



**VANGUARD
UNIVERSITY**

Department of Nursing

Pre-Licensure BSN Program

Student Handbook

2020-2021

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Introduction to Vanguard University

Vanguard University (VU) of Southern California is a private, co-educational, comprehensive, Christian university of liberal arts and professional studies. VU believes that it is essential to offer educational opportunity and academic excellence within an environment that encourages the examination of Christian heritage and faith. Vanguard University is situated on a 38-acre site located in the city of Costa Mesa, which is adjacent to Newport Beach in Orange County, California (CA). The campus is 40 miles southeast of the city of Los Angeles.

VU was founded in 1920 as Southern California Bible School and was originally established to prepare Christian workers that were concerned with diverse ministries. In 1939, it was chartered by the State of California as a college eligible to grant degrees and was renamed Southern California Bible College. The college moved to its current campus in 1950. The name was again renamed to Southern California College in 1959 when additional majors in liberal arts and sciences were added to the curriculum. Regional accreditation and membership in the Western Association of Schools and Colleges (WASC) were granted in 1964. In 1967, the College received recognition and approval of its teaching credential program from the California State Board of Education and has continued the renewal of the credential programs with the California Commission on Teacher Credentialing. In 1983, the Graduate Studies program received approval from WASC. A degree completion program was started in 1994 for adult learners. On July 1, 1999, Southern California College registered with the Secretary of State's office as Vanguard University of Southern California.

VU offers 21 undergraduate majors housed in the 15 departments of the Undergraduate College. There are five graduate programs (Clinical Psychology, Organizational Psychology, Education, Religion, and Nursing) and five adult degree completion programs (Business, Early Childhood Education, General Education, Psychology, and Religion). The University, however, went through the process of academic prioritization this past academic year that will result this year in the consolidation of and/or the elimination of some programs. The purpose of this process was to better align resources with institutional priorities, strengthen the overall program offerings and quality, and provide the highest possible value to students and other stakeholders in the most cost-efficient manner. Prioritization changes will be implemented over the next two years in a graduated approach. Changes, in department structures and leadership will be implemented this fall for two programs, Education and Social Sciences. These changes include the restructuring of departments into divisions or schools with consolidated leadership positions that are to transition to Division Deans in the future.

Institutional Values

The vision that guides the VU community is rooted in the University's heritage as an institution of the Pentecostal tradition, which was birthed out of the Azusa Street Revival in Los Angeles, California, at the turn of the twentieth century. From its inception, the movement generated a multicultural, multiracial, and gender-inclusive community of Spirit-empowered Christian believers who were committed to peacemaking and reconciliation. With global consciousness, these foremothers and forefathers of a renewed Christian faith carried the good news of the gospel around the world.

A strong commitment to cultural diversity, racial reconciliation, and gender equality is a consequence of VU being deeply grounded in the faith tradition that brought the University into existence. Moreover, these core values continue to define the institutional vision that pulls the VU community forward toward its mission and educational targets and goals. Within this Christian context of inclusiveness, the

University aims to provide a quality educational experience marked by the pursuit of truth, the cultivation of virtue, and the desire for service. These three values inherent in the VU educational experience – truth, virtue, and service– are enshrined in the University motto and embossed on its official seal.

1. **Truth** As members of the VU community we strive to...
 - a. pursue truth by understanding the Word of God and by knowing Christ, who is Truth;
 - b. develop critical and creative thinking skills for careful, reasoned, and independent analysis of competing ideas;
 - c. engage in scholarship with integrity and excellence; and
 - d. explore, participate in, and contribute to our cultural, intellectual, and spiritual heritage.
2. **Virtue** As members of the VU community we endeavor to...
 - a. honor God and commit ourselves to the person and model of Jesus Christ;
 - b. develop personal integrity and character by applying biblical values to our lives;
 - c. understand and accept the responsibilities of living in a free society; and
 - d. transcend the limitations and errors of the prevailing culture and through a wholeness of vision, choose and hold to the path for a righteous life.
3. **Service** As members of the VU community we work to...
 - a. develop our talents to their potential and discern God's purpose for our lives;
 - b. strengthen the skills necessary for effective communication of ideas and for a productive place in society;
 - c. prepare students for diverse vocations, graduate programs, and leadership roles; and exercise civic responsibility, respect cultural and individual differences, and care for others.

Nursing Program Goals, Mission, Conceptual Framework, and Philosophy

Nursing Program Goals

1. To provide quality-nursing programs which equip students for a spirit-empowered life of Christ-centered leadership and service.
2. To prepare graduates who can provide age appropriate, culturally sensitive, and competent care within a framework of scientific and professional accountability and function independently in a variety of healthcare settings.
3. To prepare graduates with the necessary foundation for further education and specialization within their chosen career path and who demonstrate commitment to lifelong learning and personal, spiritual, and professional growth.
4. To establish innovative educational and community partnerships that better prepare graduates to meet the complex needs of the population they serve.
5. To be recognized as a center of Christian nursing education that demonstrates spiritual vitality and academic excellence.

Nursing Program Mission

The Vanguard Nursing Program is committed to providing quality undergraduate and graduate nursing programs that promote academic excellence while integrating the values of truth, virtue, and service. In doing so, we strive to be a center of excellence in Christian nursing education.

Vanguard University Nursing Conceptual Framework

The Vanguard University (VU) Nursing Conceptual Framework is guided by the mission of VU and the Nursing Department. The mission of VU is to pursue knowledge, cultivate character, deepen faith, and equip each student for a Spirit-empowered life of Christ-centered leadership and service. The VU Nursing Program is committed to providing quality undergraduate and graduate nursing programs that promote academic excellence while integrating the values of truth, virtue, and service. In doing so, we strive to be a center of excellence in Christian nursing education.

The Bachelor of Science in Nursing (BSN) curriculum structure emerges from the University and Nursing Program's mission statements, values, and philosophies. Central to the framework is the metaparadigm of nursing (person, environment, health, and nursing), the nursing process, and spiritual care.

Vanguard University
Nursing Conceptual Framework

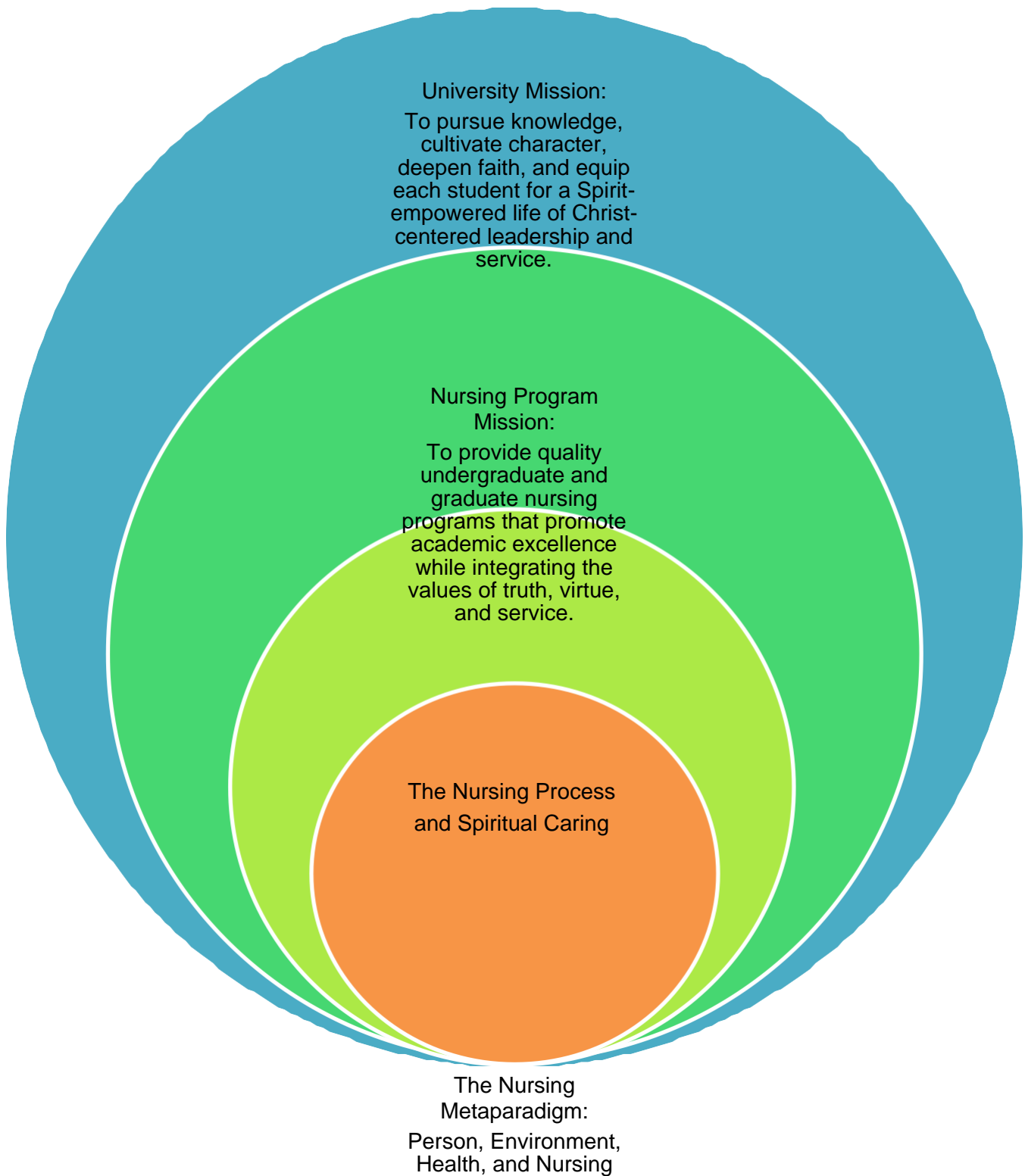


Figure 1. Vanguard Nursing Department Conceptual Framework

Vanguard University and the Metaparadigm of Nursing

Person: The concept of person may refer to individuals, families, groups, and/or communities. We believe that the *person* is central to the model and is a unique being who has his/her own personal experiences and perceptions. We value the person and seek to improve their healthcare outcomes physically, spiritually, and psychologically. We believe that each person has the right to participate in their healthcare and to be provided with the best available care, education, and resources.

Environment: The *environment* refers to the physical, interpersonal, and economic circumstances in which persons live. The environment directly affects a person's health, their health-related behaviors, and overall well-being. Therefore, the nurse must seek to understand the interpersonal relationships, cultural beliefs, and available resources of the individual, family, group, or community they are serving.

Health: *Health* is defined by the World Health Organization (WHO) as "...a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (WHO, 1946). VU faculty also include the assessment of one's spiritual wellness in this definition. Spiritual wellness is defined as the degree of peace and contentedness in all circumstances, and its presence is most often due to faith and connectedness with God. Faculty recognize that health is a concept that is variable cross culturally and across the lifespan. As such, nursing seeks to meet the patient where they are physically, mentally, socially, and spiritually and to work collaboratively with the patient in achieving optimal health outcomes.

Nursing: *Nursing*, as defined by the American Nurses Association (ANA), is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations. Further, we believe that nursing is an art, a science, and a profession that can affect health through human caring (Norman, Rossillo, & Skelton, 2016).

Nursing Process

Finally, at the core of our philosophy is the nursing process and spiritual care. The nursing process leads the nurse from assessment to diagnosis, care planning, implementation of individualized interventions, and ultimately the evaluation of care provided. The VU Nursing program utilizes the ANA's definition of the nursing process.

Assessment: An RN uses a systematic, dynamic way to collect and analyze data about a client, the first step in delivering nursing care. Assessment includes not only physiological data, but also socio-behavioral and financial determinants. For example, a nurse's assessment of a hospitalized patient in pain includes not only the physical causes and manifestations of pain, but the patient's response—an inability to get out of bed, refusal to eat, withdrawal from family members, anger directed at hospital staff, fear, or request for more pain medication.

Diagnosis: The nursing diagnosis is the nurse's clinical judgment about the client's response to actual or potential health conditions or needs. The diagnosis reflects not only that the patient is in

pain, but that the pain has caused other problems such as anxiety, poor nutrition, and conflict within the family, or has the potential to cause complications—for example, respiratory infection is a potential hazard to an immobilized patient. The nursing diagnoses serve as the basis for the nurse's care plan.

