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Overview

School of Nursing and Health Sciences
The School of Nursing and Health Sciences is an inter-professional school that prepares future leaders in nursing, nutrition, and physical therapy. The School of Nursing and Health Sciences is distinguished in many ways: a health care pioneer; nationally acclaimed faculty; alumni recognized as leaders in their fields; and an ideal Boston location in the Longwood Medical Area. We uphold our educational promise to students by making sure that you have direct and frequent access to faculty who know your name and understand your goals. Small classes and group tutorials, case study analysis, seminars, team research, and intensive clinical fieldwork contribute to the personal learning experience at Simmons. We also offer a caring community and a highly collaborative academic environment one rarely finds at larger universities.

The Nursing Department
Simmons College has provided higher education programs for Nurses since its beginning in 1902 and for the Nurse practitioners since 1978. In 2007 the Department celebrated the 100th anniversary of the first graduating class of Simmons Nurses. In response to a growing interest in Nursing and the development of a direct entry program and accelerated baccalaureate program, enrollments in the Nursing Programs have increased significantly, reflecting the commitment of the faculty and administration to the advancement of professional education. Continued feedback from graduates and employers speaks to the rigor and success of the program.

The reputation of the Department and of its graduates is exceptionally strong. Graduates are well known for their clinical expertise and knowledge. This is a result of not only a rigorous curriculum but also the fact that all Nursing faculty practice at least one day per week. The Department has received full accreditation through the Commission on Collegiate Nursing Education through 2019.

Vision
The nursing program at Simmons College is a premier school of nursing known for preparing the nurse of the future. The nurse of the future will be an innovative clinician, leader, and scholar and will be a full partner in the redesign of health care to address the changing needs of humankind worldwide.

Mission
The Nursing Department within the School of Nursing and Health Sciences offers student-centered transformative programs preparing students to become compassionate patient and family centered clinicians and exceptional leaders to care for diverse populations. Our graduates engage in nursing practice that is exemplified by scholarship, leadership, advocacy, and public policy.
Core Values

- Integrity
- Caring
- Innovation
- Inclusion
- Scholarship
- Excellence

Programs of Study
The Nursing Department consists of baccalaureate (generalist/pre-licensure), master’s (specialist) degree granting curricula, and several post-masters certificate programs including a Doctorate of Nursing Practice.

Pre-licensure programs:

- The traditional baccalaureate program for women 18-23 years of age
- Dix Scholars programs: an 14-month program for individuals with a previous BA/BS who wish to earn a BSN; a 2 or 3 year option for those without a baccalaureate degree or those desiring a part-time program
- The Dotson Bridge and Mentoring Program
- The 5 Year BS-MS program
- The Direct Entry Program: pre-licensure curriculum

The graduate programs prepare nurses for the advanced practice role as Primary Care Family Nurse Practitioners. Several flexible learning options are available, including full and part time study and Web-based course.

Master's degree programs:

- The traditional master's program for Nurses with a baccalaureate in Nursing or related field
- The RN-MS program for Nurses without a baccalaureate degree
- The Direct Entry Program: post-RN licensure curriculum
- The 5 Year BS-MS program: post-RN licensure curriculum
- MS completion program for Nurse practitioners without a master's degree in Nursing
- Dual degree programs offered in occupational health and maternal-child health with the Harvard School of Public Health

Certificate programs:

- Certificates of Advanced Graduate Study for Nurses with a master's degree in Nursing including Family and Occupational Health
- Certificate of Health Professions Education

Doctoral degree programs

- Post-Master's Doctorate in Nursing Practice
- PhD in Health Professions Education

Philosophy of Nursing
The faculty of the Nursing Program believes that a liberal education is essential for the development of professional nursing practice in a culturally, racially and ethnically diverse
community. The quality of this practice is enhanced by, and dependent on, knowledge acquired from the liberal arts and sciences. The process, as well as the content of the liberal education, is fundamental to the development of critical thinking, decision-making and communication skills, as well as facilitating the individual student’s development of an appreciation of the global society. The faculty believe that learning is a unique, lifelong process, moving from the simple to the more complex, and encompassing the domains of personal, empirical, aesthetic and ethical knowledge (Carper, 1975). The science of nursing requires the acquisition of knowledge in each of these domains that the learner integrates and utilizes in her/his growth as a professional Nurse.

The Simmons College Nursing faculty believes that professional nursing is practiced according to the Nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each person is unique. Human beings are holistic in nature, yet they have interacting biophysical, cognitive, social, spiritual and developmental dimensions. Persons have their own perceptions, values, beliefs and goals. Individuals have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives.

Health may include states of wellness and illness. It has subjective and objective perspectives viewed from both the standpoint of the client and the health care system. Wellness is a dynamic state of integrity whereby the person repatterns life toward optimal functioning. Health is recognized as a multidimensional and dynamic state of wellness and illness, and is defined as “the actualization of inherent and acquired human potential through goal-directed behavior, competent self-care, and satisfying relationships with others while adjustments are made as needed to maintain structure, integrity and harmony with the environment.” (Pender, 1987, cited in ANA Social Policy statement, 1995). The faculty believes that the professional Nurse assists persons in identifying health needs, utilizing a holistic framework that recognizes the uniqueness and complexity of each individual.

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. It involves an interaction between the client and nurse, which is designed to promote, restore, and maintain health or support a peaceful death. The nurse uses knowledge from the natural and behavioral sciences, aesthetics including caring and empathy, and ethics, which involve making moral choices. Nurses are ethically and legally accountable for their actions. The Environment includes biophysical, psychosocial, cultural and spiritual dimensions that interact and influence health. Each person lives and interacts within an ever-changing environment. The environment can be modified to have a positive impact on health.

The nurse independently utilizes the nursing process in the practice of professional Nursing in accordance with the standards of nursing practice and the ANA Code of Ethics. The Nurse collaborates with clients, families and other health care professionals who are members of an interdisciplinary team in assessing, planning, delivering and evaluating health care. The professional Nurse functions as an advocate for person and focuses nursing practice on person within the context of family and community. The professional nurse is an active participant in the social and political processes that influence the health care delivery system. The nurse utilizes critical thinking and clinical judgment to analyze the client needs, determine and implement
appropriate, therapeutic nursing interventions, and coordinate the activities of other health care providers involved in the care of the client.

Graduates of the Undergraduate Nursing Program are prepared as generalists who are able to incorporate professional Nursing standards and research in their practice, collaborate as members of an interdisciplinary health care team, apply the concepts of diversity and community service in their practice and utilize leadership skills to influence change in the health care delivery system. The program provides the prerequisite knowledge base essential for graduate study.

The Graduate program in Nursing at Simmons College is designed to prepare professional Nurses for careers in advanced clinical practice, academics and administrative leadership. Students in the program are mentored in a variety of clinical settings which range from primary health care to diverse specialty and acute settings. Knowledge acquired in their undergraduate education is applied and synthesized to the advanced study of natural behavioral and applied health sciences. Advanced practice nursing in the graduate program means specialization, expansion and advancement in the professional role of the nurse practitioner, nurse scientist and nurse executive. Excellence in scholarship, clinical practice and service spans the curriculum. The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional Nurse and the patient, community or system at large. A multidisciplinary practitioner-mentoring model is applied to guide students in the personalized development of clinical practice which both improves systems of care and ultimately influences patient outcomes. The program emphasizes the development of excellent skills and acquisition of tools necessary to integrate evidence, including safety quality care measures, into practice across the lifespan. The advanced practice nurse builds on an in-depth knowledge of the individual, family and the community as a complex system and begins to expand interventions to include not only a response to immediate health care needs, but the promotion of health and prevention of illness in these aggregates. Our students value the patient and the system from which these arise. The quality of the therapeutic relationship between Nurse and patient reflects collective competencies in clinical assessment, intervention and innovative strategies for care. The foundation of practice expands across diverse political, ethical and cultural populations, establishing opportunity to respond to the health care needs of our community.

**Outcome Objectives for the Baccalaureate (Pre-Licensure) Curriculum**

- Utilize current evidence, clinical judgment, and patient preference to systematically assess, analyze, implement and evaluate health care interventions in order to promote safe, quality care throughout the lifespan, beginning with health promotion, through end of life.

- Deliver compassionate, respectful, patient and family centered care and education that reflects an understanding of human growth, development, nutrition, genomics, spirituality, culture, symptom management and health literacy across the health illness continuum through all transitions of care in all health care settings.

- Communicate/collaborate effectively with all members of the health care team, patient and family.
• Demonstrate leadership competency both interprofessionally and when delegating and supervising or coordinating teams to achieve shared goals and improve patient outcomes.

• Synthesize knowledge of health care delivery systems, social justice, global health, health care policy, informatics and principles of entrepreneurship in the addressing the health care needs of individuals and populations.

• Accepts accountability for continued development as a strategic, ethical, reflective scholar and practitioner to engage as a lifelong learner with the goal advancing the profession of nursing.

**Professional Standards that guide the pre-licensure programs include:**

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement
- The American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice
- The Nurse of the Future Core Competencies
- Institute of Medicine’s Core Competencies for all Healthcare Professionals
- Quality and Safety Education for Nurses

**Outcome Objectives for the Master’s (Specialist) Curriculum:**

• Critique, evaluate, synthesize and utilize theoretical, scientific and clinical knowledge as applied to the assessment and management of both primary and acute health and illness states.

• Demonstrate a personal, collegial, and collaborative approach as an advanced practice Nurse while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the lifespan.

• Develop an understanding and appreciation of human diversity as an advanced practice professional to assure the delivery of appropriate and individualized health care across the curriculum.

• Demonstrate sound critical thinking and clinical decision making reflected in effective written and verbal communications skills, utilized by the advanced practice Nurse in a complex delivery system.

• Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for on-going change and leadership within Nursing and in the health care system.

• Apply critical thinking skills within a multidisciplinary approach to care which fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.

• Demonstrate Nursing judgments and interventions which provide culturally sensitive care for diverse populations.
• Demonstrate Nursing practices which address human differences.

• Design and implement evidence-based primary health care practices in varied health care systems

• Assume a leadership role in the management of patients, communities and larger systems.

• Initiate changes in patient care and in the health care system through negotiations with other health care professionals.

• Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and politics.

• Conduct clinical Nursing research designed to advance the science of Nursing.

• Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community consultation and collaboration, continuing education, certification, and lifelong learning.

**Professional Standards that guide the specialist programs include:**

• The American Nurses Association Standards of Clinical Practice
• The American Nurses Association Nursing Code of Ethics
• The American Nurses Association Social Policy Statement
• The American Association of Colleges of Nursing Essentials of Master’s Education for Advanced Practice Nursing
• The National Organization of Nurse Practitioner Faculties Domains and Competencies of Nurse Practitioner Practice
• Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality NP Education)

**Program and Leadership Opportunities for Nursing Students**

Nursing students are given the opportunity to contribute to the planning, implementation, and evaluation of programs activities and committees. It is highly recommended that students participate.

**Dotson Bridge and Mentoring Program**

The Dotson Bridge and Mentoring Program is designed to enhance the educational experience and success of ALANA students enrolled in the nursing program. The Dotson program is the shared vision of Dr. Judy Beal, Interim Dean of the School of Health Sciences and Chair of the Department of Nursing at Simmons College, and the Dotson Family. Phyllis Nickerson Dotson ’62 is an alumna of the Nursing Department at Simmons College. She and her husband George S. Dotson made the program possible through a generous gift.

The overarching purpose of the Dotson Bridge and Mentoring Program is to enhance the educational experience and success of African American, Latina, Asian, and Native American
(ALANA) students enrolled in the nursing program. Nursing literature has shown that there are both academic and nonacademic barriers to success for nursing students. The Dotson program seeks to help student identify and overcome these barriers.

The Dotson Bridge and Mentoring Program provides academic, clinical, professional, and personal support to ALANA nursing students. The scholars are recommended to the program by faculty. Student may self-refer, but faculty support of their application is encouraged. The program is presently staffed by a full-time director and two part-time faculty members. There are 17 mentors who meet with their students at least once a week.

Admission to the program is only for students who are already admitted into one of the Simmons nursing programs. The process includes:

- Faculty Referral Form/Self-Referral
- Application
- Interview
- Participating Agreement Contract
- Learning Style Assessment
- Self-Assessment
- Image/Photo Permission

At the initial interview with the director, a participation agreement is reviewed so that potential scholars understand the commitment that is required.

At the first mentor/scholar meeting, the scholar completes a learning assessment and may complete a learning inventory to identify her or his learning style. There will be a discussion of goals at this first meeting, and a goal contract will be agreed upon by both the mentor and scholar.

**Student Nurses Association**

The Simmons Student Nurses Association (SNA) is open to any and all Nursing students who wish to participate. The organization functions to bridge the gap between Nursing students, faculty, and administration, in the interest of stronger communication and understanding.

Throughout the fall and spring semesters, the SNA meets regularly to plan events, outreach, and fundraising, and discuss Nursing-related topics as they arise. Meetings are let by the elected board, but all Nursing students are open and encouraged to attend and participate.

Examples of SNA activities include: holding a fall and spring tea for all Nursing students; introducing Nursing to Boston Girl Scouts; representing Simmons by attending the National Students Nurses’ Association Annual convention; holding a CPR course for Nursing students to become certified; selling Nursing clothing and accessories; a discounted stethoscope drive; informing students about Nursing scholarship opportunities; and co-sponsoring the semi-annual blood drive with CAB and the PT-Liaison.
The president and treasurer are elected from the senior class and the vice president from the junior class in the spring, for the following year. The secretary is elected in September from the sophomore class.

SNA meetings are open to all who wish to attend and officers are available to speak with students on an individual basis. It is a great way to meet fellow students and become involved in the Simmons community and the nursing programs. To get involved in SNA, email SimmonsSNA1@gmail.com.

**Evaluation Committee**
Involves activities related to the evaluation process. Issues of concern are: student evaluation, faculty evaluation, and course evaluation. The committee works with faculty and students at defining the need for evaluation.

**Faculty Committee**
Meets monthly to discuss: a) program teaching, policy, evaluation, b) faculty roles, responsibilities, scholarship, c) student satisfaction and issues, d) committee work, e) SNHS and college issues, f) professional issues. Students who attend are excused for discussions related to any individual student issue.

