



NORTH PARK UNIVERSITY

School of Nursing



**Direct Entry Master of Science in Nursing
(DEMSN) Student Handbook
Prelicensure Track**

2026 - 2027

NORTH PARK UNIVERSITY
3225 WEST FOSTER AVENUE
CHICAGO, IL 60625-4895

Welcome to the Direct Entry Master's in Nursing track (DEMSN). Our vision is the creation and maintenance of a culture of excellence in nursing grounded in the compassion of Christ. As Chief Nursing Administrator, I am honored to be a part of this faculty and staff whose mission is to prepare nurses for lives of significance and service within the Christian tradition. North Park University's Christian, city-centered, and intercultural institutional values help inform our programs and learning environments. Our philosophy of nursing builds on the mission and vision statements of North Park University. Our beliefs about persons, health, environment, community, and nursing are based on a Christian perspective rooted in a Trinitarian understanding of God.

We believe that the essence of nursing is a caring relationship with others that requires professional competence, compassion, and a trusting relationship in which the dignity and worth of the other are confirmed. We believe the caring relationship is motivated and empowered by God's love for all persons. Its model is the love, compassion, and lifework of Christ and is a response to Christ's commandment to love one another, as exemplified by the Good Samaritan. In this caring relationship, the nurse is genuinely present with others in their experiences of health and illness, joy and suffering. This experience of caring communion leads to mutual confirmation of dignity and worth. Our faculty integrate dynamic teaching and clinical best practices into educational experiences that develop ethical and compassionate graduates committed to nursing care that is patient-centered, provided with the highest standards for safety, excellence and, and competence.

As a North Park nursing graduate, you will be educated to think critically, identify needs for practice improvement, and then lead change that will transform healthcare at the bedside and throughout systems. We prepare the professional nurse to exercise exceptional clinical judgment, participate in health-promoting and health-restoring activities, provide evidence-based care, and collaborate with other health professionals to provide patient-centered care. We are committed to caring for all people, inviting plurality of thought, enhancing the diversity of our profession, and sustaining an environment that promotes wellness. Our graduates are educated to walk alongside patients, their families, other health care providers, and employers to ensure that the highest quality health is a possibility for all.

Thank you for choosing North Park's DEMSN.

***Patricia Peebles DNP, MSN, RN
Chief Nursing Administrator
Director DEMSN
Associate Professor of Nursing
North Park University***



**NORTH PARK
UNIVERSITY**
CHICAGO

**NORTH PARK University's
SCHOOL OF NURSING and Health Sciences Leadership Chart**

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Section I: Introduction to the North Park University School of Nursing and Health

Mission

The mission of the School of Nursing is to prepare professional nurses for lives of significance and service through baccalaureate and graduate education within the Christian tradition.

Vision

Our vision is the creation and maintenance of a culture of excellence in nursing grounded in the compassion of Christ.

Nursing Philosophy

The nursing philosophy of the School of Nursing and Health Sciences builds on the mission and vision statements of North Park University and the School of Nursing and Health Sciences. Our beliefs about persons, health, environment, community, and nursing are based on a Christian perspective that is rooted in a Trinitarian understanding of God.

Persons

We believe that all persons are of intrinsic worth because they are created in the image of God and valued equally by God. Their worth is confirmed in the love and redemptive work of Jesus Christ; the work of the Holy Spirit enables persons to come to the full realization of their created worth and restored humanity. Dignity is conferred on the human being by virtue of being created after the image and likeness of God and by virtue of being the only creature destined for fellowship and communion with God. We cannot add to this intrinsic dignity and value but acts of caring can confirm that dignity and value. Acts perceived as uncaring can diminish one's self-perception of dignity and value.

We believe that each person is a unity of body-mind-soul-spirit. Each person is an individual and a relational being who achieves identity in communion and community with others. Our Christian perspective emphasizes the spirituality and uniqueness of each person.

Health

We believe that health is the lived experience of harmony among life's four basic relationships: self, community, environment, and God. To be healthy is to be whole, to experience one's journey toward wholeness, and perceive oneself as whole physically, mentally, and spiritually. One may feel whole even while suffering. Health is experienced by individuals, families, and communities. Health effects and is affected by changes in society, community, and the natural environment.

Environment

We believe that environment is multidimensional. It includes the natural environment, created by God, and humanly constructed local, national, and global communities.

We believe that the natural environment is a dynamic order that God sees as good. Human beings have a responsibility to preserve and protect the natural environment to promote the health of all forms of life.

Community

We believe that persons, as relational beings, live in communion with others in the context of multiple communities. This includes faith communities, which have a unique role in promoting wholeness and health of persons, families and communities through congregational life and intentional ministries of health.

Communities provide a dynamic multidimensional context within which persons experience life and learn to understand and experience health and illness. This context provides the cultural framework and the resources with which persons: (1) develop and maintain values and belief systems, (2) mature physically, socially, emotionally, and spiritually, and (3) relate to others both inside and outside their community.

History of the School of Nursing at North Park University

North Park University was founded in 1891 and is owned and supported by the Evangelical Covenant Church of America. Formerly a junior college, North Park graduated its first baccalaureate class in 1960, and the North Central Post-Secondary Schools initially accredited the four-year program in 1961.

As a Christian liberal arts institution, North Park University plays a distinctive role in American higher education by integrating faith and learning in a spirit of inquiry. That role is to examine and relate liberal arts to the Christian faith in the conviction that human knowledge has its foundation in the triune God. The university offers baccalaureate and master's degree programs which seek to prepare students for lives of significance and service.

In 1965 the nursing major was approved by the university faculty. The first class of ten students graduated with a nursing major in June of 1968. In the fall of 1979, an evening program for registered nurses seeking a Bachelor of Science degree with a major in nursing began. General education and prerequisite courses for the nursing major as well as nursing

courses were offered in the evening to facilitate attendance of working RNs. In 1993, the master's degree program in nursing was initiated, and in 1995 a post-master's nurse practitioner program began. In 2014 the School of Nursing became the School of Nursing & Health Sciences (SNHS), adding a division of Health Sciences. In 2018, the university rolled out a Doctor of Nursing practice (DNP) program. North Park University School of Nursing currently offers curricula leading to the degrees of Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP). In 2022, the school added the direct entry Master of Science in Nursing (DEMSN) track. The first DEMSN cohort started in January 2023.

State, National, and Professional Regulating Bodies

Accreditation

North Park University is approved under the Illinois Board of Higher Education to grant academic degrees in Chicago, Fox Valley, and Norther Suburban regions in the State of Illinois.

North Park University is accredited by The Higher Learning Commission and is a member of the North Central Association. The Commission is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation which is responsible for ensuring accrediting bodies and institutions uphold and meet established standards of quality. The Higher Learning Commission accredits degree-granting institutions located in the nineteen states of the North Central region. North Park University was first accredited in 1926 by The Higher Learning Commission and is a member of the North Central Association (NCA). The Higher Learning Commission evaluates and accredits the entire institution. The North Central Association, located at 30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504, can be reached at (800)-621-7440: www.ncahigherlearningcommission.org

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at North Park University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791 (<http://www.ccneaccreditation.org>).

The BSN Program and DEMSN track within the School of Nursing and Health Sciences at North Park University are approved by the Illinois Department of Financial and Professional Regulation.

Illinois Nurse Practice Act

North Park University abides by the Rules and Regulations for the operation of schools of nursing as specified by the Illinois Department of Financial and Professional Regulation. A copy of the Illinois Nurse Practice Act is on file in the Department of Nursing and Health Sciences and is available online at the Illinois Department of Financial and Professional Regulation Division of Professional Regulation [website](#).

The School of Nursing and Health Sciences subscribes to the standards set by the Illinois Nurse Practice Act and other published professional nursing standards. Pre-licensure master nursing students are accountable for all standards and policies outlined in this Student Handbook.

Nursing students who fail to comply with these professional behavioral standards may be subject to dismissal from the nursing program.

Professional and Technical Standards

The North Park University School of Nursing and Health Sciences (SON) has a responsibility to educate competent nurses to care for patients (persons, families, and/or populations) with critical thinking and clinical judgement deriving from a broad knowledge base and using safe and correct technical skills. The SON has academic and technical standards that students must meet to be successful at all levels of nursing.

Technical Standards

The SON's technical standards are adapted from the [American Association of Colleges of Nursing \(AACN\) published guidelines](#). Examples of each standard are also provided here.

These are published to provide prospective and current students with a sample of the requirements to succeed in nursing school and as a nurse. These are professional and technical standards needed to complete the nursing curriculum.

The technical standards reflect a sample of the performance abilities and characteristics that are necessary to complete SON requirements for graduation. The standards are not admissions requirements, and the following list is not all-inclusive.

Individuals interested in applying to SON programs should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics required to successfully complete the program.

Key areas for technical standards include having abilities and skills in the areas of:

- Acquiring fundamental knowledge
- Developing communication skills
- Interpreting data
- Integrating knowledge to establish clinical judgement
- Incorporating appropriate professional attitudes and behaviors into nursing practice capabilities

The SON wishes to ensure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) of 1990, and the ADA Amendments Act of 2008).

The SON provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the ADA of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program.

To be eligible for accommodations, a student must have a documented disability of a) a physical or mental impairment that substantially limits one or more major life activities of the individual; b) a record of such impairment; or c) be regarded as having such a condition.

Program Requirements	Program Standards	Examples
Acquiring Fundamental Knowledge	1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire necessary nursing and critical thinking knowledge 3. Ability to be a lifelong learner 4. Demonstrate innovative and adaptive thinking in complex situations	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, small group work, physical demonstrations of proficiency • Develop nursing care plans and responses which correctly interpret assessment and evaluation data • Apply fundamental knowledge to safe patient care • Exercise timely and proper judgement and critical thinking in providing safe patient care • Able to synthesize information, problem solve, and critically think to judge appropriate

		implementation of theory or assessment strategies
Developing Communication Skills	1. Communication abilities for sensitive and effective interactions with patients with patients (persons, families, and/or populations) 2. Communication abilities for effective interaction with the health care team (patients, significant others, professional and interdisciplinary team members, peers, faculty, and staff) 3. Sense-making of information gathered from communication 4. Emotional and social intelligence	• Able to communicate effectively and professional with patients, staff, physicians, family members, faculty, peers, and other colleagues • Accurately elicit or interpret information: medical history and other patient information to adequately and effectively evaluate a patient or population's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted such as TTY, and/or electronic) to patients and the health care team • Communicate effectively in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions • Demonstrate therapeutic communication in a range of healthcare settings

Interpreting Data	1. Ability to observe patient conditions and responses to health and illness 2. Ability to assess and monitor health needs 3. Demonstrate capacity for computational thinking 4. Demonstrate strategies to focus and reduce unnecessary mental effort when processing information and completing tasks, reducing cognitive load	• Obtain and interpret information from assessments such as assessing respiratory and cardiac function, blood sugar, blood pressure, neurological status etc. • Obtain and interpret information from diagnostic representations of physiological phenomena during a comprehensive patient assessment • Obtain and interpret information from assessment of a patient or population's environment and responses to health across the continuum of care • Obtain and interpret data for evaluation of responses to nursing actions • Translate data into abstract concepts and to understand data-based reasoning
Integrating knowledge to establish clinical judgement	1. Critical thinking, problem solving, and decision-making ability needed to care for persons, families, and or populations across the health continuum and within their environments 2. Intellectual and conceptual abilities to accomplish the essentials of the nursing program at a basic and/or advanced level 3. New-media literacy	• Accomplish, direct, or interpret assessment of persons, families, and/or populations • Develop, implement, and evaluate plans of care, or direct the development, implementation and evaluation of care • Prioritizes healthcare actions to provide safe patient care

	4. Ability to function in interdisciplinary teams 5. Developing a growth mindset	• Critically assess and develop content that uses new media forms and leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines • Recognize the nursing role in interdisciplinary care, contribute the nursing perspective to interdisciplinary care teams • Represent and develop tasks and work processes for desired outcomes
Incorporating appropriate professional attitudes and behaviors into nursing practice	1. Concern for others, integrity, ethical conduct, accountability, interest, and motivation 2. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families, and populations 3. Acquire interpersonal skills for professional interactions with members of the healthcare team, including patients, their significant others, and interdisciplinary team members 4. Acquire skills necessary for promoting change for quality healthcare 5. Cross-cultural competency 6. Virtual collaboration	• Maintain effective, mature, and sensitive relationships with patients, families, peers, faculty, staff, and other professionals in all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress • Adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients, family, peers, faculty, and interprofessional teams • Operate in different cultural settings (including disability culture)

		• Work productively, drive engagement, and demonstrate presence as a team member • Recognize the connection between academic honesty and professional integrity by demonstrating ethical conduct consistently across academic and clinical environments
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Marks, B., & Ailey, S. (n.d.). White Paper on inclusion of students with disabilities in nursing educational programs. www.aacnnursing.org/Portals/0/PDFs/Teaching-Resources/Student-Disabilities-White-Paper.pdf

Students will have access to confidential medical records and sensitive information regarding patients, families, and community agencies while providing nursing care as a student. Students must agree to maintain the highest standards of professional integrity regarding this information and comply with all requirements regarding the privacy of patient records. This includes but is not limited to written, oral and electronic social-networking transmission of information. For more information students are referred to [HIPPA Privacy Rules](#). Students demonstrate professional integrity and adherence to ethical standards in the classroom, lab, simulation, clinicals, and with regard to exams, assignments, and interactions with others during their time in the DEMSN.

After being admitted to the DEMSN program, the student is responsible for notifying their nursing instructor of conditions that impact the student's ability to meet the School of Nursing's Professional and Technical Standards. Any change which adversely affects the student would require the student to provide appropriate documentation (as determined by the School of Nursing) reflecting the student's continued ability to meet the Technical Standards.

If a student requires reasonable accommodations because of a disability to participate in the nursing curriculum, the student must present documentation from a licensed healthcare provider to NPU's Office of Student Disabilities in a timely manner. Reasonableness is determined by the Office of Student Disabilities and the School of Nursing individually using the above Technical Standards. Preferably, the accommodation must be in place before the program starts. However, students can seek reasonable accommodations at any point during the program. North Park University provides reasonable accommodations to those students who qualify under the Americans with Disabilities Act, as amended (ADA).

School of Nursing Psychological Fitness Policy

Policy: The School of Nursing can require a student to undergo psychiatric evaluation if the student exhibits disturbances in thinking, communication, mood, or behavior that impairs didactic, clinical, or social performance or if the student's behavior potentially places the student, other students, faculty, staff, patients, or others at risk. Risk is defined as behavior that poses a risk or danger of causing harm to others, property damage, or impeding the lawful activities of others. Input from relevant sources (persons who have observed the disturbances or impaired performance and those familiar with the student's performance history) will be used in deciding to request a psychiatric evaluation of the student. All communications shall be treated confidentially. Nothing in this policy prevents encouraging students to voluntarily seek counseling or treatment believed to be beneficial to the student.

