of "I" is recorded is NOT a prerequisite, the student may progress and enroll in the next class.

Students who fail the course based on exams and other assignments and are unable to meet the ATI requirement the earned grade will be recorded.

RN-Comprehensive Predictor

This exam is administered during the final semester in NUR 433: NCLEX Preparation, approximately one month prior to end of classes. Students will participate in the ATI Capstone Review as scheduled to prepare for and sit for the Comprehensive Predictor.

Failure to complete the review assignments on time will result in ineligibility to sit the

Comprehensive Predictor Examination. Achievement of the benchmark is required to successfully complete the course and receive the Certificate of Readiness required by the Virgin Islands Board of Nurse Licensure to authorize NCLEX-RN testing.

Benchmark

The benchmark for the RN-Comprehensive Predictor is a score of 90th percentile or greater designated by ATI as the *Predicted Probability of Passing NCLEX on the First Try*. Three (3) testing opportunities are provided in NUR 433. The students are required to pay for the third and last attempt. Students who do not meet the benchmark are required to remediate and retest until the benchmark is met. Specific information about remediation will be included in the syllabus for NUR 433: NCLEX Preparation. Should a student be unable to achieve the required level of readiness after three attempts by the end of the semester, a grade of “F” (Fail-) will be given.

Grades in NUR 433 will be assigned based on predicted probability of passing NCLEX-RN and the number of attempts:

| ATTEMPT | PREDICTABILITY OF PASSING NCLEX | LETTER GRADE |
|---------|---------------------------------|--------------|
| First | 95% -100% | A |
| | 90% - 94% | A- |
| Second | 95% -100% | B |
| | 90% - 94% | B- |
| Third | 95% -100% | C+ |
| | 90% - 94% | C |

Fees for Additional ATI Assessments

Only two attempts are included in the ATI fees paid by students. Those who need more than two (2) proctored assessment attempts (e.g., Comprehensive Predictor) will be responsible for paying the additional testing fee for the third attempt. The cost determined by ATI. Credit card information is required upon sign-in to pay the additional testing fee. Students without access to a credit card will pay the UVI Cashier and bring a copy of the payment receipt to the testing session.

Attendance

Students are expected to regularly and punctually attend classes, clinical/laboratory sessions, and clinical conferences. The student must **notify the professor and instructor or preceptor in advance** of absence or tardiness from classroom or clinical sessions. Students should also **notify the nurse manager** at the clinical site of absence or tardiness from clinical sessions. Students should follow faculty instructions for notification of absence or tardiness.

Faculty specifically design clinical experiences to allow students to meet course objectives.

1. Students should notify **the professor and instructor**, or **preceptor** of anticipated absence known in advance as soon as the information is known. For authorized clinical absences, the faculty may provide alternate assignments based on the availability of the experiences and the required supervision. Failure to notify the **professor and instructor** or **preceptor** in advance constitutes an **unauthorized absence**. There shall be NO make-up exams or clinical experiences will be allowed for unauthorized absences.
2. For authorized exam absences, students should contact the instructor as soon as possible to arrange to take the exam. Upon return to class/clinical, students will be required to take the make-up exam within one week.
3. Until all students complete the exam, there will be no exam review.

ABSENCES for Pregnancy or Illness that Extend for more than one week.

Definitions:

“Pregnant student/Birth-parent” refers to the student who is or was pregnant. Although the pronoun “she” and “her” are used herein, this policy and its pregnancy-related protections apply to all pregnant persons regardless of gender identity or expression.”

“Reasonable accommodations” for the purposes of this policy are changes in the academic environment or typical operations that enable a pregnant student or student with a pregnancy related condition to continue to pursue her studies and enjoy equal benefits of the University.”

Non-discrimination and reasonable accommodation of students affected by pregnancy, childbirth, or related conditions:

- a. The SON does not require a student to limit her studies due to pregnancy or pregnancy-related conditions.
- b. The benefits and services provided to students affected by pregnancy are no less than those provided to students with temporary medical conditions.
- c. Students **with pregnancy-related disabilities**, like any other student with a disability, are entitled to reasonable accommodation so they will not be disadvantaged in their courses of study or research and may seek assistance from the Disability Services/LAP Office located in the Counseling Office on both campuses. Refer to the Students with Disabilities Policy Page 20.
- d. Reasonable accommodations may include, but are not limited to:
 - **accommodations** requested by the pregnant student to protect the health and safety of the student and/or her pregnancy (such as allowing the student to maintain a safe distance from hazardous substances)
 - **modifications to the physical environment (such as accessible seating)**

- extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences.
- providing remote learning options
- excusing medically necessary absences
- granting leave

Students are encouraged to review the policy related to Withdrawal, Administrative Leave, and Incomplete Grades to make informed decisions about the options available to them if they think that they are unable to continue their studies.

The faculty reserves the right to request a physician's statement for absences. All students who are absent from class or clinical/laboratory due to a pregnancy, extended illness, hospitalization, surgical procedure, injury, or impairment must complete the Certificate to

Return to School Form, obtained from the Administrative Specialist, prior to returning to the classroom or clinical.

Recording Clinical Attendance

Students are required to complete the Clinical Attendance Form for all clinical experiences. Students shall submit the form at the request of the faculty and at the end of the semester.

Return to School Policy

To promote the safety of UVI nursing students and the patients/clients for whom they provide care, clinical faculty must be immediately informed of any condition such as pregnancy, chronic illness, or any other health issues, which may compromise the student's health and safety in the clinical setting.

All students who are absent from class or clinical due to a pregnancy, extended illness, hospitalization, surgical procedure, injury, or impairment must complete the Certificate to Return to School Form prior to returning to the classroom or clinical.

The student must:

1. Print the Return to School Form (see next page)
2. Advise the healthcare provider about the usual level of function required in the clinical setting, including length of clinical day, and expected duties.
3. Request completion of this form by the appropriate healthcare provider
4. Submit the completed form to the classroom or clinical faculty **prior to being permitted to return to any course.**
5. When restrictions are identified/required, faculty reserve the right to allow, disallow, or accommodate the restrictions.

**UNIVERSITY OF THE VIRGIN ISLANDS
SCHOOL OF NURSING
RETURN TO SCHOOL FORM**

Instructions: Please complete this form and indicate whether any restrictions are recommended.

Name of Student: _____ **Date:** _____

The above individual has been under my care from (dates) _____ to _____ and is able to return to class on _____(date). Indicated below are

Clinical restrictions:

1. Able to return to clinical for _____ hours a day on the _____
_____ (unit)
2. Limitations to physical activity related to patient care, including: _____

3. List any prescribed medications that could potentially alter the student's clinical performance: _____

4. No restrictions are needed.

Classroom restrictions:

1. No restrictions are needed.
2. As follows: _____

Healthcare Provider: _____

Print Name

Signature

Date

Code of Conduct for Nursing Students

All nursing students should be familiar with the policies contained in the University of the Virgin Islands Catalog and the UVI Student Handbook, which is available online. In addition to UVI policies, the School of Nursing has adopted a Code of Conduct for Nursing Students.