**Curriculum Committee**
Involves the discussion and evaluation of curricular issues, and makes changes necessary for short-term and long-term development. The committee engages in periodic review and evaluation of curriculum and makes recommendations to the faculty concerning ongoing changes in curriculum. Faculty who develop new courses seek review from this committee.

**National Student Nurses Association (NSNA)**
The purposes of the National Student Nurses Association (NSNA) are: to assume responsibility for contribution to Nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. Membership and activities vary from year to year.

**ALANA**
The African Latino Asian Native American (ALANA) Student Nurses Association is a multicultural umbrella student organization which seeks to improve the success of Students of Color at Simmons by providing support and promoting an inclusive environment where diversity is celebrated and respected.
Policies

General Nursing Policies

Code of Conduct and Discipline

The faculty of the Nursing Programs adheres to the standards and codes developed by the American Nurses Association. It is expected that all students will adhere to this professional code in all of their Nursing activities. The faculty reserves the right to recommend the withdrawal of a student at any time without prejudice, who does not maintain an acceptable level of behavior as defined in the ANA Code of Ethics (2002).

1. The Nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The Nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

3. The Nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The Nurse is responsible and accountable for individual Nursing practice and determines the appropriate delegation of tasks consistent with the Nurse’s obligation to provide optimum patient care.

5. The Nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The Nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The Nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The Nurse collaborates with other health care professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of Nursing, as represented by associations and their members, is responsible for articulating Nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
Professional Behaviors

The classroom is similar to any and all professional settings. As in all professional environments, the following behaviors demonstrate commitment to professional standards of conduct:

- Attending each class and clinical experience
- Arriving on time and being well-prepared for class and clinical
- Staying in the classroom for the entire class period
- Turning off all pagers and cell phones
- Refraining from side conversations with classmates
- Being attentive to and respectful of the faculty presenting the class
- Being attentive to and respectful of classmates discussing questions, cases, or issues raised during class
- Notifying the professor or clinical instructor well in advance in the unusual circumstance that the student will be late, unable to attend class, or unable to meet class requirements
- Adhering to the Simmons College Honor code at all times in clinical and classroom situations
- Being respectful of all department staff

The student must demonstrate good judgment and complete all responsibilities related to coursework and the clinical care of his/her patients and their families. She/he must be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful circumstances in environments that can change rapidly in unpredictable and significant ways. The student must be able to demonstrate empathy and caring for others and act with integrity in all situations (adapted from the University of Arizona College of Nursing, Essential Qualifications).

Professional Communication

The student must be respectful in all communications with faculty, staff, peers, and clinical staff. She/he must be open to feedback and demonstrate a willingness to incorporate feedback into her/his academic and clinical work.

A student must be able to communicate and exchange clinical information effectively, accurately, and in a timely manner with faculty, staff, and colleagues. The student must be able to describe the health history, patient problems, and the interventions to address clinical concerns. The student must be able to offer care and communicate effectively in diverse settings and with all patient populations (adapted from the University of Arizona College of Nursing, Essential Qualifications).

Social Media Use

Professional values, ethical standards, and adherence to HIPAA requirements extend to all forms of social media. Violations in relation to these professional standards and behaviors may result in exclusion from the nursing program.

Students should be aware of, consider, and comply with the he Massachusetts Board of Registration in Nursing’s regulations whenever using social and electronic media. Visit http://www.mass.gov/eohhs/docs/dph/quality/boards/nursing-news-july12.pdf for more information.
Additionally, The National Council of State Boards of Nursing, in its White Paper: A Nurse’s Guide to the Use of Social Media (https://www.ncsbn.org/Social_Media.pdf), has identified guidelines that students should adhere to.

**Summary of Expected Behaviors**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Clinical</th>
</tr>
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<tbody>
<tr>
<td>Is on time for class</td>
<td>On time for clinical</td>
</tr>
<tr>
<td>Completes assignments on time, typed</td>
<td>Sets goals for clinical experiences</td>
</tr>
<tr>
<td>Actively seeks feedback and help</td>
<td>Actively seeks feedback and help</td>
</tr>
<tr>
<td>Receptive to feedback</td>
<td>Receptive to feedback without becoming defensive</td>
</tr>
<tr>
<td>Incorporates feedback into work</td>
<td>Incorporates feedback into work</td>
</tr>
<tr>
<td>Communicates with faculty in respectful manner</td>
<td>Communicates with faculty, agency staff, patients, and families in respectful manner</td>
</tr>
<tr>
<td>Identifies learning needs, educates self</td>
<td>Identifies learning needs around client issues, educates self, uses professional literature, electronic sources, self evaluates with weekly journals</td>
</tr>
<tr>
<td>Listens actively, is courteous</td>
<td>Listens actively, is courteous</td>
</tr>
<tr>
<td>Is culturally sensitive</td>
<td>Self-aware re: cultural differences. Demonstrates respect for/is nonjudgmental about cultural, ethnic, and personal differences in patients and health care team members</td>
</tr>
<tr>
<td>Collaborates with and respects the work of classmates</td>
<td>Collaborates with and respects the work of classmates</td>
</tr>
<tr>
<td>Maintains confidentiality of clinical information</td>
<td>Maintains confidentiality of clinical information</td>
</tr>
<tr>
<td></td>
<td>Researches policies and procedures relevant to the clinical setting</td>
</tr>
<tr>
<td></td>
<td>Nursing care and documentation meet legal requirements</td>
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<tr>
<td></td>
<td>Identifies steps around processing an ethical issue</td>
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Is accountable for own learning
Organizes work. Completes assignments and documentation in a timely manner

**Honor Board: Professionalism and Integrity Issues**

When a nursing student is referred to the Simmons College Honor Board for violations of professionalism or academic integrity, the Chair and Associate Dean may be notified. After the Simmons College Honor Board process is complete, the student may be required to meet with the Nursing Academic Review Board (ARB) to consider violation(s) and implement further departmental sanctions within 2-3 weeks. The student may meet with the Chair of the Nursing department and the Chair of the Nursing Academic Review Board to further discuss and prepare for this process. Subsequent to the ARB interview, the student will be notified by the ARB chair of the outcomes and appropriate sanctions, generally within 5 business days.

**Health Policies**

The College adheres to the philosophy and the standards of the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (PL 93-112) as amended (PL 92-156). All educational programs at Simmons College are dedicated to the principle of nondiscrimination. This includes a commitment not to discriminate against students with disabilities whom are otherwise qualified to be enrolled as nursing students. As part of its effort to ensure that all students are given the opportunity to participate fully in the Nursing program, the faculty has outlined essential functions of students in the program. See Addendum II for a list of the essential functions. The Nursing program requires cognitive, affective, communications and psychomotor functions. The nature of the Nursing profession requires students to participate in clinical and laboratory course work that is at times physically demanding and requires certain physical strength, agility, endurance, perceptual skills and other attributes.

**Specific Health Policies**

1. Students with disabilities: The College subscribes to Section 504 of the Rehabilitation Act of 1973 (PL 93-112) as amended (PL 92-156) and the American with Disabilities Act (ADA), which mandates equal opportunity for qualified persons with disabilities in educational programs.

2. Pregnancy is recognized as a special health need. Early notification of the faculty is recommended so that consideration for appropriate clinical rotation can be planned. The department is guided by the student’s physician and the policies of the agency in which she is working.

3. Any nursing student who believes his/her health impairment will impact his/her ability to complete the Essential Functions of the Nursing program as outlined in Addendum II should follow the procedure listed below to request accommodations and seek clearance (please note that any student who is hospitalized or experiences a surgical procedure must engage in this process).
4. Changes in health status may occur over the course of the nursing program. Health issues that have the potential to impact the student’s ability to perform the Essential Functions should follow the procedure listed below to request medical clearance and/or accommodations.

   a. The student should contact the Disability Services Office for an intake appointment to discuss the need for accommodations in relation to the Essential Functions.

   b. If accommodations are required, the student should submit documentation to the Disability Services Office from the appropriate licensed professional specifically addressing the limitations in relation to the Essential Functions and the recommended accommodations.

   c. The Disability Services staff will work in collaboration with the nursing department to determine whether the student is eligible to return to clinical with or without accommodations.

**Board of Registration Policy on Good Moral Character and Licensure Requirements**

The Commonwealth of Massachusetts Board of Registration in Nursing Licensure Policy 00-011 Determination of Good Moral Character identifies specific criminal Convictions which will permanently exclude an individual from initial Nurse licensure in Massachusetts due to the egregious nature of the crime. The policy also requires initial Nurse licensure applicants to be conviction-free for minimum of five years before the submission of an application for initial Nurse licensure. In addition, the disposition of any criminal conviction must be closed for a minimum of one year before the submission of a Nurse licensure application; any other criminal case must also be closed at the time of application. Please refer to the most current policy online at http://www.mass.gov/eohhs/provider/licensing/occupational/nursing/licensing/good-moral-character-requirements-for-licensure.html.

If you have any questions about this policy and how it may affect your ability to become licensed as a registered Nurse in Massachusetts, please contact the Dean immediately.

**Student Concerns**

An individual or group of students who have concerns related to the clinical or classroom components of the course, are expected to follow these steps:

1. **Student-Faculty Level:**
   An individual student or group of students should directly discuss with the faculty members involved any misunderstanding or grievance related to the faculty member’s performance or expectations. If a satisfactory resolution is not achieved, the student has the prerogative of informing the faculty member of the intention of bringing the situation to the course coordinator. This process should be initiated within two weeks.

2. **Undergraduate or Graduate Chair of Nursing:**
   A problem which is not satisfactorily resolved at the course level may be taken to the
Undergraduate or Graduate Chair for Nursing. The Chair will review the data and act as an arbitrator of the grievance.

3. **School of Nursing and Health Sciences:**
   For a problem that remains unresolved, an undergraduate student may take concerns to the Associate Dean for Undergraduate Curriculum and Student Affairs who will review the issue and act as an arbitrator of the grievance, and then the Dean for the School of Nursing and Health Sciences. Graduate students may take concerns the Dean for the School of Nursing and Health Sciences.

4. **College:**

**Student-On-Student Sexual Harassment and Grievance Procedures**
Simmons College strives to maintain an academic and social environment for students that are free from sexual harassment. Under Title IX of the Education Amendments of 1972, sexual harassment is considered a form of sex discrimination and prohibited on all academic, residential, and other college-related settings and activities, whether on or off-campus.

Simmons College has designated a Deputy Title IX Coordinator for overseeing all investigations regarding student-on-student sexual harassment:

Raymond Ou, Assistant Dean for Student Life  
C211-MCB, 617-521-2125, Raymond.Ou@Simmons.edu  
300 The Fenway  
Boston, MA 02115

The Deputy Title IX Coordinator will work closely with student affairs deans and directors of the schools in overseeing all investigations. Concerns should be reported to the following individuals:

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>Raymond Ou</th>
<th>x2125 <a href="mailto:Raymond.Ou@Simmons.edu">Raymond.Ou@Simmons.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School of Library Sciences</td>
<td>Em Claire Knowles</td>
<td>x2798 <a href="mailto:emclaire.knowles@simmons.edu">emclaire.knowles@simmons.edu</a></td>
</tr>
<tr>
<td>School of Nursing and Health Sciences</td>
<td>Anne-Marie Barron</td>
<td>x2121 <a href="mailto:Annemarie.barron@simmons.edu">Annemarie.barron@simmons.edu</a></td>
</tr>
<tr>
<td>School of Management</td>
<td>Mary Dutkiewicz</td>
<td>x3813 <a href="mailto:mary.dutkiewicz@simmons.edu">mary.dutkiewicz@simmons.edu</a></td>
</tr>
<tr>
<td>School of Social Work</td>
<td>Suzanne Sankar</td>
<td>x3946 <a href="mailto:Suzanne.sankar@simmons.edu">Suzanne.sankar@simmons.edu</a></td>
</tr>
</tbody>
</table>

**Policy against sexual harassment**
The College’s policy against sexual harassment prohibits unwelcome verbal or nonverbal sexual advances or requests for sexual favors or other conduct of a sexual nature that creates a hostile and intimidating environment that interferes with a student’s performance in academic or non-
academic settings. Sexual harassment may involve behavior of a person of either sex against a person of the opposite or same sex.

- The following are examples that may constitute sexual harassment between students:
- Use of sexual epithets, jokes, written or oral references to sexual conduct, or gossip regarding one’s sex life
- Sexually oriented comments about an individual's body, sexual activity, deficiencies, or prowess
- Displaying sexually suggestive objects, pictures, or cartoons
- Unwelcome leering, whistling, deliberate brushing against the body in a suggestive manner, sexual gestures, and suggestive or insulting comments
- Inquiries in one’s sexual experiences
- Discussion of one’s sexual activities
- Unauthorized video or audio taping of sexual activity

Sexual Harassment Grievance Procedures
Simmons students who believe that they are victims of sexual harassment by another student have the following options in filing a grievance:

Informal Resolution
Informal resolutions are NOT an appropriate form of intervention for sexual misconduct or assault, which includes unwelcomed and inappropriate touching.

1. Student reports the alleged sexual harassment to the appropriate student affairs director or dean and commits to writing the desire to pursue an informal resolution process. The administrator will consult closely with the Deputy Title IX Coordinator throughout the informal process.

2. If complainant is satisfied with the resolution, a written summary of the resolution will be filed with the Deputy Title IX Coordinator.

3. If the matter is not resolved, the student may choose to initiate a formal resolution process.

Formal Resolution
1. Student submits a written request for formal resolution to the appropriate student affairs director or dean in order to initiate an investigation. Simmons College encourages the reporting individual to submit the complaint within 30 business days of the alleged sexual harassment conduct.

2. The student affairs administrator, in consultation with the Deputy Title IX Coordinator, will investigate the allegations, which may include interviewing the complainant, the respondent, witnesses, and other relevant parties; thoroughly review all relevant facts and institutional polices; provide documentation of all steps taken to conduct a comprehensive investigation of allegations.
3. The investigation is typically completed under 60 calendar days. If extenuating circumstances warrant additional time, the student affairs administrator must communicate to the complainant any changes to the expected timeline for concluding the investigation.

4. At the conclusion of the investigation, the student affairs administrator consults with the Deputy Title IX Coordinator, who may refer the matter to the Simmons College Honor Board for a formal hearing.