Procedure:

When a faculty member or institutional officer concludes that a student is showing impaired performance as described above, they should contact the Chief Nursing Administrator

1. A member of the SON Administrative Council (Chief Nursing Administrator, director of the graduate program or director of the DEMSN program) will interview the student. Pertinent information will be gathered as needed.

2. Following step one, the member of the Administrative Council in consultation with the Selection and Progression Committee of the student's program will determine that no action be taken or refer the student for a psychiatric evaluation. The student's academic progress may be suspended pending completion of the evaluation.

3. If an evaluation is recommended the DEMSN Program Director will:

- Seek immediate intervention if the student's behavior poses a danger of harm to self or others.
- Notify the Office of the Vice President for Student Engagement.
- Notify the student in writing of the committee's decision.

4. The student will meet with the program director and will be referred to a clinician for evaluation. A date will be provided to the student by which the evaluation must be completed.

5. A signed release will be obtained from the student so that the clinician may report the results of evaluations and any recommendations.

6. In a written report, the clinician will communicate the capacity of the student to fulfill the nursing student role requirements, any therapeutic recommendations, and any accommodations believed medically necessary to enable the student to fulfill role requirements.

7. The SNHS Administrative Council will consider the clinician's written report and any reported observations of the student's conduct and performance, and the requirements for successful progress without risk of harm to others and determine the appropriate course of action, which may include conditional continuation or withdrawal from the program.

8. Further progress of the student in the program may also be denied based on the student's noncompliance in seeking the evaluation, non-cooperation during the evaluation, subsequent noncompliance with treatment recommendations or the SNHS's inability to provide the necessary accommodations without risk of harm to others.

9. Students may appeal a requirement to undergo evaluation or a decision pursuant to steps 7 and 8. Appeals should be submitted in writing to the DEMSN program director.

Pre-Adverse Action Disclosure

The School of Nursing and Health Sciences reserves the right to revoke acceptance into the DEMSN program based on results of background checks, drug tests, and/or failure to comply with stated deadlines. If the decision to revoke your acceptance is made based on information provided in the consumer report by Castlebranch.com, you will receive a pre-adverse action letter giving you three (3) days to dispute the decision and/or respond to information in the report.

Representing the School of Nursing

Any use of "School of Nursing" or "North Park University" in any combination needs to be approved by the School of Nursing and Health Sciences. This can be brought directly to the DEMSN Program director or the School of Nursing and Health Sciences for approval.

Section II: Academic Curriculum

Summary of the DEMSN Program

Building on the foundation of baccalaureate non-nursing education, the mission and vision of North Park University and the School of Nursing, the direct entry master's nursing program embodies the Christian, city-centered, and intercultural distinctives of the University. The education of master's nursing students reflects current, relevant, and essential knowledge and scholarship aligned with standards inherent in the discipline of nursing. The program qualifies the graduate to apply for the professional nurse licensing examination, NCLEX-RN and prepares the student with the knowledge, skills, and values needed for beginning practice in professional nursing.

The goal of the master's (MSN) programs is to prepare graduates for lives of significance and service as nurse leaders, managers, and practitioners, whose practice is client-centered and evidence-based. The DEMSN track prepares graduates as master-level nurse generalists whose practice is evidence-based and client-centered across the lifespan.

Master of Science in Nursing Student Learning Outcomes

Upon completion of the DEMSN track, the graduate will be able to:

1. Integrate core scientific and ethical principles, advanced nursing knowledge, professional values, and clinical excellence in master's level nursing practice that reflects the Christian principles of the philosophy of the School of Nursing.
2. Apply leadership skills in the design, coordination, delivery, and evaluation of safe and high-quality patient care.
3. Plan quality improvement initiatives to improve health outcomes.
4. Apply evidence-based approaches to guide master's level nursing practice.
5. Use information systems and technology to support practice.
6. Advocate for policies to improve the health of the public and the profession of nursing.
7. Demonstrate effective communication with interprofessional partners to improve the health of individuals and populations.
8. Plan, deliver, and evaluate effective, culturally responsive care to improve individual and population-based health outcomes with intentional emphasis on urban environments.
9. Design strategies for life-long learning that incorporate professional nursing standards and accountability for practice.

DEMSN Curriculum

For Students Starting in Fall 2025 and after. Students who started the program before then refer to the curriculum listed in Self-Service.

Course Number	Course	Proposed Credit hours
Semester 1		14
NURS 5205	Professional Development I: Identity and Communication	3 cr.
NUR 5230 DE01	Pathophysiology 1	2 cr.
NUR 5240 DE01	Pharmacology 1	2 cr.
NUR 5255 DE01	Holistic Health Assessment	3 cr.
NUR 5310 DE01	Health and Illness: Foundations of Nursing	3 cr.
NUR 5311 DE01	Health and Illness: Foundations of Nursing Practicum	1 cr.
Semester 2		14
NURS 5225 DE01	Professional Development 2: Image, Roles, and Ethics	3 cr.
NURS 5235 DE01	Pathophysiology II	2 cr.
NURS 5245 DE01	Pharmacology II	2 cr.
NURS 5320 DE01	Health and Illness: Nursing Across the Lifespan	4 cr.
NURS 5321 DE01	Health and Illness Across the Lifespan Practicum Fundamentals	3 cr.
Semester 3		14
NURS 5260 DE01	Development of a Microsystem Leader	3 cr.
NURS 5275 DE01	Evidence-based Practice and Quality Improvement: Translating Research to Practice	3 Cr.

NURS 5350 DE01	Health & Illness: Diverse Populations I	4 cr.
NURS 5351 DE01	Health & Illness: Diverse Populations I Practicum MH and Population Health Practicum	2 cr.
NURS 5030 DE01	Professional Communication & Collaboration	2 cr.
Semester 4		14
NURS 5280 DE01	Nursing in an Evolving Healthcare System	3 cr.
NURS 5360 DE01	Health & Illness: Diverse Populations II	5 cr.
NURS 5361 DE01	Health & Illness: Diverse Populations II Practicum OB and Adult Health II Practicum	3 cr.
NURS 5010 DE01	Scientific Inquiry and Knowledge Development	3 cr.
Semester 5		12
NURS 5380 DE01	DEMSN Immersion Practicum	3 cr.
NURS 5015 DE01	Health Care Delivery System: Organization and Resources	3cr.
NURS 5020 DE01	Population-Based Healthcare	3 cr.
NURS 5395 DE01	Integration and Role Transition Seminar	3 credits
		Credits: 68

Graduation/Program Completion

To be awarded a Master of Science in Nursing (MSN) degree, the following requirements must be fulfilled:

Completion of the specific program requirements as indicated in the NPU catalog. All coursework and program requirements, including the ATI Comprehensive Predictor exam, must be completed prior to program completion.

Graduate students must maintain a cumulative 3.0 GPA through each semester prior to graduation.

Completion of the programs of study within a maximum of five years for MSN degree requirements, as determined from the time of matriculation (i.e., enrollment in the first graduate course).

Completion of the university's process for graduation: Students anticipating graduation must apply by university designated due dates (posted on the academic services website).

The criterion for the designation of distinction varies among schools of the University. Graduate nursing students whose cumulative grade point average is 3.9 or higher by the beginning of their final semester receive an MSN Degree with Distinction and will have the honor of wearing gold cords at graduation. The distinction designation will appear on the diploma. If this GPA is achieved at the end of the program, it will also appear on the diploma.

Candidates for graduation are expected to attend the public commencement. There is one public commencement each year May. Degree candidates participating in commencement

are required to wear the prescribed academic regalia. Students are responsible for arrangements for regalia use. Information related to ordering, receiving, and returning regalia is distributed with graduation information.

Lab Credit Equivalency for Clinical Education

Nursing is a practice discipline; therefore, the education of professional nurses is a combination of classroom experience and experiential learning. These experiential opportunities include clinical hours in the nursing learning resource center (NLRC), the simulation center, and in health care agencies in the greater Chicago area. The credit for these laboratory experiences is 1:3:16, meaning for each semester of course credit the student will spend 3 hours in the clinical environment except NURS 5311, NURS 5331, NURS 5341, NURS 5351, NURS 5361, NURS 5380 which have a 1:4:16 ratio. The most current list of DEMSN fees is available [here](#).

Tuition, Financial Aid and Student Accounts

North Park University offers comprehensive information about [Financial Aid](#) and billing through [Student Accounts](#).

Section III: Developing a Nursing Professional Identity

Professional Nursing Philosophy

Professional nursing serves a unique, specialized and essential function for society. The professional nurse participates in health promoting and health restoring activities, provides evidence-based care, and collaborates with other health professionals on the interdisciplinary team to provide holistic, safe, and effective patient care. Nurses at the bedside, in leadership, in research, and public health and policy work with others for the advancement of the nursing profession and working to improve health and health care for all persons.

We believe that the essence of nursing is a caring relationship with others requiring professional competence, critical thinking, demonstrations of compassion, and a trusting therapeutic relationship in which the dignity and worth of the other is affirmed. We believe the caring relationship is motivated and empowered by God's love for all persons. Its model is the love, compassion, and lifework of Christ, and is a response to Christ's commandment to love one another. In this caring relationship, the nurse is present with individuals, families, communities and populations in their experiences of health, illness, joy, and suffering. This nursing presence in caring communion leads to mutual confirmation of dignity and worth.

This philosophy serves as the foundation for nursing education at North Park University. It is operationalized in the fulfillment of the University's distinctives as an institution that is Christian, City-centered, and Intercultural.

Preparing for Nursing School Clinicals

Professional Liability Insurance

DEMSN students are covered by liability insurance provided by the University and the School of Nursing and Health Sciences.

CPR Certification

Students are required to continuously have current CPR certification throughout the program. The CPR certification must be the American Heart Association Basic Life Support (BLS) for the Health Care Provider. Certification must include a hands-on portion. This must be valid from the first through the last day of the academic semester in which the student is enrolled. If CPR certification expires during the student's time in the nursing program, it is the student's responsibility to renew their certification before the date of expiration and provide the updated documentation.

Health Screening Requirements

All DEMSN students must submit documentation of student health requirements. To participate in clinical experiences, students must always have complete and current records on file. This is required by all health care facilities affiliated with North Park University's School of Nursing and Health Sciences and specified in the agency affiliation agreements.

Failure to remain up to date with all requirements will make students ineligible for participation in clinical and may require that a student step out of the semester or program or result in a clinical failure. All student health records must be submitted online to the student's secure [CastleBranch account](#). Documentation must be legible and include the student's name, item name, date item was administered, and any other pertinent information.

Prior to starting the program, all students will purchase an account on Castle Branch, a one-time fee that includes the background check, drug test, and online document tracker for the academic year. Please note, some requirements must be repeated annually during the program (such as CPR, QuantiFERON and Drug Testing) and specific clinical sites may require an additional testing; students are responsible for these fees. All Castle Branch records are reviewed by the DEMSN Program Coordinator, Clinical Learning Specialist, & DEMSN Program Director and remain strictly confidential.

Students with an annual deadline expiring during a clinical rotation are required to complete and upload results at least two weeks prior to the start of the rotation, or earlier if required by a specific hospital or institution. Failure to do so will mean the student will not be in the

clinical rotation and will have to defer to the following semester. This will extend their time in the DEMSN track.

The following documentation must be maintained throughout a student's duration in the nursing program:

Medical History Form

Students must complete the School of Nursing & Health Sciences medical history form. This form is to be filled out and signed by the student.

Physical Examination

Students are required to provide documentation of a physical exam within the last 12 months. Documentation must state that students may participate in clinicals and be completed by a qualified primary care provider.

Negative TB Screening

Students must submit a QuantiFERON Gold TB test dated within the last year. TB tests are valid for only one year. If positive, students must follow up with their primary health care provider for appropriate treatment and submit a radiological report of a chest x-ray dated after the positive test. The student's healthcare provider must complete the SNHS school form verifying TB status. Students are responsible for having new QuantiFERON test results uploaded to Castle Branch by their testing deadline to avoid missing clinical rotation hours.

Vaccinations

- Titers for the immunizations listed below.
 1. **Measles Mumps Rubella (MMR)** - 2 doses of vaccine and IgG titer showing immunity to measles, rubella, and mumps.
 2. **Varicella (Chickenpox)** - 2 doses of vaccine and IgG titer showing immunity to varicella.
 3. **Hepatitis B** – Either 3 dose series of the Engerix-B vaccine or the 2-dose series of the Heplisav-B and a Hep BsAB titer showing immunity to hepatitis B. Students with a Nonreactive Hepatitis B titer must get a letter from their provider certifying that the student has been counseled about the risks of having a non-reactive titer while working in a healthcare setting. Students have the option of repeating a different Hepatitis vaccine series and repeating the titer according to their healthcare provider's recommendation.
 4. **Tdap** - All students are required to show documentation of Tdap (Tetanus, Diphtheria, and Pertussis) booster within the past 10 years.
- Documentation of current vaccination
 1. **Influenza (flu)** - Flu shots documentation is due September 16th every year. Flu shot documentation must be from the current flu season and include the lot #, vaccine manufacturer, exp. Date, vaccine administration location, and healthcare professional/clinical site (see form).

2. COVID-19 - All students are encouraged to maintain COVID boosters as available.

Health Insurance

Students are responsible for having continuous comprehensive health insurance that extends to the State of Illinois throughout their time in the nursing program. Students are required to upload proof of health insurance at the start of the program and annually throughout the program. Lack of adequate health insurance may delay participation in clinical activities and therefore alter progression in the DEMSN.

Out of state students with health coverage from another state (for example: Kaiser Permanente Health insurance for California residents) are required to have Illinois health insurance coverage prior to orientation. Students will not be permitted to start classes until health insurance for Illinois is in place.

Proof of health insurance may be a copy of their insurance card. If the student's name is not on their insurance card, they may upload a note from the company showing they have insurance. Often this can be found on the insurance company's website under who is covered under this plan.

Students are financially responsible for any personal health care-related needs including vaccinations required to participate in clinical and clinical-incident-related care. Students are responsible for the costs involved for any accident or injury to themselves while engaged in any educational activity including clinical, lab, simulation, or the classroom and should be treated as a member of the public when seeking medical assistance. It is important to remember students are not covered by workers compensation as they are not employees of the University or the clinical facility.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

For HIPAA training, students must complete the ATI HIPAA module found under the Skills Modules tutorials in ATI and upload documentation of their posttest. Documentation must include date completed, score of 100%, and student name. HIPAA training is valid for one year and must be renewed each year the student is in the program. Please upload the documentation of the subsequent year's post-test.

Occupational Safety and Health Act (OSHA)

For OSHA training, students must complete the ATI Infection Control module found under the Skills Modules tutorials in ATI and upload documentation of their posttest. Documentation must include date completed, score of 100%, and student name. OSHA training is valid for one year and must be renewed each year the student is in the program. Please upload the documentation of the subsequent years post-test.

Background Check

Students must complete a background check (including Live Scan fingerprinting) before the start of the nursing program. Background checks are required at the student's expense. If student results raise concerns related to the nursing program, the student will be contacted by the DEMSN Program Coordinator or Director and may be asked to complete additional screening.