Outcomes / Planning: Based on the assessment and diagnosis, the nurse sets measurable and achievable short and long-range goals for the patient that might include moving from bed to chair at least three times per day; maintaining adequate nutrition by eating smaller, more frequent meals; resolving conflict through counseling; or managing pain through adequate medication. Assessment data, diagnoses, and goals are documented so that nurses as well as other health professionals caring for the patient have access to it and can engage in a collaborative plan of care.

Implementation: Nursing care is implemented according to the care plan, so as to provide continuity of care for the patient during hospitalization and in preparation for discharge needs. All care is documented in the patient's electronic medical record.

Evaluation: Both the patient's status and the effectiveness of the nursing care must be continuously evaluated, and the care plan modified as needed.

Spiritual Care

Spiritual care is care which recognizes the unique spirituality of the human condition and includes the assessment of spiritual distress and responds with compassionate caring to any or all of the individual's needs related to the following: 1) meaning and purpose in one's life, 2) self-worth, self-recognition, and self-expression, 3) faith and hope, and 4) religious rites.

Vanguard University Nursing Program Philosophy

Vanguard University gathers a community of learners resolved to blend the pursuit of academic excellence with growth as authentic Christians. The educational experience at Vanguard, therefore, promotes the integration of faith, learning, and living. The university believes that scholarship in the arts, sciences, and professional studies illuminated by Christian truth fosters the intellectual development, moral maturity, and spiritual vitality of students. The University motto—Truth, Virtue, and Service—expresses our conviction that learning involves the whole person: head, heart, and hands. The philosophy of the Nursing Department is consistent with that of the University as it seeks to equip students for a life of compassionate nursing leadership and service through a values-based nursing education.

Nursing is both an art and science that is responsive to changing health needs within an increasingly complex health care system. The nurse practices with ultimate compassion and respect for the inherent dignity, worth, and uniqueness of every patient, regardless of socioeconomic status, personal attributes, or health problems (ANA, 2001). Nurses, in collaboration with other health care professionals, promote optimal health care, quality and safety, and comfort of individuals, families, groups and communities across the health-illness continuum, through the systematic application of knowledge from nursing and related disciplines.

The faculty believes that a liberal arts education, integrating faith and life should be based on the humanities that foster critical thinking and promote awareness of social, cultural, and spiritual similarities and differences among individuals. The faculty views each student as a unique person

with special talents, abilities, needs, and goals. Cultural diversity, ethnic background, unique life experiences, and changing socioeconomic factors affect each student differently. To this end, faculty endeavor to be professor-mentors in a dynamic community environment that assists each student to realize their full potential and to discern and unfold God's purpose for their lives. The acquisition of professional knowledge and the promotion of academic excellence occur through active involvement of the student in the learning process and through multiple teaching and learning styles. As adult learners, students assume primary responsibility for learning, while faculty provides and facilitates educational opportunities for knowledge acquisition and professional role development. We believe that an atmosphere of shared growth and inquiry within a dynamic community environment offers the maximum potential for development of the whole person.

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) provide the foundation for the curriculum for the baccalaureate program and is essential for the practice of professional nursing. This education provides the basis for the development of professional knowledge, critical thinking, clinical reasoning, clinical judgment, ethical decision-making, leadership skills, and the independent and interdisciplinary pursuit of high standards of health care. Implicit in the practice of professional nursing is accountability for professional growth and practice, demonstration of advocacy and leadership, and commitment to the development and application of nursing theory, evidence-based practice, and research. Life-long learning leads to the optimal development of the individual nurse personally, spiritually, and professionally as well as the profession of nursing.

The MSN curriculum is built upon the foundation of baccalaureate education. *The Essentials of Master's Education in Nursing* (AACN, 2011) provide the structure for the curriculum of the masters' program. In addition, the program incorporates the Nurse Educator Core Competencies (NLN, 2013) and American Organization of Nurse Executives (AONE) Nurse Executive Competencies. The Nurse Educator Core Competencies promote excellence in the advanced specialty role of the academic nurse educator. They establish nursing education as a specialty area of practice and create a means for faculty to demonstrate the richness and complexity of the faculty role more fully. The AONE Nurse Executive Competencies detail the skills, knowledge, and abilities that guide the practice of nurse leaders in executive practice, regardless of their educational level, title, or practice setting. The competencies are captured in an earlier model developed in 2004 by the Healthcare Leadership Alliance that identify the common core set of competency domains for health care leadership and include: communication and relationship management; knowledge of the health care environment; leadership; professionalism; and business skills and principles.

University Resources

Bookstore

The Vanguard bookstore is managed by Follett Higher Education Group, Inc. and recently undergoing a location change. Students can purchase textbooks, some school supplies, and articles of clothing with the university logo. Hours of operation are Monday-Thursday: 8:00am to 6:30pm and Friday: 8:00am to 4:00pm. Summer hours vary. Online book ordering is available at <http://www.vanguard.bkstr.com>.

Financial Aid

Sources of financial aid, application process and procedures are stated in the VU Catalog (<https://www.vanguard.edu/academics/registrar/catalog>). Students can visit the financial aid website (<https://www.vanguard.edu/admissions/financial-aid>) for current tuition costs and fees or they can contact their Nursing Program Coordinator. Nursing students are eligible to receive FAFSA loans. Forms for FAFSA can be completed on-line by visiting <https://fafsa.ed.gov/>. This is a convenient option for students.

Parking and Security

A security force is present on campus. Students can park on campus provided they obtain and display a parking permit from Campus Public Safety. Registration for this parking permit and viewing of citations is available online at: <https://www.permitsales.net/VanguardU>. For further information, you may contact the Campus Public Safety office at 714-966-6799.

Disability Services

The Office of Disability Services provides reasonable accommodations for students with disabilities. If you have a temporary or permanent disability that requires classroom accommodations (this can include but not limited to; attention-related, learning, mental health, vision, hearing, physical or other health conditions), please contact The Office of Disability Services at 714-619-6550 or disabilityservices@vanguard.edu

Food Services

The Café by Bon Appétit at Vanguard University is located in the Student Center. The Café is a gathering place for the entire community and is designed to showcase a wide range of healthy offerings for breakfast, lunch, and dinner in a casual dining setting. Guests of students and those who do not have a meal plan can also dine at door rate prices. Learn more about the Café at <https://vanguard.cafebonappetit.com/>

Hours of Café operation include:

- **Weekdays**

Breakfast	7:00am – 9:30am
Continental	9:30am – 11:00am
Lunch	11:00am – 1:30pm
Dinner	4:30 pm – 7:00pm
- **Weekends**

Brunch	10:30am – 1:00pm
Dinner	4:30pm – 6:00pm

Snacks, grab and go salad and sandwiches, and beverages are available for purchase throughout the day.

Library

The library was constructed in 1963 to house a growing collection of education resources literature. The collection presently consists of more than 200,000 volumes and includes some 175 print

periodical titles and approximately 90,000 electronic books attached to VANCAT, the library's book catalog.

The Vanguard University Library has a specific website for nursing students:

<http://libguides.vanguard.edu/nursing>. On this website, there are links to several nursing and medical organizations, helpful websites for research, and links to databases that can be accessed from off campus. In addition, the supportive library staff provides a link, "Ask a Librarian," to further support nursing student's studies. Students also have access to 15 local public libraries and those libraries located at community colleges and in their own agencies. The University faculty librarians also teach about 90 classes annually and provide support to students as well as teach students how to complete effective online resource searches.

Writing Center

The Vanguard Writing Center is committed to helping undergraduate and graduate students in all disciplines. Students may bring *any* writing assignment to the center, where they will receive informed, thorough, one-on-one feedback from a peer consultant. The Writing Center can help students at any stage of the writing process, including: organizing notes, developing outlines, revising thesis statements, improving organization, or assisting with final editing. To book an appointment for a writing consultation, please visit vanguard.mywconline.com. To contact the writing center, email writingcenter@vanguard.edu or call (714) 966-6359.

Tutorial Center

At the Tutorial Center, students are viewed as one-of-a-kind learners with unique learning styles and individual needs. Tutoring is provided at no cost to the student. Tutors are students themselves. Appointments are scheduled on a first-come, first-served basis. Additionally, one-on-one tutoring can be requested by filling out the online form found at <https://vanguarduniversity.wufoo.com/forms/qudu6u11jx3bf/>. Please contact: *Academic Success Coordinator*: 714-966-5452, tutorial@vanguard.edu

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions (which are provided for select science and mathematics courses) are regularly scheduled, informal review sessions in which students learn how to integrate course content and study skills while working in a group. SI sessions meet at least once a week throughout the semester and are free, voluntary, and anonymous. Contact: *Coordinator of Supplemental Instruction*: 714-668-6121, supplementalinstruction@vanguard.edu

Other Support

If you are having difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live, and you believe this may be affecting your performance in class, please contact the Associate Dean of Student Success for support: studentsuccess@vanguard.edu or the Living Well Community Resource Center: <https://www.vanguard.edu/resources/academic-resource-center/living-well-community-resource-center>.

University Policies

Academic Integrity

You must know Vanguard's policy on academic dishonesty, available in the VU Catalog and in the Student Life Handbook. It reads, in part:

“Vanguard University is a community of Christian scholars. When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Vanguard University is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers.”

Academic dishonesty is considered a serious breach of trust within the Vanguard community, as it both violates the regard for truth essential to genuine learning and Christian consistency, and disadvantages those students who do their work with integrity. It demonstrates a deep disrespect for fellow students, the faculty, the University, and one's own commitment to the integrity that should mark the life of the practicing Christian. Academic dishonesty may consist of plagiarism, cheating, or falsification.

Classroom Diversity Statement

As students and faculty at Vanguard, and foremost as Christian believers, we endeavor to communicate with honesty and confidentiality, to speak with encouraging words, and to create a safe environment where we shelter one another with love when vulnerabilities arise. This classroom intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of its members, and values differences in gender, ethnicity, race, abilities, and generation.

The university expects its students to excel in four diversity learning outcomes:

- **Knowledge:** Demonstrates knowledge of multiple cultural perspectives and global experiences by articulating the value of diversity through reports, presentations, examinations, fieldwork, and discipline-appropriate projects.
- **Self-Examination:** Examines one's own attitudes, values, and assumptions and examines their impact. Evaluates one's own attitudes, assumptions, and behavior towards diversity concerns and issues by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor.
- **Personal Engagement:** Demonstrates humility and respect when interacting with those of a different gender, generation, ethnicity, race, national origin, socioeconomic status, and ability. Demonstrates understanding of equity issues (such as power dynamics and social privilege) through field experience, research, and analytical reading and writing.
- **Social Engagement:** Challenges past, present and future discrimination and privilege of individuals, societies, groups, and institutions. Identifies and begins to seek out transformative and redemptive opportunities in the church, in society, and the evolving realities of global change through academic, co-curricular, internship, and vocational opportunities.

Communication with Vanguard

Any email communication from Vanguard will be sent to the student's Vanguard email address (i.e., john.doe@vanguard.edu). It is the student's responsibility to check their Vanguard email address on a regular basis to ensure they are up to date with all important correspondence from their professors and the university. If students have another email address they prefer to use as their primary email address, students may also forward their Vanguard email address to another email address. Directions on how to forward your email can be obtained from the Information Technology website or by contacting helpdesk@vanguard.edu. **It is required that all students use their VU email address for the duration of the time they are in program.**

Course Repeat Policy

Academic courses offered at Vanguard University are not repeatable unless specifically noted in the catalog. Those students who wish to retake a course due to a low or failing grade are permitted to register again for the same course during any given semester. All grades will appear on the student's permanent academic record (transcript). When a course is repeated, all grades will remain on the transcript, but only the higher grade is computed in the grade point average (GPA). In the case that grades are the same, only the most recent grade will be included in the GPA.

Grade Change Policy

Grades submitted by faculty to the Office of the Registrar are considered final. Students who believe a grade was assigned in error must contact the instructor of the course to review their records. Submission of a grade change to the Office of the Registrar can be made by the faculty member no later than two semesters following the term in which the grade was originally assigned. Requests for exceptions to this policy must be made to the Provost. Instructors are under no obligation to accept late or additional work

Grade Dispute Procedure

Students who wish to dispute a grade assigned by an instructor must file a petition with the Director. Both the student and instructor will have opportunity to present their case. The decision made by the Director is considered final; however, either the student or the instructor may appeal their decision to the Provost.