**Student-on-Student Sexual Misconduct**

**Sexual misconduct** violations are criminal actions defined by lack of consent. These acts can be perpetrated by someone known or unknown, including an acquaintance, spouse, partner, date, relative, friend, or stranger. It can be perpetrated by individuals of any gender, gender identify and expression, and sexual orientation.

Giving consent means freely communicating, through words or actions, your agreement to engage in sexual activity. Silence, a past sexual relationship, a current relationship, or the use of alcohol and/or other drugs by the perpetrator are not excuses for rape or sexual assault and do not imply consent.

**Non-consensual sexual contact** includes, but is not limited to, actual or attempted nonconsensual or forcible sexual touching, including fondling, kissing, groping, attempted sexual intercourse, digital penetration, and/or penetration with an object.

**Non-consensual sexual intercourse (sexual assault)** is characterized by penetration, which may be oral, vaginal, or anal, by either a body part or object. It may include an implicit or explicit threat and/or use of force. It can also include circumstances in which an individual is not capable of giving consent because she/he is intoxicated, unconscious, physically incapacitated, mentally impaired, or under the age of 16.

**Confidential Resources**

Students that wish to keep the details of an incident of sexual misconduct strictly confidential may utilize the following resources:

<table>
<thead>
<tr>
<th>Simmons Health Center</th>
<th>94 Pilgrim Road</th>
<th>617-521-1020 (ask to speak with a nurse)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simmons Counseling Center</td>
<td>Palace Road 305</td>
<td>617-521-2455</td>
</tr>
<tr>
<td>Simmons Health Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betsy's Friends/Sexual Assault Peer Educators</td>
<td>94 Pilgrim Road</td>
<td>617-521-1001</td>
</tr>
</tbody>
</table>

**Limits on Confidentiality**

While Simmons College remains committed to protecting the privacy of all individuals involved in a sexual misconduct or sexual assault incident, campus officials that receive notice, whether directly from the student or a third party, are obligated under federal law to initiate an administrative
investigation. Immediate steps must be taken to eliminate the sexual misconduct, prevent its recurrence, and respond to the incident’s effect on the community, which may include issuing timely campus warnings, coordinating support resources, and initiating educational efforts.

**Reporting Sexual Misconduct**

Reporting sexual misconduct does NOT mean that the student has made a commitment to pursue criminal proceedings.

**Public Safety** is available (space here) 24 hours a day 7 days a week at 617-521-1111

During business hours, you may also contact the **Deputy Student Life Title IX Coordinator:**

Raymond Ou, Assistant Dean for Student Life
C211-MCB, 617-521-2125,
Raymond.Ou@simmons.edu
300 The Fenway
Boston, MA 02115

The Deputy Title IX Coordinator will work closely with student affairs deans and directors of the schools in overseeing all investigations. Concerns should be reported to the following individuals:

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<tr>
<td>School of Social Work</td>
<td>Suzanne Sankar</td>
<td>x3946</td>
</tr>
</tbody>
</table>

| Raymond Ou                      | Raymond.ou@simmons.edu |
| Em Claire Knowles                | emclaire.knowles@simmons.edu |
| Anne-Marie Barron               | Annemarie.barron@simmons.edu |
| Mary Dutkiewicz                 | mary.dutkiewicz@simmons.edu |
| Suzanne Sankar                  | Suzanne.sankar@simmons.edu |

**College Response to Complaint of Sexual Misconduct**

1. The complainant will be assigned a resource coordinator, who will offer guidance on reporting options and available resources.
2. Interim measures, such as rearranging class schedules, extracurricular activities, dining, and housing options may be taken.
3. No contact orders may be issued to the complainant and the respondent.

**Non-Retaliation Policy**

Simmons College is committed to responding to reports of sexual misconduct and encourages members of the community to report such incidents without fear of retaliation or intimidation. Threats, acts of retaliation, or any act of intimidation that discourages reporting or participating in the investigative and/or disciplinary process will result in **immediate disciplinary action.** Any individual who is threatened should immediately report the concerns to Campus Safety at 617-521-
Reporting Options

Option 1: Formal Criminal Complaint
Students have the option of filing a formal complaint through Simmons Public Safety. A Public Safety Officer will document the incident in an official report and arrange a meeting for you with a Rape Investigator from the Boston Police Department. In addition, the Deputy Title IX Coordinator or designee will be notified and follow up with the student as appropriate.

Option 2: Simmons College Disciplinary Process
Students have the option of initiating disciplinary proceedings by filing an official report with the Secretary of the Honor Board, Raymond Ou, 617-521-2125, Raymond.Ou@simmons.edu. A thorough investigation process will be conducted which may lead to a hearing with the Honor Board, consisting of representatives from faculty, staff, and students across the college.

The investigation is typically completed under 60 calendar days. If extenuating circumstances warrant additional time, the student affairs administrator must communicate to the complainant any changes to the expected timeline for concluding the investigation.

Option 3: Utilizing both options 1 and 2
Students may choose to utilize both options 1 and 2. A student has the option of pursuing both a criminal investigation and the college’s disciplinary process simultaneously.

On-Campus Resources
The College has established a multidisciplinary committee, the Sexual Assault Response Team (SART), with representatives from Student Life, Residence Life, the College Health and Counseling Centers, Health Education, and Public Safety. These individuals have undergone training to prepare them to be identified specifically as resources within the community for students. The team has also developed a resource booklet for the Simmons community, develops educational programs, and sponsors training opportunities for staff and students to ensure maximum support for our students.

For more information regarding these individuals you can speak with confidentially during business hours, or the work of the Sexual Assault Response Team, you may visit the following website: http://my.simmons.edu/services/assault-resources/sart.shtml

Additional On-Campus Resources

<table>
<thead>
<tr>
<th>Public Safety</th>
<th>E-008</th>
<th>617-521-1112 (non-emergency)</th>
<th>617-521-1111 (emergency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life</td>
<td>MCB, C-211</td>
<td>617-521-2124</td>
<td></td>
</tr>
<tr>
<td>Residence Life</td>
<td>94 Pilgrim Road</td>
<td>617-521-1096</td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td>94 Pilgrim Road</td>
<td>617-521-1020 (ask to speak with a nurse)</td>
<td>617-521-2455</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Palace Road 305</td>
<td>617-521-2455</td>
<td></td>
</tr>
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Clinical Education Policies

Registration for Clinical Nursing Courses
Students must register for clinical nursing courses at the time of the all-College registration period for the following semester in order to secure clinical placement for that semester. The all-College registration determines the number of clinical placements that are secured. Planning for clinical courses is very complex and time sensitive. Students who register late for clinical courses (that is, after the initial all-College registration period) will not be guaranteed a space in the course for the following semester and will be admitted to the course on a clinical space available basis only. Any student who has an extenuating circumstance in relation to the all-College registration must discuss her/his situation with the Director of Clinical Coordination prior to the all-College registration period.

Clinical Placements
For students taking clinical in the undergraduate and pre-licensure sequence, all clinical placements will be made by the Clinical Coordination office staff in consultation with the faculty. When assigning students to clinical, staff and faculty consider student learning needs, affiliating health care agency requirements, and making sure each student has the opportunity to complete rotations in a variety of health care agencies. Due to the high volume of nursing students enrolled in area programs, student requests cannot be accommodated. Students can expect to be informed of clinical placements approximately four weeks in advance of the clinical session.

For graduate students, all clinical placements will be made by the Clinical Coordination office staff in consultation with the faculty. The Clinical Coordinator submits requests to the healthcare agencies and is notified about preceptor availability. Students cannot directly request a clinical experience through the hospital/practice’s administration. If a student has a preceptor with whom they would like to complete a clinical experience, h/she should notify the Clinical Coordinator. When assigning students to clinical sites, staff and faculty consider student learning needs,
affiliating health care agency requirements, and making sure each student has the opportunity to complete rotations in a variety of health care agencies. Students are required to work with their preceptor’s schedule. Due to the high volume of nursing students enrolled in area programs, student requests cannot be accommodated. Students can expect to be informed of clinical placements approximately three weeks or less in advance of the clinical session.

If requested by the affiliating agency, personal information including immunization status and demographic information will be released to health care agencies.

**Clinical Attendance Policy**
This policy applies to all students in the pre-licensure nursing programs including: Undergraduate Baccalaureate, Transfer, RN-BS, Second Degree and Direct Entry students prior to RN licensure.

**Definitions**
Clinical tardiness is defined as arrival at the clinical site after the assigned time or at the appointed time but unprepared to commence clinical duties. Clinical absence is defined as failure to attend a scheduled clinical day for any reason.

**Rationale**
Clinical practice is an essential component of a nursing education. During clinical practice, nursing students apply the knowledge and skills obtained from the didactic portion of courses to actual patient care. In all clinical courses, attendance is required as students are considered to be part of the nursing team. Important information affecting patient care is communicated to students at the start of clinical experiences. Therefore, tardiness for clinical/lab experiences jeopardizes the student’s ability to provide safe nursing care. Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes and clinical judgment. Absence from clinical/lab can jeopardize the student’s ability to successfully meet the required clinical course outcomes. Further, time management is a necessary professional skill, and punctuality is expected in professional workplaces.

Clinical experiences are carefully planned in advance of the course and substitutions and make-up experiences may not be possible. Nursing is a practice profession, and there is no adequate substitute for direct patient care.

**Expectation for attendance and punctuality**
It is the expectation of the Simmons nursing program that all students arrive at clinical and lab assignments on time and fully prepared to participate in providing safe patient care. Absences from clinical practice are closely monitored by faculty and should occur only in rare circumstances.

The Clinical Instructor has the responsibility to ensure patient safety is not compromised. Therefore, any student unable to participate fully to provide safe and effective care to patients will be dismissed from the clinical experience and incur a clinical absence. If a clinical instructor determines that a student is unable to provide appropriate care for any reason (e.g., inadequate preparation to discuss and deliver patient care, incomplete pre-clinical paperwork, inappropriate dress, a physical illness, emotional distress, etc.), the clinical instructor, in consultation with the
course coordinator or the administrator on call may remove the student from the clinical area immediately.

Should a student be dismissed from clinical, the clinical faculty must document the incident using the Simmons College Nursing Department “Reportable Event” form. The student will also be required to complete the student version of this form. The course coordinator, in consultation with the department chair if necessary, will issue a clinical warning and determine if a plan for performance improvement is indicated or if the circumstances warrant further action such as referral to the Academic Review Board, Honor Board, or SNHS Associate Dean for Student Affairs.

**Unavoidable absences**

We recognize that there are times when students may be absent from clinical because it is in the best interest of student well-being and patient safety. Each student is reminded to use his/her best judgment in the event of illness or an unusual situation s/he may be absent.

In the case of illness, it is important that students not compromise the health of their patients. If there is any doubt about whether or not to attend clinical, the student should consult with his/her clinical instructor. Conditions that may warrant a clinical absence include:

- Skin lesions and/or rash, especially if lesions are weeping or fever is present
- Non-intact skin or dermatitis
- Conjunctivitis or “pink eye”
- Diarrheal illness
- Cough of more than two weeks (unless explained by a non-infectious disease). Prolonged cough may be a symptom of tuberculosis or Pertussis.
- New onset of jaundice
- Exposure to TB or other contagious condition
- Diagnosis of a communicable disease by the employee's primary care provider. These conditions include but are not limited to measles, chickenpox, scabies, lice, TB, impetigo, mumps, streptococcal pharyngitis, staphylococcal skin infections, and influenza.

**Notification**

Professional communication is valued and required. The student must notify the clinical adjunct faculty in the manner determined by the faculty at least one hour before the start of the clinical day. The student is also responsible for notifying the course coordinator within 24 hours. The clinical adjunct faculty will inform students about the process and policy to notify the agency/hospital unit.

**Failure to Notify of Lateness and Absence**

Students who fail to follow the notification policy outlined above will be issued a written clinical warning. The student may be referred to the Chair of Undergraduate Nursing, SNHS Associate Dean for Student Affairs or Academic Review Board (ARB) to determine whether a student's performance warrants further action or sanctions.

**Consequences of clinical absence**

Students who miss clinical for any reason jeopardize their ability to meet the clinical objectives. This may result in course failure. Students must complete a make-up experience and or assignment.
If the student fails to complete the make up by the date designated by the course coordinator will have points deducted from their final course grade as follows:

- Two points will be deducted from the final grade for the first clinical absence (e.g. a student with a course grade of 90/A- before accounting for clinical absence would receive a final grade of 88/B+)

- An additional three points will be deducted from the final grade for the second clinical absence (e.g. a student with a course grade of 90/A- before accounting for clinical absences would receive a final grade of 85/B)

- If a student exceeds two clinical absences, a faculty review will be held to determine whether a student’s performance warrants a failure in the course or if the situation warrants continuation in the program with a plan for remediation.

**Repeated Tardiness**
Arriving to clinical late or at the appointed time but unprepared to commence clinical duties. On more than one occasion constitutes repeated tardiness and as such unprofessional behavior. This will result in a review by the faculty to determine whether a student’s performance warrants further actions. Such actions may include a plan for performance improvement, clinical warning, or clinical/course failure.

**Clinical Absence Make-Up**
Students who are in good standing and not in jeopardy of clinical failure may be given the opportunity to make-up the missed clinical. An alternative assignment to assist the student in meeting the course objectives is estimated to take the same or more time to complete than the missed clinical hours. In general, make-up assignments must be approved by the course coordinator and will follow these suggested equivalents to an eight hour clinical session:

- An eight hour educational program along with a 3-5 page reflection paper with a minimum of 5 references. Students are responsible for finding the program and submitting it to the course coordinator for approval.
- A minimum of ten pages of a fully, referenced research paper. The topic must be approved by the course coordinator.
- At least one hour of simulation for each hour of missed clinical plus written assignment (Please note, Simmons cannot guarantee that it can offer sufficient simulation time to make up all missed clinical hours)

Student must be meeting course outcomes as determined by the Course Coordinator to be eligible for clinical makeup.

**Special Circumstances**
Special circumstances may be evaluated at the discretion of the course coordinator in consultation with the Undergraduate Department Chair or SNHS Associate Dean for Student Affairs.
Clinical Safety and Performance
The student may be dismissed or sent home from the clinical, lab, or simulation experience for being unprepared, unprofessional, or unsafe. This is considered an unexcused absence and the student will receive an academic warning.

Students must attend clinical well-rested and ready to assume clinical responsibilities for their patients; therefore, students may not work in the overnight hours (e.g. 11:00 pm – 7:00 am) on the night prior to a morning clinical experience.