Drug Screening

To uphold the highest standards of the nursing profession, students must refrain from the use of alcohol or any illegal or decriminalized (marijuana) drug while in the DEMSN program, including classroom, lab, simulation, and clinical experiences with any of its affiliated agencies.

Students must have a negative drug screening completed within 4 weeks of starting the nursing program and again before the start of the second year. Students will go to a Castle Branch designated location to provide their drug screening sample. After creating their online account, students can access their drug screening chain of custody form. The student will take this form to the drug screening location to give their sample, the cost of which is included in the original package purchase.

If drug screening results raise concerns related to the nursing program, the student will be contacted by the DEMSN Clinical Coordinator or Director and may be asked to complete additional screening. This includes students whose test shows a dilute negative result.

If any faculty member suspects a student is under the influence of a substance while engaged in any educational activity, clinical, lab, simulation or the classroom, the program may require the student to pass random drug screening(s) to remain in the program. The School of Nursing and Health Sciences reserves the right to require additional drug screening of any student when appropriate. The cost for drug testing will be paid for by the student.

Transportation Requirements

Travel to clinical sites will require access to reliable transportation to clinical sites within a 50-mile radius of campus, on days, evenings, or night shifts. The student will assume the cost of transportation to and from the clinical agencies. Transportation to campus and clinical sites is the student's responsibility.

Professional Opportunities Available to Nursing Students

Eligibility for Certified Nursing Assistant (CNA) - Illinois

Nursing students may be eligible to apply for certification as a Certified Nursing Assistant based on their nursing school education. In Illinois, students who have completed 40 hours of supervised clinical and a fundamentals of nursing course, such as NURS 5310, can apply to take the CNA certification exam. The process for the exam is now 100% electronic.

Students who wish to apply should email the DEMSN Clinical Coordinator who will send their name and necessary information to the state. Eligibility can be verified once grades are posted for the first semester. Students will then receive an email with the next steps. Students who wish to apply to be a CNA or its equivalent in another state will need to look up that state's requirements.

Eligibility for Licensure as a Registered Nurse

Upon completing the DEMSN track, the student will be eligible for licensure as a registered nurse. To achieve licensure, the student will need to apply to the board of nursing of the state where the student wishes to be licensed and take the NCLEX-RN. Candidates can only apply for one nursing license in one state.

The NCLEX-RN exam measures the clinical judgement and competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse. NCLEX-RN examination results are an important component used by State Boards of Nursing to decide whether a new nurse can obtain a license to work as a Registered Nurse (RN). Specific requirements for the states vary.

The information below is an overview of the process to gain licensure in Illinois. See below for information on taking the NCLEX in a State outside Illinois

Registration Process Overview in Illinois:

To apply for licensure to the Illinois Board of Nursing, the student must meet all the Illinois Board of Nursing's eligibility requirements to take the NCLEX-RN examination. The necessary steps to take the NCLEX-RN in Illinois are listed below.

In Illinois, all individuals applying for initial licensure as a registered nurse must submit an electronic application, submit to a criminal background check, and provide evidence of fingerprint processing from the Illinois State Police or its designated agent.

The process includes:

- Registering for the NCLEX-RN Examination with Pearson Vue and Continental Testing Services.
- Receive confirmation of registration from Pearson Vue.
- The board of nursing makes the candidate eligible to take the NCLEX-RN.
- Receive Authorization to Test (ATT) from Pearson Vue.

The ED-NUR Form

During the final semester, students will be guided through the steps of completing the ED-NUR form for students seeking licensure in Illinois. The form is required by the state and submitted through the School of Nursing and Health Sciences office. The ED-NUR form will be

processed by the registrar's office and will be available for pickup through the Clinical Coordinator after their degree has been certified.

Taking the NCLEX in a State other than Illinois

Students are responsible for obtaining posted requirements for any state outside Illinois. All students must provide any necessary documents to be completed by the school to the Clinical Coordinator by week 11 of the final semester to avoid delays in taking the NCLEX-RN after graduation. See the [National Council of State Boards of Nursing National Council of State Boards of Nursing](#) for specific information.

Shared Governance: Student Cohort Representatives

The mission of the Student Representative is to collaborate in achieving the assessed goals of the DEMSN nursing program utilizing standards acceptable to the nursing profession.

The purposes of a DEMSN Nursing Cohort Student Representative

1. Promote awareness of the DEMSN nursing program among academic and local communities.
2. Serve as a means of communication among students, faculty, and administration to:
 - a. Promote common educational and professional objectives
 - b. Advocate students' interests
 - c. Enhance students' educational experience
 - d. Encourage professional and constructive student conduct
 - e. Foster academic and professional success
 - f. Inform the DEMSN Academic Program Committee (DAPC) of any activities and opportunities that are relevant to the nursing cohort
 - g. Encourage in each student an awareness of professional standards and instill in him/her the desire to maintain these standards.

Selection of Student Cohort Representative:

Each cohort will be invited to elect a student representative who will attend DEMSN Academic Program Committee (DAPC) meetings periodically. Student representatives will receive program updates, provide general cohort-level feedback to the committee, and take back information to their peers.

Attendance of the Nursing Program's DAPC Meetings:

Each student representative shares feedback from the cohort at DAPC. These representatives attend the beginning of the meeting, share relevant information, and are then excused from the meeting. Cohort representatives will also share information to be communicated to the cohort.

If a student is unable to complete service as cohort representative, they will notify the committee chairperson and a new student can be elected by their peers to complete the program.

Modeling Professionalism as a Nursing Student

Uniform and Appearance

Appearance and Dress Code Policy for the Nursing Student

The purpose of these guidelines is to provide a uniform dress code, which applies to all students in the DEMSN track at North Park University. The student is required to always present a professional appearance and be clearly identified as a North Park University Student Nurse in clinical settings.

Uniforms

- Students are responsible for purchasing required uniforms and supplies for all clinical experiences: clinical, simulation, and laboratory experiences.
- The following are the requirements for the Nursing Uniform for clinicals within Acute Care Facilities and learning experiences with the university's Skill and Simulation Labs.
 - The nursing uniform shirt is a blue, nursing scrub top with the North Park logo on it. It is worn with blue uniform scrub pants, socks, and shoes that meet [OSHA guidelines](#).
 - The lab coat is white and knee length with the North Park logo.
 - A blue warm-up jacket with the North Park logo may be used in clinical settings.
 - Uniforms are freshly laundered for each clinical experience.
 - No long sleeve tee shirts will be worn under the uniform shirt. Students may wear $\frac{3}{4}$ length sleeves that cover the elbow.
 - Shoes are a solid color with closed toes and heels.
- For Community Health Experiences and Psychiatric Clinical, the student will follow the specific agency policy for dress, appearance, and uniforms.
- Students will always wear appropriate name badges in the clinical area according to facility policy.
- Wearing perfume, jewelry, head apparel (except when mandated by the student's religion), sweatpants, clogs (e.g., Backless clogs), sandals, sling backs, or high heels are prohibited.

Personal Appearance

- Dress and personal appearance are the outward expression of the student's internalized professional identity as a nurse. Students recognize the need to present an organized, centered self as they enter the work of patient care in clinical settings. This includes attention to infection control and minimizing possibilities of adversely impacting patients by their dress or actions.

- Regular personal hygiene is required—this includes regular handwashing, avoiding using products with perfumes, and strong scents when working in clinical settings.
- Nails are to be maintained at a shorter length (1/4 inch from fingertip) and are to be kept in clean and healthy condition. Artificial nails are prohibited because of infection control risks. Students must remove all artificial nails (including but not limited to: acrylics, gel, press on, dip, powder etc.) prior to clinical hours.
- Hair is off the collar or controlled by a hair-restraining device (e.g., hair tie) and pulled back from face. Un-natural hair colors (not occurring in the natural hair color spectrum, for example but not limited to pink, fuchsia, purple, crimson, burgundy, and blue) are not permitted.
- Visible tattoos must be covered according to institutional policies.
- Jewelry is limited to a watch with second hand and minute demarcation, wedding band, and post or single-button earrings. No visible body-piercing hardware is allowed.

Students must abide by any specific requirements of the clinical facilities regarding dress.

Clinical faculty will maintain and enforce the dress code.

Lab and Clinical Supplies

Students are expected to arrive at each clinical learning experience (skills lab, simulation, and clinical hours) at least 15 minutes prior to the designated starting time and prepared to fully participate in educational activities. Students are responsible to review and follow the attendance policy to ensure compliance.

Students must bring the following supplies to clinical and laboratory experiences:

- Stethoscope with bell and diaphragm
- Nurse-Packs – provided by the School of Nursing, included in the deposit. (only to skills lab experiences)
- Watch with second hand and minute demarcations.

Code of Conduct, Ethics, and Civility

Nursing students commit to develop the critical thinking and professional comportment necessary to provide safe and ethical care in a variety of healthcare settings. Developing professional comportment means that students are committed to and will be evaluated on communication skills, critical thinking, clinical judgement, nursing skills, and their capacity to demonstrate the bearing of a nurse.

Nursing requires a specialized kind of thinking, speaking, and acting to ensure that patients receive safe, high-quality care. To prepare students to be excellent care providers, nursing school requires specific knowledge, skills, and attitudes throughout the nursing school journey. The following pages provide expectations for conduct, communication, attendance,

and ethics which are part of how students demonstrate competence. Students are responsible for this information and will be held to the standards described.

Code of Conduct

All students are expected to contribute to a respectful, engaged learning environment. Faculty have adopted a code of conduct derived from AACN Essential Core Competencies for Professional Nursing, the NPU University Handbook, American Nurses Association Code of Ethics and Scope and Standards of Practice.

Enrollment in the DEMSN constitutes acceptance of university citizenship responsibilities and a commitment to respect personal freedom and property rights of academic community members. Students must abide by ethical, professional, and academic standards conducive to a positive learning environment.

Violations of the code of conduct will lead to disciplinary action that may include a performance improvement plan, course failure, or dismissal from the DEMSN. The expectations of the Code of Conduct include, but are not limited to:

- Demonstrating appropriate attention to graduate level work
- Maintaining confidentiality of all patient information and protected student information
- Maintaining confidentiality and exam security on all assignments and assessments in the DEMSN track
- Being fully present and alert when providing real or simulated patient care to include professional therapeutic communication and not using electronic devices for personal use during class, lab, simulation, and clinicals.
- Demonstrating civility in communication online, in person and in all classroom/ clinical/ lab/ simulation settings
- Demonstrating civility in all professional, academic, and therapeutic relationships, with direct, appropriate communication in all instances of conflict or difference
- Communicating truthfully in all verbal, written, and other forms of communication, including in class, in submitted coursework, and in all clinical settings.
- Exhibiting academic humility and receptivity to learning
- Attending all courses, arriving on time, and participating as a fully engaged member of the class
- Accepting personal responsibility and accountability for one's own learning, actions, and communications with peers, patients, faculty, and staff
- Exhibiting self-reliance and accountability in classroom and clinicals
- Maintaining professional attire in all clinical and non-clinical settings
- Demonstrating respect for all SNHS facilities and equipment
- Demonstrating academic integrity in all aspects of nursing school
- Maintaining a safe practice environment for patients, families, peers, faculty, and staff

- Attending all learning activities without impairment from mind altering substances to include, but not limited to: alcohol, any form of cannabis products, or controlled substances.

Ethical and Safe Nursing Practice

At North Park University's School of Nursing and Health Sciences, students are held to the highest ethical standards in and out of the clinical setting. Students are responsible for exhibiting ethical behaviors in classroom, lab, simulation, and clinical settings.

Nursing students are accountable to articulate and demonstrate ethical and safe practice, and to recognize the seriousness of unethical or unsafe practices. Examples of violations of ethical and safe practice are defined below. Unethical and/or unsafe practices may result in clinical failure and/or expulsion from the nursing program.

The following are examples of unethical and unsafe nursing practices. The list is not exhaustive.

- Performing activities for which the student is not prepared or beyond the student's abilities.
- Arriving late to clinical experiences
- Performing activities that fall outside the legal scope of professional nursing practice
- Failing to recognize, report and/or document errors
- Documenting or reporting inaccurate or false patient information in the electronic healthcare record, in post-conference, in assignments, in class or any other setting
- Failing to directly notify faculty prior to any absence or lateness
- Providing nursing care with mental, physical, or cognitive limitations which endanger the safety or wellbeing of a patient
- Violating HIPPA regulations
- Behaving in a disrespectful manner towards patients, families, faculty, or other members of the health care team
- Attending work or participating in any activity that prevents adequate sleep within 8 hours prior to any clinical, lab, classroom, simulation or other clinical
- Using electronic devices in patient care areas for personal reasons
- Disengaging from learning activities
- Appearing impaired during classroom or clinical activities

The following actions may be taken by the clinical faculty in consultation with the Clinical Learning Specialist if a student demonstrates unsafe or unethical behavior:

- Immediate dismissal from the clinical area.
- Assignment of additional learning activities to help the student meet clinical objectives.
- Remediation of specific skills in Open Skills lab, simulation, or other classroom settings

- A Performance Improvement Plan specifying the criteria and/ or the activities the student must complete to change the unsafe behavior.
- Suspension from the clinical area if the student repeats unsafe or unethical nursing behavior. This will result in failure of the course.

All clinical suspensions will be reviewed by the DEMSN Selection and Progression Committee.

Civility Policy

Civility is fundamental to professional nursing behavior and communication in all forms. Civility is defined as "Choosing to authentically engage in respectful, welcoming, and inclusive ways to foster equity, belonging, community, and connection, including instances where opposing views are expressed" (Clark et al., 2022). In alignment with Provisions 1, 2, and 8 of the [ANA Code of Ethics for Nurses](#), the DEMSN faculty and students are called on to create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and patients with dignity and respect. Any form of incivility is unacceptable. Civility is expected in action, communication, and comportment in all settings and is further described in the code of conduct and ethical practices listed above.

The following are examples of uncivil behavior and those serious behaviors considered beyond uncivil (List is not meant to be exhaustive and applies in classroom, clinical, simulation and lab settings):

Uncivil

- Holding conversations that distract others
- Distracting or disruptive behavior
- Making sarcastic remarks or gestures
- Making disapproving groans
- Dominating class discussions
- Acting bored or apathetic in class or clinical learning
- Refusing to answer direct questions
- Personal texting during clinical, lab or simulation
- Inappropriate and or unprofessional oral or written communication with students, faculty, or staff (this includes hospital/agency staff)
- Working on another course during class

Serious behavior/beyond uncivil

- Challenges to faculty knowledge/credibility
- Insults/taunts/disrespects others
- Vulgarity directed towards faculty, students, or in clinical settings
- Harassing comments to faculty, students, or staff
- Inappropriate emails to faculty, students, or staff
- Threats of physical harm to faculty, students, or staff
- Actual physical harm to self or others

- Inappropriate and or unprofessional oral or written communication with students, faculty, or staff (this includes hospital/agency staff)
- Contacting healthcare organization staff about feedback, evaluations, or clinical experiences

One or more of the following processes may be initiated at the discretion of the faculty, once incivility has been confirmed:

- Letter of Reprimand
- Letter from the Selection and Progression Committee
- Performance Improvement Plan
- Course Failure
- Referral for counseling/psychiatric evaluation following psychological fitness policy
- EARS report
- Dismissal from the program

Progressive Action Process will be followed if a student does not follow the code of conduct, demonstrates unethical behavior, or incivility. Note that at any point in the program, incivility of a severe nature may result in immediate dismissal from the program.