University Disclosure Regarding Tuition and Fee Changes

Vanguard University reserves the right to change tuition, fees, room, and board charges without advance notice, should conditions so warrant.

Pre-licensure BSN Degree Program

Pre-Licensure BSN Program Learning Outcomes

Pre-licensure BSN Program Learning Outcomes (PLOs) are derived from the VU Institution Learning Outcomes (ILOs) and are in alignment with the RN to BSN PLOs. The Pre-licensure program is designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

Table 1. *Pre-Licensure BSN Program Learning Outcomes*

Pre-licensure BSN PLOs
1. Critical Thinking/Clinical Reasoning/Clinical Judgment: Use a systematic approach in assessing, planning, testing, and evaluating innovative and evidence-based solutions to patient care problems across a variety of healthcare settings (Essential V and IX).
2. Integration of Faith and Learning: Develop and articulate an understanding of a Biblical worldview in integrating values of truth, virtue, and service in personal and professional life and in providing Christ-centered leadership and service (Essential VIII).
3. Ethical Practice: Demonstrate behaviors that integrate altruism, autonomy, integrity, social justice, and respect for diversity and human dignity across the lifespan (Essential VIII).
4. Holistic Living: Demonstrate responsibility and accountability for self and nursing practice, engagement in life-long learning, demonstrating a holistic view of health and living and ongoing professional growth (Essential I).
5. Communication: Use communication theories and techniques to promote communication and collaborative relationships with intra-professional healthcare team members, individuals, families, groups, and communities (Essential VI).
6. Professional Excellence: Use a problem-solving approach in evaluating patient health status and in advocating for the patient and family, anticipating and reducing risk, and improving health outcomes (Essential V and VII).
7. Cultural Competency and Citizenship: Apply cultural competence theory in the care of diverse individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments (Essentials VII, VIII, and IX).
8. Information Technology Competency: Demonstrate technology skills in locating, retrieving, applying, and evaluating the integrity of information while using information responsibly and ethically (Essentials III and IV).
9. Leadership and Patient Safety: Apply leadership concepts, skills, decision making, and problem solving in the provision and oversight of nursing practice, and in advocating for equitable health care (Essential II).

AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

The Pre-licensure BSN Program incorporates the essentials established by the American Association of Colleges of Nursing (AACN).

The Essentials of Baccalaureate Education for Professional Nursing Practice (9) are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**
Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
Healthcare policies, including financial and regulatory, directly, and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- **Essential VII: Clinical Prevention and Population Health**
Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII: Professionalism and Professional Values**
Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- **Essential IX: Baccalaureate Generalist Nursing Practice**
The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

CCNE Accreditation

The Vanguard University RN to BSN and Master's Programs are accredited by the Commission on Collegiate Nursing Education (CCNE). For more information on CCNE accreditation, you may access the CCNE website at <http://www.aacn.nche.edu/ccne-accreditation> or at the following contact address and telephone number:

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: 202-887-6791

CCNE accreditation supports and encourages the process of ongoing self-assessment, growth, and improvement of collegiate professional education and post-baccalaureate nurse residency programs. Students are an essential part of the program's ongoing self-assessment and quality improvement processes and we value and look forward to your ongoing input and support. The Baccalaureate Core Curricular Values identified by CCNE (professional values, core competencies, core knowledge, and role development) are critical to an effective program of nursing education. These values are integrated in the RN to BSN curriculum and *AACN Essentials of Baccalaureate Education* are indicated in individual course syllabi.

Pre-licensure BSN Admissions

Traditional Undergraduate Admission Requirements

- I. Applicants must meet all Vanguard University Admission Requirements.
- II. In addition to Vanguard University admission requirements, the Nursing Program requires that prerequisite courses must be completed (a maximum of two science prerequisites may be in progress at time of acceptance) with a minimum overall GPA of 3.0. Applicants must earn a "C" or higher in all prerequisite courses.
- III. Applicants must complete the supplemental nursing application found at on the nursing website. The supplemental application deadline is January 15.
- IV. Applicants who meet the entrance requirements will be invited to interview with Nursing Personnel.
- V. Background Check, as contracted with Vanguard University (See Appendix A).

Health Requirements

Prior to beginning upper division coursework (by August 1st of Junior Year), each student **MUST** provide documentation of the following via Complio Immunization Tracker (See Appendix B):

1. Copies of the following:
 - 2-step TB Skin Test with negative results (completed within the last year) OR 1 negative Chest X-ray (completed within the past 1-2 years) OR 1 negative TB QuantiFERON Gold blood test (completed within the past year).
*If TB Skin Test is positive, complete the TB Screening Questionnaire and submit a Chest X-ray (both uploaded into Complio).
 - Tdap vaccine (booster) administered within the last 10 years
 - MMR quantitative titers showing immunity to Mumps, Measles, Rubella
 - Hepatitis B quantitative titer showing immunity to Hepatitis B
 - Varicella (Chicken Pox) quantitative titer showing immunity to Varicella
 - Influenza Vaccine (Must be for the current flu season)
 - 10-Panel Drug Screen
2. Background Check (see Appendix A)
3. Verification of Nursing Malpractice Insurance (\$1,000,000/\$6,000,000)
4. Verification of Personal Health Insurance
5. Copy of Driver's License or Federal/State Identification card
6. Health clearance by MD, NP or PA stating that the student may participate in clinical within last year (see Appendix E)
7. Current AHA CPR/BLS with AED Card

Health Clearance following a Medical/Psychiatric Absence

The director and/or faculty may request an additional health clearance if a student has undergone surgery, pregnancy, a medical/psychiatric leave and/or hospitalization resulting in extended class absence or leave from the program. In this situation, health clearance can be provided by the student's health care provider in a memo format stating that the student can meet coursework demands. Such clearance needs to be submitted to the Nursing Program Office prior to the student's return to class.

Re-admission Policy

Students interrupting their educational program by not registering in any subsequent Spring or Fall semester must submit a simplified Abbreviated Application (with a \$15.00 application fee) to the Undergraduate Admissions Office. If the length of absence from VU exceeds two consecutive semesters, the student will be required to meet any new graduation requirements which may be in effect at the time of re-admission. Students, who have completed twenty-four (24) units at VU and have formerly declared a major, after being out of attendance for no more than two consecutive semesters, may return finding that the requirements have not changed. Please see current Vanguard University (VU) Catalog at <https://www.vanguard.edu/academics/registrar/catalog/>

Full-Time Study

The Vanguard University Pre-Licensure Nursing Program is only offered as a full-time program at this time and should be completed in 4-5 years.

Transfer and LVN-RN Students

The University and the Nursing Department will abide by the BRN Transfer and Challenge Policies form EDP-R-05 which states, “The Board shall deny the application for accreditation made by, and shall revoke the accreditation given to, any Department of Nursing which: a) does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation...”

For the University’s Traditional Undergraduate Transfer Student policy and information on the CLEP exams, please see the current VU Catalog: vanguard.edu/academics/registrar/catalog/.

Any student who wishes to challenge Pre-licensure nursing course must successfully complete the final exam/paper listed in the course syllabus with a passing grade of 80% or better and/or pass the ATI content-specific exam with a score at the 60th percentile or greater. For each course that lists clinical objectives, the student must demonstrate competent clinical care and successfully perform a return demonstration of all the skills listed in the “Skills Focus” section of each course to the satisfaction of the Clinical Evaluator. Skills evaluations will be conducted at campus laboratories and/or clinical facilities. In all areas where critical or life-threatening maneuvers are required the student must perform the return demonstration with competency at 100%.

Any nursing major who requests a waiver of any Department of Nursing policy must submit a petition. It is recommended that you consult with your advisor prior to submitting a petition. Academic Policy Exception Request Forms are available in the Registrar’s Office. Include supporting documentation with the petition (transcript showing course completion, catalog description, course syllabus). Materials submitted will be considered and the student may be requested to submit additional information before a final decision is reached. The student will be notified of the results. Petitions must be submitted upon admission to the nursing program to ensure enough time is given to process the petition. It is the student’s responsibility to submit all necessary paperwork with the application, or the petition may be delayed.

Veteran Students

As a full Yellow Ribbon Institution, Vanguard University (VU) serves to welcome, honor, and serve veterans as they pursue a degree in our Nursing, Professional Studies, and Graduate Degree programs. For detailed information on veteran benefits, see the current VU catalog (<https://www.vanguard.edu/academics/registrar/catalog/>).

Granting of Course Credit for Military Students

VU nursing program administration will evaluate courses completed through the United States Armed Services and grants nursing course credit when the Job Standard Test (JST), military transcripts, and other evidences of medical patient care experience equivalency are met. If equivalency is not met, the student may receive credit through examination. Challenge by Examination for Department of Nursing (DON) courses, may include written examinations, skills validations, and/or medication dosage calculation examination completion.

Eligibility to Challenge

According to the California Board of Registered Nursing (BRN), credit by examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. Individuals who have obtained medical training from any U.S. military branch in Corpsman or Medic positions, and who are accepted for admission to the VU Nursing Program, may challenge nursing courses by evidence or by examination. Applicants will receive course credit and advanced placement for successfully challenged courses.

All course challenges by evidence or by examination must be completed prior to the beginning of the first term in the VU nursing program.

Credit by Challenge

Individuals meeting the above requirements may submit a *Request to Challenge* application to the Director/Chair of the VU nursing program. The application will state which course(s) the student wishes to challenge and include all evidences of mastery. A non-exhaustive list of evidence includes:

1. Military education, including transcripts, textbooks, examinations, and course objectives/syllabi
2. Nationally recognized certifications
3. Documentation of experience (length and type) and/or continuing education

The student will be notified of approval or rejection for course challenge within 30 days of application by the Director/Chair.

Credit by Examination

Individuals not approved for course credit by challenge may obtain course credit and advanced placement in nursing core courses by mastery demonstration by examination. Students approved for challenge by examination will be supplied with the following supports:

1. Assigned a faculty coach
2. Given a course outline, including course objectives
3. Given course textbook and supplemental resource lists, including study guides
4. Given an example of examination, including style and format

The benchmarks for successful challenge by examination are as follows:

1. Skills competency – PASS
2. Written examination – 80% or above score
3. Medication dosage calculation examination – 100% score (2 attempts given)

Board of Registered Nursing (n.d.). Initial statement of reasons. Retrieved from <https://www.rn.ca.gov/pdfs/regulations/isor-military.pdf>

Procedure for Application to the Nursing Program

LVN & Transfer Students

Admission to the Nursing Program

Vanguard Pre-Nursing students will be given preferential admission.

Transfer students must meet the following criteria for eligibility:

- Be at least 18 years of age at the time of matriculation.
- Meets university admission standards
- Must provide a letter of reference from previous program administrator stating as a student you provided safe nursing care.
- Completion of science pre-requisites with a grade of “C” or better.
- Be in adequate health to perform the duties of a nurse. The student must have a physical examination within three months of the date of admission into the nursing program.
- Complete personal background check per program policy at least one month prior to entry, and obtain liability insurance, once invited into the nursing program.
- Pass the TEAS 5.0 at or above 65%. Preferred is at 75%. Earlier versions will not be accepted. Students who do not score 65% or higher can retake the test 1 time (for a total of 2 attempts) per calendar year. Students must wait at least 2 weeks to retake the exam to allow for study time. Those not earning at least 65% on the second attempt will not be eligible for entry into the program.

Names are placed in the order that the student application is completed. Admission criteria is the same as for Vanguard Pre-Nursing students (see page 18). Admission is offered based on cumulative GPA, pre-requisite GPA, TEAS test score, application essay, writing sample, letters of recommendation, and interview scores. Students who are not admitted into the program may be placed in the alternate pool and will be notified after May 1st of the Spring semester prior to program start. Transcripts for courses taken at other colleges should be sent directly to the Office of Undergraduate Admissions.