Students may not exceed 12 hours in a clinical practice setting in the same day.

Students may not participate in clinical learning experiences if they have taken prescription narcotic medication less than eight hours prior to the start time of their clinical experience.

Students who have a significant illness, injury, hospitalization, or surgery during the time they are in clinical learning experiences must be cleared to return to clinical by their physician or health care provider and these essential functions must be reviewed by the health care provider. Please contact the Director of Clinical Coordination for information about the medical clearance requirements and process.

Reportable Event Policy
The purpose of this policy is to ensure the health, safety, and welfare of students and those patients to whom they are providing care. Unintended injury and lapses in personal or patient safety remain a concern in nursing education. A majority of these events are preventable and may reflect broader systems issues. Communication of such events must be open, timely and accurate.

Identifying and documenting Reportable Events are essential to assure that the appropriate persons and agencies receive information that can be used for system improvement, enhanced student learning, fostering professional and growth and insuring patient safety.

These data provide a mechanism to identify patterns, trends, or gaps in student learning and knowledge as well as identification of systems issues. If an event occurs, the student in consultation with her faculty must document the event.

A Reportable Event is any an assertion or actual occurrence of an incident that affects or has the potential to affect the health, safety, or welfare of an individual.

Hazard: A situation or circumstance with the potential to do harm.
Example: Student who arrives to clinical unprepared.

Near Miss: An error or incident occurred but did not reach the patient
Example: Student who calculated medication incorrectly but had not yet reached the patient.
Example: Student’s Failure to communicate abnormal patient findings to the nurse or faculty.

Adverse Event: An error or event that reached the patient, individual or student

Minor Event: an incident or error occurred that does not cause harm to a patient, individual or student.
Example: Administration of incorrect IV fluids
Example: Student who has a syncopal episode in clinical.
Example: Side rails down.

**Major Event:** An error or incident that has the potential to cause permanent injury or transient but potentially life-threatening harm.
Example: Administering of inaccurate narcotic dose that requires administration of Narcan.

**Student Health Insurance and Clinical Injury**
In accordance with Simmons College policy and Massachusetts state law, all students are required to have health insurance.

Students who experience a health incident/occupational accident such as a needlestick or splash injury or fall should follow all affiliating agency specific policies and procedures.

Students injured in the clinical setting will be responsible for expenses incurred while receiving treatment. Students are viewed as guests, not hospital employees in the clinical setting therefore affiliating agencies are not responsible for injuries occurring in the clinical setting. Students are generally evaluated in the agency’s emergency room, because students are not employees they are not seen by occupational health services and the student’s personal health insurance that would provide coverage. In the event of a clinical incident or injury, students should notify their clinical instructor immediately, so the instructor can inform appropriate Simmons and agency staff.

**Compulsory Professional Liability Insurance**
All student providing direct patient care as part of their clinical education must be covered by a professional liability policy. Simmons College holds a blanket professional liability policy that covers all students enrolled in clinical courses. The policy only covers students while in their capacity as Simmons nursing students.

**Dress Code**
Professional appearance is required in all health care settings. Pre-licensure nursing students are required to wear the Simmons College student uniform. In agencies not requiring the school uniform and in graduate nursing placements, students must adhere to the dress code of the agency.

**Uniform:** The undergraduate uniform consists of indigo blue scrub pants or skirt and top and a white scrub jacket. The school emblem is placed on the left sleeve of the scrub top and jacket. Tightly knit white cotton T-shirts with short or long sleeves may be worn under the scrub top.

**Name Pins:** Must include full name, status (student nurse) and the name of the college.

**Sweaters:** Because of their tendency to retain pathogens, sweaters are not allowed in the clinical agency.
Shoes: Clean and in good condition. Shoes (white, black or brown) must have closed front and backs; all white sneakers are acceptable. Knee high hose are to be worn only with pants; full length stockings or pantyhose are to be worn with skirts. Ankle socks are unacceptable. Platform shoes are unacceptable but clogs with closed fronts and backs are acceptable.

Piercings: For safety and professional appearance purposes, all piercings should be earring studs only.

Tattoos: Visible tattoos must be covered.

Nails: Artificial/Acrylic Nails are not allowed as research has shown them to harbor increased bacteria.

Hair: Hair must be pulled back at or above the line of the collar.

Transportation
Students are responsible for all transportation costs related to clinical experience. Costs will vary with the clinical placement. Students need to plan for costs ranging from less than $100 to $300 per year.

Graduate nursing students are expected to travel to clinical sites up to two hours each way, and may not turn down placements due to transportation.

Use of Handheld Devices in Clinical
1. There is no personal use of devices while in clinical.
2. Devices (iPhone, iTouch, iPad, blackberry, droid etc.) must be turned to “airplane” mode so that it does not receive any signal while you are at a clinical site.
3. When accessing information on your device you must step away from public view. Patients and visitors do not know if you are using the device for work or personal business and, to avoid any misunderstandings, keep your device out of sight in general areas on the unit.
4. Take no photographs of any kind anywhere in the clinical area.

Clinical Requirements
The agencies and hospitals Simmons College uses for clinical education have strict policies about what is required of students prior to being placed. Please note that students are responsible for keeping track of his/her clinical compliance throughout the Simmons Nursing program. Students are expected to submit documentation of expired clinical requirements in a timely manner. Failure to do so could result in being removed from clinical.

The clinical clearance requirements for undergraduate and pre-licensure direct entry nursing students include the following:
- Demonstration of Medication Calculation and Administration Safety Competency (for undergraduate and pre-licensure students only)
- Health Clearance
- Compulsory Cardiopulmonary Resuscitation Certification
- Mandatory Clinical Orientation and Agency-specific Pre-clinical Requirements
- Background and criminal history Checks

In addition to the requirements listed above, graduate nursing students must submit:
- A photocopy of current Massachusetts Nursing license and photocopies of Nursing license from any other state in which you are licensed
- Copy of updated resume or biosketch

**Change in the Status of the Student’s RN License**

Students with past or pending disciplinary action against a professional license are advised that such actions may affect student’s participation in the graduate program. Such actions include, but are not limited to, suspension, probation or revocation, by the licensing body. A past or pending disciplinary action against a professional license will not automatically disqualify a graduate nursing student. Rather, determinations of suitability based on licensure status will be made by the Dean of the School for Nursing and Health Sciences. Students have an obligation to notify the Dean of the School for Nursing and Health Sciences if any new complaints occur or if there is an incidence which changes licensure status while a student at Simmons College. Failure to report a change in licensure status is considered a serious violation and could result in exclusion from Simmons School of Nursing and Health Sciences.

**Demonstration of Medication Calculation and Administration Safety Competency**

Administering medications safely is a critical aspect of nursing practice; therefore, undergraduate and pre-licensure direct entry and 5-year nursing students must demonstrate their basic competency to calculate accurate medication dosages in every clinical Nursing course.

In NURS 225 and NURS 494, students will have three opportunities to pass the medication calculation and administration safety test given during the course. Students who do not achieve a 90% with three opportunities to take the competency exam will be withdrawn from the course and will retake the course in subsequent semesters.

In every subsequent clinical Nursing course plus the pharmacology course, NURS 235, the test will be given at the beginning of the semester in which they are taking any clinical course and the student will have two opportunities to pass the competency exam with a grade of 90%. Students who do not achieve a 90% with two opportunities to take the competency exam will be withdrawn from the clinical course for which they are registered and will retake the clinical course in subsequent semesters.

Practice modules have been provided for each of the 10 competency groups and can be found in Moodle under Medication Safety Competency. Students must complete all required module quizzes or the competency quiz with a 90% to register for the medication calculation and administration safety competency exam. The 10 module quizzes or competency quiz must be completed before the
first week of class. Upon successful completion of either the 10 module quizzes or competency quiz, the student will be allowed to take the competency exam.

The medication calculation and administration competency exam must be completed within the first week of the semester for all clinical courses. If a second attempt is needed, the student must complete the second test before the start of clinical.

**Health Clearance**
Prior to entering the first clinical course (NURS 226/426; NURS 501), the student must receive health clearance. Please see Addendum I at the end of this handbook for detailed information regarding immunizations and health clearance. All students must have appropriate immunization and health clearance by the deadline set by Director of Clinical Coordination. Without such evidence and clearance by Simmons College, students will not be allowed to engage in clinical practice. Obtaining health clearance is the responsibility of the student.

Following initial health clearance, it is the students’ responsibility to remain in compliance with clinical requirements. Certain agencies may require specific health requirements in addition to Simmons College requires. Such requirements will be communicated to students at the time of clinical assignment.

**Compulsory Cardiopulmonary Resuscitation Certification (CPR)**
All Nursing students are required to have current certification of Cardiopulmonary Resuscitation and AED training for Adults, Infants and Children prior to clinical courses. The American Heart Association BLS for Healthcare Providers is the only acceptable CPR certifications.

**Mandatory Clinical Orientation and Agency-specific Pre-clinical Requirements**
Prior to the beginning of each new academic year, all students who are in clinical courses are required to complete an online orientation through the Massachusetts Centralized Nursing Clinical Placement System (MCNCP), a collaborative project of the Board of Higher Education (BHE) and the Massachusetts Center for Nursing (MCN). The orientation covers topics such as patient privacy and infection control and prevention, which affiliating health care agencies have deemed important for students engaged in clinical. The orientation is valid for the entire academic year and can be found online at (http://www.mass.edu/mcnccps/orientation/welcome.asp).

Depending on specific agency regulations, students may be required to complete additional orientation and/or training online or on-site at the agency. In addition to meeting all Simmons College clinical clearance requirements, students must also meet all the requirements of the health care facilities where they are in clinical. Students must complete facility-specific paperwork before deadlines set by the clinical coordination office.

**Criminal Offender Record Inquiry (CORI) Policy**
Where Criminal Offender Record Information (CORI) checks are part of a general background check for placement in clinical rotations and for independent preceptorships by the Nursing Programs of Simmons College the following practices and procedures will generally be followed.
1. CORI checks will only be conducted as authorized by as part of the Massachusetts Criminal History Systems Board (CHSB). All students will be notified that a CORI check will be conducted. All students will be provided with a copy of the Simmons College Nursing Programs CORI Policy.

2. An informed review of a criminal record requires adequate training. Accordingly, all Simmons College Nursing Programs faculty and staff authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the CHSB.

3. Prior to the beginning of clinical nursing coursework, each student will be required to request a CORI check by the CHSB. For undergraduate students, the CORI is run prior to the beginning of the sophomore year and again before senior independent preceptorships. For graduate students CORI is run at the beginning of the primary care sequence.

4. If a criminal record is received from CHSB, the authorized Nursing Programs faculty or staff will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

5. Unless otherwise provided by law, a criminal record will not automatically disqualify a nursing student. Rather, determinations of suitability based on CORI checks will be made by the Dean of the School for Nursing and Health Sciences. A student with any criminal convictions, or past court appearances for any reason, or pending criminal cases (including misdemeanors) or past or pending disciplinary action against a professional license is advised that the Simmons College Nursing Program may not be able to secure a clinical placement. Students have an obligation to notify the Dean of the School for Nursing and Health Sciences if any new complaints occur after the initial CORI is obtained or if there is an incidence which changes CORI status while a student.

   a. Some clinical agencies will require the actual data obtained from a CORI. In this case, the agency will require a CORI performed by the CHSB of students placed in their agency. Students will be informed before the CORI is done and will be asked to sign a CORI release form. All student clinical placements are at the discretion of the agency; therefore, agencies do not have to accept students with CORI issues. The Nursing Department at Simmons cannot be responsible for alternate clinical placements for students who are withdrawn from a clinical placement or who cannot be placed in an agency because of background checks.

6. A student challenging the accuracy of the policy shall be provided a copy of CHSB’s Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the student, Simmons College Nursing Programs will make a determination based on a comparison of
the CORI record and documents provided by the student. Simmons College Nursing Programs may contact CHSB and request a detailed search consistent with CHSB policy.

7. If Simmons College Nursing Programs is inclined to make an adverse decision based on the results of the CORI check, the student will be notified immediately. The student shall be provided with a copy of the criminal record, a copy of the Simmons Nursing Program’s CORI policy, advised of the part(s) of the record that make the student unsuitable for the position of student nurse, and given an opportunity to dispute the accuracy and relevance of the CORI record.

8. If Simmons College Nursing Programs reasonably believes the record belongs to the student and is accurate, based on the information as provided in section IV on this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

   a. Relevance of the crime to the proposed clinical practicum;
   b. Nature of the proposed clinical practicum;
   c. Time since the conviction;
   d. Age of the student at the time of the offense;
   e. Seriousness and specific circumstances of the offense;
   f. The number of offenses;
   g. Whether the student has pending charges;
   h. Any relevant evidence of rehabilitation or lack thereof;
   i. Any other relevant information, including information submitted by the student or requested by Simmons College Nursing Programs.

9. Simmons College Nursing Programs will notify the student of the decision and the basis of the decision in a timely manner.

Nursing Lab Policies
The laboratory environment serves to simulate the clinical setting, and it should be managed in a professional manner. The bed, patient, and bedside should look neat, clean, respectful and professional. The intent is to help you establish very good habits that will carry over as you care for your patients in your clinical settings.

Please bear in mind the following key points:

1. Laboratory and Simulation Attendance Policy

   a. Laboratory and simulation attendance is mandatory. Each student is reminded to use her best judgment in the event of illness or an unusual situation where the student may be absent. Professional communication is valued and required. Please follow these guidelines.
i. Laboratory Absence: The student must call the laboratory faculty and contact the course tutor to practice missed skills.

ii. Simulation Lab Tardiness: The door will be closed five minutes after the session starts; if you are more than five minutes late, you will not be allowed to attend.

iii. Simulation Lab Absence: Missing a simulation counts as a clinical miss. If you are sick or have other extenuating circumstances, you must contact Josephine Faller to schedule a make-up.