First Episode:

A faculty member, staff, or Clinical Learning Specialist observes a breach of the code of conduct, ethics, or civility. When the behavior is reported, the instructor and or Clinical Learning Specialist meets with student to discuss observed behavior. Instructor sends a follow up email after the meeting with details of the discussion to the student, program director and DEMSN Selection and Progress (S&P) committee chair.

The following is to be included in the follow up email after the initial discussion between the student and faculty:

- Date behavior was observed
- Description of behavior
- Date of discussion
- Expected behavior changes in the future
- Synopsis of discussion with student
- Plan for follow-up

A Performance Improvement Plan (PIP) may be initiated at the faculty's discretion. Depending on the severity of the infraction, the program director and S&P chairperson may be involved in the initial conversation.

A review by the Program Director and S&P chairperson may determine the behavior is severe enough for the student to be dismissed from the program

Second Episode:

A faculty member, staff, or Clinical Learning Specialist observes a second episode of a breach of the code of conduct, ethics, or uncivil behavior. Faculty reports to S&P committee after meeting with student and writing up the meeting with a follow up email to S&P and the program director.

The S&P Chairperson will meet with student and faculty. A performance improvement plan will be written. A second incident may result in any of the processes listed below up to and including dismissal from the DEMSN.

- Letter of Reprimand
- Letter from the Selection and Progression Committee
- Performance Improvement Plan
- Course Failure
- Referral for counseling/psychiatric evaluation following psychological fitness policy
- EARS report
- Dismissal from the program

Third Episode: The student will be dismissed from the DEMSN.

Meetings may not be recorded without the consent of all participants.

Performance Improvement Plan (PIP) Policy

Purpose: To identify students with At-Risk behaviors who are in danger of failing a nursing course due to academic, clinical, or professional issues. The goal of this policy is to identify areas of improvement and assist the students in facilitating the development of their “professional self.” The Performance Improvement Plan (PIP) will outline behaviors that the student must improve to be successful in the DEMSN and to remain in good academic and clinical standing.

When a student is not meeting professional or academic expectations, they are considered At-Risk, and a PIP may be initiated by any instructor within the School of Nursing and Health Sciences.

A PIP will clearly identify the problem area(s) and outline a remediation plan of action for the student to follow. Clinical instructors will collaborate with the Clinical Learning Specialist before initiating a PIP with a student for a clinical related concern.

Procedure: The instructor should complete the PIP form that will include the following:

- Objective(s) that have not been met.
- The circumstances and unsatisfactory behavior(s) that led to the PIP.
- Goals and/or expected outcomes of the PIP along with the date of expected improvement on the area that has been identified in need of improvement.

- Strategies and/or interventions to achieve the goals.
- The consequences of meeting or not meeting the goals.
- The date that the student and faculty will meet to evaluate the student's response to the PIP.
- The date and written or electronic signatures of the student and initiating faculty upon meeting.

The instructor initiating the PIP meets with the student in person to initiate the PIP and on the follow up evaluation date to determine the effectiveness of the PIP. A copy of the initial completed PIP form (and any additions to it) should be retained by the initiating faculty, and copies should be provided to the following: the student, the Clinical Learning Specialist, the student's advisor, the Selection and Progression Committee Chair, and the DEMSN Program Director.

Follow up Meetings with Instructor: If the PIP remains in effect for more than one week, the instructor will meet with the student regularly for re-evaluation. Failure of the student to keep the evaluation appointment should be documented. Each meeting should be recorded on the PIP form to document whether goals have been met/not met, if the PIP will be continued as is, if there are any changes to the plan, or if the plan has been completed. The Selection and Progression committee chair will ensure that a copy of the PIP is provided to the student, Clinical Learning Specialist, student's advisor, and the DEMSN Program Director.

Responsibility of the Selection and Progression Committee: The Selection and Progression Committee is responsible for tracking the student's PIP progress and notifying any of the student's other instructors of the PIP progress as necessary to provide a consistent approach in all courses.

PIP Resolution: If the student remedies the unsatisfactory behavior and meets course objectives by the end of the course or clinical rotation, the PIP may be removed from the student's file upon the student's graduation unless the Chief Nursing Administrator requires that the form be retained for other purposes related to student performance over the course of study. Failure to meet course or SNHS objectives or resolve unsatisfactory behavior(s) before the course or clinical rotation ends may result in failure.

Academic Integrity

All students and faculty are expected to possess a high standard of conduct and personal integrity in academic work. Academic dishonesty is defined as any act of deception in an academic setting. Deception may take many forms including, but not limited to cheating, unauthorized use of any resources or materials in an academic exercise, using any outside resources to obtain answers to an exam, quiz, except where expressly permitted by faculty, copying down, reproducing or sharing (in any form) exam questions, submitting written papers bought or procured from an online service, inventing information, plagiarizing the

work of another and representing it as one's own, representing work produced by artificial intelligence/ Large language models as the student's original work. Students are responsible for reviewing and understanding the North Park University Student Handbook for the University policy regarding academic integrity.

All work done for a course must be original for that course unless the student has received prior permission from the instructor. Anytime a student uses work from a previous paper or assignment, appropriate citation must be provided, as for any outside source. Falsifying clinical hours is considered academic dishonesty and is subject to failure of the course and dismissal from the track. University policies related to academic dishonesty can be found in the NPU Student Handbook. <http://www.northpark.edu/studenthandbook>

To acquire an education that is complete and authentic, individuals must treat academic pursuits with respect. All members of the North Park University community must maintain an atmosphere conducive to academic work so that the University's educational mission will not be hindered.

Academic life at North Park University is full of challenges and meeting those challenges should be a student's primary objective. The University requires students to adhere to the following policies to ensure the honesty and integrity of their academic performance. Violation of these policies can include, but is not limited to, any of the following situations described below. Students found in violation of any part of the policy, written or implied, will be subject to the Student Conduct Process. www.northpark.edu/studenthandbook

Statement Concerning Academic Dishonesty

Academic dishonesty runs counter to the goals and ideals of every educational institution and will not be tolerated at North Park University and may result in dismissal from the University. Appropriate designated authorities within the University will judge cases of alleged academic dishonesty according to the principles, policies, and procedures outlined in the DEMSN Nursing Student Handbook. The School of Nursing strongly recommends that you review the university's [Statement Concerning Academic Dishonesty and the Categories and Definitions of Academic Dishonesty](#) from the University Student Handbook.

Academic Policy for AI Chat Bots/Large Language Models

Synthetic text extruding machines are widely available and used, creating an artificial sense of accuracy and convenience that are contrary to developing nursing critical thinking and knowledge. DEMSN students who use synthetic text extruding machines such as Chat GPT, Bing AI, Google Bard, Gemini, Claude AI etc. must do so recognizing the risks for inaccurate information, and the student's need to act responsibly by properly citing any information generated by large language models.

Additionally, students may only ever use this information as a starting point for their research and writing. Research across disciplines continually verifies that artificially generated content may be inaccurate, false, and inappropriate. It cannot take the place of student work to learn how to think critically, exercise sound clinical judgement, and demonstrate academic integrity in all work. It is the student's responsibility to verify the accuracy of any artificially generated information.

Any act of plagiarism, inaccurate citations and references, or misinformation resulting from the use of AI technology will be subject to penalties as defined in the plagiarism policy for using AI chat bots/language models in the DEMSN student handbook.

The use of AI tools is usually inappropriate and will not be tolerated for the following activities:

- Obtaining information on a topic in a way that replaces researching scholarly literature and reading actual sources on an assigned topic
- Impersonating students in assignments and virtual classroom contexts, (e.g. using AI generated discussion board prompts.)
- Completing group work assigned to an individual student, unless mutually agreed upon by instructor.
- Generating complete drafts of writing assignments or complete artistic pieces
- Submitting entire sentences, paragraphs, or papers generated by AI tools for class assignments.
- Use during exams and other course assessments.

Penalties for misuse of AI tools without proper citation may include:

- A record of the infraction in the student's permanent record file.
- A failing grade on the examination, paper, or project.
- A failing grade in the course or clinical.
- Exclusion from participation in the athletic, musical, and other extracurricular programs of the university.
- Suspension from the university for an appropriate period of time.
- Dismissal from the university.

Student Responsibilities:

- Use AI to enhance learning, not to avoid academic work.
- Be transparent about their use of AI tools.
 - Properly cite any information generated by AI tools, acknowledging the source.
- Verify the accuracy of artificially generated information before incorporating it into their work.
- Submit written assignments through plagiarism detection tools like Turnitin when required by your professor.

- Review a plagiarism/originality detection report and make appropriate changes before submitting a final draft.
- Follow the guidelines outlined in the course syllabus regarding AI tool usage.

Procedures for Cases of Academic Dishonesty in the School of Nursing and Health Sciences

A student, staff, clinical instructor or faculty member with knowledge of academic dishonesty should report this knowledge to the course instructor.

The instructor, on becoming aware of a possible instance of academic dishonesty, shall:

1. Notify the student of the charge against him or her.
2. Report the findings to the DEMSN Program Director and the Selection and Progression Committee chair.

The S&P Chair or designee, on receipt of the instructor's report, shall:

1. Convene a meeting with the instructor and student.
2. Evaluate the instructor's evidence and hear the student's response.
3. Any faculty member involved in an appeal will not vote on the appeal process.

S&P Committee

1. Committee evaluates submitted evidence.
2. Determines if an infraction occurred and if so, the appropriate penalty, considering the instructor's recommendations.
3. Provides a written letter to the student outlining decision and informing student of their right to appeal.
4. If it is determined that the student has committed an academic integrity violation, provide a copy of the committee's findings to the University Dean in the Office of the Provost.
5. Keeps appropriate records of each case to its completion.
6. Any faculty member involved in an appeal will not vote on the appeal process.

Consequences

One or more of the following penalties may be imposed once academic dishonesty has been confirmed (previous infractions will be considered in the imposition of such penalties):

- A record of the infraction is placed in the student's permanent record file.
- A failing grade on the examination, paper, or project.
- A failing grade in the course.
- Exclusion from participation in the athletic, musical, and other extra-curricular programs of the University.

- Suspension from the University for an appropriate period.
- Dismissal from the University.

The student may:

- Accept the decision and the penalty
- Appeal the decision in writing to the Chief Nursing Administrator or designee. The appeal must come within 5 calendar days of the decision.

The Chief Nursing Administrator or designee may:

- Reverse the decision and dismiss the case.
- Confirm the decision and the penalty imposed.
- Confirm the decision and alter the penalty.

Following the decision of the Chief Nursing Administrator or designee the student may:

- Accept the decision and the penalty.
- Appeal the decision in writing to the Office of the University Dean. The appeal must come within 5 calendar days of notice of the decision.

The University Dean may:

- Reverse the decision and dismiss the case.
- Confirm the decision and the penalty imposed.
- Confirm the decision and alter the penalty.

Grievances & Appeals Process in the School of Nursing

Academic grievances are student complaints involving academic issues other than allegations of academic dishonesty. The process for addressing student grievances varies depending on the subject matter of the grievance.

Many concerns can be resolved expediently through a direct conversation with a course or clinical faculty. Any concerns about an exam or assignment should be addressed first directly with the relevant faculty to address the issue as close to the time of the concern as possible. An appeal process is to be initiated no later than **five (5) calendar days** of notification of a failing grade (for example: grade posted on Canvas, or receipt of Clinical Course Evaluation, or email from faculty notifying of course or clinical failure). However, it is in the student's best interest to appeal as soon as possible after learning of the grade that will be appealed, since academic progress may be dependent on the outcome of the appeal.

Criteria for Grade Appeal:

The student must provide evidence of one of the following:

- An error in the calculation or reporting of a grade to Student Services has occurred.
- The student's approved North Park accommodations letter was provided to the faculty before an incident occurred and the student did not receive accommodations listed.
- An arbitrary or prejudiced evaluation has been made.
- The application of a course policy which is arbitrary or discriminatory.
- Failure to notify (or to make a reasonable attempt to notify) the student of course requirements, policies, and/or penalties.
- Failure to notify (or make a reasonable attempt to notify) the student in a timely manner of failure to achieve educational objectives (such as grades posted in Canvas, Clinical Evaluations, email, or personal communication)
- Infringement upon the student's rights as explained in the course syllabus, the Catalog, or other University policy documents.
- Violation of the civil or human rights of the student as defined by law.

Area of Concern:

Course expectation, requirements, content, teacher performance, student performance, denial of accommodations:

1. The student will speak directly with the course or clinical instructor about the concern to attempt to resolve the issue.
2. If the question has not been resolved, the student will email either the Clinical Learning Specialist (for clinical courses) or the Program Director (for didactic courses) with the student's concern about the specific issue.
3. The CLS or PD will arrange a meeting with the student and instructor to resolve the issue.

Final Course Grade or Progression Appeal

1. The student will communicate with the individual course instructor or Clinical Learning Specialist (for clinical courses) as soon as possible on receiving notification of a failing course grade to attempt to resolve the issue.
2. If the concern is not resolved, the student may send a written appeal to the Selection and Progression committee (dems@northpark.edu) detailing the basis for the appeal based the criteria for grade appeal listed above.
3. The Selection and Progression committee (S&P) meets at the end of the semester to review student progression concerns. Any faculty member involved in a grade appeal will not vote on the appeal process.

4. Any students who have failed one course will have the opportunity to repeat that course and will receive written communication from S&P along with an alternative plan of study.
5. Any students who have failed more than one course will be dismissed from the DEMSN and will receive written notification of their dismissal via email.
6. Students have the option to appeal based on one of the criteria listed above. The appeal must be in writing to the demsn@northpark.edu address within 5 calendar days of the written notification.
7. S&P will review any appeals and either uphold or deny the appeal.
8. Students have the option to appeal to the Chief Nursing Administrator or designee who will review the appeal and respond in writing to uphold or deny the appeal.
9. Students have the option to appeal to the Office of the Provost within 5 calendar days of receiving the Chief Nursing Administrator's decision. The decision of the Office of the Provost is final.

General Curricular Concerns

1. The student will contact the Cohort Representative for their cohort with the concern. The Cohort Representative will contact the chairperson of the DEMSN Academic Program Committee (DAPC) to submit an agenda item for the next monthly DAPC meeting.

Section IV: Student and Academic Services

Academic Resources for Students

The life of a nursing student can be challenging. For this reason, North Park University provides resources to support students to meet those challenges. This section provides details about the resources available for both nursing students. In addition to the resources below North Park University offers one on one tutoring, academic coaching, and tips for study skills on the [Student Success page](#).

Academic Advising

Students enrolled in the DEMSN track are assigned to an academic advisor from the DEMSN faculty or the School of Nursing. The Academic Advisors can assist students with navigating the academic program and provide general advice about the university. More information can be found at [Academic Engagement and Advising](#).