LVN 30-Unit Option

The LVN 30-unit option (**Non-Graduate**) program is a one-year program for the applicant with a valid California Licensed Vocational Nurse (LVN) license, who wishes to quickly meet the requirements to take the NCLEX-RN examination as a **non-graduate**. The program is designed to prepare students for employment as a Registered Nurse (RN), providing direct care to patients. **LVNs who select this option may not change to the Vanguard Prelicensure BSN Program once accepted as a 30-unit option student. Admission is subject to space availability in the program.**

The LVN 30-unit option student will be able to take the NCLEX-RN exam as a **non-graduate; non-graduate** status will not restrict their practice within California. However, many states may not grant reciprocity (license by endorsement) to LVN 30-unit option students. These students may also have difficulty applying to a college/university for an advanced degree. See the Pre-licensure BSN Program Director for further details about this option.

LVN Students must meet the following criteria for eligibility:

- Apply to the University and receive a student ID number.
- Make an appointment with the Pre-licensure Program Director to have Advanced Placement LVN/Transfer Nursing Guidance record completed. Names will be placed on a waiting list in the order that the record is received in the Nursing Program Office. Admission is on space-availability basis
- LVNs are required to attend an LVN-RN Guidance Information Session.
- Proof of 1 year full-time or 2-year part-time employment involving direct patient care experience as an LVN.
- Proof of current CA LVN license.
- Transcripts for courses taken at other colleges should be sent directly to the Office of Admissions and Records, Attention Undergraduate Admissions.
- The student should be aware that they may not change their status as a 30-unit option RN with the BRN at any time after licensure.
- Must provide a letter of reference from previous program administrator or employer.
- Physiology and Microbiology must be completed with a grade of “C” or better and must be equivalent to those offered at Vanguard University.
- A minimum cumulative GPA of 3.0 from previous course work in the Licensed Vocational Nursing Program must be met.
- Be in adequate health to perform the duties of a nurse. The student must have a physical examination within three months of the date of admission into the nursing program.
- Complete personal background check per program policy at least one month prior to entry, and obtain liability insurance, once invited into the nursing program.

Table 2. *LVN 30-Unit Option Curriculum Plan*

30-Unit Option Curriculum Plan			
Required Content	Course #	Course Title	Units
Advanced Medical-Surgical	NRS 400	Nursing Care of the Critically Ill Adult (lecture & clinical)	3/3
	NRS 475	Nursing Capstone & Preceptorship	2/2
	NRS 365	Integrated Pathophysiology & Pharmacology	4
Psych/Mental Health	NRS 360	Psychiatric and Mental Health Nursing (lecture & clinical)	2/2
Geriatrics		Integrated in Nursing Care of the Critically Ill Adult, Psych/Mental Health, and Fundamentals of Nursing Theory and Practice in Older Adults	Integrated
Management/ Leadership	NRS 460	Leadership and Management (lecture)	2
Physiology	BIOL 304/L	Human Physiology & Lab	4
Microbiology	BIOL 209/L	Microbiology & Lab	4
		TOTAL UNITS	28

BRN Rules and Regulations

Section 1429 – Preparation Required for Licensed Vocational Nurses

- (a) An applicant who is licensed in California as a vocational nurse is eligible to apply for examination for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the Board including a transcript, of successful completion of the requirements set forth in subsection (C) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required by licensure as a registered nurse.
- (b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.
- (c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semesters or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement; however, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond equivalency to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative, and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include the following areas of nursing: advanced medical-surgical, mental health, psychiatric nursing, and geriatric nursing. The nursing content shall include basic standards for competent performance prescribed in Section 1443.5 of these regulations.

Eligibility Requirements for LVNs Seeking RN Licensure

In order to take the NCLEX-RN licensure exam, one of the following curriculum options must be completed:

- 1. Associate Degree in Nursing (graduate)**
 - Prerequisite courses
 - Required core courses
 - General education requirements
- 2. Registered Nurse Certificate (non-graduate)**
 - Prerequisite courses
 - Required core courses

Students who complete only the registered nurse certificate will take the NCLEX-RN as a non-graduate. Some states require a "graduate" status before allowing licensure by reciprocity. ***In other words, non-graduates may not be allowed to practice nursing as an RN in another state with their California license.*** For that reason, completion of the baccalaureate degree in nursing is highly recommended.

3. LVN 30-Unit Option

See Procedure for Application and Admission to the Nursing Program (LVN 30-unit option).

- Prerequisite courses
- Required core courses

The advantages of completing the 30-unit option are:

- a) Less required courses
- b) Possible earlier admission to program

The disadvantages of completing the 30-unit option are:

- a) Jeopardized ability to become licensed in some states
- b) Considered a non-graduate of Vanguard University and its nursing program
- c) Ineligible to participate in the Vanguard University nursing pinning ceremony
- d) A less well-rounded education to meet the needs of clients
- e) Possible difficulty pursuing advanced degrees
- f) Not posted on your official Vanguard University transcript

Declaration of Admission Option

I, the undersigned, have decided to complete the following curriculum option of the Vanguard University nursing program. I am aware that I may not change this option once I have entered the program.

☐ LVN 30-Unit Option

Signature

Date

Witness

Date

Accepting or Declining Admission

When space is available, students will be offered invitation into the program and notified first by telephone. Students will also receive a follow up letter from the Admissions Office. Students must accept or decline admission according to the directions given in the letter.

- Students who decline admission have one opportunity to decline and remain at their current point on the wait list.
- Students who decline admission two times will be removed from the wait list until counseled by the Director or Assistant Director of Nursing to clarify and facilitate education and career goals.

Additional Considerations

The following immunizations/titers are required before enrolling in the nursing classes: Measles, Mumps, Rubella, Varicella, TB skin test, and Tdap. Seasonal Flu Shots are also required. If a student declines, the student must sign a declination form and wear a protective mask while working with patients. Hepatitis B is highly recommended, but not required. If declined, student must sign a declination form.

Students who have been **convicted of a misdemeanor or felony** are required to disclose this information on their application to take the RN licensure exam. A conviction may affect your eligibility to take this exam. In the State of California, a convicted child abuser will never be allowed to obtain a RN license. Students who have concerns about these circumstances should contact the **Board of Registered Nursing** (916-322-3350) or refer to the website, www.rn.ca.gov **before** starting the nursing program.

Students who are known to be a current child, spouse, or elder abuser, or known to be dealing drugs, will not be admitted into the program. Students in the program who are found to be a current child, spouse, or elder abuser, or found to be dealing drugs may not remain in the nursing program.

Curriculum

The nursing curriculum was designed to prepare graduates to practice as nurse generalists. The curriculum was designed utilizing our theoretical framework and is based on the mission statements of the University and the Nursing Program, the Nursing Metaparadigm, The Nursing Process, and on Spiritual Caring. Each nursing course will allow students to learn theory and will provide practice opportunities while incorporating the nursing process and spiritual caring. The Vanguard BSN program is unique in that courses will include concepts related to what it means to be a Christian Nurse. Students will complete two years of pre-requisites and then their junior and senior years will consist primarily of nursing course work. Students will be prepared and eligible to take the National Council Licensing Exam (NCLEX) exam upon graduation.

Table 3. *BSN Curriculum Plan*
**VANGUARD
UNIVERSITY**
FOUR YEAR PLAN | NURSING PRE-LICENSURE

This is a sample 4-year plan that assumes successful acceptance into the Pre-Licensure Program during the Spring semester of the Sophomore Year. For more clarity, please consult the Pre-Nursing Student Success Advisor in the Division of Natural, Physical and Health Sciences.

Y E A R O N E
FALL SEMESTER
SPRING SEMESTER

Course #	Course Name	Units	Course #	Course Name	Units
BIOL 100C/CL	Fundamentals of Biology	4	BIOL 204C/CL	Human Anatomy	4
ENGL 120C	Persuasive Writing	3	MATH 270C	Health Professions Statistical Methods	3
NT 101C	New Testament Survey	3	KINE 145C & KINE 146C	Lifetime Fitness and Wellness Lecture & Activity	2
CORE 100C	Cornerstone	1	HIST 156C / POLS 155C	United States History / United States Government	3
PSYC 103C	General Psychology	3	THEO 101C	Foundations of Christian Life	3
	TOTAL	14		TOTAL	15

Y E A R T W O
FALL SEMESTER
SPRING SEMESTER

Course #	Course Name	Units	Course #	Course Name	Units
BIOL 304/L	Human Physiology	4	BIOL 209/L	Microbiology & Lab	4
HIST 203C /HIST 204C	World Civilizations I / World Civilizations II	3	CHEM 210C/L	Integrated Chemistry	5
ENG 220C	Researched Writing	3	COMM 201C	Speech Composition and Presentation	3
FINA	Fine Arts Requirement	3	ENGL 230C	Literary Perspectives	3
OT 201C	Old Testament Survey	3			
	TOTAL	16		TOTAL	15

Y E A R T H R E E¹
FALL SEMESTER
SPRING SEMESTER

Course #	Course Name	Units	Course #	Course Name	Units
NRS 302	Fundamentals of Nursing Theory and Practice in Older Adults (Lecture & Practicum)	3/2	NRS 350	Nursing Care of the Adult I (Lecture & Practicum)	3/3
NRS 355	Physical Assessment (Lecture & Lab)	2/1	NRS 375	Maternity and Women's Health (8-weeks) (Lecture & Practicum)	2/2
NRS 365	Integrated Pathophysiology and Pharmacology (Lecture)	4	NRS 360	Psychiatric and Mental Health (8-weeks) (Lecture & Practicum)	2/2
ANTH 102C/ SOC 100C	Intro to Cultural Anthropology / Introduction to Sociology	3	THEO 300C	Developing a Christian Worldview	3
	TOTAL	12 (15)		TOTAL	14 (17)

SUMMER SEMESTER | NRS 385: Specialty Residency Elective (1-4 units) - *optional*

Y E A R F O U R
FALL SEMESTER
SPRING SEMESTER

Course #	Course Name	Units	Course #	Course Name	Units
NRS 370	Nursing Care of the Adult II (Lecture & Practicum)	3/3	NRS 400	Nursing Care of the Critically Ill Adult (Lecture & Practicum)	3/3
NRS 420	Nursing Care of the Child and Adolescent (Lecture & Practicum) (8-weeks)	2/2	NRS 460	Leadership and Management (Lecture)	2
NRS 465	Nursing Research and Evidence-Based Practice (Online)	3	NRS 475	Nursing Capstone and Preceptorship (Lecture & Practicum)	2/2
NRS 468	Community Public Health Nursing (Lecture & Practicum)	2/2	NRS 480	Ethical Issues and Holistic Care (Lecture)	3
			CHIS 400C	Christian Heritage (may take during summer)	3
	TOTAL	17		TOTAL	15 (18)

SUMMER SEMESTER | NRS 385: Specialty Residency Elective (1-4 units) - *optional*

¹Enrollment in NRS courses are predicated on successful acceptance into the Pre-Licensure BSN program.

For course descriptions, see the VU Catalog at <https://www.vanguard.edu/academics/registrar/catalog>.

Graduation Requirements

To graduate with a Bachelor's Degree, students must:

1. Complete all coursework in prescribed major.
2. Complete 126-130 semester hours accepted by Vanguard University.
 - a) At least one-half of the major units must be completed at Vanguard.
 - b) At least 40 units of coursework must be upper division.
3. Have a cumulative grade point average of 2.0 (4.0 system) or above for work taken at VU.
4. Complete the General Education Requirements (or transfer equivalents) as stated in the Official Evaluation provided by the Office of the Registrar.
5. Submit an application for graduation to the Office of the Registrar no later than the beginning of the term in which graduation is anticipated.

The total units required to graduate with a BSN from Vanguard University are 124-128* units. These units include the following:

Table 4. *VU Units Required to Graduate*

Categories of Units	Number of Units
General Education Core, Electives, and Sciences	69-73
Nursing major units	55

Student Progress and Evaluation

According to SECTION 1428(c) of the Board of Registered Nursing Business and Professions Code, "There shall be tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives." See Appendix G: Clinical Performance Evaluation and Appendix I: Clinical Learning Contract for information regarding evaluative criteria used to assess and monitor student progress.