Code of Conduct Philosophy

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and value of the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Nursing Student Code of Conduct is designed to promote this environment within the School of Nursing.

The Nursing Student Code of Conduct sets forth the standards of behavior expected of students who have chosen UVI and the School of Nursing to achieve their educational objectives. Students who violate these standards may be subject to disciplinary sanctions in order to promote their own personal development, to protect the Program, university community, and to maintain order and stability on campus.

Instructional Rules and Decorum Policy

The School of Nursing promotes a teaching/learning environment free of major disruptions and has adopted this policy to establish decorum in the instructional setting. The policy seeks to promote respectful and courteous interactions among students and faculty to maximize appropriate classroom expression and discussion as part of the teaching/learning process.

Faculty members have the authority and responsibility to effectively manage their classroom environments and should establish, communicate, and enforce reasonable rules of classroom behavior via the syllabus and classroom discussion. Faculty may determine the time and manner for student questions and expression of points of view in the instructional setting. Students are expected to use well-modulated, polite speech and non-verbal communication that denotes civility when interacting in the learning environment with fellow classmates and faculty. This policy is not intended to discourage appropriate expression, discussion, or disagreement, but to promote respectful interactions. Behavior that interferes with or obstructs the teaching/learning process will not be tolerated.

Children are not allowed in classrooms during instructional time or clinical laboratories at any time.

Disruptive Behavior in an Instructional Setting

"Disruptive behavior" means conduct that substantially interferes with or obstructs the teaching or learning process and is prohibited in the teaching/learning environment. Disruptive behavior includes conduct that distracts or intimidates another person(s) in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University. Examples of prohibited disruptive behaviors in the instructional setting include:

1. Communicating using cell phones or other electronic communication devices in class or clinical.

Note: The use of clinical references on smart phones is permissible.

2. Using recording devices without express permission of the instructor.
3. Talking to other students during lectures.
4. Excessively interrupting the instructor or peers.
5. Entering the classroom late.
6. Leaving the classroom early without authorization.
7. Conduct that distracts or intimidates others.

Students who engage in disruptive behavior may be directed by the instructor to leave the classroom for the remainder of the class period. If the student refuses to leave, the instructor may summon UVI campus security.

(Adapted from Arizona State University)

Social Media

The School of Nursing takes the use of social media by students very seriously. There is personal as well as professional implications of the use of social media. Derogatory posting, cyberbullying or negative comments about clinical settings will not be tolerated. The posting of photos or any information of a personal nature about patients violates HIPAA. The following link provides access to a document prepared by the National Council of State Boards of Nursing for guidance on the use of social media in clinical settings: https://www.ncsbn.org/Social_Media.pdf Students are required to read and follow the guidelines in this document.

Depending upon the situation, a violation of the social media policy could result in failure of the clinical component of a course or may result in dismissal from the SON. Documentation of the offense will be entered into the student's official SON record.

Complaints and Grievances

Definition of Complaints and Grievances – **A formal, written allegation against a nursing program, typically expressed as a written, signed statement.**

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Appropriate, genuine, and respectful dialogue between students and faculty is critical to the enrichment of the learning experience. To facilitate open communication between students and faculty, the School of Nursing has outlined a pathway for communication to resolve issues that may arise in the classroom and/or clinical site. Issues must be communicated by the individual student with the concern, utilizing the established line of communication.

The Right to Appeal a Grade Assignment

Students who wish to appeal a grade should follow the procedure outlined in the UVI Catalog under Academic Standards.

Other Concerns

The management of other student concerns/issues is a two-step process. First, the student should address the problem with the faculty member involved. If the issue remains unresolved after verbal communication with the instructor, the course leader (if applicable) and then the Chair, should be involved.

If the concern/issue remains unresolved, the student may submit a written complaint detailing the problem and steps taken to resolve the problem to the Dean. **E-mail complaints are not acceptable and will not be considered.** However, students must attach the formal signed complaint to an email message. **Dialogue with the subsequent individual will not be entertained unless the correct line of communication has been followed.**

The following represents the appropriate pathways of communication for resolution of complaints:

Student → Course Instructor or Clinical Instructor

If no resolution: → Course Faculty

If no resolution: → Program Chair

If no resolution: → Dean

Grievance Policy

If the student complaint is not resolved, the student may file a grievance with the Dean. A grievance is a written complaint submitted by a student regarding perceived unreasonable, unfair or unjust treatment in violation of policies, practices, behavioral or ethical standards. This grievance is commonly against a particular faculty member but may be against several faculty members or some aspect of the program itself.

When a grievance is filed, the School of Nursing elects a Grievance Committee comprised of two faculty members, one from each campus. Two student representatives, one from each campus, who are in good standing and are upperclassmen, are selected by their peers. In the event of a complaint, the two faculty members and one of the student representatives (the one who does not reside on the campus where the complaint originated) will be impaneled to review the complaint and pass judgment. The determination of the Committee will be forwarded to the dean who will inform the complainant of the outcome. Redress through appeal is handled at the level of the provost.

Grievance Procedure

The Grievance Procedure is available to resolve student concerns regarding perceived inequitable treatment that have not been satisfactorily resolved through the appropriate line of communication (faculty member, course leader, Chair, Dean). The student may request a hearing before the School of Nursing (SON) Grievance Committee. If the issue remains unresolved, the student may appeal the decisions to the SON Grievance Committee, to the Dean and through him/her, to the Provost. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

1. A grievance must be initiated no later than ten (10) working days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Dean of the School of Nursing (SON).
2. The written grievance shall include:
 1. A statement that the student wishes a review of the situation by a Grievance Committee.
 2. The identification of the person or group at whom the grievance is directed.
 3. The specifics of the perceived inequitable treatment
 4. Evidence in support of the student's belief that he or she has been treated inequitably.
 5. The outcome or resolution desired by the student.
3. Within ten (10) working days after receiving the grievance, the Dean of the SON shall convene the SON Grievance Committee. The Committee will elect a chair whose responsibilities include writing and submitting a report of the proceedings to the Dean.
4. Within ten (10) working days after being convened by the Dean, the Committee must meet to discuss the case.

The Committee may:

1. Request a written response from the person or group at whom the grievance is directed.
2. Ask for additional information from any or all parties involved.
3. Request that the parties involved appear before the Committee.
4. Take other steps in attempting to resolve the grievance.
5. Dismiss the case if the grievant does not attend a scheduled hearing or fails to submit requested documentation within the specified time frame.

After considering all the information presented, in a private deliberation, the Grievance Committee will determine by majority vote, whether the student has been treated unfairly. Within ten (10) working days after the Grievance Committee meets, a written report of the Committee's recommendations will be sent to the Dean of the SON. The faculty member and the student grievant will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal the Committee's recommendation to the Provost.

A student wishing to appeal the Committee's recommendation to the Provost must submit a written request to the Provost through the Dean within ten (10) working days of the date of the Committee's report. The request must state the explicit reason(s) for appeal and identify the specific aspects of the Committee's recommendation that he or she believes are the subject of the bases for appeal. Where an appeal is filed with the Provost, a copy of the Committee's report shall be provided to the Provost for review. Only facts presented to the Committee may be introduced to and considered by the Provost. The appeal process shall comply with the University policy related to student grievance. The Provost shall notify the appellant and the Committee in writing within thirty (30) working days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.