Nursing Learning Resource Center (NLRC)

The nursing learning resource center (NLRC) is on the 2nd and 5th floors in Carlson Tower. Opportunities for open lab practice are part of required learning to develop skills competencies. Students are required to act with a high degree of professionalism in all lab and simulation settings, including caring for equipment, returning all supplies back to appropriate places before leaving, and creating a collaborative, civil learning environment at all times.

Kathy Holmgren Simulation Center

The Kathy Holmgren Simulation Center is at 3313 W. Foster Avenue. Clinical hours for different rotations include simulation experiences. Students apply concepts and critical thinking learned in class to high and low fidelity simulation experiences. In this setting, students build skills that they will use to provide safe patient care. The simulation center includes four simulation rooms, two control rooms, and a conference room where students debrief their class experiences.

Technology Requirements

Technology is a critical component and tool for students to work effectively in the School of Nursing. **The School of Nursing and Health Sciences delivers all course exams in an online format and may use an automated proctoring system.** Because of this, students need to have a working laptop computer available both on and off campus. The student's computer needs to meet specific technological requirements detailed in the **Appendix titled, Technology Requirement Checklist**. In addition to the checklist, we strongly encourage our nursing student to take advantage of [North Park University's Information Technology Department](#). Tablet devices are not adequate for exams and have reduced functionality for some aspects of the LMS/Canvas.

In the event of a temporary need (e.g. if a student's computer is being repaired, or is not functioning), students may obtain a 6-hour loaner computer from the Brandel Library or IT (if available). It is solely the student's responsibility to contact the library, pick up, and return the device on time and according to the library's set policy. Students need to be proactive prior to exams or assignments if there is any concern about having a functioning computer.

Campus Safety and Security

The safety and security of North Park University's nursing students is very important. North Park University's Safety and Security website provides information on a wealth of topics so that students can be safe while participating in college life at North Park University. The School of Nursing strongly recommends that you review the information on North Park University's [Safety and Security webpage](#). Below are some highlighted features and information that can be found on the Safety and Security webpage.

Campus Security - Viking Shuttle and Campus Escort Service

The Viking Shuttle is driven by a North Park Security officer, providing an additional level of safety for passengers. The Viking Shuttle is a *free service* that operates continually during evening, late-night, and early morning hours. You must show North Park ID to board the shuttle. To Request a Ride To request the Viking Shuttle, simply call (773) 244-5600 or use your LiveSafe app and provide the dispatcher with your location and destination. When the Viking Shuttle is not in service, students may be able to use the North Park Security Escort Service.

Hours 7:00 p.m.–2:00 a.m. when school is in session Not operational during fall, winter, spring, and summer breaks. For more information

<http://www.northpark.edu/About/Campus-Safety-and-Security/Viking-Shuttle>

LiveSafe – Campus Security Application

LiveSafe is a free personal safety mobile app for colleges. Students, campus employees, parents, and the community can use this to engage in a two-way conversation with our Campus Safety and Security Office, even when it is not safe to make a voice call. Users can quickly and easily contact 9-1-1 or North Park’s security team to get help or report suspicious or unsafe activity. Please see [LiveSafe](#) for more information and to download the app.

Emergency Communication

The safety of all members of the campus community is of utmost importance. It is important to review emergency information posted on campus and the additional details provided on the University website. Please review the information at [Emergency Communications and Procedures](#) for a discussion of the emergency alert system, website, social media, and other communication channels, in addition to the emergency procedures to be followed under different circumstances. Always call 9-1-1 immediately in a life-threatening situation. When safe to do so, inform Campus Security of all emergencies by calling 773-244-5600.

Graduation

Commencement

Graduation is an incredibly special achievement for our nursing students. Information about applying for graduation can be found on the [North Park University website](#). Information about graduation dates, diplomas and ceremonies can be found through North Park University’s [Student Administrative Services page](#). Spring commencement happens on the second Saturday of May and is the only commencement ceremony during the year. Summer DEMSN graduates are allowed to walk in the Spring Commencement but will not receive a diploma until all program requirements are met.

Pinning Ceremony

The Pinning Ceremony is a long-held nursing school tradition to honor and celebrate the completion of the academic requirements of nursing school. During this time, students are affirmed in the calling of becoming nurses as they embark on the next stage of the journey

towards taking the NCLEX, becoming a Registered Nurse, and starting their careers. The ceremony provides an opportunity for the student, together with their cohort, faculty, friends, and family, to mark this milestone in a more intimate setting.

In Spring, Pinning is held on Thursday or Friday of commencement weekend. In the Summer and Fall semester, the Pinning Ceremony will occur at the end of finals week. The faculty will inform graduates of the date and time for the Pinning Ceremony well before each ceremony is scheduled.

Section V: Academic and Student Affairs

The School of Nursing and Health Sciences is in compliance with the [North Park University Catalog](#). Some policies, such as the Grievance Policy, are also found in the DEMSN Student Handbook but have additional steps distinctive to the School of Nursing. If you have any questions regarding the prelicensure nursing program policies, you can contact the DEMSN Program Director.

Privacy Policies

As a student at North Park University, it is important to understand your rights and the information the university can collect. North Park University's [Privacy Policy](#) provides a description of concerning information collected by North Park University and how such information is used and protected.

De-identified student academic information may be used for quality improvement and/or research purposes and would be subject to University review processes.

Family Educational Rights and Privacy Act (FERPA)

Release of any student educational records or information is prohibited under Federal law without written permission from a student. This includes but is not limited to telephone listing, grades, student billing, financial aid award, discipline records, and medical treatment records. All such records and documentation are confidential.

Use of photographic, audio, and video materials
Confidentiality Statement and Photography/Audio Recording Release forms for North Park University's Simulation Center are retained until the student graduates from the program. Video recordings will be deleted two weeks after the semester ends unless otherwise indicated in writing by the course faculty.

North Park reserves the right to use photograph(s), videotape(s), and audio recording(s) taken of or obtained from people/students on campus and/or at university-sponsored events for

the purpose of promoting, publicizing, recruiting, or public relations involving the University. For more information, contact University Marketing and Communications.

Felonies/Criminal Convictions

In accordance with the nursing licensing regulations students found to be convicted of serious crimes (felonies or substance abuse) will be reviewed by the Selection and Progression Committee of the School of Nursing and Health Sciences and may be suspended from the nursing program.

ADA Policy

North Park University seeks to provide an environment and community where each person may develop academically, socially, and spiritually. The University is committed to full inclusion and participation of people with disabilities in all aspects of university life. Support services and reasonable accommodations to aid students with disabilities are coordinated by the [Division of Student Engagement](#) and the disability access specialist.

The School of Nursing (SON) wishes to ensure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) of 1990, and the ADA Amendments Act of 2008).

The SON provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlines in the Rehabilitation Act of 1973, the ADA of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program.

To be eligible for accommodations, a student must have a documented disability of a) a physical or mental impairment that substantially limits one or more major life activities of the individual; b) a record of such impairment; or c) be regarded as having such a condition.

Students seeking accommodations for any form of disability must submit their information to [Disability Services](#) where a specialist will review information from the student's healthcare provider to make recommendations. Accommodation letters are written by the Disability Access Specialist and shared with the student. The student chooses whether and when to share this information with instructors. Accommodation letters include a list of approved accommodations and do not contain disability-specific information. No permanent record of student accommodations is maintained by the DEMSN program or the SNHS.

To receive accommodations, students with disabilities must request them each academic year through the disability access specialist. An accommodation letter authorizing accommodations will be generated by the disability access specialist and made available for

the student to distribute to their professors. Students are required to email accommodation letters to each professor and request an appointment to discuss their needs confidentially.

Authorized accommodations that are included in the Accommodation Letter should be requested from the professor at least two weeks prior to expecting any to be provided.

If the student has a concern about accommodations being granted during a exam or activity, first discuss the concern with your professor. If the problem is still unresolved, seek the disability access specialist's assistance. Students who do not request accommodations through the disability access specialist will not be eligible to receive accommodations from their professors.

Attendance Policy

The DEMSN track is a full-time, accelerated program with activities that may be assigned Monday through Sunday and may include day, evening, and night shift hours. Enrolling in the DEMSN demonstrates the student's readiness to participate in all learning activities, whether in classroom, online, lab, or clinical settings.

Any missed instructional time is detrimental to learning and developing the clinical judgement needed to provide safe patient care. Students are required to attend every scheduled classroom, clinical, or other learning activity, arrive on time, and remain for the entire session. Patterns of lateness, missing classes, or clinical hours including lab, simulation, or clinicals, place the student at risk for not progressing in the DEMSN and can result in dismissal from the program.

Clinical hours are designed to prepare students for safe and competent patient care. Clinical hours encompass a range of learning experiences, including simulation, skills labs, hospital and community settings. Clinical sites may be within a 50-mile radius of campus. Students are responsible for transportation to clinicals. The DEMSN track is unable to assign a clinical based on the student's location and does not accept requests for specific locations or shifts for clinical experiences.

Returning students (semesters 2-5) are required to be available on campus for mandatory on-campus skills and simulation which occurs on the first day of every semester. Students must report to campus on the first day of the semester regardless of their first scheduled class day. Absence from these mandatory clinical hours will prevent the student from starting clinicals for that semester and will delay progression in the DEMSN program

The university calendar is publicly available before the start of each academic year. Students are expected to plan special events, travel, and outside activities during scheduled university breaks or as outlined in the program. Students are expected to adhere to the attendance policy as outlined in the course syllabus.

Work Prior to Clinical and Classroom Learning

To provide safe patient care and participate fully in all learning activities, students may not work 8 hours before any clinical experience. Students arriving at clinicals, lab or simulation who have worked within 8 hours of the required learning activity will be sent home. This will be counted as an unexcused absence and will prevent the student from attending the associated clinical rotation.

Students with Childcare Responsibilities

Students with childcare responsibilities must have arrangements to allow day, evening, and night shift clinical rotations on any day of the week. Students are not excused from class, lab, simulation, or clinical hours to pick up children from school or activities.

Students who have children may not bring them to campus as an alternative to childcare. The child's safety is imperative, and there are no facilities to accommodate their well-being.

Students with children must have alternative plans for childcare if regular childcare providers are unexpectedly unavailable. Breastfeeding mothers may have small infants on campus and must have another adult on campus to care for the child outside of the classroom in between feedings; the mother will breastfeed outside the classroom.

Clinical Hours in Professional Nursing Education.

The DEMSN track is responsible for ensuring students meet required lab, simulation, and clinical hours. Therefore, students are accountable for completing all clinical hours, which include labs, simulation, and clinical rotations. Work and outside obligations must be arranged around students' clinical and classroom assignments. Exceptions or schedule changes are not made for family events, travel, graduations, vacations, or any other outside activities.

Students who do not attend and complete clinical hours in skills lab and/or simulation will not be allowed to begin the associated clinical rotation. Failure to attend and complete skills lab and/or simulation will defer the associated clinical courses to the following semester.

Arriving to Clinical Learning on Time

Students must arrive at the designated meeting place for clinical hours (hospital, community setting, simulation lab, skills lab) at least 15 minutes prior to the scheduled start time, wearing the proper uniform for the setting, and with the proper equipment for the clinical setting (stethoscope, watch with second hand, etc.). Students must have the correct ID as designated by the institution, and login information according to the institution's expectations.

Students who are not at the designated place 15 minutes prior to the start of clinical hours will receive a written warning on the first occurrence. A second occurrence will receive a Performance Improvement Plan. A third occurrence will result in clinical course failure. A student arriving more than 15 minutes after the designated start time (without approval from

the clinical instructor for a valid reason) will be dismissed from the clinical site and given an unexcused absence.

Dismissal from Clinical Site

In the event a student is dismissed from a clinical experience for reasons such as unprofessional behavior, safety concerns, incivility, or arriving unprepared to provide patient care/without the required equipment, the occurrence will be addressed by the clinical faculty and Clinical Learning Specialist. The student will receive a Performance Improvement Plan. Depending on the nature and severity of the issue, outcomes may include assignments such as skills remediation at the lab on campus, written or oral assignments, course failure, or disciplinary actions such as dismissal from the program.

Clinical Absences

Students are responsible for completing all clinical hours during the DEMSN. Students are evaluated for proficiency in the knowledge, skills, and attitudes (KSA) of professional nursing in each successive clinical rotation. These include but are not limited to proficiency in nursing clinical judgement, clinical skills, time management, therapeutic communication, and professional comportment. Absence, tardiness, or early departure limit learning and opportunities for evaluation.

Students must meet all course/clinical objectives. Missing clinical hours impairs students' ability to successfully meet course objectives, and limits evaluation of clinical objectives. Students will earn a failing grade for any clinical where evaluations reflect unsatisfactory attainment of objectives.

Excused Clinical Absence

An excused absence includes unforeseen or emergency developments such as a death in the immediate family, serious illness or injury resulting in hospitalization, a fever, jury duty, a natural disaster impacting a student's home.

More than one excused absence in the same semester will cause the student to fail the clinical course. If this is the first course failure for the student, the student will repeat that clinical rotation and associated didactic course in the following semester. A third excused clinical absence in any subsequent semester will result in dismissal from the DEMSN.

An excused absence requires clinical makeup which will be held on campus under faculty supervision, and may include demonstration of skills proficiency, preparation for clinical presentations, Objective Structured Clinical Examination (OSCE), and oral examinations to demonstrate KSAs specific to the clinical rotation. These are scheduled at the faculty's discretion and may occur during finals week. Failure to complete clinical makeup assignments in person will result in clinical course failure.

Students are responsible for communicating with clinical faculty and the Clinical Learning Specialist before the start of the clinical hours (lab, skills, simulation, or clinicals) regarding

any absence. Any excused absence for illness/injury/mental health condition must include a written note from a licensed healthcare provider indicating that the student was assessed on the date of the absence and is unfit to be at clinicals (skills, simulation, or clinicals) on that date. An excused absence for other reasons requires documentation (For example: published obituary, jury duty check stub, insurance claim). All documentation will be provided by the student to the Clinical Learning Specialist.

See below for information on seeking a leave of absence from the DEMSN.

Unexcused Clinical Absence

Unexcused absences include but are not limited to failing to notify clinical faculty of clinical absence (lab, skills, simulation, or clinicals), not showing up for clinical hours, arriving late to clinical experiences, missing clinical hours without valid documentation, outside work during clinical hours, travel and travel delays, family and social events that interfere with clinical assignment.

Any unexcused absence will result in repeating the clinical rotation and associated didactic course in the following semester. A second unexcused absence will result in dismissal from the DEMSN program.

Notification of clinical lateness/absence

Students must notify the instructor and Clinical Learning Specialist (CLS) as soon as possible if they will be absent from class or clinicals. Requesting a classmate to notify the instructor does not constitute proper notification. Failure to notify the clinical instructor and CLS will count as an unexcused absence. Notifying the clinical coordinator does not constitute notifying clinical faculty of absence.