- **Clinical Performance Evaluation:** are completed and shared with students at the completion of each clinical course to evaluate the student's overall clinical performance. BSN students receive their clinical evaluation in a face-to-face one-on-one meeting with the faculty member who is responsible for the student in the clinical area. In the event that a student disagrees with the assessment of the faculty member, the student may initiate the DON Grievance Procedure.
- **Learning Support Plan:** The Learning Support Plan (LSP) will be used by faculty to notify students who are not meeting performance standards in the classroom, simulation and skills laboratory, or clinical facility. A student who receive a notification shall meet with the instructor issuing the LSP for clarification of the deficit and to work with the faculty to develop a plan for improvement. Failure to meet the standards set forth in the Learning Support Plan may result in: 1) immediate removal from a clinical rotation, 2) immediate removal from a course and/or 3) dismissal from the BSN program, if the situation warrants it. The Lead Faculty will be notified by the instructor. If necessary, another meeting with the student, instructor, Course Lead, and Director or Assistant Director should be arranged to

fully inform the student and outline the expectations, goals of the LSP, all possible plans of action necessary to support and remediate the student's efforts towards passing the course. A copy of the LSP during initiation and at the end of the semester will be given to the Director/Assistant Director.

Types of Evaluations Completed by Students for Program Evaluation:

- **Clinical Site Evaluation:** At the completion of each course, each student is asked to complete a confidential Clinical Site Evaluation Form for each site attended.
- **Course Evaluation:** At the completion of each course, each student is asked to complete a confidential Course Evaluation Form for each course.
- **Faculty Evaluation:** At the completion of each course, each student is asked to complete a confidential Faculty Evaluation Form for each faculty member to whom they have been assigned.
- **Clinical Preceptor Evaluation:** At the completion of courses where a preceptor is utilized, each student is asked to complete a confidential Preceptor Evaluation Form for each preceptor to whom they have been assigned.

Chapel Requirement

Chapel attendance is a requirement in the BSN Prelicensure Program. A student is required to attend ten chapel, five of which are on campus chapels and the other five can be nursing devotionals. For additional information, see Spiritual Formation and Chapel website at <https://www.vanguard.edu/student-life/spiritual-formation>.

Student Organizations

SIGMA Membership - Psi Theta at-Large Chapter

The Orange County Christian Nurses Honor Society (OCCNHS) was awarded chapter status with SIGMA effective December 2016 and at that time, was given the name Psi Theta at-Large Chapter. SIGMA, the only international nursing honor society worldwide, is a global community of nurse leaders with more than 135,000 members belonging to more than 540 chapters living in over 100 countries. Through this network, members lead in using knowledge, scholarship, service and learning to improve the health of the world's people. You may view STTI membership benefits at <http://www.nursingsociety.org>.

Below are the requirements to be invited to join the SIGMA Psi Theta at-Large Chapter.

Undergraduate Students must:

- Have completed half of the nursing curriculum;
- Have at least a GPA of 3.0 (based on a 4.0 grading scale);
- Rank in the upper 35 percentile of the graduating class;
- Meet the expectation of academic integrity.

California Nursing Students' Association

The California Nursing Students' Association (CNSA), a constituent of the National Student Nurses' Association (NSNA), is composed of over 5,500 members who are committed in seeking optimal educational, developmental, and professional growth within today's various healthcare settings. CNSA is a statewide community advancing the transition of the student to professional nurse through leadership development, education, mentorship, advocacy, activism, and stewardship. Information about joining CNSA is available at <http://www.cnsa.org/>. We encourage you to join this national and statewide organization for nursing students!

Student Nurses Association of Vanguard University (SNAVU)

SNAVU is a student-led organization that serves the undergraduate nursing students and the front-runners to student engagement in the school, university, and community activities. The organization promotes unity among the students and future colleague in nursing. It aids in the smooth adjustment of incoming students through mentoring and support.

BSN Program Policies

Attendance and Tardiness Policy

Classroom activities and interaction among students are essential to learning. Students are expected to apply theory to practice; therefore, when class absence impacts clinical safety, it will be reflected in the clinical evaluation of the student. Therefore, attendance at all classes is expected. If attendance falls below 90%, the course grade will be lowered one course grade for every class session missed. It is expected that students will arrive on time for class. Two unexcused tardies will count as one absence. Students who are habitually late may be asked to withdraw from the course.

Absences occasioned by participation in a college-approved activity (e.g. field trips, athletic contests) are governed by the following:

1. Students are responsible for initiating the process of makeup work. Work must be submitted when due whether or not the student is present.
2. Scheduled events (games, concerts, tournaments) constitute an excuse to miss class; however, practices do not.
3. Students should clear their class schedules with coaches or directors before registering for classes to minimize potential conflicts.
4. Missed classes for authorized events will count toward the one-fifth absence allowance. Student athletes and others affected by excused absences should be particularly careful not to miss other class sessions for unauthorized reasons.
5. Students shall not be penalized for missing class for authorized college activities by loss of attendance points. On the rare occasion, it would be impossible to make up a missed class or lab; the student should miss the activity and not be penalized by the coach or director.

Clinical Absence and Tardiness Policy

Attendance in all clinical practicums, clinical orientation, simulation, and seminars is mandatory.

At all times, Nursing Department Faculty have the right to determine the consequences of a student's tardiness and/or absence. Consequences will be determined on a case-by-case basis while following course policies, the Student Handbook, and Vanguard University policies when applicable.

Two unexcused absences from clinical and/or simulation equals clinical failure.

If you know you are going to be absent or late for clinical practicum, seminar, or simulation, you must notify the clinical faculty at least one hour prior to the expected beginning time. Failure to arrive at the clinical site and/or simulation center without calling the clinical faculty by the scheduled start time will result in an unexcused absence for the day. Texting, e-mail, and/or sending word by a classmate/friend are not acceptable methods of communicating absence or tardiness. When scheduled for simulation, students must call the faculty member. Unexcused late arrival to the clinical and/or simulation setting on two occasions will result in one unexcused absence.

Dismissal from the clinical and/or simulation setting will result in an unexcused absence for the day.

No right or privilege exists that permits a student to be absent from any class meetings except instructor-excused absences (illness, family emergencies, jury duty, military duty, court order, and bereavement). A written verification or physician's note may be required and should be given to the instructor within a time period specified by the faculty upon notification of the absence.

Clinical Practice

The acquisition and development of technical skills are required for the delivery of safe nursing care. Skill development requires the mastery of scientific principles. Students must be able to perform nursing skills safely and competently in a variety of health care settings. In the clinical arena, the clinical instructor has the authority to take immediate corrective action if a student fails to meet or adhere to standards of ethical, professional, or clinical practice.

COVID-19 Disclosure

Providing optimum clinical learning opportunities for nursing students, following the outbreak of COVID-19, has been a challenge for all nursing programs. The Vanguard nursing faculty have your safety foremost in our minds, as we plan and select appropriate acute care and community-based clinical placements for you. We seek to ensure your safety through reinforcing evidence-based infection control practices and the provision and safe use of Personal Protective Equipment (PPE). When such equipment is not available at the clinical site, the program will provide it. Faculty also seek to limit the student role in providing direct care to patients with COVID-19.

We know that faculty and students always have the possibility of exposure to COVID-19 and other infectious diseases in any healthcare environment and because of this, you need to be attentive to infection prevention precautions in protecting yourselves and others from the spread of infection at all times. If you have symptoms of illness, such as a fever, cough, or sore throat, please notify your faculty, stay home, and seek medical care as necessary.

Course Repetition

A nursing course for which a failing grade (C-, D+, D, D-, and F) is received may only be repeated once. Failure to pass the course a second time will result in dismissal from the program. No more

than one nursing theory or clinical course may be repeated. A second failed course will result in dismissal from the program. If a clinical course is to be repeated, the corresponding theory course is to be repeated also. If a theory course is to be repeated, the clinical component is to be repeated as well. Failure in a theory course or a clinical course or both, count as one course failure.

Continuation in the Program

Nursing students are required to demonstrate increasing competence and professional skills as well as maintain compliance with ethical standards and legal mandates, as they progress in the program. Progression in the program is granted based on satisfactory performance in concurrent theory courses and clinical practicums. If satisfactory performance is not maintained, the student(s) may be placed on probation or dismissed from the program. When dismissal is considered, reasonable efforts will be made to obtain evaluations from clinical site(s) and to include those evaluations in the decision-making process.

In order to assess student performance, clinical performance evaluations may be obtained from clinical sites, clinical and simulation lab faculty, and others involved in the student's clinical experience. These evaluations are reviewed by the Nursing Program Director and/or Assistant Directors. If evaluations indicate that a student's clinical and/or professional behaviors are unprofessional or unsafe, putting the patient or any individual at physical or psychological risk, or exposing, or creating the likelihood of future exposure of the patient(s) or individual(s) to significant risk of harm, the student will be dismissed immediately from the program. The student retains access to and all rights pertaining to the University and Department appeal process.

Reintegration to the Program

A student who receives a failing grade in Physical Assessment, Integrated Pathophysiology and Pharmacology, and any of the clinical courses except Mental Health Nursing and Maternity/Women's Health Nursing will not be able to progress to the subsequent nursing courses. The pre-licensure nursing program at Vanguard University uses a cohort model. Students who are not able to progress to the next nursing course due to a failing grade or a leave of absence affecting course sequencing will be placed in subsequent cohorts on a space available basis; that is if and when openings in the class are available. If a student leaves his/her original cohort for any reason, he/she may have to wait until space is available in the next cohort/s. The nursing program will do its best to reintegrate the student when space is available.

Re-admission to the Program

If a student applies for re-admission to the program after withdrawing, being dismissed, or taking a leave of absence from the program, the return of the student is subject to all currently existing academic regulations and program requirements in effect at the time of re-admission. An additional letter from the student must be included with the application, which 1) addresses the causes for dismissal, 2) states the reasons for requesting re-admittance, and 3) includes any other information deemed relevant by the applicant. Additional information or documentation may be required, if applicable. The application will be considered with the current cohort at the time the re-application is submitted. For VU Leave of Absence Policy, see VU Catalog at <https://catalog.vanguard.edu/>.

Cell Phones and Electronic Equipment

Out of consideration for others, please turn your cell phone to the silent mode. If it does not have a

silent or vibrate mode, please turn it off. Please do not use computers, cell phones, electronic games etc. for personal use, such as for email or social media during class. These items tend to distract the other students during class discussions or study group activities **and detract from your own learning experience.**

Nursing Program Professional Behaviors

Vanguard University supports and maintains a Christian standard of proper behaviors in the classroom, on campus, and in interactions with administration, faculty, and staff. In order to facilitate compliance with this standard, the following guidelines have been established that define both appropriate and inappropriate/unprofessional classroom behaviors.

Any student who willfully ignores the appropriate behavioral guidelines indicated below will be dismissed from class/clinical. If a pattern of disruptive behavior continues in or out of the classroom, the student will be excused from the Program. In this case, the student forfeits his/her opportunity to continue as a student in the Nursing Program because of inappropriate or unprofessional behaviors.

Table 5. *Classroom Professional Behavior Guidelines for Students*

Appropriate Classroom Behaviors	Inappropriate or Unprofessional Behaviors
a. Prepares for class participation via the completion of assigned readings and discussions (online or in class).	a. Attends class unprepared; does not participate in discussions either in an online format or in the classroom.
b. Participates in assignments and activities as an equal partner and demonstrates interest in classroom discussions and in the topic at hand.	b. Displays inattentiveness by sleeping in class; by distracting classmates through chattering or other disruptive actions (e.g. snacking without faculty permission, making loud sounds, or other disruptive behaviors).
c. Respects fellow students by exhibiting compassion, support, or alternatives for ideas in a non-threatening manner.	c. Uses computers, cell phones, electronic games etc. for personal use during class.
d. Responds to faculty in a professional and respectful manner both orally and in written communications.	d. Displays disrespect toward faculty, classmates, and staff through tone of voice, comments, or actions in both oral and written communications.
e. Participates in classroom discussions and one-on-one interactions in a manner that is collegial and professional.	e. Challenges faculty and other students in a threatening manner via negative comments or actions.