Drug Dosage Calculation Competency Policy

Prior to the beginning of each semester, all students enrolled in or completing clinical courses must take and pass a drug dosage calculation exam to ensure continuing competency in this vital area. To permit students to meet UVI add/drop deadlines, the first testing opportunity will be scheduled no later than student orientation week and two additional testing opportunities during the first week of class. Students have three opportunities to achieve a passing grade of 90% or better. Students are allowed to use calculators during the exam. Students unable to demonstrate continued competency on the third attempt must withdraw from the course. Students returning to repeat NUR 208 (Fundamentals of Nursing) who are unable to demonstrate competency in dosage calculation by examination are required to enroll in NUR 104: Drug Dosage Calculation to continue in the program, even if they have previously passed this course.

Grading, Progression and Academic Standing in Nursing

Theory Grading

Within the School of Nursing, a “C” grade is defined as 75%. To progress in the nursing sequence, students must achieve at least a “C” (2.0) in all required nursing courses and maintain a cumulative GPA of 2.0. In accordance with SON policy, at least 80% of the course grade must be from proctored exams (NCLEX Type questions) or quizzes. No more than 20% of total course points can be derived from “soft points” (e.g., open book quizzes, case studies, term papers, class activities, presentations) in all courses except NUR 210 (Bridge to Professional Nursing in BSN Completion) NUR 322 Evidence based Practice and NUR 434 (Senior Clinical Practicum) and NUR 434 (RN Clinical Practicum). Students must also achieve 90% or better on the Drug Dosage Calculation exam to be enrolled in clinical nursing course (see policy above).

Based upon student achievement of individual course requirements at the end of each semester, the percentage achieved is converted into a letter grade and submitted to the Registrar’s office.

Students may submit a request for an audit/independent review of his/her grades in course that he/she failed by emailing the course faculty. The course faculty along with at least two other SON faculty members are to review all course exams and quizzes for that student for accuracy in earned percentages. A summary of the findings for each faculty member’s independent review of the grades are to be submitted to the Program Chair, Dean and course faculty.”

Rounding

Faculty in the School of Nursing, when calculating grades with partial numbers, will hold two decimal places throughout the semester. No rounding will occur during the semester. Final grades will be rounded to the nearest whole number; for example, 74.49% rounds to 74% and 74.51% rounds to 75%.

The School of Nursing uses the following scale for grading:

| Letter Grade | Percentage | Grade Points |
|---------------------|-------------------|---------------------|
| A | 94-100 | 4.00 |
| A- | 90-93 | 3.67 |
| B+ | 87-89 | 3.33 |
| B | 83-86 | 3.00 |
| B- | 80-82 | 2.67 |
| C+ | 78-79 | 2.33 |
| C | 75-77 | 2.00 |
| C- | 70-74 | 1.67 |
| D+ | 67-69 | 1.33 |
| D | 63-66 | 1.00 |
| F | 62 and below | 0.00 |

Academic Standards

To meet accreditation standards and promote success on NCLEX-RN, grading within the School of Nursing must be rigorous. **Practices which decrease rigor will not be permitted**, including, but not limited to:

1. offering retakes of nursing examinations for a higher grade.
2. adding extra credit questions to exams.
3. giving extra credit assignments to increase course grades.
4. removing portions of exams solely due to poor student performance.
5. providing students with detailed information about “what will be on the test” or “study guides.”

Clinical Grading

Student Instructions for Clinical Objectives, Learning Activities and Evaluation Form

Each nursing course with a clinical component has a **Clinical Objectives, Learning Activities and Evaluation form** which is utilized to document students’ level of function in the clinical settings and grade clinical performance.

Students must demonstrate satisfactory achievement of each objective to pass the clinical component of each course. There will be no letter or numerical grade assigned to the clinical component of clinical courses. The categories of evaluation for clinical performance are: Satisfactory (S) and Unsatisfactory (U).

The Clinical Objectives, Learning Activities and Evaluation Form may be found on Blackboard. Assignments are also submitted on Blackboard on the due dates as indicated by the faculty member.

Orientation to the Use of the form:

The form is explained by the faculty member during the orientation sessions scheduled before the first clinical assignment.

Grading:

Evaluation ratings used are as follows:

- S= Satisfactory functions as expected for clinical level
- U=Unsatisfactory-unable to identify weaknesses or areas of knowledge deficit. Performs unsafe practice. An earned assessment of “U” must be remediated however, the “U” cannot be changed on the behavior that had already occurred.

Remediation

Remediation is tailored to situation/behavior and may occur in the clinical setting or in the Skills Lab. The timeframe for remediation should not exceed a two-week period.

If a student exceeds the number of unsatisfactory ratings allowed for any one clinical performance objective, the student will immediately be dismissed from the course and may not return to class or clinical. If this occurs prior to the last day to drop a course, the student will earn a theory grade based on the number of points earned divided by the possible points at the time of dismissal, not to exceed C-. For example, if the student earns an “A”, “B”, or “C” in the theory component of the course, an “Unsatisfactory” clinical evaluation will result in a final course grade of “C-”.

Late Assignments: Written assignments are to be submitted on the date specified and it will be the professor’s discretion whether to lower the student's grade if assignments are late or not turned in.

Academic Standing within the School of Nursing

The School of Nursing has rigorous academic standards.

Good Standing: Students who pass all nursing courses are in “Good Standing” in the BSN Program.

Suspension: Students who fail two (2) courses will be suspended from full-time enrollment in the BSN Program.

The Conditions of Suspension includes the following:

1. Suspension for two consecutive semesters after failing two (2) courses.
The suspension may be extended for no more than a third consecutive semester.
2. Students will complete and follow an Academic Success Plan that would include the following conditions:
 - a. Register for the BSN Program part time. **A student can register for other UVI courses to maintain full-time status.** Students may consider pursuing a Minor.
 - b. Time management calendar to include +/- 20 hours of work; study periods, tutoring, etc.
 - c. Mandatory meetings with SON faculty advisors, CCS advisor, and Peer Tutors, UVI Counselor.
 - d. Mandatory ATI assignments as indicated by the SON Faculty advisor. Note that reports will be submitted on your compliance with these requirements.
3. Evaluation
Based on academic performance and reports from advisors at the end of the second semester, the student may:
 - a. Resume full-time status in the BSN Program.
 - b. Suspension may be extended for no more than one semester.
 - c. Dismissal for failure to comply with the Academic Success Plan by the 3rd semester or failure of a third NURSING course.

Course Repetition

Students who withdraw failing (“WF”) or fail a nursing course are permitted to re-enroll only one time during their tenure in the program. The semester before the failed course will be offered again, the student must register to ensure a place in that course. The third failure of a nursing course results in dismissal from the program.

Dismissal from the School of Nursing

Students who fail three nursing courses or does not comply with the mandatory Academic Success Plan after suspension will be dismissed from the School of Nursing.

Admission to the SON after Dismissal

Students dismissed from the BSN Program may apply for re-admission after two years or four semesters. Students will need to meet the admission requirements established at that time at the time of readmission.