2. Basic rules of lab usage
   a. Please keep the labs neat. This is your workspace, and it will be most useful to you if it is kept tidy and well-organized.
   b. Lab equipment is for use ONLY in the lab. Anything removed from the lab will be considered stolen equipment and will be dealt with as such.
   c. Food and drinks (except water) are NOT permitted in the lab.
   d. Bring all materials as directed by your Instructor (e.g., nursing supply kit, stethoscope, writing materials, textbooks, etc.). If you do not have all of your materials, you will not be allowed to participate.
   e. Appropriate dress is required. This includes closed-toed shoes (no sandals, flip-flops, or other open-toed shoes, even in summer), your nursing uniform, and any other protective clothing as directed by your Instructor.
   f. Clean up after yourself: Put all equipment and furniture away where you found it; place all trash in appropriate receptacles; and turn off all electrical equipment.
   g. Report any damaged or non-working equipment to your Instructor or the Simulation Lab Coordinator.

3. Mannequins
   a. Types of mannequins
      i. SimMen (solid blue gowns): most advanced; used with laptops for scenarios
      ii. VitalSims (solid yellow gowns): have vital signs and sounds for auscultation
      iii. Basic mannequins (printed white gowns): have no simulation capabilities
   b. Moving mannequins
i. Always use two people when lifting the models and use good body mechanics (lift with your legs, etc.)

ii. If moving a SimMan or VitalSim, be sure to move all associated equipment carefully and appropriately. Do not let anything drag or fall on the floor.

c. Storage of mannequins

i. Mannequins in use should be in beds. Mannequins not in use should be placed on the mannequin rack or on a stretcher. **Do NOT put the mannequins in chairs, on the floor, or anywhere else, as this will damage them.** There is ample rack space for all mannequins.

ii. Mannequins in beds should be left with all anatomical parts in place and be covered with a sheet as you would leave your patient in a hospital setting. Place a pillow under the mannequin and leave the HOB elevated to about 30 degrees.

d. Use of mannequins

i. **Use only TegaDerm or paper tape on the mannequins.** Other tape damages them.

ii. **Do not use iodine or Betadine on the mannequins.** It stains them.

4. Care and usage of other lab equipment

a. Reuse/recycle supplies and equipment whenever possible. This includes bedding, which should only be changed if stained or soiled. Do not use new supplies unless specifically directed to do so.

b. Please discard all single-use equipment, such as specula for the otoscope, tongue blades, cotton swabs, gauze, etc., and place stained or soiled linens in the hamper bags provided.

c. Turn off all lights, Welch-Allyn wall units, any portable equipment, VitalSims, and SimMen.

d. If using the examination tables, place unused paper over the table after each use.

e. When working with IV fluids, use proper containers (e.g., bucket, trash bin) to prevent fluid from running onto the floor.
# Academic Policies for All Nursing Students

## Student Advisement
Each student entering the Nursing program is assigned to an academic advisor. First year undergraduate students (along with transfer students and Dix scholars who are transferring less than 48 credits) will be assigned to a professional advisor in the Office of Academic Advising and Support. The professional advisors assist students in course selection for upcoming semesters, provide information about on-campus academic resources, and lead discussions with students on major, career and life goals. Students are required to meet with their advisors at least once during their first semester at Simmons College. A student will be assigned to a faculty member in the Nursing program beginning in the first semester of her sophomore year. This provides a student with the opportunity to form a personal relationship with a faculty member within the Nursing program while also receiving expert guidance as she prepares for her future career. Students entering Simmons College with more than 48 credits will be assigned directly to a Nursing faculty advisor. It is the student’s responsibility to set meetings with her advisor. If a student completes registration without her advisor’s consultation, the student assumes full responsibility for all academic consequences.

## Prerequisites/Corequisites to Nursing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>4-year program 2-3 year Dix program</th>
<th>14-month Dix program</th>
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<tbody>
<tr>
<td>NURS 225</td>
<td>C+ in BIOL 113 or BIOL 123 CHEM 111 (or CHEM 113) AND CHEM 112 (or CHEM 114) OR CHEM 110 BIOL 231 OR BIOL 232 Successful completion of Math Competency or MATH 101 OR MATH 102</td>
<td>C+ in CHEM 111 AND CHEM 112 OR CHEM 110 (OR NURS 439) BIOL 231 AND BIOL 232 (or NURS 431) BIOL 221 (or NURS 421) OR BIOL 123 PSYCH 101 AND PSYCH 237 (or PSYCH 235) Successful completion of Math Competency or MATH 101 OR MATH 102</td>
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<td>NURS 226</td>
<td>C+ in BIOL 221 (OR BIOL 123) as pre-req or co-req C in NURS 225 C in NURS 292 as a pre-req/co-req BIOL 231 AND BIOL 232 C in NURS 100 AND NURS 102 as pre-req or co-req</td>
<td>C in NURS 225 NURS 404 as co-req</td>
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<td>NURS 235</td>
<td>C+ in CHEM 111 AND CHEM 112 OR CHEM 110 BIOL 231 and BIOL 232 NURS 225 as pre-req</td>
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<td><strong>NURS 238</strong></td>
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<td><strong>NURS 247</strong></td>
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<td>PSYCH 237 (OR PSYCH 235) as co-req</td>
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<td>C in NURS 225, NURS 226, NURS 235, AND NURS 292</td>
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<td>PSYCH 237 (OR PSYCH 235) as co-req</td>
<td>Pass PSYCH 101</td>
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<td>C in NURS 225, NURS 226, NURS 235, AND NURS 292</td>
<td>PSYCH 237 (OR PSYCH 235) as co-req</td>
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<td>C in NURS 225, NURS 226, NURS 235, AND NURS 292</td>
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<td>Pass PSYCH 101</td>
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<td>PSYCH 237 (OR PSYCH 235) as co-req</td>
<td>PSYCH 237 (OR PSYCH 235) as co-req</td>
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<td></td>
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<td>Pre-licensure Direct Entry</td>
<td>Pre-Licensure 5 year BS-MS</td>
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<td><strong>NURS 494</strong></td>
<td><strong>NURS 225</strong></td>
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<td>All science pre-requisites</td>
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<td><strong>NURS 226</strong></td>
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<td>C in NURS 225</td>
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<td><strong>NURS 435</strong></td>
<td><strong>NURS 292</strong></td>
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<tr>
<td>NURS 494 as co-req</td>
<td>NURS 225 as prereq or co-req</td>
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<td><strong>NURS 438</strong></td>
<td><strong>NURS 348</strong></td>
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<td>C in NURS 225, NURS 226, NURS 235, AND NURS 292 Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req</td>
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<td><strong>NURS 447</strong></td>
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<td>C in NURS 494, NURS 426, AND NURS 435</td>
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<td><strong>NURS 449</strong></td>
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<td><strong>NURS 448</strong></td>
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<td><strong>NURS 487</strong></td>
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<td>C in NURS 494, NURS 426, AND NURS 435 NURS 438 as pre-req or co-req</td>
<td>Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req C in NURS 225, NURS 226, NURS 235, AND NURS 292</td>
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<td><strong>NURS 454GR</strong> AND <strong>455GR</strong></td>
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Graduate Program Sequencing and Prerequisites/Corequisites

Several courses in the Graduate program need to be taken in a specific sequence. SNHS 410 is a prerequisite for NURS 507 and NURS 508.

NURS 422 must be taken before NURS 423. Students must receive a Grade of B or better in NURS 422 before enrolling in NURS 423.

The Primary Care Courses must be taken in sequence. NURS 500 and 500A followed by NURS 501 and 501A, NURS 502 and 502A, and NURS 503 and 503A. These courses are only offered once each year; therefore, if the student does not successfully complete the didactic and clinical component of the course, they must wait until the course is offered the following year to return.

Grading Policies

Grades and their Values

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<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
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<tr>
<td>A-</td>
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<td>94</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>87</td>
<td>89</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>83</td>
<td>86</td>
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<tr>
<td>B-</td>
<td>80</td>
<td>82</td>
<td>2.67</td>
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<td>C+</td>
<td>77</td>
<td>79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>73</td>
<td>76</td>
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<tr>
<td>D-</td>
<td>60</td>
<td>62</td>
<td>.67</td>
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</table>

Undergraduate Grading Policies

- Undergraduate/Dix Scholars must receive a 75 or above overall weighted average in the course exams in order to progress to the next Nursing course. Once the student has achieved a 75 or above average, all other course assignments will be factored into the final grade. If the exam average is less than 75, the student will receive the grade that is equivalent to the overall average of the exam grades only.

- If students do not meet the exam grade requirement to pass a class (75 for undergraduate students) they receive the earned exam grade average as their course grade.

Graduate Grading Policies

- Graduate students, including post-licensure, must maintain an 83 weighted average on their exams- exclusive of their graded assignments to pass the course. In addition, if the 83 exam average is not met, the grade recorded on the transcript will be the earned exam grade. Students must earn a grade of B or better in all of the core courses and in all of the primary care courses. The primary care component, both the class and the clinical, must be passed with a satisfactory grade (B). If a student fails one component of the course, s/he fails the entire course and must re-take both components of the course.
• All graduate students must maintain a 3.0 GPA while in the Graduate Nursing Program. If a student’s average falls below the required 3.0, or she/he demonstrates unsatisfactory clinical performance, she/he may, at the discretion of the faculty, be put on probation. If probation occurs the Chair of Graduate Nursing will notify the student of the probationary status. This notification will delineate the specific goals the student must meet in order to continue in the program.

• Students in the RN-MS, Direct Entry and 5 year BS-MS programs must maintain a 3.0 GPA in the pre-licensure courses in order to progress to the graduate program.

• Students without an overall GPA of 3.0 in Nursing will be considered on an individual basis on faculty advisement for admission into the graduate sequence. For the 5-year BS-MS students, GPA will be calculated at the end of year 3. For the Direct Entry students, GPA will be calculated at the end of the pre-licensure curriculum.

• 5 year BS-MS students and pre-licensure direct entry students must maintain a 75 weighted exam grade average to pass their exams exclusive of other graded assignments for the pre-licensure curriculum. In addition, the grade recorded on the transcript will be the earned grade.

• Students who are unsuccessful in more than 2 courses in the nursing curriculum will be excluded. This applies to students in the Direct Entry program and 5 year BS-MS program at the beginning of the pre-licensure phase.

**Grade Appeal Process**

The process of appealing a grade is available to students to ensure that the evaluation processes for academic courses and clinical experiences were fairly applied. Students who wish to appeal a grade will first meet with the clinical faculty (if applicable) and the course coordinator to discuss her/his concerns about the grading process. If the student wishes to pursue the appeal further, she/he will submit a request and the rationale for the request in writing to the Chair of Undergraduate Nursing or Graduate Nursing within one week of receiving the grade. The Chair and student will then set a time to meet.

The Chair will then review the student’s concerns with her/him, discuss her/his concerns with the course coordinator, and review all written documentation of academic and/or clinical concerns. The process of fair evaluation includes:

1. Clearly stated course and clinical objectives
2. Timely identification of concerns by the faculty member with the student regarding her/his lack of successful achievement of course or clinical objectives
3. Clear communication of the plan to remediate the identified concerns related to knowledge, skills, or behaviors that must be improved in order to achieve course or clinical objectives
4. Clear communication of the outcomes required for successful completion of the course or clinical experience
5. Final evaluation of the student’s course or clinical experience in relation to the course and clinical objectives
Upon evaluation of the processes described above, the Chair will determine whether fair processes for evaluation were applied in the evaluation of the student.

Should the student wish to pursue the appeal further, the undergraduate student would appeal to the SNHS Undergraduate Associate Dean for Curriculum and Student Affairs. The final appeal, should the student wish to continue the appeal process, would be to the SNHS Dean.

Graduate students would appeal first to the course coordinator, then the Graduate Chair. Should the student wish to appeal further, then she/he would appeal to the SNHS Policy Committee. The final appeal would be considered by the SNHS Dean.

**Progression and Retention**

- Students must pass both the clinical and didactic components of a Nursing course in order to pass the course. If the student fails one component and passes the other, she/he will fail the course. If the student fails the clinical component of the course, he/she will receive a grade of F in the course. Student must re-take both components of the course in which he/she receive an F.

- All students will adhere to the Simmons College Honor Code and the ANA Code of Ethics. We expect full concordance by every Nursing student with the Simmons College Honor Code.

- Students are allowed to repeat a failed Nursing course only once.

- If a student is unable to complete the course work by the end of the semester, the student and faculty may request an incomplete grade from the Administrative Board.

- Undergraduate students who wish to withdraw past the Simmons deadline must petition the Simmons College Administrative Board. Graduate students must submit a written petition to the Chair of Graduate Nursing.

- The Nursing Programs can submit an academic/clinical warning when the students’ performance is considered to be marginal and/or unsafe. The justification for a warning includes but is not limited to the following:
  - Quizzes or exams with a grade of C or below (UG); B or below (graduate)
  - Overdue assignments
  - Poor attendance
  - Poor or unsafe clinical practice (see course and/or clinical objectives)
  - Violation of the Honor Code
  - Violation of the Professional Code of Ethics

- A student can be dismissed from a course in the Nursing program at anytime, with cause. Evidence of unsafe practice, failing work, or violation of the Professional Code of Ethics are grounds for failure.
• All Undergraduate and pre-licensed Direct Entry students are required to take a NCLEX review course following graduation/licensure.

Classroom Policies
• Tape recording of lectures can be done only with the permission of the faculty/lecturer. This permission must be obtained prior to class.

• Written assignments are to be handed in prior to class on the date specified. Please see the individual course syllabus for the policy. It is suggested that a photocopy of all assignments be made and retained by the student.

• All written assignments in the Nursing major require American Psychological Association Publication (APA) format.

• During a nursing exam, any discussion among students or sharing of any information once the exam begins will be considered an infraction of the Honor Code.

• During examinations students must leave all materials (notebooks, cell phones, pagers, water bottles, etc.) at the front of the classroom. Any student suspected of giving or receiving information during an examination will be asked to leave the examination. Students who leave the examination may not be allowed to finish the exam at a later date.

• Once a student begins an exam, she must complete the exam during the examination period. If a student leaves the exam before completing the exam, the faculty member may grade the student on the work completed during that exam period only. The only exception would be a medical emergency that occurs during the exam. The situation would be considered emergent only if the student requires immediate emergency medical attention in the emergency room. Documentation from the emergency room physician would be required.

• Students who observe cheating by other students are bound by the Honor Code to report such behavior to the faculty.

• According to policy, a student may be excluded from the Nursing Program for cheating or failure to report cheating of others.

• Only under extenuating circumstances and with prior permission of the faculty are children allowed to attend classroom lectures. Children are not allowed in the Nursing Laboratories at any time.