Requirements for Documentation from a Healthcare Provider

Any clinical hours missed due to illness require a note from a licensed healthcare provider in an urgent care or primary care setting indicating that the student was assessed on the date of the absence and is unfit to be at clinicals (skills, simulation, or clinicals) on that date.

For major health issues or injuries:

- Students with chronic health conditions are required to provide a licensed healthcare provider's documentation of any limitations and reasonable accommodations necessary to complete all DEMSN requirements. The disability access specialist coordinates support services and accommodations. Accommodations are arranged through the Student Disability Office by the student. See section on student accommodations for further information. North Park aims to create a community that is fully inclusive of students of all abilities.
- If a student develops a short-term injury, health condition, or illness that will require missing multiple clinical days, the student will coordinate with the CLS to review clinical absence and progression. After the initial event has been stabilized, they must

meet with the Student Disability Office to arrange accommodations with documentation from a licensed healthcare provider.

- Any student who is hospitalized, including an Emergency Room visit, is required to submit a written medical release from a licensed health care provider that the student is eligible to return to clinicals to the Clinical Learning Specialist.
- The medical release must document the student's ability to function at full capacity in the clinical setting. Any necessary accommodations will be arranged through the Student Disability Office.

Clinical Incident Policy Guidelines

A clinical incident is any event, circumstance, injury, unprotected exposure to a pathogen, or accident which occurs during a clinical clinical/placement that caused or could have caused (Near Miss) unplanned harm, suffering, loss, or damage. Promoting student and patient safety is the primary priority in responding to a clinical incident. In addition to clinical incidents, Near Miss events will also be tracked.

Clinical Incidents may include:

- Clinical incident / near miss
- An event or omission has arisen during clinical care and has caused physical or psychological injury to a patient
- Potential physical or psychological injury to a patient could have been caused by an event or omission
- Matters of communication or consent to treatment which give cause for concern
- Drug errors (failure of proper identification, inaccurate dosage etc.) which cause actual or potential harm to the patient
- Failures or weaknesses in clinical procedures and/or guidelines
- Slips, trips, or falls
- Medication error / near miss
- Patient accident / incident / near miss
- Staff accident / incident / near miss
- Staff work-related ill health
- Staff violence / abuse / harassment
- Security incident
- A second or subsequent near miss
- Use of personal cell phones or devices in patient care areas without specific consent of faculty and never in a patient room
- Checking cell phones or devices for personal use
- Using institution devices for personal business
- Violating HIPAA
- Performing work outside the student's scope of practice

- Administering medications or treatments in any form via any route without consent and supervision from the clinical instructor
- Advising patients about diagnosis, prognosis or referring patients to treatments, agencies, medications, without first discussing with the clinical instructor
- Inability to correctly calculate math/medication problems

For any event that requires an incident report at the hospital or health care agency, the clinical faculty, if they are able, should get a copy of any agency documentation and submit it to the Clinical Learning Specialist who will keep it on file.

Should an event occur, the student will:

- Notify appropriate nursing staff
- Ensure patient safety
- Notify clinical faculty
- Follow the hospital guidelines regarding the follow-up of the incident

If a student is working with a nurse preceptor, all incident reports involving the student or student's patients need to be signed by the preceptor, and supervising faculty must be notified immediately.

Clinical Incident Procedures:

- Any injury requiring immediate care should be treated at the nearest emergency facility.
- Clinical faculty will notify the Clinical Learning Specialist as soon as possible.
- Clinical faculty will forward a completed clinical incident form to the CLS within 24 hours
- CLS will notify the program director as soon as possible.
- When a student is exposed to a blood or body fluid pathogen, the agency clinical coordinator, and, if necessary, agency employee health.
- Students are required to have Illinois health insurance and will be referred to their health care provider for recommendations for follow-up treatment.
- **Students are financially responsible for any costs incurred for any care that is required related to the incident.**

Inclement Weather and Clinical Attendance

Clinical is in session unless you are notified specifically by your clinical faculty or Clinical Learning Specialist. Students are advised to watch for Canvas announcements and email communication for up to the minute changes.

If the university closes because of a snow day or for other dangerous weather conditions, clinical will be canceled and other clinical learning requirements may be implemented.

Inclement weather closures are posted on the main university website. Students and clinical faculty will be notified by the Clinical Learning Specialist via email.

If you are already at the clinical site when severe inclement weather is occurring, the Clinical Learning Specialist will communicate with the instructor about a decision to dismiss early.

Leave of Absence from the Nursing Program

Once students have started the DEMSN track, they are expected to enroll each semester until program completion. If there is a valid need to step out of the program, a leave of absence must be requested. A leave of absence is defined as permission granted to a student to interrupt studies for a specified period. A student may be granted a leave of absence for academic or personal reasons with approval from the DEMSN program director in consultation with faculty advisor.

Although individual circumstances determine justification and duration, the typical leave of absence is for one semester. A student must request a leave of absence in writing from the DEMSN program director, complete a Withdrawal/ Leave of Absence form, and submit the signed form to Student Administrative Services. Academic leave forms can be found on the administrative services page of the website: <http://www.northpark.edu/Campus-Life-and-Services/Administrative-Services/Forms>.

A student returning after a leave of absence for two semesters will require consultation with the Program Director to determine a remediation plan for the student to safely return to their place in the track. A student's leave that is longer than two consecutive semesters, but no more than four semesters, will be required to appeal to the DEMSN Selection and Progression committee who will, in consultation with the faculty, determine if the student will be required to repeat any coursework that was previously taken. A student absent from the track for more than four consecutive semesters will be asked to reapply.

The DEMSN S&P Committee will review letters from health care providers if students are returning from a leave following illness or injury. Medical clearance may be necessary to return to class or clinical settings.

Withdrawal from University

To withdraw from North Park University, the student needs to complete a withdrawal form with the Office of Student Administrative Services. Students are encouraged to speak with their advisor or the program director when making this decision. Information on withdrawal for financial aid recipients can be located at [Policies for Withdrawn Students](#). Students living in campus housing must check with the Graduate Housing Office to comply with the University's moving out policies.

Title IX and Policy Against Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Retaliation

As a Christian institution of higher education, North Park is committed to providing a campus environment characterized by mutual respect among students, faculty, and staff. To effectuate this commitment, it is North Park University's policy that any form of sexual violence or other offense, harassment, discrimination, relationship violence, retaliation or misconduct will not be tolerated. For more information see North Park University's [webpage](#) .

This policy applies to all members of the campus community: students, faculty, staff, and visitors. It applies to incidents on campus property and any off-campus functions sponsored or supervised by the institution. This policy also applies to off-campus conduct that has a continuing impact on the ability of a member of the North Park community to fully engage in, and benefit from, campus life. For more information about campus safety, please see North Park University's [webpage](#) . North Park's policy is mandated not only by its adherence to Christian principle but also by law, including Title IX of the Education Amendments Act of 1972.

Progression and Retention

Academic Standing and Grading Policies

Progression

North Park University's graduate grading policy requires students to earn a B- or above for academic progression.

Nursing faculty will assign grades based on students' performance and completion of all course requirements. Tardiness, absence, and late submission of assignments may affect one's grade, as noted in the course syllabus. The grading scale for nursing assignments and courses is as follows:

Percent	Letter Grade
100-94	A
93-91	A -
90-88	B+
87-84	B
<u>83-81</u>	<u>B - Passing</u>
80-78	C+
77-76	C
75-71	C -
70-68	D+
67-64	D
63-61%	D -

<61%

F

Grade Rounding Policy: Final course grades which are reported by percentages involving decimals .5 and above will be rounded up to the next whole number.

In graduate courses, students must earn a minimum of B- grade (81-83%) to pass a course. All didactic courses are paired with a clinical course (NURS5310/5311; NURS 5320/5321; etc.). Both courses must be passed to progress to the next level of theory/clinical courses.

If a student fails the theory course or corresponding clinical course, they must retake both corresponding theory and clinical courses during the following semester, regardless of a passing grade in either course. Students will receive an "Incomplete" for the course passed. Some courses or components within courses may be designated as pass/fail. See Course Syllabus for further information.

A student will receive an incomplete grade (I) when course work cannot be completed by the end of the semester due to illness and/or unforeseeable circumstances and the instructor believes the reason to be valid. A grade of incomplete will not be awarded because of neglect on the part of the student or if a student is earning a failing grade for the course. If a student receives an "I" (incomplete) grade, the work must be made up within one semester. An incomplete is computed as a failure until it is changed by the course instructor. Grades of I, which are not completed in one term, will be changed to a letter grade of F.

Academic progression to the next semester is evaluated at the end of each semester. Based upon academic or clinical performance during the semester, faculty may recommend or require additional academic work (e.g., writing assistance). However, at the end of the semester, all grades are final. No extra credit, exam retakes or other remediation are permitted. Students are advised to review the appeal criteria listed in the Handbook if they choose to appeal at the end of the semester.

Many DEMSN courses are prerequisites for later courses and must be successfully completed in order to take the next in a sequence (e.g. the student must earn a passing grade in Pathophysiology I before taking Pathophysiology II.) Courses in a sequence may not be taken concurrently (e.g. NURS 5310 and NURS 5320).

No courses outside the DEMSN curriculum may be taken simultaneously with DEMSN courses without permission from the program director.

To ensure academic and professional success in the Graduate Program, each student is expected to maintain a cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Any student whose cumulative GPA falls below 3.0 will be placed on academic probation. The student on academic probation can complete six more semester hours of graduate study to

raise their cumulative GPA to 3.0. The student will be dismissed from the DEMSN track if the cumulative GPA is not raised to 3.0 upon these six graduate semester hours.

Should a grade lower than B- be earned in any course, the student must repeat that course and will receive a revised plan of study. The repeated course must be taken in the next semester. No more than one grade below a B- grade may be earned in the graduate nursing track. If the student then earns a Grade of C+ or lower in another course, the student will be dismissed from the track.

Exam Policy

All backpacks, purses, bags, and electronic devices will be placed at the front of the room. Students will have a working, fully charged laptop for each exam. In case of emergency students can check out a 6-hour loan from the Library or IT. Students must arrange this ahead of time and should arrive to an exam in time to check that their equipment is in good working condition. Per university policy, any loaned device may not be removed from campus overnight.

Phones, digital devices, smart watches, earbuds, digital glasses, or any other handheld, wearable, or portable devices are to be placed in airplane mode and stored in the student's bag at front of room. No devices, except the laptop on which the exam is taken, will be with the student at their seat during an exam.

The calculator in the ATI platform will be used for any calculations during exams. Students may not use outside calculators.

Water bottles and any other personal items are stored with students' bags at the front of the room during the exam.

No devices will be removed from any student's bag prior to leaving the room post-examination.

Students may not leave the room during an exam except with faculty approval for an extenuating circumstance.

Students may not wear caps, hats, hoodies during exams. Head coverings in keeping with a student's cultural or religious traditions are acceptable.

Students arriving late for an exam creates a disturbance for other students who have begun their exam. Students who are late will not receive extra time for the exam.

Electronic Devices, Email, and Social-Media

Program Communication

Emails to all students in the nursing programs are sent out to alert students to new information. It is the students' responsibility to check their North Park email at least once daily for any new information sent out by the School of Nursing and Health Sciences.

Students who undergo name, address, phone number or email address changes are responsible for submitting these changes in writing to both Student Services and the SNHS office. Documents may be mailed using the information on record.

Updating your information ensures that important communications will not be delayed.

Use of Electronic Devices

The use of electronic devices by students in the School of Nursing and Health Sciences in the academic, simulation, and clinical settings to record video, audio, or photography is prohibited without explicit permission from faculty.

Email Policy

Email is the official means for communication within North Park University. Information Technology will assign all students an official University email address. This address will be the one listed in all directories and the one used by the University for official business and communications. The University's email system can be accessed on- and off-campus through an Internet Service Provider.

The University recommends that students use the [University's email system](#). Individuals having their email electronically redirected to another email address do so at their own risk. The University will not be responsible for the handling of email by outside vendors. Redirecting email does not absolve an individual from the responsibilities associated with communication sent to their official email address.

The University has the right to communicate with students through email, and the right to expect that those communications will be read in a timely fashion. Students, faculty, and staff members are expected to check their official email address frequently to stay current with North Park University communications. Please see [North Park University Student Handbook](#).

Students who undergo name, address, phone number or email address changes are responsible to submit these changes in writing to both Student Services and the School of Nursing and Health Sciences office. Documents are often mailed using the information on record. Updating your information ensures that important communications will not be delayed.

Social Media Policy and Guidelines

North Park University recognizes that social media is a relevant means of communication for students, faculty, staff, alumni, and friends in our community. When used properly, social media posts demonstrate concern for members of the community and encourage growth, learning, and development. While North Park encourages the use of social media, all users

should remember that social media tools are a powerful form of communication that can have a significant impact on organizational, professional, and individual reputations. In addition, the healthcare setting and HIPAA laws can put a student, albeit unintentionally, at risk for violating the University's Social Media Policy and may be a HIPAA violation that could result in serious consequences within the Nursing and Health Sciences and with our partnered clinical agencies. For this reason, we have included the entire North Park Social Media Policy for all members of the community to ensure compliance from our students.

Stop! Collaborate, and Listen!

While we definitely want to help spread the word about events, accomplishments, and interesting things happening in and around the brand of North Park University, there is a process.

Is It Newsworthy?

Make sure what you're asking to be covered or posted is newsworthy. Our official NPU social media accounts carry the entire brand voice, which includes the look and feel.

Photos, Videos, Paid-Ads:

Photos: If you want us to post something, it cannot have any text overlays, cropping, or graininess. That also means graphics are not permitted to be posted on any of the official NPU social media accounts. ALL photos must be professional quality and follow our brand guideline look and feel. For example, review our official Instagram account. If you would like photos taken at your event or for a story idea, have your department budget ready and all accompanying information needed. Submit a request in Jira at least 3 weeks in advance. Event postings are rarely approved or posted. If you would like something posted about an upcoming event, 3 weeks need to be provided and any photos or video or copy must meet the above requirements. Expect copy to be edited by the social media manager. Submit requests via JIRA.

Videos: Creative video content is usually a plus. If you are wanting a video of any kind, please make sure it's newsworthy before submitting a request in Jira. Have a simple but detailed idea of what you want captured and why it would benefit the university brand. Be sure to prepare a budget for the video project, as video production is extremely costly. If it is for an event, you must let us know a month and a half in advance. Allow 2-6 months for completion depending on the scale of the video project.

Paid Social Media Ads: As you know, the number of social media users is in the billions. If you want to have a paid ad run through our main social media accounts, follow the process below.

1. Identify the event or program you want to promote.
2. Have a budget of \$200 or more.

3. Submit a Jira ticket at least one month in advance and allow for one month of full completion for the ad to run. Include the name, all copy and links needed, and the date and time if applicable. Only one ad per month can be submitted.