Students will need to repeat the courses previously completed. Refer to **the Nursing Advance Placement/Prior Learning Assessment Policy** for details on the opportunities for earning credit for courses completed previously.

Nursing Advance Placement/Prior Learning Assessment Policy

Advanced Placement in the Bachelor of Science in Nursing (B.S.N.) Program:

BSN (Generic) Program

Students who completed selected nursing courses from an accredited nursing program within 5 years with a grade “C” or above and admitted to the BSN program may challenge the courses through the National League of Nursing (NLN) RN Achievement Exams, faculty prepared tests, ATI proctored examinations if relevant and faculty clinical evaluations. Students will have one opportunity to successfully challenge these courses. A successful challenge is defined as satisfactory completion of both the required test, respective ATI proctored examination if relevant and faculty clinical evaluation. The NLN pass mark deemed acceptable by UVI SON is 74% and the pass mark of faculty prepared tests is 75% per SON policy. If they are unsuccessful on any required test or respective ATI proctored examination if relevant, the course must be taken. The table entitled **NLN RN Achievement Exams and Equivalent BSN Courses, and Credit** display the challenge test, the course equivalent, and the number of credits for each.

NLN RN Achievement/ Faculty Prepared Exams and Equivalent BSN Courses and Credit

| TEST | COURSE EQUIVALENT | CREDITS |
|---------------------------------------|--|----------------|
| NLN Basic Nursing Care I & II | *NUR 208 Fundamentals of Nursing | 6 |
| NLN Physical Assessment | *NUR 209 Health Assessment | 3 |
| NLN Pharmacology in Clinical Nursing | NUR 229 Pharmacology in Nursing | 3 |
| Faculty Prepared Exam | NUR 311 Pathophysiology | 3 |
| NLN Nursing Care of Adults I | *NUR 308 Adult Health I | 6 |
| NLN Nursing Care of Adults II | *NUR 319 Adult Health II | 6 |
| NLN Comprehensive Psychiatric Nursing | *NUR 318 Mental & Behavioral Health | 4 |
| NLN Nursing the Childbearing Family | *NUR 321 Maternal and Newborn Nursing | 4 |
| NLN Nursing Care of Children | *NUR 323 Pediatric Nursing | 4 |
| NLN Anatomy and Physiology | BIO 151-152: Human Anatomy and Physiology I-II | 4-4 |
| NLN Microbiology | BIO 240: Microbiology | 4 |

*One comprehensive clinical evaluation will be conducted following successful challenge of the theory component of courses **with clinical requirements**.

BSN Completion Program:

Students who have graduated from an accredited program passed the NCLEX-RN examination and have an unencumbered and valid Virgin Islands Registered Nurse license will be granted a maximum of 40 credits in consideration of nursing courses completed while obtaining an associate degree. These courses include:

| | | | |
|-------------------------------------|-----|--|------|
| NUR 208 (Fundamentals) | - 6 | NUR 308, 319, 417 (Adult Health I, II & III) | - 18 |
| NUR 318 Mental Health | - 4 | NUR 321 Maternal & Newborn Nursing | - 4 |
| NUR 322 Pediatric Nursing | - 4 | NUR 433 NCLEX prep | - 2 |
| *NUR 104 Drug Dosage Calculation -2 | | | |

* Students who are not successful on in NUR 104 will be required to take the course.

Credits will be held in escrow until successful completion of NUR 418: Community Health and then added to the student's transcript.

BSN Completion students graduating from unaccredited nursing programs, once accepted, will be given credit for NUR 208 Fundamentals of Nursing. All other 200- and 300-level nursing courses must be challenged.

Challenge testing is through the NLN Mobility Profile II tests: faculty prepared tests, and faculty clinical evaluations. Students have one opportunity to successfully challenge these courses. If they are unsuccessful on any required test, the course must be taken. The table above displays the challenge test, the course equivalent, and the number of credits for each.

All registered nurses seeking the baccalaureate degree must seek advisement from a nursing faculty member to plan their programs of study. All students will be required to complete NUR 210 Bridge to Professional Nursing, the Advanced Placement Sequence (as needed) and complete all other courses in the BSN Paradigm.

Registered Nurses Auditing Courses in the BSN Program:

Registered Nurses may audit courses in the BSN Program with the permission of the Dean. Students auditing courses will follow the course calendar.

Court Hearing and Jury Duty Notification

Students receiving a subpoena for court hearings or jury duty must immediately notify the Dean of the School of Nursing in writing with a copy of the original letter of subpoena immediately so a letter can be written to the courts in a timely manner seeking exemption from this obligation. Failure to act promptly to be excused from court hearing or jury duty may result in unauthorized absences from class or clinical. Such absences, in keeping with established policy, can result in course failure(s).

Leave of Absence

Students who have an interruption in their program of study, whether planned or unplanned, need to notify the Dean in writing. Students **not registered for nursing courses for two semesters or more** must reapply for admission to the BSN Program.

Military Service

Students who are members of the armed services are required to notify the Dean and their advisor of their status. Should planned or unplanned service obligations interfere with coursework during the semester, the student should notify the Dean immediately about the orders received which would require absence and request postponement of the training or other service activities from their commanding officer. If this is denied, the student must meet with the faculty teaching the course to determine whether the student will still be able to meet the course requirements or will need to withdraw.

Returning Students

Students in good standing in the School of Nursing who have an interruption in their nursing education must meet the current admission, progression and graduation requirements and notify the Dean of the School of Nursing in writing of their desire to return by **October 15** for the spring semester and by **March 15** for the fall semester. Returning students are required to meet with their advisor and, if eligible, register during the advisement/registration period to communicate their intent to return to the School of Nursing. Failure to register in advance means that the student forfeits their opportunity to secure their preferred place in the clinical course(s).

Transfer from One Campus to Another

Students who wish to transfer to another UVI Campus must submit a letter of request to the Dean during the semester prior to the requested change. Deadlines for requests are **March 15th** for Fall transfers or **October 15th** for Spring transfers. The decision to approve or deny the transfer request will be based on whether space is available at the receiving campus. Students may not transfer between campuses without written approval of the Dean.

CLINICAL POLICIES

Clinical Dress Code

The School of Nursing requires students to represent the BSN Program and UVI in a manner that reflects high standards of personal integrity, education, and service to clients. To always reflect a demeanor of professionalism, students must wear attire appropriate to the classrooms, skills lab, and clinical sites. Faculty will inform students if alternate attire is appropriate for specialty areas such as mental health or obstetrics.