Unsatisfactory Student Progress
1. A student whose grade point average (GPA) falls below what is required for the student’s program (C for undergraduate, B for graduate students) in any semester will be automatically placed on probation for the following semester.
2. A student will be placed on nursing probation for the following semester if s/he receives a grade below a C (or an F in a P/F course) in any course designated by the student’s program as requiring a grade of C or better, and for graduate students, a grade below a B. A student on nursing probation will plan remediation and coursework for the following semester in collaboration with nursing faculty. Nursing faculty and Department Chair will make the final determination of the student’s coursework for the probationary semester.

3. A student will be placed on nursing probation for demonstrating behavior inconsistent with ethical, legal, or professional standards as determined by each program faculty.

4. If a student takes a leave of absence after being placed on probation, s/he will be on probation for the semester s/he returns to the program.

5. A student receiving a grade below C in any course designated by the student’s program as requiring a grade of C or better must repeat the course for credit. Grades for the initial and repeated course will appear on the student’s transcript and both will be used in calculating the cumulative GPA. Students may repeat a given course only once.

6. A student who fails a Nursing course may proceed into another Nursing course only if the subsequent course does not require prior successful completion of the failed course.

7. Repetition of the course may affect a student’s ability to progress with her/his class and/or her/his expected date of graduation.

8. Traditional undergraduate, 2-year, or 3-year Dix students who fail a nursing course may not retake that course in the accelerated sequence. They must retake that course when it is offered in their original track unless granted permission to do so by the chair of Undergraduate Nursing. In some circumstances, accelerated students may apply to a different program (please see Admissions Policies for Transferring Academic Tracks).

9. An undergraduate student will be removed from probation if s/he receives a grade of C or better in all courses during the semester s/he is on probation, has a cumulative GPA greater than 2.0 at the end of that semester, and adheres to ethical, legal, and professional standards of behavior.

10. An undergraduate nursing student who wishes to withdraw from a nursing course after the eighth (8) week of the term must petition the College Administrative Board. A graduate nursing student who wishes to withdraw from a nursing course after the eighth (8) week of the term shall be considered to have failed any nursing course in which he/she has a failing grade at the time he/she begins his/her leave of absence [and her transcript shall reflect a failing grade].
Exclusion

1. A nursing student who has failing grades (less than a C for undergraduates; less than a B for graduates) in any two courses in the Nursing sequence, under any circumstances shall be dismissed from the Nursing Programs.

2. A student may be excluded from the program if s/he is on probation during more than two semesters over the course of obtaining the degree.

3. An undergraduate/pre-licensure student will be excluded from the program if s/he fails to obtain a grade of C or better in a repeated course. A graduate student will be excluded from the program if s/he fails to obtain a grade of B or better in a repeated course.

4. A student may be excluded from the program for demonstrating behavior that is illegal, unethical, or unprofessional as determined by the Nursing Academic Review Board and/or College Honor Board.

5. A student may be excluded from the program if s/he verbally or physically threatens members of the College administration, faculty, staff, students, or clients in the practice setting.

6. A student will be excluded from the program if she is “Removed from Degree Candidacy” by the College Administrative Board.

Appeal

A student has the right to appeal the faculty’s decision regarding academic standing by petitioning the Nursing Academic Review Board (ARB). The Chair should be consulted concerning the appropriate procedures for appeal. Please refer to the policy and procedures for grievance in this Handbook and in the College Student Handbook.

A student may appeal the ARB decision if there was a procedural error that if not corrected would significantly impact the outcome; if new information not available during the time of the hearing may affect the outcome, is not introduced; or if the sanctions determined were outside of established parameters. The appeal must be in writing and submitted to the Chairs of Nursing, within 5 business days, who will determine if the appeal will be considered. If unsatisfied, an undergraduate student may submit written appeal to the Associate Dean; graduate students may submit written appeal to the Dean.

Withdrawal from Nursing in Good Standing

In order to withdraw from either a Nursing course or the Nursing major in good standing, a student must be passing and meeting all requirements for the Nursing major. Any student who withdraws from the major after having been excluded for any reasons will not be considered in good standing.

Readmission of Excluded Students

All applications for readmission from students who are excluded from the program are referred to
the Nursing Academic Review Board. Upon recommendation of the Nursing Academic Review Board, the dean will review the case and take appropriate action.

**Baccalaureate Degree: Specific Academic Policies**

**Missed Exam Policy for Undergraduate Students**

Students will be required to provide documentation if it is necessary to miss a scheduled exam due to illness, emergency, or death in the family. Such documentation may include a note from a health care provider or if a death in the family, providing an obituary. The student should send or bring the documentation to Student Life. Student Life will notify faculty that the documentation has been provided. If a student has a chronic condition such that may interfere with her ability to be present in class for an exam but may not warrant a medical visit, the student should be encouraged to connect with Disabilities services.

Student must notify the faculty at least 24 hours prior to the exam unless extenuating circumstances.

Students will be allowed a maximum of 48 hours to make up the exam unless there are extenuating circumstances.

Point deductions for exams taken beyond 48 hours will be at the discretion of the course faculty. Please refer to the course syllabus.

If a student misses an exam and fails to notify the faculty member ahead of the exam start (as above), it will be considered an unexcused absence, and the student may not be able to take the exam and thereby earn a zero.

Alternate exam. This is at the faculty discretion. Student should be informed however that she may not be taking the same exam as that which was given in class. The exam will have the same rigor and may have an altered format such as short answers and fill in the blank.

For students who take exams through the Center for Academic Achievement please refer to Addendum IV: Procedure for Making Exam Arrangements with Disability Services.

**Return to Undergraduate Nursing following a Leave of Absence**

Nursing students must follow the College Leave of Absence policy for undergraduate students. The policy may be found at: http://www.simmons.edu/handbook/academics/undergraduate/registration.php. In addition, a nursing student who wishes to return from a leave of absence must notify the Chair of Undergraduate Nursing and the Director of Clinical Coordination at least six weeks prior to the start of the semester to which the student wishes to return in order to plan for clinical coursework. Please note that students returning from Leaves of Absence are admitted to clinical courses on a space available basis.
Study Abroad
If a traditional 4-year nursing student wants to spend a semester abroad, the ideal opportunity is the fall semester of the junior year. The student would then take NURS 238 during the summer between the sophomore and junior year. This would not alter the expected date of graduation. Students must apply by March 15 of sophomore year. Please contact the Simmons Study Abroad Office at http://www.simmons.edu/offices/provost/study-abroad/options to learn about how a semester abroad will affect your course of study.

Baccalaureate Degree Requirements

Competency in Mathematics
The Nursing Programs requires all students to demonstrate competency in basic mathematics for the purpose of calculating medication dosages. Competency in Mathematics is fulfilled by passing the Math Competency Exam or taking an approved Math course. Undergraduate Nursing students must pass the Simmons mathematics competency exam prior to taking NURS 225.

Students who fail to demonstrate the College requirements mathematics competency PRIOR to NURSS 225 will be excluded and de-registered from NURS 225.

Information Technology and Literacy Requirement
Students must satisfy the information technology and literacy requirement by the end of their third semester at Simmons. Students can do so by either passing a competency exam, iComps (technology/resources test administered by the Center for Academic Achievement), or taking an approved course currently IT 101 Living in a Digital Society.

Financial Empowerment Seminar
All Simmons potential graduates (seniors) are expected to attend a Financial Empowerment Seminar hosted by the Dean of the College and taught by a School of Management Professor. The seminar is offered the Wednesday before the fall semester and the Wednesday before the spring semester. The exact time and format will be sent to students a month prior to the event.

US and Global Diversity
All Simmons students must complete a course fulfilling the US and Global Diversity Requirement after completion of 32 semester hours. Courses fulfilling this requirement address issues of power and privilege from multiple perspectives. Such courses offer students the opportunity to engage with topics, including: global cultures, past or present; an understanding of race and racism in the US; global or international issues; topics of diversity related to gender, nationality, race, ethnicity, religion, disability, socio-economic status, gender identity, sexual orientation, age, etc.

This requirement may be fulfilled through a mode course and/or a course in a student’s major.

Science Requirements Prior to NURS 225
Nursing students are required to obtain a minimum of a C+ in each required science course that is taken prior to NURS 225. This includes Intro to Psychology. These pre-requisite courses to NURS 225 may be taken either as a four course sequence or a six course sequence.
Traditional 4-year and 2-year Dix students may not take the accelerated science courses in the summer with Dr. Volkman unless they have a previous bachelor's degree. If they take Anatomy and Physiology I, they will also be required to take NURS 404 to count as their second required semester of Anatomy and Physiology with Dr. Volkman.

A traditional transfer student who has completed science pre-requisites and most of the all-college requirements, may accelerate her program of Nursing courses via the 2 Year Dix Sequence.

Chemistry: This requirement can either be fulfilled by taking...

CHEM 110   General Organic Biochemistry (4) (combination of Inorganic & Organic Chemistry)
CHEM 110L  One semester of lab

OR

CHEM 111   Introduction to Chemistry: Inorganic (4)
CHEM 111L  One semester of lab

AND

CHEM 112N  Introduction to Chemistry: Organic (4) – CHEM 111 is prerequisite to this course
CHEM 112L  One semester of lab

Biology: This requirement can either be fulfilled by taking...

BIOL 123   Principles of Microbiology (4) (combination of Biology & Microbiology)
BIOL 123L  One semester including lab

OR

BIOL 113   General Biology (4)
BIOL 113L  One semester of lab

AND

*BIO 221    Microbiology (4) – Prerequisite to this course is General Biology
BIO 221L   One semester of lab

*If you take this course you may take it prior to OR concurrently with NUR 226

Anatomy & Physiology: This requirement is fulfilled by taking...

BIOL 231   Anatomy & Physiology I (4)
BIOL 231L  One semester of lab

AND
*BIOL 232  Anatomy & Physiology II (4)
BIOL 232L  One semester of lab

*If you take this course you may take it prior to OR concurrently with NUR 225; must be completed prior to NUR 226 in nursing course sequence

**Retaking of Science Courses**
Students who do not achieve a grade of C+ in a science prerequisite course may retake that specific course only once. The total number of science courses that may be retaken is two. Students who do not meet the science prerequisite policies will be excluded from the Nursing Program. If the course is taken outside of Simmons College, the student must also petition for prior approval of the course by submitting course syllabus to the registrar at transfercredit@simmons.edu. The student must also submit a petition for transfer of credit to the Office of the Registrar.

**Deadline for Taking or Retaking Science Prerequisite Courses**
Science prerequisite courses for Nursing 225 in the fall semester must be completed by the end of the first summer session prior to Nursing 225. Grades for those courses must be submitted to the Nursing Department by July 10th as the final deadline.

Students needing to take or retake the science courses noted above, must fill out a “Plan for Summer Science Prerequisite” form with information about where and when the course will be taken by May 30th submitted to the Chair of Nursing and the Academic Review Board. If the course is to be taken outside of Simmons College, the student must also submit a petition for prior approval of the course to the registrar’s office.

Students retaking science courses or taking pre-requisites will be excluded and de-registered from Nursing courses if they fail to submit a plan for completion of summer science courses by May 30th and a transcript indicating successful completion of summer science course work (C+) by July 10th.

Students who fail to demonstrate the College requirements Mathematics Competency PRIOR to NURS 225 will be excluded and de-registered from NURS 225.

**Accelerated Programs: Specific Policies**
1. Direct Entry and Dix Scholars are admitted to the accelerated track only if they have a previous baccalaureate degree. Other admission criteria are detailed in the application materials.

2. Simmons Nursing majors are eligible for the 5 year BS-MS at the end of their sophomore year. They must formally declare their intention at this time and must have a cumulative GPA of 3.33 in their Nursing courses to enter this track. See Admissions Policies for Nursing Academic Tracks for details.

3. This fast track is accelerated and the schedules of class and clinical experiences are not flexible. Most classes and clinical experiences are during the day and students should expect to be in school or clinical a minimum of 4 days per week.
4. All accelerated track students must take NURS 404/Normal and Abnormal Physiology prior to or concurrently with NURS 238/438.

5. Completion of the pre-licensure curriculum is equivalent to graduation as defined by the Board of Registration in Nursing.

Undergraduate Nursing Departmental Honors
The Undergraduate Nursing program offers the opportunity for students with a superior record in the major to receive departmental honors. The candidate must have a minimum 3.5 overall GPA and 3.5 Nursing GPA. The student must be in the top 5% of her nursing class and is expected to be intellectually curious, self-directed in learning and actions, have high level critical thinking and analysis skills, and demonstrate superior writing. The candidate will complete an 8 credit (2 semesters) thesis or equivalent project of high quality supervised by a nursing faculty.

Students may become candidates for honors in Nursing at the invitation of the department at the end of their junior years. Candidates for honors must complete two semesters of independent work beyond the usual departmental requirements. The student will be asked to develop a proposal for a thesis or research project.

If a proposal is accepted, the student will register for an independent study (NURS 350 in both the Fall and Spring semesters of her senior year. The supervising faculty and at least one other nursing faculty member will grade the thesis or project. Students whose project or thesis earns an A or A-, and who maintain a 3.33 overall GPA and a 3.5 GPA in nursing at graduation will receive departmental honors; that designation will appear on their transcripts.

Semester 1 (NURS 350-4 credits)
- Develop a project
- Research
- 20 page paper/revisions

Semester 2 (NURS 350-4 credits)
- Implement
- Analyze
- 40 page paper/revisions
- Present at UG Research Day Simmons College or equivalent public venue

Graduate Program: Specific Academic Policies
1. Students may transfer a maximum of eight credits into the program provided these credits were not used for a degree that was previously conferred at another institution. Any such course must be a master's level course, have been taken within the last five years, and the student must have achieved a B or better. Students may not transfer credits for Advanced Pathophysiology (NURS 404) from another institution. Approval of the Graduate Chair of Nursing and faculty teaching course is required.
2. All graduate students must comply with policies delineated for SNHS students in the College Student Handbook.

3. Students must comply with the Simmons College Honor Code, the ANA Standard of Professional Practice, the ANA Code of Ethics, the International Nursing Code of Ethics, and the SNHS Statement on Professional Behavior.

4. Any violation of the Simmons College Honor Code, the SNHS Statement of Professional Behavior, the ANA Standards, or the standards of ethical behavior may be grounds for dismissal. Students may appeal such a decision through the SNHS grievance process.