Table 6. *Clinical Professional Behavior Guidelines for Students*

Appropriate Behaviors at Clinical	Inappropriate or Unprofessional Behaviors
1. Prepares for clinical placement by completing all required orientation paperwork (orientation, security clearances, etc.) prior to beginning clinical. Provides the instructor with any required paperwork on the first day of the clinical experience.	1. Attends clinical without required paperwork completed or does not provide copies of required paperwork to the instructor by the first day of the clinical experience.
2. Participates in assignments and activities in clinical. Demonstrates interest by actively seeking out new experiences, asking questions, and preparing for clinical by doing research of clinical site and/or preceptor role.	2. Displays inattentiveness or is disengaged from activities and role of the staff or faculty. Does not seek out new experiences and does not take initiative in own learning.
3. Shows respect for all members of community without regard to background, ethnicity, or other differences. Shows compassion and support towards patients, families, and communities, and demonstrates advocacy in a respectful manner. Seeks out direction of instructor when appropriate.	3. Displays disrespect or lack of care towards any member of the community or clinical site representatives. Does not advocate appropriately for patients or their families. Does not seek out direction by instructor when appropriate.
4. Maintains regular communication with faculty member on clinical activities.	4. Does not communicate regularly with faculty member on clinical activities.
5. Reports problems or issues that occur to faculty member in a timely manner.	5. Does not report problems or issues that occur to preceptor and faculty member in a timely manner.
6. Arrives at the clinical site on prearranged date and on time. Any absence is reported to faculty member in a timely manner, and communication is maintained.	6. Does not show up at the clinical site on pre-arranged dates. Is repeatedly tardy for clinical, and/or does not communicate absences to faculty member in a timely manner.
7. Safe clinical performance at all times.	7. Unsafe clinical performance that puts patients and/or self at risk.
8. Completes all required clinical hours.	8. Does not complete required clinical hours for the course or reports hours.

Vanguard Nursing Program Dress Code

Nursing students must adhere to the dress code when they are in a clinical setting or in the simulation lab. These guidelines are the minimum requirements and any further requirements of individual facilities must be followed. It is imperative in creating an optimal simulated healthcare setting that the environment is as "real life" as possible, therefore students are required to wear either their VU student uniforms or scrubs of any color.

- Name badge must be worn at all times so that it is easily visible.
- Uniforms must be worn at all times and should be clean with a VU patch sewn or ironed on to the left sleeve. A lab coat may be worn if needed and must also have a VU patch sewn or ironed on.
- Shoes can be professional shoes or athletic shoes though they must be all white, all leather, and clean. Clog-type shoes are acceptable if they have a full back on them. White socks must be worn at all times and, at a minimum, must cover the ankle.
- No low neck lines.
- A plain white shirt or long sleeve t-shirt may be worn under the uniform top.
- Only wedding or simple rings may be worn and are limited to one per hand. No piercings or jewelry should be evident other than one small earring in each ear.
- Long hair should be held back in a ponytail and off the shoulders.
- Facial hair must be clean-shaven or neatly trimmed.
- Tattoos must be covered at all times.
- Nail polish is not allowed to be worn in clinical areas. Artificial/Acrylic nails are not permitted.
- Exceptional personal hygiene must be maintained at all times. Personal hygiene includes showering/bathing daily and the appropriate use of deodorants and antiperspirants. No perfumes or scented lotions should be use.
- Professional dress should be worn at all times when representing Vanguard University in any setting. Acceptable clothes, shoes, and grooming are those that conform to professional standards.

Impaired Student Policy

University Policy

The University has student and employee policies, programs, and procedures regarding its prohibition of the unlawful possession, use, or distribution of drugs, drug paraphernalia, or alcohol by students and employees in conformity with the Drug-Free Schools and Communities Act of 1989 (Public Law 101- 336).

Board of Registered Nursing Statement

Nursing Program faculty follow the guidelines established by the BRN related to Impaired Nursing Students [Board approved 11/84; Revised 08/10 (EDP-B-03)]. The BRN statement regarding *Impaired Nursing Students Guidelines for Schools of Nursing in Handling Nursing Students Impaired by Chemical Dependency or Mental Illness* is summarized as follows:

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness the California BRN recognizes that:

- these are diseases and should be treated as such;
- personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;
- nursing students who develop these diseases can be helped to recover;
- it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;

- confidentiality in the handling of the diagnosis and treatment of these diseases is essential.

Therefore, the BRN expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral. Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed [or losing their license] to practice nursing in the State of California. As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on chemical dependence and mental illness among nursing students.

Nursing Program Policy

The nursing faculty is committed to facilitating the success of the nursing student and will make every effort to assist in maintaining optimal health in order to safely achieve academic and clinical performance objectives. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances which may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The impaired nursing student is a danger to self and to others in his/her care. The nursing faculty, out of concern for the impaired student, has developed the following policy, which is consistent with the BRN Guidelines (08/10). Confidentiality will be strictly maintained at all times.

A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from the classroom or clinical setting. It is in violation of law, and of university regulations to obtain, possess, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by the physician. It is in violation of law to falsify, alter, or misuse records for controlled substances. The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include:

- physical impairment
- mental or emotional impairment
- impaired judgment
- disruptive actions
- inconsistent behavior patterns

When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:

- The student shall be excluded from the classroom.
- The instructor shall immediately report the incident to the Director of the Nursing Program.
- The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behavior(s), which led to the classroom exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing

classroom or a clinical course.

- The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is incapable of driving safely.

If the student is believed to be impaired, and therefore a danger to self or others, and refuses to submit to further professional assessment, the student will be dismissed from the Nursing Program. If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the Nursing Program and required to provide proof of having received professional treatment prior to re-entry.

After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program. The requirements for readmission are:

- The student shall submit a petition to the Director of the Nursing Program.
- The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.
- If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined by the Director of the Nursing Program.
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the Nursing Program.
- Readmission is on a space-available basis.
- A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program.

Incompletes in Coursework

Faculty may assign a grade of "I" (Incomplete) to students when they warrant additional time to complete coursework due to situations beyond their control (i.e. serious illness, accident, or death of a family member). They may only be awarded when the student's grade would have otherwise been an "F". Incomplete work must be made up no later than 30 days following the last day of class. If the work is not made up by this time a grade of "F" will automatically be assigned. Extensions to the 30-day limitation are made only with the approval of the Chair/Director of the Program. Instructors are under no obligation to assign an incomplete grade or to administer a make-up exam.

*Note: An Incomplete grade is granted only for such circumstances as major personal or family crisis. Unacceptable reasons include: course load too heavy, previous incompletes, regular job or ministry responsibilities, English language problems, computer problems, etc.

Grievance Policy

In the event that the student has a grievance, the student should first speak to the instructor or faculty member involved. If the issue is not resolved at that point, the student should then speak to the following people, in this order: Program Director, Department Dean, and Provost. All decisions made by the Provost are final. Please see below for the University Policy.

"Students who feel they have been unfairly dealt with in any area of the University are encouraged to

contact the Vice President of Student Affairs (ext. 5488, or email: officevpsl@vanguard.edu for Student Life issues or the Vice President for Academic Affairs office (ext. 5427, or email: OfficeoftheProvost@vanguard.edu) for an issue that is academic in nature. In the event that informal procedures fail to resolve the problem the student will indicated in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. The grievance can be filed on a General Petition form, which can be obtained in the office of the Vice President for Student Affairs. The Vice President for Student Affairs will act to bring formal resolution to the stated grievance in the matter of Student Life issues. If satisfactory action is not achieved, the appeal may be directed to the President. The final appeal in all student academic matters is the Provost, who serves as the chief academic officer of the University.”

Students can also file a complaint through WASC (<http://www.wascsenior.org/comments>) if they feel the University is not in compliance with the Standards of Accreditation and Commission policies. It is expected that students will fully utilize any/all of the University’s administrative procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed concerns. In those select cases, the following independent procedures are provided. Vanguard University (is) contracted with the Bureau for Private Postsecondary Education (Bureau) in accordance with California Education Code Section 94874 in order for the Bureau to review and act on complaints concerning the institution. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint.

The Bureau may be contacted at:

2535 Capital Oaks Drive, Suite 400
 Sacramento, CA 95833
 Telephone (916) 431-6924
 Fax (916) 263-1897
<http://www.bppe.ca.gov>

The Office of the Attorney General for the State of California is authorized to investigate and prosecute violations of State consumer laws, including laws relating to deceptive advertising, credit, charitable solicitations, telecommunications, telemarketing, and sales. The Office cooperates with other States, the Federal Trade Commission, and other federal agencies in addressing national consumer protection issues. Further, the California Department of Justice Office of Consumer Protection litigates cases that are referred to the Department by other States agencies. Complaints may be filed with the California Department of Justice Office of Consumer Protection at: <http://oag.ca.gov/consumers>.

Students as Part of Program Governance

Students are chosen to act as class or cohort representatives. They have various duties that include helping faculty to prepare the classroom for classes, take attendance, and act as messengers to other students about changes or new information that needs to be shared with their respective classes or cohorts. These class representatives are also provided with a stipend of a gift certificate given at the end of each semester while they serve in this role. Student representatives also plan the Nursing Pinning Ceremony for graduating nurses. BSN student representatives will be invited to attend the Nursing Accreditation, Admission, Curriculum, and Evaluation (NAACE) meetings. They will also receive the meeting minutes and can share and discuss with classmates. For more information, see Appendix F.

APA Policy

The Nursing Program requires students to use APA guidelines in submitting all written assignments. The *Publication Manual of the American Psychological Association (APA 7th edition)* and the APA Style web site (<http://www.apastyle.org/>) provide a comprehensive reference guide to writing using APA style, organization, and content. Students should be aware that APA software may have inconsistencies/errors and that points will be subtracted for any software related errors that do not meet current APA guidelines.

Availability of Grades

At the end of the fall and spring semesters, grades are not viewable until all of the professors have posted grades. You may check and print your grades on your student web portal, MyVU. For official transcripts, please utilize the following Registrar's link:

<https://www.vanguard.edu/academics/registrar/transcripts>

ATI Preparation and Remediation Plan

All Pre-licensure nursing students will participate in an NCLEX preparation plan beginning their first semester of nursing coursework, throughout the nursing program, and until they have obtained their RN license through the Board of Registered Nursing (BRN).

The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. During the last semester, a pre-graduation comprehensive content review utilizing ATI Capstone and Virtual ATI programs will be implemented. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

A remediation plan will also be provided to all students in the program who fall below the benchmark scores for each of the ATI Proctored Exams. Student performance throughout the plan will be monitored and outcome statistics will be obtained for the purpose of tracking student success, plan evaluation, and further plan development.

Medication Math Proficiency Exam

This exam will be administered on the date scheduled in the syllabus. Review materials are posted in the class syllabus. The ***Practice Med Math Exam*** will be provided at the first-class meeting. A copy of ***Practice Med Math Exam*** is also posted in the Resource section of Canvas.

Students **need 90% or above to pass**. Students will be given a maximum of 3 attempts to achieve a passing score. A Learning Support Plan will be developed by the clinical and/or lead instructors to support student success in meeting the Med Math Exam requirement. Medication administration during clinicals will be allowed only after a passing score is obtained.

Electronic Devices and Social Media Policy

The VU Nursing Department has adopted the following guidelines from the American Nurses Association (ANA) and National Council of State Boards of Nursing (NCSBN) White Paper: "A

Nurse's Guide to the Use of Social Media". The complete document can be found at:
https://www.ncsbn.org/Social_Media.pdf

"The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of nursing (BONs) and, in some cases, reported in nursing literature and the media. This document is intended to provide guidance to nurses using electronic media in a manner that maintains patient privacy and confidentiality."

"The following guidelines are intended to minimize the risks of using social media: ,,

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. ,,
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so. ,,
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.,,
- Do not refer to patients in a disparaging manner, even if the patient is not identified. ,,
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices. ,,
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient. ,,
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings. ,,
- Promptly report any identified breach of confidentiality or privacy. ,,
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace. ,,
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments. ,,
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer."

(National Council of Boards of Nursing, 2018)

- The use of cell phones is prohibited in patient care areas. Please note that there are clinical sites

that do not allow cell phones inside the facility. While in the clinical setting, students shall follow the requirements of the healthcare facility for carrying or using electronic devices. See course syllabus for any specific guideline/policy on use of electronic devices (drug reference, iPad use, etc.). Facility policy supersedes VU Department of Nursing policy.