The BSN Program's clinical dress code includes:

1. Royal blue scrub short sleeve top. Royal blue scrub bottoms may be pants (no elastic knit band at the cuff of the pants). Women are allowed to wear a royal blue scrub skirt that is 1" below the knees.
2. Students may wear under shirts or turtlenecks under scrub tops. Shirts must be white be white in color.
3. If additional warmth is desired, the student must wear the royal blue uniform cardigan or scrub jacket with the emblem and name tag.
4. Hose or Socks – white (socks must be above the ankle)
5. Shoes – white, no open shoes such as heel-less clogs or Crocs.
6. Insignia – UVI logo & Nursing label
 - A. Both **sewn** on left sleeve
 - B. Logo on top
 - C. Label under logo
7. Name pin – White background with blue letters, UVI logo, first initial and last name using "UVI nursing student" as the title; See example below. To be worn on left chest

When in uniform, students are guided by the following aspects:

Appearance

1. Hair – Should be neat, well-controlled and not touching the collar. Any devices such as barrettes and rubber bands should not be decorative. Beards and mustaches must be neat and well-groomed. Head coverings for religious reasons are permitted. Head coverings must be white in color.
2. Nails – Should be kept clean and short. Nail polish, even clear, may not be worn when in uniform. **Acrylic nails are not permitted.**
3. Shoes – White, clean, closed toe and in good condition.
4. Hose/socks – Hosiery should be clean with no tears or runs. Socks clean and in good condition.

5. Jewelry – A plain wedding band may be worn except in areas where surgical asepsis or isolation technique is required. One pair of earrings that should be small posts or hoops may be worn. All other visible piercing jewelry, including tongue, must be removed, not covered with a band aid. Chains, bracelets, hand chains and foot chains must also be removed when in clinical uniform.
6. Cleanliness – Each part of the uniform must be always clean and in good repair. Body cleanliness without offensive odors is required. Cleanliness is one of the prerequisites of good health. Perfume or cologne may not be worn in the clinical area.
7. Facial Make-up – May be applied neatly and in good taste. To present a professional appearance, students are requested to apply make-up in moderation.
8. Other - No chewing gum is permitted in the clinical area.
9. Face masks- Students are to wear face masks when attending clinicals and masks are to always remain covering nose and mouth when in clinical settings. Face masks should be appropriate and professional.

The SON may make changes to these dress code policies based on emerging public health protocols.

Attire for attending SON required or sponsored events or clinical related activities.

UVI Polo Short Sleeve Shirt (Various Colors), closed toe walking shoes and Black, Navy or Khaki full-length plain trousers. Jeans and garments with slits, ornaments or glitter designs are not acceptable.

Students must also purchase the prescribed Clinical Tote Bags **AND** the following equipment:

1. Watch: Must have a sweep second hand
2. Stethoscope
3. Sphygmomanometer
4. Bandage scissors
5. Black pen non-erasable (ball point)
6. Penlight
7. Pocket-sized notebook

Note: If students are wearing any component of their uniform scrubs, they must conform to the above list which constitutes compliance with the clinical dress code.

It is the faculty's judgment whether a student is appropriately attired, and students inappropriately dressed may be sent home from the clinical area with a corresponding unsatisfactory (U) grade rating for professionalism.

Clinical Hours

Students are required to meet the required number of hours assigned in each nursing course. For students to understand the time required for nursing courses, the following information should be of assistance:

1 credit hour of lecture = 1 clock hour (50 min for theory)

1 credit hour of clinical = 3 clock hours (60 min for clinical X 3 = 180 min.)

or 45 hours per credit hour for the semester.

Example: NUR 208 is a 6-credit course (3 credit hours for lecture and 3 credit hours for clinical)

3 credits of lecture per week X 50 minutes = 150 minutes of lecture per week.

3 credits of clinical per week x 3 hour (per credit) = 9 hours of clinical per week

Total number of clinical hours per semester: 9 clinical hours per week x 15 weeks = 135 hours.

Students are responsible for documenting clinical experiences using the Clinical Attendance Form and make sure that they have met the minimum number of hours required for the course.

Simulation

For the School of Nursing to certify that students have met all program requirements (End of Program Learning Outcomes) and are ready to sit the NCLEX, students must complete all clinical competencies and at least 80% of face-to-face practice with patients.

- The SON cannot shorten or change the BSN program requirements that have been approved by the Virgin Islands Board of Nurse Licensure (VIBNL). In the event of natural or manmade disasters, epidemics, or pandemics the SON will provide the accommodations that are appropriate to meet the student learning outcomes and maintain the integrity of the program.
- The BSN program is only approved for delivery in the United States Virgin Islands. While the SON will implement online instruction to the extent possible for theory courses, face to face clinical experiences in the United States Virgin Islands is required to complete the BSN program.

Clinical Preparation

Clinical courses including a designated number of hours to allow students to complete the required assignments prior to each clinical experience in preparation for providing safe nursing care to assigned patients. Students who are unprepared for their clinical assignment may be relieved of their clinical assignment by the professor and will earn a “U” for professional accountability. Failure to complete the required number of hours to prepare for clinical assignments may result in an “Incomplete” grade or failure.

Attendance Policy: Clinical Course

Students in the undergraduate nursing program are required by accrediting agencies to complete a minimum number of hours in clinical rotations. For this reason, there is strict adherence to the following policy on attendance during clinical.

1. There are no exempted absences.
2. Notification of the need to be absent from clinical must be reported to the **CLINICAL FACULTY MEMBER ONLY** ninety minutes or more before the start of the clinical day by e-mail and/or telephone. Student documentation of the reason for the absence must be provided to the course faculty within 72 hours of the missed clinical day.

If the student has greater than 16 hours of consecutive clinical absence, documentation must be provided by a health care provider or emergency department documentation if needed. The submitted documentation must also state when the student is medically cleared to return to clinical.

3. Acceptable substitutes for the missed clinical hours must be pre-approved by the course faculty and must meet at least two clinical objectives from the course. Examples might include, but are not limited to:
 - a. Participating in 4-6 hours of simulation and a written assignment.
 - b. Joining a clinical group in the same course (in the same facility) on an alternate day.
 - c. Attendance at a 4 – 6 hour seminar that addresses at least two clinical objectives and is approved by the course coordinator. Verification of attendance is expected. A written assignment will follow this experience.
 - d. Attendance at a flu clinic, a health fair, or a volunteer activity (such as a shelter) that addresses 2 clinical objectives and is pre-approved by the course faculty. Verification of attendance is expected. A written assignment will follow this experience.
4. In the case of clinical absence that interferes with course completion and is related to a faculty determined extenuating circumstance, a conference between student, clinical faculty, course faculty, academic advisor and the Program Chair / Academic Supervisor may be held for the purpose of planning completion of the course requirements.
5. One undocumented absence will result in the student receiving an academic warning. The clinical absence must still be reconciled (as per #3 above).
6. Two undocumented absences will result in a clinical failure.
7. Return to Clinical- Students who have been absent for illness, must be afebrile and without symptoms for 24 hours prior to return to clinical.

Tardiness

Students are expected to be on time for each academic experience. If a student is tardy, he or she may be sent home from clinical and required to make up the clinical experience. A pattern of tardiness may result in failure of the course.

Excused^[1] Absences from Clinical:

Clinical assignments are designed to meet clinical objectives and the Student Learning Outcomes. Therefore, students are required to make up clinical experiences for excused absences. However, there are limits to the ability of the faculty to make these arrangements. Students reporting excused absences that exceed 10% of the total required clinical hours or habitual tardiness (the third incidence of tardiness) shall be reported to the Program Chair and the Dean. Note: Typically, a second absence from clinical exceeds 10% of the total required clinical requirements.