5. Students who fail more than one Nursing course will be excluded from the program. If this occurs students may follow the grievance process identified in the SNHS Student Handbook.

6. Students in the graduate Nursing program must receive a cumulative average of 83 at the end of each semester and a grade of 83 in core courses. A C+ must be achieved in supporting courses. Courses with a clinical component must be passed in both the theoretical and clinical components.

7. The graduate course sequence is specific to each concentration. Students should refer to their course booklets and catalogue for requirements of each program. Degree requirements include core courses, support course, and elective credits.

8. Policy on Remediation in Primary Care: Students enrolled in the graduate programs are expected to make progress towards all course objectives throughout the semester. If in the opinion of the faculty, clinical preceptor and/or student, such objectives are not being met, the student may be required to do additional course work in order to be attained. Students will be required to pay for volunteer patients if they are required to assist in meeting objectives. Otherwise no additional fees will be required for this tutorial. Faculty will evaluate and monitor student progress and determine how long tutoring will be required.

Policies Specific to the Direct Entry Program

1. While in the pre-licensure curriculum, students will follow the Course and Student Progress Policies detailed in the Undergraduate Program Section of this Handbook.

2. While students are in the pre-licensure curriculum, they will follow all other non-course related policies detailed in the SNHS Student Handbook.

3. A Generalist precepted experience is recommended for all students in NURS 454GR.

4. All direct entry students, upon completion of the pre-licensure curriculum, will receive a certificate of completion of the RN Program and will be eligible to sit for licensure as a registered Nurse. Female students who choose not to continue in the Master's degree
program may receive a BS in Nursing, provided they formally withdraw from the Direct Entry Program and the School of Nursing and Health Sciences and follow the policy guidelines listed under Admissions Policies for Transferring Academic Tracks.

5. Completion of the pre-licensure curriculum is equivalent to graduation as defined by the Massachusetts Board of Registration in Nursing. Students are eligible to sit for the licensure exam at the end of the second fall. Students must pass the NCLEX in order to continue to the graduate sequence.

6. Students in the graduate program must complete a total of 600 hours (an average of 24 hours/week) of RN employment in their related area of future specialization between February 1 and September 1 of their first year following RN licensure. Failure to comply with this policy may result in a student studying on a part-time versus full-time basis in the Master's sequence.

7. Once in the specialist curriculum, students will follow all SNHS and Graduate Nursing Policies detailed in this Handbook.

8. Students must earn a grade of B or better in NURS 404 even if the course is completed in pre-licensure sequence.

Admissions Policies for Nursing Academic Tracks

Transferring from the Dix Program (BSN) to Direct Entry Nursing Program (RN/MSN)
Students enrolled in the Dix program who wish to change to the Direct Entry Master's program, MUST first consult with the Chair of the Graduate Nursing program. Since each student’s curricular status will be different based on length of time in the Dix program, such a transition may or may not be possible. Additionally, application to the Direct Entry program via the School of Nursing and Health Sciences (SNHS) is required. Students must apply by the designated Direct Entry application deadline.

Transferring from the Direct Entry Nursing Program (RN/MSN) to Undergraduate (BSN) Program
It is important to FIRST speak with your faculty advisor and Undergraduate Associate Dean if you are considering a transfer between the Direct Entry nursing program offered through the graduate School of Nursing and Health Sciences (SNHS) and the BSN program for adult women that is offered through the undergraduate College of Arts and Sciences (CAS). Students must also follow the policies, application process and deadlines outlined below. Students who are accepted into the Undergraduate Dix Program will be registered for clinical nursing courses on a space available basis.
Applications & Transfer Process

Step 1 - You must meet with your faculty advisor and Associate Dean for Undergraduate Curriculum and Student Affairs, Dr. Anne-Marie Barron.

Step 2 - You must contact the Laura Quinlan, Associate Director of the Office of Undergraduate Admissions at laura.quinlan@simmons.edu; 617-521-2052 and complete the application process including:

- Submit a Dix Scholars application (online or hardcopy) and required credentials to the Simmons College Office of Undergraduate Admission.
- Submit a written personal statement explaining reason for transferring from the Direct Entry to BSN program. This can be included with your application or submitted separately. Be sure to include your full name on this document. (If emailed separately as a WORD attachment, please send to dix@simmons.edu)
- Submit a written request to the School of Nursing and Health Sciences Office of Admission for a copy of your official transcripts to be forwarded to the Simmons Office of Undergraduate Admission.
- Recommendation letters: normally two are required, but we will waive one recommendation if you arrange for a letter of recommendation from a Simmons faculty member. The Simmons faculty member may email the letter to dix@simmons.edu.
- Interview is optional.
- Meet with your financial aid advisor to discuss changes in financial aid due to transfer from a graduate program to an undergraduate program.
- The student must complete Senior Audit form that is signed by the Registrar or Associate Registrar and SNHS Associate Dean. The student then submits the original, signed forms to the Office of the Registrar and a photocopy of the signed senior audit form to the Office of Undergraduate Admission. The forms are available through the following links:
  - http://my.simmons.edu/services/registrar/docs/OfficialSeniorAudit.pdf
  - http://my.simmons.edu/services/registrar/docs/declare-major.pdf

PLEASE NOTE: The Admissions letter or acceptance will not be generated without a photocopy of the completed Senior Audit form.

The student’s admission to the Dix Program and for degree candidacy must occur by the following deadlines:

- For transfers effective for fall semester clinical courses or a December graduation: June 15th (with student acceptance of the offer by July 15th)
- For transfers effective for spring semester clinical courses or a May graduation: September 15th (with student acceptance of the offer by October 15th)
- For transfers effective for summer semester clinical courses or an August graduation: January 15th (with student acceptance of the offer by February 15th)

Step 3 - If admitted to the undergraduate BSN program, students must formally accept the offer of admission, and you must formally withdraw from the Direct Entry Program and SNHS by
submitting written notification to the Chair of Graduate Nursing with copies to The Registrar, Office of Undergraduate Admission and Office of SNHS Admission. The tuition deposit is waived.

**Considerations when transferring programs**

You must satisfy the All-College Graduation Requirements for Undergraduates including:

- Math competency
- iComps (technology/resources test administered by the Center for Academic Achievement)
- Financial Empowerment Seminar
- At least one course in each of six “Modes of Inquiry” which represent the College’s liberal arts distribution requirements
- A “Transfer Credit Evaluation” (TCE) of your transcripts from all post-secondary institutions you have attended will provide you with a report of what, if any, of these requirements remain outstanding at the time you enroll as an undergraduate.

A student who has completed, or is completing in the current semester, coursework equivalent to the BSN nursing sequence is not eligible to receive a bachelor’s degree in nursing from Simmons without fulfilling the requirements listed above.

**Financial aid may change.** Guidelines for awarding federal aid are different between graduate and undergraduate study.

- Students transferring from the Direct Entry program are not eligible to receive the Dix Scholarship.
- Dean’s Scholarships received from the Direct Entry program are not eligible to be transferred to the Dix program.

**Applying to the 5 year BS-MS Nursing Program**

Nursing students are invited to apply to this program during their sophomore year. Application deadline is in April. The requirements for admission into this program are:

- A minimum nursing course GPA of 3.33
- A minimum overall GPA of 3.33
- An interview by a member of the 5 year admissions committee. The purpose of the interview is twofold:
  - Provide the student with information regarding the course of study and the advance practice role.
  - Assess the student’s maturity, readiness and understanding of the program and career expectations.
- Two recommendation letters from faculty.
- A statement from the student about her choice for accelerated advanced practice program that indicates understanding of the advance practice role, leadership capacity, inquisitiveness, curiosity, commitment, goals, and a clinical exemplar.
- You will be contacted regarding your admission to the 5 year program by the end of May. Please be aware that your acceptance is contingent upon your completion of spring courses with a nursing and overall GPA of 3.33.

Questions about this program can be addressed to the Chair of Undergraduate Nursing.
Applying to the BSN Program as an Internal Candidate

Current Simmons College undergraduate students are invited to apply to the Nursing program. Internal applications are available in the spring for admission starting in the fall. Applications are due in April. The requirements for admission into this program are:

- A minimum grade of C+ in each of the science prerequisite courses for nursing (General Biology, Inorganic Chemistry & Organic Chemistry OR General Organic Biochemistry, Anatomy and Physiology I) by the end of the first summer session in order to start nursing courses in the following fall, if accepted as an internal applicant.
- Introduction to Psychology and Lifespan Psychology/Developmental Psychology are requirements for the Nursing Program. If you have taken this course at the time of your application, you must receive a minimum grade of C+.
- Students must have an overall GPA of about 3.0.
- Pre-requisite science courses taken outside of Simmons must also meet the minimum C+ standard for nursing, but will not be factored into your overall Simmons GPA. Not all science courses outside of Simmons are considered equivalent by the Simmons science faculty. Any summer course must be pre-approved by the respective Science department as well as the Registrar.
- The total number of science courses that may be re-taken ever is two.
- Students taking summer science pre-requisites must return a “Plan for Completion” letter.
- Students retaking science courses must provide a transcript of that course and grade by date set by the Nursing Department, in order to start nursing courses in fall if accepted.

Questions about this process can be addressed to the Chair of Undergraduate Nursing.
Nursing Course Sequences

The nursing sequences provided are samples. It is the student’s responsibility to meet with her/his advisor. Undergraduate nursing students must fulfill the all-College degree requirements as well as meet the required number of credits for graduation (128). Accelerated BSN students and Dix scholars are advised to pay close attention to the Transfer Credit Evaluation from the Office of the Registrar. The number of credits a student takes in any given semester may impact her/his financial aid; and students should plan accordingly.

Four-Year Program Combined Science Sequence: Accepted Nursing Students

See science pre- and co-requisites and nursing pre- and co-requisites.

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<th>Course Name</th>
<th>Credits</th>
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<td>CHEM 110</td>
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<td>FYS 103</td>
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<td>Nursing Process and Skills</td>
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<td>Introduction to Psychology</td>
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<td>NURS 292</td>
<td>Health Assessment</td>
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<td>NURS 226</td>
<td>Variances in Health Patterns of Adults and Elders I</td>
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<tr>
<td>NURS 235</td>
<td>Integration of Pharmacology and Pathophysiology</td>
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### Year Three

#### Fall
- **PSYCH 237N**  Life Span Psychology
- **OR**  PSYCH 235  Developmental Psychology  4
- **NURS 238**  Variances in Health Patterns of Adults and Elders II  8  Includes clinical hours
- Elective or Mode 1, 2, 3  4

#### Spring

*Students may take two of the following nursing courses (8 credits):*
- **NURS 247**  Variances in Health Patterns of the Childbearing Family  Includes clinical hours
- **NURS 387**  Nursing Care of Individuals, Families & Communities  4  Includes clinical hours; Mode 5
- **NURS 249**  Variances in Health Patterns of the Childrearing Family  4  Includes clinical hours

Elective or Mode 1, 2, 3  4
Elective or Mode 1, 2, 3  4

### Year Four

#### Fall
- **NURS 247**  Variances in Health Patterns of the Childbearing Family  Includes clinical hours
- **OR**  NURS 387  Nursing Care of Individuals, Families & Communities  4  Includes clinical hours; Mode 5
- **OR**  NURS 249  Variances in Health Patterns of the Childrearing Family  Includes clinical hours
- **AND**  NURS 348  Variances in Health Patterns of the Client with Psychiatric and Mental Illness  4  Includes clinical hours

Elective or Mode 1, 2, 3  4
Elective or Mode 1, 2, 3  4

#### Spring
- **NURS 454**  Leadership & Management in the Clinical Setting  4  Includes precepted clinical hours
- **NURS 455**  Clinical Decision Making  4

Elective or Mode 1, 2, 3  4
Elective or Mode 1, 2, 3  4
Undergraduate Requirements

Number of credits required for graduation: 128
Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - met by NURS 387
- Mode 6 - met by psych 101
- US and Global Diversity - met by NURS 387
- Independent Learning – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
Four-Year Program Six Science Curriculum: Accepted Nursing Students

See science pre- and co-requisites and nursing pre- and co-requisites.

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td><strong>Year One</strong></td>
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<td><strong>Fall</strong></td>
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<tr>
<td>FYS 101</td>
<td>College Seminar</td>
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<td>FYS 102</td>
<td>College Writing</td>
<td>2</td>
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<tr>
<td>For Lang 100</td>
<td>Foreign Language</td>
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<td>BIOL 113</td>
<td>General Biology</td>
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<td>CHEM 111</td>
<td>Introduction to Chemistry: Inorganic</td>
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<tr>
<td>FYS 103</td>
<td>College Writing II</td>
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<td>For Lang 102</td>
<td>Foreign Language</td>
<td>4</td>
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<td>BIOL 231</td>
<td>Anatomy &amp; Physiology I</td>
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<td>CHEM 112N</td>
<td>Introduction to Chemistry: Organic</td>
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<td>NURS 100</td>
<td>Professional Issues</td>
<td>2</td>
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<td>NURS 102</td>
<td>Scholarly Inquiry</td>
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</table>

***Pass Math Competency OR take Math course (Must be completed before NURS 225)***

| **Year Two** |                                                 |         |                |
| **Fall**     |                                                 |         |                |
| For Lang 200 | Foreign Language                                | 4       |                |
| BIOL 232    | Anatomy & Physiology II                         | 4       | Mode 4         |
| NURS 225    | Nursing Process and Skills                      | 4       | Includes lab hours |
| PSYCH 101   | Intro. to Psych                                 | 4       | Mode 6         |
| **Spring**  |                                                 |         |                |
| BIOL 221    | Microbiology                                    | 4       | Mode 4         |
| NURS 292    | Health Assessment                               | 4       | Includes lab hours |
| NURS 226    | Variances in Health Patterns of Adults and Elders I | 4 | Includes clinical hours |
| NURS 235    | Integration of Pharmacology and Pathophysiology | 4     |                |

| **Year Three** |                                         |         |                |
| **Fall**       |                                         |         |                |
| PSYCH 237N    | Life Span Psychology                      |         |                |
| **OR**        |                                         |         |                |
| PSYCH 235     | Developmental Psychology                   | 4       |                |
NURS 238  Varniances in Health Patterns of Adults and Elders II  8  Includes clinical hours

Elective(s) or Mode 1, 2, 3  4

Spring
Students may take two of the following nursing courses (8 credits):

NURS 247  Varniances in Health Patterns of the Childbearing Family  Includes clinical hours

NURS 387  Nursing Care of Individuals, Families & Communities  4  Includes clinical hours; Mode 5

NURS 249  Varnances in Health Patterns of the Childrearing Family  4  Includes clinical hours

Elective or Mode 1, 2, 3  4

Year Four
Fall

NURS 247  Varniances in Health Patterns of the Childbearing Family  Includes clinical hours

OR

NURS 387  Nursing Care of Individuals, Families & Communities  4  Includes clinical hours; Mode 5

OR

NURS 249  Variances in Health Patterns of the Childrearing Family  Includes clinical hours

AND

NURS 348  Varnances in Health Patterns of the Client with Psychiatric and Mental Illness  4  Includes clinical hours

Elective or Mode 1, 2, 3  4

Spring

NURS 454  Leadership & Management in the Clinical Setting  4  Includes precepted clinical hours

NURS 455  Clinical Decision Making  4

Elective(s) or Mode 1, 2, 3  4
Undergraduate Requirements

Number of credits required for graduation: 128
Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
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- Mode 5 - met by NURS 387
- Mode 6 - met by psych 101
- US and Global Diversity - met by NURS 387
- Independent Learning – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
**Four-Year Program: Students Not Accepted To Nursing**

See *science pre- and co-requisites* and *nursing pre- and co-requisites*.