All efforts should be used to secure confidentiality and privacy for patients, family, and students. Nursing students must follow the highest professional standards in the use of any electronic device and social media. The consequences linked with improper use of private, protected information can have lasting effects on his/her professional life and on his/her academic success. Students are liable for any consequences of the distribution or posting of any content in social media. Once content is posted on the internet, it can often be found even after deletion.

Violation of above policy will result in probation. The violation may result in an “F” in the course or dismissal from the program.

Technology Requirements

The computer requirements for online learning are as follows:

- Platforms: Mac OS X 10.2 or higher or Windows 2000 or higher;
- Hardware: 256 Mb RAM, CD-ROM, and 1 Gb free disk space;
- Software: Word processing, Presentations, and Spreadsheets; Adobe Reader 8.0 or higher; Web Browser: Firefox 3.0 or higher (recommended with Moodle), Internet Explorer 7.0 or higher, Safari 3.0 or higher.

APPENDIX A

Background Check Policy

Background Check Policy

To ensure the safety and well-being of all patients, background checks are becoming a standard requirement for employment in health care today. Consequently, all Vanguard University nursing students are required to undergo a background check immediately following admission and for continued enrollment. All background checks are treated as confidential.

Pending criminal charges or conviction of any of the following crimes may mean that the student will be ineligible for enrollment or participation in clinical placement courses:

- Crimes of violence (murder, manslaughter, criminal sexual assault, crimes involving the use of deadly force, simple assault and battery if a high and aggravated nature, assault and battery with intent to kill, criminal domestic violence)
- Crimes occurring within seven (7) years involving the distribution or use of illegal drugs.
- Crimes occurring within seven (7) years that involve moral aptitude, breach of trust, identity theft.

Background Check

Information revealed by a background check may preclude participation in required field experiences. Inability to participate in required field experiences will jeopardize successful completion of the program.

Students who do not pass the required background check may request to have their case referred to a review panel appointed by Vanguard University. That panel will have the responsibility to review the case to determine the appropriate action. Students with questions regarding what may appear on their background check should contact the Student Success Coordinator in the Nursing Program.

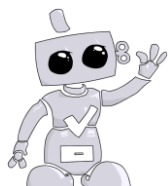
I, _____, hereby authorize and give consent for Vanguard University to obtain information pertaining to any possible criminal history. **I UNDERSTAND THAT IF ANY TIME THE RESULTS OF A BACKGROUND CHECK DISQUALIFY ME FROM HAVING DIRECT PATIENT CONTACT, I AM NOT ELIGIBLE FOR A DEGREE IN THIS PROGRAM.**

Signature

Date

APPENDIX B

Compliance Tracker



Welcome to Complio Tracking!

Complio is an online tracking system, selected by your school, to host details and documentation proving your compliance with immunizations and other requirements. Follow these step-by-step instructions to create an account and move towards compliance.



[Video: Complio Overview](#)

Create your Account/Subscribe

Step 1: Create an account by going to <http://vanguard.complio.com/>. Navigate to the Complio homepage by following the prompts on the page. Click **Create an Account** to get started. Enter your personal information. Be extra careful with your email address, as this is the system's main mode of communication with you.

Step 2: Complio will send an email to the address used during account creation. Click on the **Activation Link** within the message or copy and paste the URL in your web browser.

Step 3: After creating the account, you will need to *order/purchase* a subscription. Click **Get Started** to begin your order. You will need to purchase the following **three (3)** services:

- 1) **Pre-Licensure Package** (12-month subscription)
- 2) **Criminal Background Check Package**
- 3) **10-Panel Drug Screening**



[Video: Subscribe to Complio](#)

Step 4: The next screen will show you how to register for the 10-panel drug screen. Please follow all directions and select an agency where you will complete the urine drug screen. After all steps have been completed in this guide (including payment submission), you will receive a confirmation e-mail and a 2nd e-mail with your **Drug Screen Authorization Form**. You will need to print the authorization form and bring it with you to your chosen collection site, along with a photo ID.

Please note: You have 30 business days to complete the urine drug screen collection after you have paid. If your registration ID expires, you will be subject to re-order and pay for a new drug screen authorization form.

Step 5: Carefully enter the information required to complete your order. Please read the Disclaimer on the next screen, sign, and click **Accept & Proceed** to continue.



[Video: Signing Forms](#)

Step 6: Review your information on the **Order Review** screen. If everything is correct, enter your payment. You can pay by credit card or money order. Once we have received payment for your subscription, you can begin to enter your data by clicking **Enter Requirement** for each category.

Add Details & Documents

Step 7: Click **Upload Documents** and use the **Browse** button to locate documents within your computer. Detailed instructions for document upload are provided in the full User Guide. Make sure all documents are a scanned PDF as no pictures (and JPEGs) will be approved by Nursing Administration.



[Video: Upload Documents](#)

Step 8: Click **Enter Requirement** to add details for a specific requirement. There may be multiple options, but you may not need to complete them all. Refer to the **Note** for explanation of options.



[Video: Entering Data](#)

Step 9: Select a Requirement, complete the required fields and select from the drop-down list of documents you've uploaded. Click **Submit** to save what you've entered. You can **Update** the item at any time before it is approved.



[Video: Exceptions - When and How to Apply](#)

Wait for Approval

At this time, the requirement is pending review and approval by an Administrator. American DataBank verifies items within 1-3 business day (excluding holidays and weekend); if your school is reviewing, the timeframe may be different.

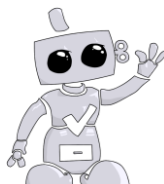
Monitor Your Status

We recommend checking Complio regularly. You are not fully compliant until your **Overall Compliance Status = Compliant**, indicated with a **Green Checkmark**. Complio will notify you via email when your compliance status changes, if an item is approaching expiration, or if a new requirement is added.

Questions?

Please contact American DataBank if you have questions about your account, compliance requirements, or using Complio. We are available to assist you Monday-Friday 7am-6pm MT (Denver).

American DataBank | Complio
Phone: (800) 200-0853 | Email: Complio@americandatabank.com



APPENDIX C

Program Student Learning Outcomes Matrix

Pre-Licensure BSN Student Learning Outcome Matrix

I = Introduced; P = Practiced; D = Demonstrated

The below matrix demonstrates how students achieve Program Learning Outcomes throughout the Pre-Licensure BSN curriculum plan.

COURSES	Program SLO #1 Critical Thinking/ Clinical Reasoning/ Clinical Judgment	Program SLO #2 Integration of Faith and Learning	Program SLO #3 Ethical Practice	Program SLO #4 Holistic Learning	Program SLO #5 Communication	Program SLO #6 Professional Excellence	Program SLO #7 Cultural Competency and Citizenship	Program SLO #8 Information and Technology	Program SLO #9 Leadership and Patient Safety
NRS 302 Fundamentals of Nursing Theory and Practice in Older Adults	P, D	I, P	I, P		P, D	I	I		P
NRS 350 Nursing Care of the Adult I	P, D	P	P	P	P, D	P	P	P, D	P, D
NRS 355 Physical Assessment	P, D	P	P	P	P, D	P	P	I	P
NRS 360 Psychiatric and Mental Health Nursing	P		P	I, P	I, P, D	P	P, D	P, D	P, D
NRS 365 Integrated Pathophysiology and Pharmacology	P, D								P, D

NRS 370 Nursing Care of the Adult II	P, D	P	P	P	P, D	P, D	P	P, D	P, D
NRS 375 Maternity and Women's Health	P, D	P	P	P	P, D	P, D	P	P, D	P, D
NRS 400 Nursing Care of the Critically Ill Adult	P, D	P	P	P	P, D	P, D	P	P, D	P, D
NRS 420 Nursing Care of the Child and Adolescent	P, D	P	P	P	P, D	P, D	P	P, D	P, D
NRS 460 Leadership and Management	P, D		P, D		P, D	P, D	P, D	P	P, D
NRS 465 Research and EBP	P					P		P	P
NRS 468 Community Public Health Nursing	P, D	P	P	P	P, D	P, D	P	P, D	P, D
NRS 475 Nursing Capstone and Preceptorship	P, D	P	P	P	P, D	P, D	P	P, D	P, D
NRS 480 Ethical Issues and Holistic Care	P	P	P	P	P, D	P, D	P	P	P

APPENDIX D

Clinical Documentation Requirements

Clinical Documentation Requirements

Item Required	Explanation of Requirement
1) Complio Account Subscription	Purchase subscription through American Databank
2) Criminal Background Check	Purchase through American Databank at the time of Complio subscription
3) 10-Panel Drug Screen	Purchase through American Databank at the time of Complio subscription
4) BLS card (CPR + AED)	Current / non-expired (<i>must be through American Heart Association</i>)
5) Driver's License	Current / non-expired (<i>must be in color</i>)
6) Malpractice Insurance Certificate	Current / non-expired (<i>through NSO, must have coverage \$1M/\$6M</i>)
7) Personal Health Insurance	Current / non-expired
8) Physical Clearance	Signed by MD/NP/PA, completed within the past year (<i>use Vanguard form</i>)
9) TDAP Vaccine Record	Proof of vaccine administered within the past 10 years
10) Hepatitis B Record ²	Proof of immunity to Hep B via quantitative titer results
11) MMR Record ²	Proof of immunity to Mumps, Measles (Rubeola), and Rubella via quantitative titer
12) Varicella (Chickenpox) Record ²	Proof of immunity to Varicella via quantitative titer results
13) TB Record (submit one of the 3 options →)	1) 2-step TB Skin Test with negative results (completed within the past year) OR 2) 1 negative Chest X-ray (completed within the past 1-2 years) OR 3) 1 negative TB QuantiFERON Gold blood test (completed within the past year) <i>*If TB skin test is positive, complete the TB Screening Questionnaire and submit a Chest X-ray (both uploaded into Complio).</i>
14) Clinical Work Release form	Must be uploaded into Complio
15) Influenza Vaccine Record	Will be due prior to the start of each flu season (October 1 – March 31)
16) Online Canvas Quizzes	<ul style="list-style-type: none"> Ethical Conduct Quiz (<i>complete by August 1</i>) HIPAA Quiz (<i>complete by August 1</i>) Precautions & Bloodborne Pathogens Quiz (<i>complete by August 1</i>)

² All titer results must be quantitative and include a reference range. If your titer is negative, equivocal, or non-reactive ensure that documentation of your prior vaccination or history of Hepatitis B disease, MMR, or Varicella is included with your titer record. You will then need to acquire another round of the **3-dose immunization series (for Hep B) and/or 2-dose immunization series (for MMR or Varicella)** and upload each document as they become due. A final titer will be required one month after your last vaccine in the series. This is to ensure you are protected and immune as you rotate to the hospitals and are exposed to various agents.

APPENDIX E

Nursing Program Physical Exam Form

TO BE FILLED OUT BY STUDENT:

Name: _____ Sex: M / F Age: _____ Date of Birth: ____/____/____

Cell Phone: _____ Email: _____ Student ID#: _____

Home Address: _____

Street City State Zip

Person to notify in case of emergency: _____ Relationship: _____

Address: _____

Street *City* *State* *Zip*

Phone: _____ Alternate phone: _____

	Age	Chronic illnesses	If deceased, cause of death
Father			
Mother			
Brother(s)			
Sister(s)			

Allergies (include medication, environmental, food allergies, and type of reaction: _____)

History of injuries, surgeries, hospitalizations: _____

History of previous illnesses (give year and status):

Anemia _____ Cardiac Condition _____ Epilepsy _____

Anxiety/depression _____ Diabetes _____ Kidney disease _____

Asthma Eating disorders Seasonal Allergies

Have you had any other severe illnesses not mentioned above? If so, give details: _____

Emotional problems? (Specific details): _____

List medications taken at present (include dose and frequency):

Comments: _____

Student Signature: _____ **Date:** _____

TO BE FILLED OUT BY HEALTHCARE PROVIDER:

Height: _____ Weight: _____ Pulse: _____ Blood Pressure: _____

Please indicate if abnormal findings are present in areas listed below, and comment briefly:

	Yes	No	Comments
Skin	_____	_____	_____
Head, EENT	_____	_____	_____
Neck, nodes	_____	_____	_____
Cardiovascular	_____	_____	_____
Respiratory	_____	_____	_____
Gastrointestinal	_____	_____	_____
Musculoskeletal	_____	_____	_____
Endocrine	_____	_____	_____
Neurological	_____	_____	_____
Psychiatric	_____	_____	_____

Do you have any recommendations regarding the care of this student? Yes_____ No_____

Comments:

Is the student now under treatment for any medical conditions? Yes_____ No_____

Comments: _____

Does this student have any clinical physical activity limitations, hearing loss or vision loss? Yes_____ No_____

Comments: _____

The following are performance standards that students must meet.**The student must be able to:**

1. Assess, plan, implement care, and teach patients in various clinical settings they may be assigned, including home health, public health clinical sites, hospitals, and school settings.
2. Provide nursing care to individuals, families and communities.
3. Provide nursing care to patients including, but not limited to, in homeless shelters, day care centers for patients with mental health issues, frail elderly population, schools, and maternal-child health clinics.