The following guidelines are followed when planning to make up for ONE excused absence from clinical:

1) Excused absences should be reported immediately upon the knowledge of the anticipated absence. The student should follow the regulation to report absences and provide the evidence to support a request for an excused absence. Delays in reporting absences or tardiness may result in the absence designed as an Unexcused Absence.

2) The clinical assignment must be arranged within the same specialty area.

In cases whereby the student missed a specifically designed (one time) clinical experience or observation, the faculty member will determine whether or not it is possible or appropriate to provide an alternate experience for the student.

3) There must be a Nursing Faculty member available and willing to supervise the student. Staff Nurses, not employed by the SON, are NOT allowed to serve as “clinical instructors.”

Staff Nurses employed by the SON as Clinical Instructors may volunteer to supervise a student to make up a clinical experience with the approval of the nursing administrator and Head Nurse at the clinical site and the Dean.

4) The student must be willing to make themselves available to make up the clinical assignment on the date and time arranged and approved by the faculty member.

5) Students who fail to make up the clinical assignment (including one time observational experiences) as arranged, will result in a failure to meet the stipulated clinical course requirements and an Incomplete or “I” grade for the course.

6) In cases of excused absences for illness, hospitalization, death of a parent, spouse or child, the student shall notify the faculty member and Program Chair of the circumstances as soon as possible after the occurrence.

7) Anticipated excused absences for no more than 15% of the required clinical experiences must be referred to the Admission, Progression and Retention Committee.

8) Students may apply for an Administrative Withdrawal (with supporting documentation) for absences that go beyond 15% of the required course requirements.

Unexcused Absences or Tardiness from Clinical

1) Unexcused absences or tardiness from clinical experiences is considered a failure to meet the objectives of the courses related to professionalism. These occurrences will result in an Unsatisfactory Grade for clinical and is recorded on the Clinical Objective, Learning Activities and Evaluation Form.

Note that 2 or more Unsatisfactory marks on Professionalism will result in Course failure.

2) Students with one Unexcused Absence from clinical shall be reported to the Course Lead and the Program Chair. The student will meet with the Course Leader and or Program Chair who will prepare a behavioral contract to determine if arrangements can be made to schedule a date and time that the student can make up the Clinical experience that was missed.

3) Student with Unexcused Absences and Tardiness that exceed 10% of the required clinical hours will be referred to the Admission, Progression and Retention Committee. The committee will schedule a meeting with the student and the disposition determined by the faculty.

4) Students with personal and other commitment that do not allow them to meet course objectives are advised to withdraw from the course. Refer to the UVI Academic Calendar for the deadlines to withdraw from the course.

Clinical Failure

If a student exceeds the number of unsatisfactory ratings allowed for any one clinical performance objective, the instructor will refer the student through the Program Chair to the Admissions, Progression and Retention (APR) Committee for review. Until such time that a decision is taken by the committee the students will continue attending class and clinical. If a decision is taken by the APR Committee for the student to be dismissed from the course after the last day to drop a course, the student will earn a theory grade based on the percentage of the marks earned at the time of dismissal and a failing grade for the clinical component of the course.

Patient Safety Policy

The students in School of Nursing are required to provide a variety of information and complete a mandatory hospital orientation to ensure patient safety. Required information includes: 1) Health Care Provider CPR certification; 2) immunization/immunity status; 3) background checks; and 4) drug screens.

The SON extends a warm welcome to all BSN students to the Fall 2021 semester. In effort to empower you all as students to make the best decision for yourselves we are offering the following information:

VACCINATIONS

Fully Vaccinated Students

Students who are fully vaccinated may attend all classes regardless of the method of delivery. These students are allowed on campus and will be allowed to attend face-to-face clinical sessions at the designated facility.

Partial Vaccinated Students

Students who are partially vaccinated, may attend online classes only. These students are not allowed on campus and are not allowed to attend the clinical face-to-face sessions until they are fully vaccinated. These students must contact their course and clinical faculty directly in order to determine if accommodations are available to partially vaccinated students until they become fully vaccinated. Students will be required to make up clinical instructions missed during the period they were not fully vaccinated.

Unvaccinated Students with an Approved Exemption

Students who have an exemption for the COVID-19 vaccine that has been approved by UVI may enroll in classes offered in the hybrid method of delivery and are encouraged to conduct all transactions with UVI remotely. These students are allowed to attend face-to-face clinical sessions at the designated facility but will have to complete weekly testing. The SON is still gathering information regarding what resources are available to students who need to be tested weekly.

Unvaccinated Students

Unvaccinated students who do not plan to receive their first dose of the COVID-19 vaccine by Monday 8/16/2021 or whose application of exemption was denied, will not be able to remain enrolled in nursing courses at UVI that have a required face-to-face component.

As the pandemic evolves, these policies will be adapted in keeping with the policies issued by UVI and the territorial hospitals and health care settings.

Students must make sure that the information and results are available to the School of Nursing and the clinical agencies associated with the BSN Program. The information and results are considered confidential and is accessible only to authorized persons in accordance with territorial and federal law. The information and/or results will be shared, as required, with the clinical agencies where students have clinical experiences. The information and/or results will be filed in the School of Nursing. All expenses incurred for providing this required information are the sole responsibility of the student.

Failure to submit documentation of the required information, as outlined below, will result in ineligibility to attend clinical nursing courses, and may result in students being unenrolled in the clinical course(s).

CPR Certification

Students are required to show proof of current American Heart Association Healthcare Provider (BLS) CPR with AED certification (including adult, child, and infant). It is the student's responsibility to maintain certification throughout the Program.

Immunization/Immunity Status

Students must submit documentation of physical examination and immunization/immunity status to the Campus Nurse (Health Services), per UVI policy and to the SON for inclusion in the students' record. Additionally, nursing students are required to provide documentation of immunization status/screening for the following:

1. Measles, mumps, and rubella (MMR)
2. Polio
3. Tetanus, diphtheria, and pertussis (Tdap)
4. Hepatitis B*
5. Varicella
6. Tuberculosis screening annually (or chest X-ray every five years)
7. COVID-Vaccination or Exempt Letter

Students who have reasons that prevent them from receiving/completing the required immunizations must provide documentation from their healthcare provider and meet the documentation requirements of the UVI Health Services Department.

Testing for Infection Diseases during Pandemics

Students may be required to undergo testing for infectious diseases (such as COVID-19) during pandemics to be allowed to access clinical sites. In the event these tests are not available free of charge, students will have to pay for the test at the designated laboratories.

Background Checks

Nursing students must clear a criminal background check covering the **past five years** prior to the start of clinical experiences in NUR 208: Fundamentals of Nursing. Those living in the Virgin Islands must clear a tri-island criminal background check and those from other jurisdictions must supply background checks from all places of residence. Background checks are valid for the duration of the student's enrollment unless there is an interruption in their nursing education of more than one calendar year.

If the background check indicates criminal behavior, the student may be dismissed from the Program.

Drug Screening

All students are required to complete and pass a drug screening prior to the start of clinical experiences in NUR 208: Fundamentals of Nursing. The screening must include a five-panel test for amphetamines, cocaine metabolites, marijuana metabolites, opiates, and phencyclidine (PCP). Information from drug screens will be kept on file in the School of Nursing office. If a clinical agency requires an additional drug screen, the student must consent and comply with the agency's policy.