Follow Us on social media:

- Facebook: <https://www.facebook.com/npuchicago>
- Instagram: @npuchicago
- LinkedIn: <http://www.linkedin.com/edu/school?id=18285>
- Twitter: @NPU
- YouTube: <https://www.youtube.com/user/northparku>
- Vimeo: <https://vimeo.com/npu>

Students have the opportunity to develop friendships, discover talents, and explore the world through many of these popular online channels. For faculty and staff, online channels allow thoughtful, purposeful engagement. For these reasons, North Park is committed to utilizing social media alongside traditional classwork as we all learn and grow together.

While North Park University encourages the use of social media, all users should remember that social media tools are a powerful form of communication that can have a significant impact on organizational, professional, and individual reputations. Lines between personal and professional content, and between public and private content, are often blurred. Whether participating on behalf of the University, a university-related group, or personally, all users must follow the same behavioral standards online as they would in face-to-face or one-on-one interactions. Remember that the internet is not anonymous, nor does it forget.

- [Guidelines for Use](#)
- [Unacceptable Posts That Will Be Removed](#)
- [Complaints and Reporting Violations](#)
- [Faculty and Staff: Personal Profiles](#)
- [Employee and Student Groups Posting on University Sponsored Sites](#)
- [Posting on Behalf of the University](#)
- [Non-Interference with Applicable Laws](#)
- [Questions About This Policy](#)

Guidelines for Use

A. Take Responsibility and Be Transparent

1. You are responsible for anything you write or do online.

- The speed of being able to publish your thoughts is both a great feature and a common downfall of social media. The time to edit or reflect must be self-imposed.
- If in doubt over a post, or if something does not feel right, allow time for reflection before posting or ask a friend or colleague to review and provide feedback before posting.
- Remember that satire and sarcasm are often misunderstood. Be careful how you use them.

- Never underestimate the power of photographs and videos. They can help communicate your message in a creative, compelling way, but may also be easily misinterpreted, so use sound judgment in making selections.
- Quality matters. Use a spell-checker.

2. Practice academic integrity.

- Never post content that invites academic dishonesty. Remember both the enabler and the student taking advantage of the material are equally guilty.
- Do not plagiarize—give proper attribution.

3. Practice personal integrity.

- Do not make or endorse recklessly or maliciously false statements.
- Never misrepresent your identity.
- If writing in your personal capacity about university matters, make clear that the views you express are your own, not necessarily those of the University.
- Do not pretend to have expertise, information, or authority you do not have.

B. Respect Your Audience and Your Colleagues

1. Abide by the ethical, moral, and professional standards of North Park University as outlined in the North Park University Student Handbook. In particular, this includes the Policy Against Discrimination, Harassment, Sexual Misconduct, Relationship Violence, and Retaliation.

2. Do not express, communicate, or link to libelous, defamatory, harassing, or pornographic content, even by way of example or illustration.

3. Never make statements or post photos or video that directly or indirectly threaten harm (whether through violence, economic intimidation, exclusion, or other means) to an individual, group, or the University.

4. Do not promote illegal conduct such as sexual violence, vandalism, underage drinking, or involvement with controlled substances.

5. Think about the consequences of what you are posting.

- Assume your writings will spread.
- When responding to a negative post, first confirm facts, consider whether the poster deserves an apology for any reason, and consider responding offline, it may be a more effective way to resolve disagreements.

6. Except for legitimate academic or business purposes, faculty should avoid personal social media relationships with students, and administration should avoid personal social media relationships with staff under their supervision.

C. Respect the Property of Others

1. Respect intellectual property rights.

- Do not distribute copyrighted materials without the permission of the copyright owner.
- Do not use trademarks or logos without the owner's permission.
- Adhere to the user agreements (terms and policies) for each social media site with which they engage.

2. When using North Park University-owned computers or the campus network to access social media sites, comply with the Acceptable Use Policy.

D. Respect Confidentiality

1. Respect personal boundaries and individual privacy rights. Public disclosure of private facts may cause serious emotional or psychological injury.

2. Do not post sensitive personal identifying information (such as social security numbers, student identification numbers, addresses, or birth dates). Such information may enable identity theft.

3. Do not post any information about another person that is protected from disclosure by law or professional standards (such as medical information or student education records). Check with your program or department to determine whether it has a specific social media usage protocol to ensure compliance with professional and privacy requirements of particular fields or governing/accreditation body.

E. Respect the University's Interests

1. Do not post anything that interferes with your work, the University's educational mission, or the welcoming and diverse environment the University promotes as a Christian, city-centered, and intercultural institution.

2. Do not use the University's "brand" to endorse or promote a non-University product, opinion, cause, or political candidate. Avoid any statement that would make the reader think that the opinions you endorse or promote reflect the views of the University.

3. If you find negative posts by a third party about the University, its faculty, staff, or students that you believe needs a response by the University, contact the Office of Marketing and Communications.

F. Be Wary

1. People who communicate with you online may not be who they claim to be. They may have an improper motive or seek information to which they are not entitled.

2. Posted information is often repeated and linked to other sources—anything you post may go viral, including your off-hand comments.

Unacceptable Posts Will Be Removed.

Actions that are unacceptable in other settings are also unacceptable on university social media channels. Posts or interactions that violate our community standards and policies will be removed at the discretion of the University. These include, but are not limited to, the following:

- Harassment in any form.
- Failure to respect the rights of others, such as the right to privacy.
- Forgery or other misrepresentation of one's identity.
- Distribution of copyrighted materials without the permission of the copyright owner.
- Posts containing personal attacks, profanity, nudity, hate speech, illegal material or that otherwise violate the Social Media Guidelines.
- Advertising/soliciting for non-University-sponsored products, programs, and events.
- Spam

North Park sponsored online forums should be used for discussion of general interests and issues relating to North Park, not specific individuals, and situations.

The University cannot immediately review every comment posted on a North Park sponsored page. Opinions expressed are not necessarily those of the University and the University does not guarantee the accuracy of these posts.

Requests that content be removed from university social media channels, as well as comments about content, should be addressed to North Park University's Office of Marketing and Communications.

Complaints and Reporting Violations

If you feel that you have been harassed or victimized by another individual's social media use, please report it following the complaint procedures outlined in the University's Policy Against Discrimination, Harassment, Sexual Misconduct, Relationship Violence, and Retaliation. If the individual you have a complaint against is another member of the North Park community, the University will take all steps possible to help you come to an appropriate resolution to the complaint.

Most social media channels offer a method for reporting offensive or harassing posts. For North Park sponsored sites, contact the Office of Marketing and Communications.

Students may also find it helpful to seek the support and advice of their resident director, the University's social media manager, another trusted North Park University staff member, or the Dean of Students. Faculty and staff may contact Human Resources.

If you become aware of other violations of this policy, please report the violation to the Office of Marketing and Communications.

Posting on Behalf of the University

Only administration-designated employees are permitted to post on behalf of the University. If you receive an external request for comment “by the University” or an inquiry requiring a response on behalf of the University, you should direct the request or inquiry to the Office of Marketing and Communications. Note: this rule does not prevent other members of the North Park community from commenting or responding to questions so long as they do so in their individual capacities.

Non-Interference with Applicable Laws

This policy is not intended to restrict or interfere with the legal rights of any student or employee, including, but not limited to, any and all rights under the National Labor Relations Act, Title VI, Title VII, Title IX or other equal opportunity laws, or any whistleblower protection law. Questions About This Policy - Please contact the Director of Human Resources if you have any questions about this policy.

ATI Proctored Assessment(s), where they are assigned in a course, represent **10% of the course final exam grade**. In other words, points awarded for ATI Level assessments will account for 10% of the final exam grade.

After all practice and proctored assessments, students will complete a remediation process within 48 hours of taking the assessment. Students must complete the practice assessment and remediation as directed in the course before participating in proctored assessment. Students who have not completed the practice assessment and remediation according to course guidelines will receive a 0% towards 10% of the final exam grade.

All remediation is completed using the active learning templates from ATI, and all remediation will be handwritten as described below.

Because of the extensive use of ATI in nursing schools across the country, there is benchmarking data indicating thresholds for content knowledge. For any score on an ATI Level Assessment(s) below a Level I, the student is required to meet with **Lead Course Faculty** to establish a remediation plan. The student must complete their remediation plan prior to the last day of class. If the student does not complete their remediation plan, they will earn a zero for their ATI Level Assessment(s).

ATI Concept Proctored and Practice Assessments

ATI provides students with robust and extensive data to further their self-directed learning. Students utilize online and written resources to enhance education throughout nursing school develop proficiency and then mastery of nursing judgement and nursing knowledge. This section reviews the process for taking ATI assessments each semester.

There are two types of exams: **Practice Assessments and Proctored Assessments**

Practice Assessments provide students an opportunity to implement what they are learning in classes in a low stake testing environment. Each practice assessment is associated with one of the proctored exams. After taking the practice assessments, students get a report providing a list of concepts and topics they missed on the assessment as well as the areas where they are developing proficiency.

Practice assessments are taken at home. When students are assigned two practice assessments in a semester, students may choose to take the first assessment “open book,” to enhance learning. Students are advised to take the second practice assessment “closed book” under exam conditions. Students can use Practice Assessment B to gauge current learning, improve test taking skills, develop test taking stamina, and develop a realistic assessment of areas for improvement. . After every Assessment, whether it is practice or

proctored, students complete a review process within 48 hours. This is called remediation and is described in detail below. The completed active learning templates are uploaded to the Canvas LMS (Learning Management System) for that course by the deadline indicated.

Proctored Assessments are taken during class under similar conditions to the NCLEX. These are difficult exams meant to challenge the student's knowledge and build test taking skills. Throughout the program, students receive benchmarked scores providing an indication of concept mastery. Students receive Individual Performance Reports from ATI, which allows each student to remediate specific topics and concepts they did not answer correctly. Thus, there is a continuous progression of feedback on how well students are preparing for the NCLEX exam.

These proctored exams culminate in the Comprehensive Predictor, which students take in the 5th semester prior to graduation. The Comprehensive Predictor gives students a clear sense of whether they are ready to take the NCLEX. If a student has not earned a 75 or above on the Comprehensive Predictor, they must repeat the assessment. Similar to other ATI proctored exams, students will remediate the content areas they missed on the exam.

What is Remediation?

In ATI's language, remediation, or Focused Review, is a structured process of reviewing content you missed on a practice or proctored exam. Every time you take a practice or proctored exam, ATI creates a detailed report in your MyATI account showing what topics you missed and what areas you need to review. This report is referred to as an Individual Performance Profile (IPP).

Your IPP contains links to a focused review. This provides access to ATI content such as eBooks, media clips, and active learning templates most relevant to what you missed on the exam. This is where your learning continues. As you handwrite your responses on the appropriate Active Learning Template (ALT) most relevant to the content you missed, you can solidify your knowledge and develop deeper self-awareness of your own learning needs.

The remediation process is entirely student directed; you will get as much out of it as you put into it. Students upload handwritten ALTs to Canvas for accountability and completion points. When completing remediation for a Practice Assessment, for students scoring below a Level 3, the IPP has a link to a customized quiz that allows you to assess your understanding of the content after you have completed the review process.

Consider the work you do for ATI assessments as a downpayment on your preparation to be an excellent bedside nurse and for NCLEX success. The more work you do to learn the content you miss on exams, the more prepared you will be to provide safe patient care at the bedside, and for the NCLEX.

The student chooses which topics from the IPP to remediate/review. Then the students choose which ALT is most suitable for that topic. For instance, if you missed questions on nursing interventions for exacerbation of congestive heart failure, the System Disorder ALT might be most appropriate to help you review the content thoroughly.

Does remediation work?

That depends on your effort and the time you spend reviewing the content you missed on the assessments. There is neurological research showing that handwriting study information improves learning and retention of the information. Because of this, the faculty requires students to handwrite their post-assessment focused reviews. These cumulative documents become the student's personal review guide specifically of topics they need to review. By using textbooks, ATI resources, videos, tutorials, graphics, and other resources, students deepen learning about various topics.

As noted, research has shown that handwritten notes help one retain the information better, here is a link to a helpful article <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Instructions to Complete Practice Assessments A and Practice Assessment B Remediation

These instructions must be followed when taking each Practice Assessment. The instructions presume you have read the preceding information about the Assessment process.

After completing the practice assessment, check your Proficiency Level on your IPP. Refer to the table below to decide on expectations for remediation. For instance, Level III proficiency students are required to complete a minimum of one-hour *Focused Review* that will include the completion of 3 handwritten** Active Learning Templates.

The student will review their assessment results from ATI, noting areas for further learning. You will decide which topics to remediate. It is usually not possible to remediate everything in the report, so it is up to the student to prioritize which topics are most pressing for review at this time. The student then chooses an appropriate Active Learning Template and completes it.

As noted above, this process is entirely student-directed. You are accountable for your own success and your success depends on your efforts. If you have a lower proficiency level, ask yourself what you gain by putting in more time to review what you missed. The focused review you complete is based on your practice assessment results, so that focused review, or remediation, is pinpointed to your learning needs. A lower score will require more remediation, and a higher score, less. That said, there is always room to deepen learning, even with a high-test score.

Students will submit an ATI transcript (documentation) of the time spent in remediation and the Active Learning Templates to the Canvas course where the assessment was assigned. The submission of Focused Review after Practice Assessments is required to take

the associated ATI Proctored Assessment. If the Focused Review is not submitted, a student will earn a zero on the Proctored ATI Assessment.

Instructions to Complete Proctored Assessments and Remediation

Students follow the same remediation process for proctored assessments as with practice assessments.

Proficiency Level	Proficiency Level III	Proficiency Level II	Proficiency Level I	Proficiency Below Level I
Required Remediation**	Complete a minimum of one-hour* Focused Review that will include the completion of 3 handwritten** Active Learning Templates. Please submit a transcript (documentation) of the time spent in remediation in addition to the Active Learning Templates	Complete a minimum of two-hours* Focused Review that will include the completion of 5 handwritten** Active Learning Templates. Please submit a transcript (documentation) of the time spent in remediation in addition to the Active Learning Templates	Complete a minimum of three-hours* Focused Review that will include the completion of 8 handwritten** Active Learning Templates. Please submit a transcript (documentation) of the time spent in remediation in addition to the Active Learning Templates	Complete a minimum of four-hours* Focused Review that will include the completion of 10 handwritten** Active Learning Templates. Please submit a transcript (documentation) of the time spent in remediation in addition to the Active Learning Templates
% of Score Applied to the Final Exam*	Score applied to final exam grade – _100%	Score applied to final exam grade – _86%	Score applied to final exam grade – _76%	Score applied to final exam grade – _58%

*Completion of proctored assessment remediation is required to receive the allotted percentage to the final exam. Failure to submit remediation will result in a score of 0% added to the final exam score.

**The SNHS ATI policy requires each student to complete a focused review of every practice or proctored assessment. Remediation will be submitted within 48 hours of taking the practice or proctored ATI.

ATI defines proficiency levels to identify the probability of students performing well on the licensing examination (NCLEX).