The student is cleared to perform nursing activities in clinical with the following restrictions:

_____ **No restrictions**

_____ **Restrictions:** _____

Healthcare Provider's Signature: _____ **Date:** _____

Healthcare Provider Stamp (required):

--

APPENDIX F

Student Governance

Student and Faculty as Part of Program Governance Procedure

Objective:

To ensure that the students enrolled in the BSN and MSN programs and faculty share in the governance of the Nursing Program.

Procedure:

1. When students are assigned to a nursing cohort and begin class attendance in the nursing program, they will choose a class representative from each cohort.
2. The name of the representative will be given to the Assistant Director.
3. This representative from each nursing cohort will be asked to serve as the student representative to the Nursing Admissions, Accreditation, Curriculum, and Evaluation Committee (NAACE).
4. Two weeks prior to the NAACE committee meeting, an agenda will be circulated to NAACE committee members, active faculty, and cohort student representatives.
5. NAACE committee members, active faculty and cohort student representatives are invited to attend NAACE meetings or to give feedback on agenda items via email communication.
6. After NAACE approval of minutes, the minutes and a summary will be placed in the class representative folders as well as emailed to all active faculty members.
7. The class representative will then be responsible for presenting the information to their cohort during a class session and also solicit feedback to be conveyed back to the NAACE committee.
8. The NAACE committee will review student and faculty feedback and enter the information in the minutes.
9. The NAACE committee minutes are stored on the Nursing shared drive.

APPENDIX G

Clinical Performance Evaluation (Sample)

Vanguard University
Nursing Program
Clinical Performance Evaluation Tool
NRS Course #

Student Name _____

Faculty _____ Course _____ Semester _____

Student to use an "x" in corresponding boxes, Faculty to use a "checkmark" in corresponding boxes below. Student must obtain a Satisfactory "S" grade in all behaviors marked with an asterisk (*) at the Final Evaluation to pass the course.

Core Behaviors	Midterm			Final		Comments
	S	NI	U	S	U	
Focusing on physical and mental health promotion, disease prevention and management across the lifespan in a variety of settings, providing individualized and holistic care, the student at the end of NRS_, should be able to:						
I. Patient-Centered Care						
a. Assess the physical, behavioral health and spiritual condition of clients with sensitivity and respect for the diversity of the human experience*						
b. Demonstrate caring behaviors*						
c. Develop an individualized plan of care utilizing the nursing process*						
d. Assess the presence and extent of pain and suffering*						
e. Demonstrate beginning competencies in fundamental nursing skills*						
f. Engage the patient in family in the plan of care						
II. Teamwork and Collaboration						
a. Develop effective communication skills with team members, patients, and family members						
b. Act with integrity, consistency, and respect for differing views*						
c. Requests and offers help when necessary						
d. Identify roles and responsibilities of each team member						
e. Identify relevant data to share during clinical conference						
III. Evidence-Based Practice						
a. Familiarize him/herself with evidence-based literature related to area of clinical practice						
b. Explain the role of evidence in determining best clinical practice						
c. Base individualized care plan on patient values, clinical knowledge, and evidence						
IV. Quality Improvement						
a. Describe approaches for changing processes of care						
b. Recognize areas that may need quality improvement and seek information on quality improvement projects in the clinical setting.						

V. Safety						
a. Communicate observations or concerns related to hazards and errors affecting patients, families, and the health care team*						
b. Demonstrate effective use of technology and standardized practices that support safety and quality						
c. Use appropriate strategies to reduce reliance on memory						
d. Demonstrate appropriate clinical decision making*						
e. Identify and apply national patient safety goals and quality measures						
VI. Informatics						
a. Navigate the electronic health record for patient information						
b. Protect confidentiality of protected health information in electronic health records*						
c. Document and plan patient care in electronic health record						
d. Respond appropriately to clinical decision-making supports and alerts/alarms (ex: IV pump senses that flow rate is unsafe for a given medication)						
VII. Professionalism						
a. Demonstrate behaviors that integrate altruism, autonomy, integrity, social justice, and respect for diversity and human dignity across the lifespan*						
b. Maintain professional behavior and appearance*						
c. Comply with the Nursing Code of Ethics, Standards of Practice, and policies and procedures of Vanguard University, Nursing Program, and clinical agencies*						
d. Provide evidence of preparation for clinical learning experiences*						
e. Arrive to clinical experiences on time*						
f. Demonstrate effective and respectful interactions with patients, patient's families, team members, faculty, and peers						
g. Accept individual responsibility and accountability for nursing interventions, patient care outcomes, and own actions*						
h. Participate in self evaluation						
i. Accept recommendations and opportunities for self- improvement and develop action plans as needed						
j. Assume responsibility for own learning*						

Midterm Comments:

Faculty:

Student:

Student Signature_____Date_____

Faculty Signature_____Date_____

Final Comments:

Faculty:

Student:

Student Signature_____Date_____

Faculty Signature_____Date_____

Grading Scale

S= Satisfactory	Student demonstrates competency at a novice level.
NI= Needs Improvement	Student attempts behavior or skill but unable to demonstrate minimal standards of competency.
U= Unsatisfactory	Student does not demonstrate competency.

*denotes a critical behavior that must be met with an "S" by the end of the clinical rotation to successfully pass the course

APPENDIX H
Clinical Absence/Tardiness Policy Acknowledgment Form

**VANGUARD
UNIVERSITY**

Department of Nursing

CLINICAL ABSENCE / TARDINESS POLICY

1. At all times, Nursing Department Faculty have the right to determine the consequences of a student's tardiness and/or absence. Consequences will be determined on a case-by-case basis while following course policies, the Student Handbook, and Vanguard University policies when applicable.
2. Two unexcused absences from clinical and/or simulation equals clinical failure.
3. Failure to arrive at the clinical site and/or simulation center without calling the clinical faculty by the scheduled start time will result in an unexcused absence for the day. Texting, e-mail, and/or sending word by a classmate/friend are not acceptable methods of communicating absence or tardiness. When scheduled for the simulation center, students must call both the simulation center and the faculty member.
4. Unexcused late arrival to the clinical and/or simulation setting on two occasions will result in one unexcused absence.
5. Dismissal from the clinical and/or simulation setting will result in an unexcused absence for the day.
6. An excused absence will be granted by the clinical faculty only when written documentation is provided by the student within a time period specified by the faculty upon notification of the absence.

I have read the above Clinical Absence/Tardiness Policy and understand the policies regarding absence or tardiness for clinical. Failure to sign this policy will result in dismissal from the Nursing Department.

STUDENT NAME

DATE

SIGNATURE

APPENDIX I

Learning Support Plan



**VANGUARD
UNIVERSITY**

Department of Nursing | Pre-licensure Program

Learning Support Plan

To be completed by faculty:	
Student Name:	Date:
Course:	Faculty:
Start Date of Learning Support Plan:	Ending Date of Learning Support Plan:
Brief Description of the problem(s):	
Nature of the Problem	Supportive Evidence of the Problem
<input type="checkbox"/> Class Absenteeism <input type="checkbox"/> Class Tardiness	
<input type="checkbox"/> Inattentiveness <i>i.e. sleeping in class</i>	
<input type="checkbox"/> Clinical Absence <input type="checkbox"/> Clinical Tardiness	
<input type="checkbox"/> Inattentiveness <i>i.e. sleeping at clinical</i>	
<input type="checkbox"/> Exam Failure (Name of Exam and Grade Earned)	
<input type="checkbox"/> Unprepared for Clinical: <input type="checkbox"/> Late submission of Clinical Documents <input type="checkbox"/> Unsatisfactory Client Plan of Care <input type="checkbox"/> Insufficient evidence of research related to client problems /diagnoses, medications, lab values, potential complications, etc. Other:	

<input type="checkbox"/> Unsafe Clinical Practice: <input type="checkbox"/> Unsatisfactory demonstration of basic skills <input type="checkbox"/> Unable to calculate medication dosages, IV rates, heparin drips, etc. <input type="checkbox"/> Other:	
<input type="checkbox"/> Lacking in professional demeanor: <input type="checkbox"/> Does not consistently relate effectively with faculty, staff, clients, and peers <input type="checkbox"/> Violated client confidentiality <input type="checkbox"/> Does not communicate truthfully /honestly with faculty or staff <input type="checkbox"/> Demonstrates irresponsible behavior by not consistently following faculty directions / instructions <input type="checkbox"/> Other:	
<input type="checkbox"/> Lack of follow through on faculty recommendations	

Recommendations for student success <i>(check all that apply):</i>
<input type="checkbox"/> Improve academic/clinical preparation
<input type="checkbox"/> Seek counseling for personal and/or academic concerns
<input type="checkbox"/> Reduce outside work hours if possible
<input type="checkbox"/> Improve written communication skills <input type="checkbox"/> Improve verbal communication skills <input type="checkbox"/> Improve psychomotor skills
<input type="checkbox"/> Must practice in nursing skills lab with faculty (Specific arrangements documented below)
<input type="checkbox"/> Other:

LSP Goal/s:	
Learning Support Plan (<i>check all that apply</i>):	
<input type="checkbox"/> Consistently on-time and attends all class sessions and clinical	
<input type="checkbox"/> Is engaged in class (ex: not sleeping in class or at clinical)	
<input type="checkbox"/> Meets with a designated faculty on a _____ (frequency) basis	
<input type="checkbox"/> Attends class and clinical in proper attire with appropriate equipment	
<input type="checkbox"/> Contacts the Writing Center and produces a satisfactory written assignment, if applicable	
<input type="checkbox"/> Other:	
Specific Learning Support Plan Components (not addressed above):	
Discuss with Student Possible Consequences if above is not successfully met: <ul style="list-style-type: none"> • Course Withdrawal • Course Failure 	<i>All Learning Support Plans remain in force for the <u>entire</u> nursing program.</i>

Faculty Notes on Student's Progress:

While the Learning Support Plan is in process, the student and faculty will meet to evaluate progress. Please document below.

Date	Comments	Student Initials	Instructor Initials

SIGNATURES

After the development of the learning support plan, all faculty and student will sign below.

Signed (Student):	Date:
Signed (Faculty):	Date:
Signed (Faculty):	Date:
Signed (Director/Assistant Director):	Date:

Outcomes:**Date of Evaluation Conferences**

_____	_____
_____	_____
_____	_____

APPENDIX J

Pre-Licensure BSN Student Handbook Acknowledgement Form



Pre-Licensure BSN Student Handbook Acknowledgement Form

I have read and understand the policies, procedures, and requirements in the Vanguard University Pre- Licensure BSN Student Handbook, and I understand that my eligibility to participate may be terminated if I am unable to meet these expectations.

I also understand that policies, procedures, and guidelines may be changed by the Nursing Accreditation, Admissions, Curriculum and Evaluation (NAACE) committee. I am also aware that there is student representation at Prelicensure Council meetings, Clinical Placement meetings, and NACCE meetings and that all changes made will be communicated to each cohort in a timely manner.

I acknowledge that I know how to access the Pre-licensure BSN Student Handbook on the Nursing website. I understand that I am responsible for knowing the information in this handbook and will abide by the policies set forth during my time of enrollment in the Vanguard University Nursing Program.

Print Name: _____

Signature: _____

Date: _____

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