Individuals who have a positive drug screen will not be allowed to continue in the Program. These individuals may choose to provide a written healthcare provider's explanation for the positive result, and upon review by the Dean of the School of Nursing, may be either allowed to continue in the clinical nursing course or will be dismissed from the Program.

Students who have an interruption in their nursing education (more than one calendar year), a repeat drug screen is required prior to return.

Hospital Orientation

Orientation to the hospital is mandatory for all students. For continuing students on the Orville E. Kean (Formally St. Thomas) Campus, orientation (at SRMC Hospital) is scheduled before the beginning of the Fall semester each year. Students who do not attend the mandatory hospital orientation will not be allowed to participate in clinical experiences and will earn an unsatisfactory clinical rating and subsequent course failure.

Orientation (at JFL Hospital) for students on the AAS Campus on St. Croix will take place during NUR 308: Adult Health 1. Transfers and students who have a one-year break in their education will also need to attend this orientation. Continuing students with no breaks in their education have no additional orientation but are required to update health records and CPR if needed.

Unauthorized Clinical Activities

Due to legal liability concerns, students are not permitted to participate independently in any experiences at any clinical location (hospital/community) unless

1. prior permission by the course team leader has been obtained and
2. the experience has been approved by the appropriate agency personnel.
3. or the experience is part of employment.

Skills Laboratory

The Skills Laboratory is available for student use. All students are responsible for abiding by the guidelines outlined in the Nursing Skill Laboratory Manual of the School of Nursing, University of the Virgin Islands and signing the Nursing Skills Lab Agreement provided by faculty in *NUR 209, 308, 319, & 417*.

The skills laboratory is for the students to learn and try new skills, expand existing knowledge, and practice care activities in a safe environment. The simulated patient will be given the same consideration as any patient in a clinical setting. This includes the principles of patient privacy, confidentiality, and safety. It is the expectation that students will engage fully in the patient situation and experience.

Students should approach the patient in the simulation setting using the same dress and behavior standards required for all inpatient clinical settings, consistent with the BSN Student Handbook. This includes standards of dress, communication, and preparedness for clinical experiences (including stethoscopes, watches, PDA, etc.).

All students are reminded that those who use the materials and supplies must return them to their correct locations after use. Students are required to pay for any non-disposable materials which are damaged or destroyed while in use. The Skills Laboratory is to be left neat and clean after use. **Food or drink is not permitted in the Skills Laboratory.** Lounging or sleeping on beds is not permitted. No children are allowed in the lab.

On the Orville E. Kean (formerly St. Thomas) Campus, a lab pass must be secured from the Nursing Office for Lab use after hours. Students must present this signed pass and UVI identification to University security for access. The student is also responsible for securing the lab when activities are completed. Students shall sign in and sign out of the Skills Laboratory.

On the AAS campus, the Nursing Skills Laboratory is in building S-100. This building is locked when there is no scheduled class in progress. The Nursing Skills Laboratory may be used by students only under faculty supervision. Open, supervised hours will be posted each semester for students to utilize the Laboratory to practice skills outside of their assigned clinical laboratory sessions. Students may also contact the Nursing Skills Laboratory Coordinator to schedule a time to use the laboratory. The Nursing Skills Laboratory Manual is available for more detailed guidelines.

ADDITIONAL INFORMATION

Certified Nursing Assistant (CNA) Registration

Upon successful completion of NUR 308: Adult 1, students may sit the two-part CNA examination administered by the Virgin Island Board of Nurse Licensure (VIBNL). Successful completion of the written examination and the practicum positions the student for possible employment as a CNA. Information regarding the application process and the required fees may be obtained from the VIBNL. (340-776-7937 or <http://www.thevibnl.org>)

Fees and Expenses

(Refer to the UVI Catalog.)

1. ATI: The costs of this program are billed every semester and are added to the students' tuition costs.
2. Additional ATI Comprehensive Predictor Examinations: Two opportunities to take the ATI Comprehensive Predictor are included in ATI fees. Should the student require more attempts to successfully demonstrate NCLEX-RN readiness, each additional exam sitting will cost \$55.
3. CPR Certification: Students are responsible for the cost of obtaining and maintaining certification.
4. Background Check & Drug Screen: Students are responsible for the costs of obtaining these required documents.
5. Immunizations: Students are responsible for the cost of initiating and maintaining current immunization status.

6. Laboratory: Laboratory fee is required each semester in which students are enrolled in nursing and science courses.
7. Nursing Pin (Upon Program completion): Information is provided in the final semester and the ordering deadline is typically around February 15th. Pin prices range from \$41 - \$710. Purchase is optional.
8. SNA/NSNA: Dues- SNA \$5 per semester/NSNA \$25 online per year. SNA members are not required to join the NSNA.
9. Uniforms: Students are responsible for purchasing uniforms, shoes, name pins, and clinical equipment.
10. NCLEX-RN Examination: Currently, the cost for taking the NCLEX-RN examination is \$200.00. Additional costs may be associated. Licensure fees vary state-to-state/territory.

National Council Licensing Examination Application Process

Following graduation from the program, students are considered eligible to take the NCLEX-RN examination and must follow the process as set by the National Council of State Boards of Nursing. The graduate submits an application for licensure to the board of nursing where they wish to be licensed. Candidates must meet all the board of nursing's eligibility requirements to take the NCLEX-RN examination. Candidates then register with Pearson VUE (via phone or Internet) for the Exam. Pearson VUE then sends the candidate a Confirmation of Registration. The board of nursing confirms candidate eligibility to take the NCLEX-RN and informs Pearson VUE, who then sends the candidate an Authorization to Test (ATT). More information can be obtained at the National Council of State Boards of Nursing (www.ncsbn.org) website.

NCLEX Program Codes for UVI SON – BSN Program:

Orville E. Kean (Formally St. Thomas) Campus BSN: VI 81500000
 Albert A Sheen BSN: VI 81500100

Pinning Ceremony

It has been a UVI tradition that graduating BSN seniors hold a pinning ceremony prior to Commencement. A faculty member selected by the students serves as advisor for this event and is responsible for coordinating and approving all ceremony activities including the planning of the program and appropriate dress code. Arrangement for the cost of refreshments is the responsibility of the SON. All other expenses (e.g., invitations, decorations, location cleaning fee, Nightingale lamps) are the responsibility of the participating seniors.

Because the ceremony impacts the image of the Program and that of the University, all decisions must be approved by the Faculty Advisor and the following guidelines must be followed:

1. Location:
 Orville E. Kean (formerly St. Thomas) Campus: ACC;
 AAS Campus: Great Hall

2. Invitation list must include Governor, Lt. Governor, senators, Delegate to Congress, UVI administration and other UVI staff (e.g., public relations, counselor); VISNA representatives; VIBNL members; nursing administrators and selected staff at JFL/SRMC.
3. Refreshments: cake and punch (paid for by SON)
4. Dress code: Dress code is professional attire (conservative) and appearance. Individuals who are inappropriately dressed, as determined by faculty, will not be allowed to participate in the ceremony.
5. Pins: Purchase of pins is optional and is the responsibility of the student. Order forms can be obtained from the Administrative Specialists. Pins must be prepaid and ordered by the deadline set by the manufacturer.