ATI RECOMMENDED CUT SCORES

RN CONCEPT-BASED ASSESSMENTS	CUT SCORES		
ASSESSMENT	LEVEL 1	LEVEL 2	LEVEL 3
Level 1	55.0%	68.0%	76.0%
Level 2	51.8%	60.0%	69.1%
Level 3	52.7%	62.7%	74.5%
Level 4	53.6%	64.5%	76.4%

	Below Level 1	Level 1	Level 2	Level 3
Pharmacology	0.0% to 52.6%	52.7% to 71.0%	71.1% to 86.2%	86.3% to 100.0%

RN CONCEPT-BASED ASSESSMENTS PROFICIENCY LEVEL DEFINITIONS*

Below Level 1
- Does not yet demonstrate proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession. - Needs substantial academic support in the assessed concepts and exemplars to ensure successful performance in subsequent curricular material.
Level 1
A student meeting the criterion for Proficiency Level 1:

- Demonstrates a partial proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Needs additional academic support in the assessed concepts and exemplars to ensure successful performance in subsequent curricular material.

Level 2

A student meeting the criterion for Proficiency Level 2:

- Demonstrates proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Is prepared for successful performance in subsequent curricular material.

Level 3

A student meeting the criterion for Proficiency Level 3:

- Demonstrates advanced proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Is well-prepared for successful performance in subsequent curricular material.

**Note that these definitions were based on the expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN performance to performance on the Concept-Based Assessments, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.*

Section VI: Appendix

- Technology Requirements Check List
- Performance Improvement Plan (Example)
- Clinical Incident Form (Example)
- Grade Appeal Form

Technical Requirements Check List

Computer Hardware Requirements

Students must have an up-to-date computer to complete this program. The computer can be a PC or Mac product that meets the following specifications:

Processor: Intel Core 2 Duo

RAM: 8 GB

Hard Drive: 256 GB (SSD preferred) or higher

Operating System:

PC Windows 10 or higher minimum resolution 1024 x 600

Mac 15 or higher minimum resolution 1024 x 600

Webcam with microphone and headset or earbud with/mic.

Home internet speed of 5 Mbps is required (10 Mbps or more is recommended). You can test your internet speed at speedtest.net

Computer Software Requirements

Microsoft Office

All assignments must be submitted as a Microsoft Word Document. Access to the Microsoft Suite is included for all students. Please contact [Information Technology](#) for further information.

Internet Browsers

Make sure that you use Google Chrome or Mozilla Firefox as your browser. DO NOT use Internet Explorer. The links to obtain the Chrome and Mozilla browsers are below.

Google Chrome for PC and Mac users:

<https://support.google.com/chrome/answer/95346?hl=en>

Mozilla Firefox for PC and Mac users:

https://www.mozilla.org/en-US/firefox/new/?utm_source=getfirefox-com&utm_medium=referral#download-fx

Browser	Version	Notes
Google Chrome™	119 or later	For optimal experience, enable "Third Party Cookies" in Google Chrome settings, under "Cookies and other site data".
Mozilla Firefox®	119 or later	
Safari®	14 or later	For optimal experience, disable the "prevent cross-site tracking" setting under Safari's privacy settings.

Internet Requirements

Home internet speed of 5 Mbps is required (10 Mbps or more is recommended). You can test your internet speed at speedtest.net

Notes for using ATITESTING.com products for learning and testing:

JavaScript and cookies must both be enabled within browser.

Some browsers may require users to enable tabbing.

Some content may only be made accessible by disabling your browser's popup blocker.

Session Timeout Counter: The browser you use needs to allow status bar updates via script otherwise a session timeout counter will not be visible for you.

These browser extensions have been known to cause issues using atitesting.com: Netflix Teleparty, Malwarebytes, Grammarly, Kaspersky, and, DuckDuckGo.

Respondus Monitor System-The following are the requirements needed to run the *Respondus Monitor System*. Please ensure that your computer has the following requirements.

Windows: 10 or MacOS (10.15, 11, or higher)

iOS: 11.0+ (iPad only). Must have compatible LMS integration. Details.

Web camera (internal or external) & microphone

A broadband internet connection

Windows 10S is not a compatible operating system, nor can LockDown Browser be obtained via the Windows App Store. At present, support for Windows 10 S Mode is not on the roadmap for LockDown Browser.

LockDown Browser and Respondus Monitor may continue to run in older operating systems that have reached “end-of-life” but students may encounter unexpected results.

Memory: Windows: 2 GB RAM or Mac: 512 MB RAM

Hard Disk Space: Windows: 75 MB of free hard disk space or Mac: 3 MB of free hard disk space

Microsoft Office Suite (Word, Excel, and PowerPoint)

DEMSN PERFORMANCE IMPROVEMENT PLAN (PIP)

To ensure nursing students develop the necessary knowledge, skills and attitudes to provide safe, effective, high-quality patient-centered care, faculty assess and evaluate student progress throughout the DEMSN. The purpose of this plan is to identify academic or clinical issues that, if not addressed by the student, may put the student at risk of failing a course, clinical, or being dismissed from the program. PIPs are proactive, working documents to empower a student to take steps to improve their work and be successful in the DEMSN track. Students with more than one performance improvement plan in the DEMSN are at increased risk for course failure and/or dismissal from the DEMSN.

The PIP provides specific feedback on problems or areas where the student needs to demonstrate improvement or mastery of skills, behavior, or content before being allowed to progress.

A PIP may be initiated for any of the following:

1. The student is not progressing toward achievement of DEMSN learning outcomes

2. The student would benefit from intentional remediation of skills or other learning activities to meet DEMSN course or program learning outcomes
3. The student has failed to meet one or more course or DEMSN learning outcomes
4. Student demonstrates behaviors that violate the code of conduct, civility, or academic integrity policies

Student Name

Faculty Initiating PIP

Date of Initial Meeting

Date(s) of at-risk behavior(s):

<i>Student behavior requiring PIP</i>		Related Course Objective s/ Clinical Tool Evaluation objective s/ Student Handbook Policies	<i>Action Plan</i>	
Class	Clinical		Class	Clinical
☐ Score below 81% on exam	☐ Score below 81% on care plan or other clinical assignment		☐ Exam wrapper ☐ Self-reflection on study habits ☐ Review of test taking strategies ☐ Discussion of stress management ☐ Discussion of time management ☐ Refer to university counseling services	☐ Review rubric for care plans, clinical assignments ☐ Implement instructor feedback ☐ Refer to university counseling services

☐ Level 1 or Below Level 1 on ATI Proctored assessment ☐ Remediation not completed in 48 hours ☐ Practice assessment remediation not completed/unable to sit for Proctored assessment	☐ Skill performance/technical proficiency ☐ Patient safety ☐ HIPAA violation ☐ Therapeutic communication ☐ Isolation protocols ☐ Knowledge deficit in pathophysiology		☐ Complete ATI remediation	☐ Review and practice skill ☐ Attend weekly lab practice session(s) on _____ ☐ Demonstrate proficiency in identified skills by _____ Complete
☐ Score below 81% on assignment ☐ Significant issues with scholarly writing skills ☐ Citing and referencing ☐ Use of critical thinking and clinical judgement ☐ Academic integrity violations	☐ Medications: MOA, indications, adverse effects, interactions, nursing implications ☐ Medication calculation ☐ Safe medication administration		☐ Incorporate faculty feedback into next written assignment ☐ Schedule meeting with Writing Center staff ☐ Edit written assignments to ensure correct APA formatting on future assignments	☐ Complete active learning templates on the following medications: _____ by _____ ☐ Demonstrate correct medication calculation on _____ ☐ Verbalize safe medication administration steps by _____ ☐ Demonstrate safe medication practices on _____
☐ Pattern of turning in late assignments	☐ Late completion of clinical assignment		☐ Strategies for improving time management ☐ Maintain calendar of	☐ Strategies for improving time management ☐ Maintain calendar of

			assignment deadlines	assignment deadlines
☐ Unprepared for class ☐ Non-attendance ☐ Punctuality	☐ Unprepared for clinical: ☐ Punctuality ☐ Accountability ☐ Uniform issues (ie. Missing stethoscope, worked shift before clinicals) ☐ Unable to implement clinical judgement model/nursing process ☐ Organizational skills/Time management ☐ Lack of initiative ☐ Integrity ☐ Flexibility		☐ Complete pre-class work and assignments ☐ Review professional communication standards ☐ Review civility and code of conduct information in Student Handbook by _____ _____	☐ Articulate plan for clinical preparation (uniform, ID badge, setting alarm, leaving earlier from home etc.) ☐ Verbalize professional accountability in clinical setting ☐ Organize care for _____ patient(s) by _____ ☐ Demonstrate self-directed time management in clinical setting ☐ Demonstrate safe patient care during the next clinical days
☐ Classroom behavior and/or communication ☐ Incivility ☐ Unprofessional oral or written communication	☐ Clinical professional behavior/communication ☐ Incivility ☐ Unprofessional oral or written communication ☐ Utilizing personal cell phone in clinical setting or patient room		☐ Review giving/receiving constructive feedback Identify	☐ Review giving/receiving constructive feedback

	☐ Unethical behavior			
☐ Other (List Specific Issue)	☐ Other (List Specific Issue)		☐ Other (List action plan)	☐ Other (List action plan)

Students must meet all clinical and course objectives, follow policies and conduct as listed in the student handbook, and demonstrate all behaviors and indicators including areas of knowledge, assessment, planning, implementation, evaluation, coordination of care, communication, collaboration, informatics and professionalism as listed in clinical evaluation tool.

Any student actions that adversely impact or threaten the health, welfare, or safety of self or others may lead to dismissal from the DEMSN track. Unsafe classroom and/or clinical practice or patterns of behavior that demonstrate a lack of professional comportment will lead to a review by the Selection and Progression committee in accordance with policies outlined in the current Student Handbook.

Written documentation (times, place, people) may be attached.

Minimum standards and/or requirements for satisfactory performance in NURS_____ are not being met as evidenced by: (Faculty to write narrative with details regarding the specific situation:

Detailed description of how the student's performance is not meeting learning outcomes, code of conduct, professional behaviors:

Initial Meeting:

This document has been reviewed with me, and I understand that the identified objectives, measures, and/or outcomes must be met in order for me to pass. Failure to meet these objectives may result in not progressing in the DEMSN track and could inclu

de dismissal from the DEMSN.

Planned Follow Up Meetings

Date/Time/Location
Date/Time/Location

Student Signature _____ Date

Faculty Signature _____ Date

Follow Up Meeting: Date _____

This document has been reviewed with me and I understand that the identified objectives, measures, and/or outcomes must be met in order for me to pass. This may result in not progressing in the DEMSN track, and could include dismissal from the DEMSN.

Student Signature _____ Date

Faculty Signature _____ Date

Follow Up Meeting Date: _____

This document has been reviewed with me and I understand that the identified objectives, measures, and/or outcomes must be met in order for me to pass. This may result in not progressing in the DEMSN track, and could include dismissal from the DEMSN.

Student Signature _____ Date

Faculty Signature _____ Date

Final Meeting

Resolution:

Student issues have been resolved

Student Issues have not been resolved.

Further plan of action:

Student Signature _____ Date

Faculty Signature _____ Date

North Park University School of Nursing Clinical Incident Form

For any clinical incident:

The faculty will notify the Clinical Learning Specialist (CLS), while also following the institution's process. This form should be completed within 24 hours of the incident and forwarded to the CLS.

Student:

Hospital/Unit:

Date/Time:

Clinical Faculty/ Clinical Learning Specialist:

Course:

Was an incident report (risk management documentation) completed for this event at this hospital/agency? Yes _____ No _____

Was the unit Nurse Manager Notified? Yes _____ No _____

Nurse Manager name/phone: _____

Describe the incident (include the individuals present during the incident):

Describe immediate actions taken related to patient, student, or staff involved:

Document any follow-up action indicated at this time:

Clinical Learning Specialist: _____ Notified (date/time): _____

Clinical Instructor Signature:

Final Course Grade Appeal Form for North Park University DEMSN

To complete the appeal process:

Student consults with instructor assigning the grade to discuss rationale for grade change.

If the student is not satisfied with this resolution, the student may submit a formal grade appeal using this form.

Email the document to dems@northpark.edu, cc'd the student's advisor within 5 calendar days of the grade being posted. However, it is in the student's best interest to appeal as soon as possible after learning of the grade that will be appealed, since academic progress may be dependent on the outcome of the appeal.

In the case of a grade appeal, the Selection and Progression committee (S&P) will consider an appeal if one of the following can be demonstrated:

- An error in the calculation or reporting of a grade to Student Services has occurred.
- The student's approved North Park accommodations were provided to the faculty before an incident occurred following North Park policy and the student did not receive the accommodations.
- An arbitrary or prejudiced evaluation has been made.
- An application of a course policy which is arbitrary or discriminatory.
- Failure to notify (or to make a reasonable attempt to notify) the student of course requirements, policies, and/or penalties.
- Failure to notify (or make a reasonable attempt to notify) the student in a timely manner of failure to achieve educational objectives (such as grades posted in Canvas, Clinical Evaluations, email and personal communication)
- Infringement upon the student's rights as explained in the course syllabus, the Catalog, or other University policy documents.
- Violation of the civil or human rights of the student as defined by law.

Name of Student		Course Number	
Student Email		Cell Phone Number	
Student Advisor		Course Faculty	

I am appealing a final course grade for the following reason(s)

Reason(s) for my grade appeal indicated by checking the appropriate reason(s) below:

- An error in the calculation or reporting of a grade to Student Services has occurred.
- The student's approved North Park accommodations were provided to the faculty before an incident occurred following North Park policy and the student did not receive the accommodations.
- An arbitrary or prejudiced evaluation has been made.
- An application of a course policy which is arbitrary or discriminatory.
- Failure to notify (or to make a reasonable attempt to notify) the student of course requirements, policies, and/or penalties.
- Failure to notify (or make a reasonable attempt to notify) the student in a timely manner of failure to achieve educational objectives (such as grades posted in Canvas, Clinical Evaluations, email and personal communication)

- Infringement upon the student's rights as explained in the course syllabus, the Catalog, or other University policy documents.
- Violation of the civil or human rights of the student as defined by law.

Explain in detail the reason(s) for the appeal you checked above and the process that you have already taken:

Student's signature: _____ **Date:** _____

Grade Appeal Form for North Park University School of Nursing and Health Science

The student may submit additional materials as indicated below:

- I choose to submit additional evidence of my performance, noted here or attached.
- I request that the following pertinent materials be obtained by the review committee from the course faculty.

This section is completed by the Chair of the S&P

Chair of S&P receipt of the above appeal /evidence on (date):

Chair of S&P consultation with the instructor on (date):

S&P will provide details of information and any other evidence acquired:

Within 5 calendar days from the meeting of the S&P meeting the student & faculty will be informed of the S&P decision and review of additional evidence sought (if any).

Selection and Progression Committee recommendation based on evaluation of appeal [check decision

below]:

- ☐ Assigned grade remains
- ☐ Grade change to (enter new grade) is warranted

Chair of Selection and Progression Committee Signature & Date:

DEMSN Program Director Signature & Date:

References

Clark, C., Gorton, K., Bentley, A. (2022). Civility: A concept analysis revisited. *Nursing Outlook* 70(2). 259-270. <https://doi.org/10.1016/j.outlook.2021.11.001>