SCHOOL OF NURSING YEARLY AWARDS

CRITERIA

Albert A Sheen Campus

DEAN'S AWARD FOR ACADEMIC EXCELLENCE & PROFESSIONAL NURSING QUALITIES – Graduating Class

This award is given to the student who demonstrates professionalism and caring competencies required in the program and has the highest academic standing in nursing courses in the graduating class.

THE DEAN'S AWARD For Clinical Practice Level 2, 3

The DEAN'S Award is given to a student in each clinical level who demonstrates characteristics that are valued by the faculty and espoused in the philosophy and goals of the baccalaureate degree program.

The recipient of this award is one who:

1. Has demonstrated the appropriate level of proficiency in the use of the nursing process.
2. Applies the nursing process in a caring and humanistic manner.
3. communicates effectively or has demonstrated significant progress in ability to communicate-effectively.
4. Is goal-oriented and self-motivated
5. Shows initiative in identifying and maximizing learning opportunities.
6. Uses critical thinking in personal and professional decision making.
7. Has demonstrated an appropriate level of accountability and commitment to the profession.

UVI NURSING FACULTY AWARD FOR LEADERSHIP

This award is given to the student who has demonstrated excellent leadership abilities by her significant contributions to her class, **taking initiatives to support his/her colleagues and the SON; and/or** and the SON by faithfully attending and representing her class in BSN faculty Program meetings and the SON meetings.

UVI NURSING FACULTY AWARD FOR CARING

This award is given to the student who has demonstration a kind and caring personality, determination to succeed despite the many obstacles faced, and has maintained a positive attitude / outlook on life.

SCHOOL OF NURSING AWARDS CRITERIA

St. Thomas Campus

Description of Award

DEAN'S AWARD FOR ACADEMIC EXCELLENCE & PROFESSIONAL NURSING QUALITIES–

Graduating Class

This award is given to the student who demonstrates professionalism and caring competencies required in the program and has the high(est) academic standing in nursing courses in the graduating class.

THE DEAN'S AWARD FOR CLINICAL PRACTICE Level 2, 3

The DEAN'S Award is given to a student in each clinical level who demonstrates characteristics that are valued by the faculty and espoused in the philosophy and goals of the baccalaureate degree program.

The recipient of this award is one who:

1. Has demonstrated the appropriate level of proficiency in the use of the nursing process.
2. Applies the nursing process in a caring and humanistic manner.
3. Communicates effectively or has demonstrated significant progress in ability to communicate effectively.
4. Is goal-oriented and self-motivated
5. Shows initiative in identifying and maximizing learning opportunities.
6. Uses critical thinking in personal and professional decision making.
7. Has demonstrated an appropriate level of accountability and commitment to the profession.

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If there is no one qualified, this award can be omitted.

PROFESSOR EMERITA LAURA YERGAN AWARD (1)

This award is supported by Professor Emerita Laura Yergan (through Prof Emeritus Dr Judith Grobowski), whose commitment providing quality instruction to student enrolled in the nursing program at the University of the Virgin Islands is acknowledged.

The recipient of this award is one who:

1. Has persevered in attempting to meet stated professional goals.
2. Has shown significant improvement in achieving proficiency in executing the nursing, communication and professionalization processes.

CHI ETA PHI SORORITY AWARD

This incentive award is supported by MU Eta Chapter, Chi Eta Phi Sorority. The recipient of this award is “a junior student, who has shown promise, is working hard, and need a bit of encouragement

PROFESSOR EMERITA ILVA F. BENJAMIN AWARD

The Professor Emerita Award is supported by Professor Emerita Ilva F. Benjamin whose commitment to the University, to the School of Nursing Education, and the profession of nursing in the Virgin Islands is widely acknowledged.

Professor Benjamin contributed to the growth of professional nursing in the Virgin Islands by sharing her expertise through the instructional process and by imbuing her students with professionalism and a concomitant sense of dignity and self-worth.

The recipient of this award is one who:

1. Has demonstrated scholarship.
2. Has a solid grasp of nursing theory and practice.
3. Uses a humanitarian approach to nursing care.
4. is ethical.
5. Exemplifies the ideals of professional nursing.

THE ELMER E. BRENT AWARD (1)

The Elmer E. Brent Award is supported by Martina Valdez Brent and June Elaine Brent in honor of their father. Elmer E. Brent was a gentle man: a stellar example of self-actualization gained through perseverance in meeting life’s challenges with dignity: a caring person who unselfishly shared his time, his talents and his resources with others: an elder statement who operationalized the concept of lifelong learning.

The recipient of this award is one who:

1. Is kind, caring, and proficient in applying the science and art of nursing
2. Communicates effectively and with sensitivity.
3. Uses self therapeutically.
4. Was self-motivated, goal-directed, and responsible.

5. Persevered in meeting professional and personal challenges and turned them into growth-producing experiences

THE GOVERNMENT EMPLOYEE SERVICE COMMISSION (GERS) NURSING SCHOLARSHIP is funded by Cigna.

Identify two students for this scholarship by April 15, based on the criteria below. DO NOT NOTIFY the students until we have secured the funding. Cigna has a new policy that they want the names of the students before they will release any funding. Once you have the names, please email them to IA and Ms. Cheryl Roberts. Cigna would like to introduce these students at their April board meeting.

- Full-time student and permanent resident of the Virgin Islands
- Student must be in their junior year and accepted to the SON
- Two (2) students can receive this award
- Student must maintain a 3.0gpa
- Verified financial need
- Recipients are required to work in the territory for two years after graduation employed in health-related career
- Recipients selected by the School of Nursing Dean
- Award is renewable at the discretion of the dean

CHEDDENA AND WILFRED SMITH (1)

Dr. Henry and Muriel Smith

School of Nursing

The award amount is based on the funds available from the endowment

Criteria - The Chedderna and Wilfred Smith Family Fund

The student must:

1. be an undergraduate nursing student enrolled full-time at UVI
2. show financial need
3. be a graduate from a BVI or USVI public high school
4. show potential for success in becoming a qualified nurse
5. exhibit a high level of commitment, care, honesty and ethics
6. express a desire to practice in the BVI or USVI

Student Nurses' Association (SNA)

The UVI SNA chapter functions as one of several voluntary membership UVI clubs, which help enrich the collegiate experience of students. The purpose of the SNA is to foster the development of future registered nurses. Membership is open to all declared nursing majors and pre-nursing majors. The club is reorganized annually at the beginning of each academic year with the election of officers and a faculty advisor.

Technology Support

Students are provided orientation to technology utilized within the University during the Freshman Development Course (FDS 100). Orientation to technology specific to the BSN program (e.g., Meditech, ATI) is provided during hospital orientation or BSN program orientation and attendance at these sessions is mandatory.

Ongoing technological support is available at the Help Desk in the library or online for UVI email, Blackboard, and other services. Students are also oriented to changes in program-specific software such as ATI.