*Please note that internal applicants to nursing must achieve a minimum grade of C+ in Introductory Psychology and Lifespan Psychology the first time the courses are taken.*

<table>
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<td>Foreign Language</td>
<td>4</td>
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<td>BIOL 113</td>
<td>General Biology w/lab</td>
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<tr>
<td>CHEM 110</td>
<td>General Organic Biochemistry w/lab</td>
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<td>Anatomy &amp; Physiology I w/lab</td>
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<tr>
<td>PSYC 101</td>
<td>Intro to Psychological Science</td>
<td>4</td>
<td>Mode 6</td>
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<tr>
<td>* * * Pass Math Competency OR take Math course</td>
<td>(Must be completed before NURS 225)* * *</td>
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<td>4</td>
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<td>Nursing Process and Skills</td>
<td>4</td>
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<td>Professional Issues</td>
<td>2</td>
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<td>NURS 102</td>
<td>Scholarly Inquiry</td>
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<tr>
<td>BIOL 221</td>
<td>Microbiology w/lab</td>
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<td>NURS 292</td>
<td>Health Assessment</td>
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<tr>
<td>NURS 235</td>
<td>Integration of Pharmacology and Pathophysiology</td>
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<td><strong>Year Three</strong></td>
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<td><strong>Fall</strong></td>
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<tr>
<td>PSYCH 237N</td>
<td>Life Span Psychology</td>
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<td>OR</td>
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<tr>
<td>PSYCH 235</td>
<td>Developmental Psychology</td>
<td>4</td>
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<td>Course Title</td>
<td>Credits</td>
<td>Notes</td>
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<tr>
<td>NURS 238</td>
<td>Variances in Health Patterns of Adults and Elders II</td>
<td>8</td>
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<tr>
<td></td>
<td>Elective(s) or Mode 1, 2, 3</td>
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</table>

**Spring**

*Students may take two of the following nursing courses (8 credits):*

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<tbody>
<tr>
<td>NURS 247</td>
<td>Variances in Health Patterns of the Childbearing Family</td>
<td></td>
<td>Includes clinical hours</td>
</tr>
<tr>
<td>NURS 387</td>
<td>Nursing Care of Individuals, Families &amp; Communities</td>
<td>4</td>
<td>Includes clinical hours; Mode 5</td>
</tr>
<tr>
<td>NURS 249</td>
<td>Variances in Health Patterns of the Childrearing Family</td>
<td>4</td>
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**Year Four**

**Fall**

<table>
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<tr>
<td>OR</td>
<td>NURS 387 Nursing Care of Individuals, Families &amp; Communities</td>
<td>4</td>
<td>Includes clinical hours; Mode 5</td>
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<tr>
<td>OR</td>
<td>NURS 249 Variances in Health Patterns of the Childrearing Family</td>
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<tr>
<td>AND</td>
<td>NURS 348 Variances in Health Patterns of the Client with Psychiatric and Mental Illness</td>
<td>4</td>
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<td>Elective or Mode 1, 2, 3</td>
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**Spring**

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<tr>
<td>NURS 454</td>
<td>Leadership &amp; Management in the Clinical Setting</td>
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<tr>
<td>NURS 455</td>
<td>Clinical Decision Making</td>
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<td>Elective(s) or Mode 1, 2, 3</td>
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</tbody>
</table>

**Undergraduate Requirements**

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
• Writing requirement
• Information Technology And Literacy Requirement (iComps exam)
• Financial Empowerment Seminar
• Mode 1 - may be met by elective
• Mode 2 - may be met by elective
• Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
• Mode 4 - met by BIOL 123, CHEM 111
• Mode 5 - met by NURS 387
• Mode 6 - met by psych 101
• US and Global Diversity - met by NURS 387
• Independent Learning – 8 credits met by NURS 387 and NURS 454

Science requirements:

• All courses must be completed with a minimum grade of C+
• Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
• CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
Three-Year Dix Scholars/Transfer Program

See science pre- and co-requisites and nursing pre- and co-requisites.

<table>
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<tr>
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<tr>
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<tr>
<td>NURS 225</td>
<td>Nursing Process and Skills</td>
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<td>Health Assessment</td>
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<td>NURS 100</td>
<td>Professional Issues</td>
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<td>NURS 102</td>
<td>Scholarly Inquiry</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>NURS 226</td>
<td>Variances in Health Patterns of Adults and Elders I</td>
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<td>NURS 235</td>
<td>Integration of Pharmacology and Pathophysiology</td>
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<td><strong>Year Two</strong></td>
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<td>Variances in Health Patterns of Adults and Elders II</td>
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Elective or Mode 1, 2, 3  4
Elective or Mode 1, 2, 3  4

**Spring:**
NURS 454  Leadership & Management in the Clinical Setting  4  Includes precepted clinical hours
NURS 455  Clinical Decision Making  4

**Undergraduate Requirements**

Number of credits required for graduation: 128
Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
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- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
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- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
Two-Year Dix Scholars/Transfer Program

See science pre- and co-requisites and nursing pre- and co-requisites.

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<td>NURS 238</td>
<td>Variances in Health Patterns of Adults and Elders II</td>
<td>8</td>
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<td><strong>Fall</strong></td>
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<tr>
<td>NURS 387</td>
<td>Nursing Care of Individuals, Families &amp; Communities</td>
<td>4</td>
<td>Includes clinical hours</td>
</tr>
<tr>
<td>NURS 247</td>
<td>Variances in Health Patterns of the Childbearing Family</td>
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<tr>
<td>NURS 249</td>
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<tr>
<td></td>
<td><strong>Spring</strong></td>
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<tr>
<td>NURS 454</td>
<td>Leadership &amp; Management in the Clinical Setting</td>
<td>4</td>
<td>Includes precepted clinical hours</td>
</tr>
<tr>
<td>NURS 455</td>
<td>Clinical Decision Making</td>
<td>4</td>
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</tbody>
</table>
Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - met by NURS 387
- Mode 6 - met by psych 101
- US and Global Diversity - met by NURS 387
- Independent Learning – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
Two-Year Dix Scholars/Transfer Program for Students Still Needing A&P II

**Prerequisite**
See *science pre- and co-requisites* and *nursing pre- and co-requisites*.

<table>
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<tr>
<th>Course No.</th>
<th>Course Name</th>
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<td><strong>Fall</strong></td>
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<tr>
<td>NURS 225</td>
<td>Nursing Process and Skills</td>
<td>4</td>
<td>Includes lab hours</td>
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<tr>
<td>BIOL 232</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>Includes lab hours</td>
</tr>
<tr>
<td>NURS 100</td>
<td>Professional Issues</td>
<td>2</td>
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</tr>
<tr>
<td>NURS 102</td>
<td>Scholarly Inquiry</td>
<td>2</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
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<tr>
<td>NURS 226</td>
<td>Variances in Health Patterns of</td>
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</tr>
<tr>
<td></td>
<td>Adults and Elders I</td>
<td></td>
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</tr>
<tr>
<td>NURS 235</td>
<td>Integration of Pharmacology and Pathophysiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 292</td>
<td>Health Assessment</td>
<td>4</td>
<td>Includes lab hours</td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>NURS 348</td>
<td>Variances in Health Patterns of</td>
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<tr>
<td></td>
<td>Client with Psychiatric and Mental Illness</td>
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<td>Variances in Health Patterns of</td>
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</table>
**Undergraduate Requirements**

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
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- Information Technology And Literacy Requirement (iComps exam)
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- Mode 1 - may be met by elective
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Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
18 Month Dix Scholars Program
This program will conclude at the end of the Fall 2014 semester. See science pre- and co-requisites and nursing pre- and co-requisites.

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<td><em>Math Competency must be passed &amp; completed</em></td>
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<td><strong>Summer</strong></td>
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<tr>
<td>NURS 431</td>
<td>Anatomy and Physiology (prereq)</td>
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<td>NURS 421</td>
<td>Microbiology (prereq)</td>
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<td>NURS 439</td>
<td>Biochemistry (prereq)</td>
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<td>PSYCH 237N</td>
<td>Life Span Psychology (prereq)</td>
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<td>NURS 404</td>
<td>Advanced Pathophysiology</td>
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</table>
**Fall**

NURS 454  Leadership & Management in the Clinical Setting  4  Includes precepted clinical hours
NURS 455  Clinical Decision Making  4
NURS 390  Integrative Seminar  4

**Undergraduate Requirements**

Number of credits required for graduation: 128
Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
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- Mode 5 - met by NURS 387
- Mode 6 - met by psych 101
- US and Global Diversity - met by NURS 387
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
14 Month Dix Scholars Program
See science pre- and co-requisites and nursing pre- and co-requisites.

Pre-Requisites to the Program:
BIOL 123 OR BIOL 113 & BIOL 221 OR BIO 113 & NURS 421, CHEM 111 & 112 OR CHEM 110 OR NURS 439, BIOL 231 & BIOL 232 OR NURS 439, Psyc 235 OR Psyc 237N
*Math Competency must be passed & completed*

Course No. | Course Name                      | Credits | Comments                  
---         | ---                             | ---     | ---                       

**Year One**

**Fall**
- NURS 404  Advanced Pathophysiology  4
- NURS 225-AC  Nursing Fundamentals  4  Includes lab hours
- NURS 235-AC  Pharmacology  4
- NURS 292-AC  Health Assessment  4  Includes lab hours

**Spring**
- NURS 226-AC  Medical Surgical Nursing I  4  Includes clinical hours
- NURS 348-AC  Psychiatric Nursing  4  Includes clinical hours
- NURS 387-AC  Community Nursing  4  Includes clinical hours
- SNHS 410  Research Methods  3

**Summer**
- NURS 238-AC  Medical Surgical Nursing II  4  Includes clinical hours
- NURS 247-AC  Obstetrics Nursing  4  Includes clinical hours
- NURS 249-AC  Pediatric Nursing  4  Includes clinical hours

**Year Two**

**Fall** (10 weeks)
- NURS 454-AC  Leadership & Management  4
- NURS 455-AC  Synthesis & Clinical Scholarship  4  Includes precepted clinical hours

**Undergraduate Requirements**

Number of credits required for graduation: 128
Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
• Information Technology And Literacy Requirement (iComps exam)
• Financial Empowerment Seminar
• Mode 1 - may be met by elective
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• Mode 4 - met by BIOL 123, CHEM 111
• Mode 5 - met by NURS 387
• Mode 6 - met by psych 101
• US and Global Diversity - met by NURS 387
• Independent Learning – 8 credits met by NURS 387 and NURS 454

Science requirements:

• All courses must be completed with a minimum grade of C+
• Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
The 5 Year BS-MS Program

Please note: The 5 year program requires a separate application at the end of sophomore year. See science pre- and co-requisites and nursing pre- and co-requisites.

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<tr>
<td>FYS 101</td>
<td>College Seminar</td>
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<tr>
<td>FYS 102</td>
<td>College Writing</td>
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<tr>
<td>For Lang 100</td>
<td>Foreign Language</td>
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<td>BIOL 113</td>
<td>General Biology w/lab</td>
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<td>OR</td>
<td>BIOL 123</td>
<td>Principles of Microbiology w/lab</td>
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<td>OR</td>
<td>CHEM 111</td>
<td>Intro to Chemistry: Inorganic</td>
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<td>OR</td>
<td>CHEM 110</td>
<td>General Organic Biochemistry</td>
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<td>Anatomy &amp; Physiology I w/lab</td>
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<td>CHEM 112</td>
<td>Intro to Chemistry: organic</td>
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<td>If student took CHEM 111</td>
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<td>*** Pass Math Competency OR take Math course</td>
<td>(Must be completed before NURS 225)***</td>
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<td><strong>Year Two</strong></td>
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<td><strong>Fall</strong></td>
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<tr>
<td>For Lang 200</td>
<td>Foreign Language</td>
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<td>BIOL 232</td>
<td>Anatomy &amp; Physiology II w/lab</td>
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<td>NURS 225</td>
<td>Nursing Process and Skills</td>
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<td>PSYCH 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
<td>Mode 6</td>
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<td>BIOL 221</td>
<td>Microbiology w/lab</td>
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<td>If student took BIOL 113; Mode 4</td>
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<td>Health Assessment</td>
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<td>Includes lab hours</td>
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<tr>
<td>NURS 235</td>
<td>Integration of Pharmacology and</td>
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<tr>
<td>Pathophysiology</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>MATH 118</td>
<td>Introductory Statistics</td>
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</table>
PSYCH 237N  Life Span Psychology  4
OR
PSYCH 235  Developmental Psychology  4
Elective  4

**Year Three**
**Fall**
NURS 348  Variances in Health Patterns of the Client with Psychiatric and Mental Illness 4  Includes clinical hours
NURS 404  Advanced Pathophysiology  4
Elective  4
Elective  4

**Spring**
NURS 438  Variances in Health Patterns of Adults and Elders II  8  Includes clinical hours
SNHS 450  The Health Care System  3
Elective  4

**Summer**
NURS 447  Variances in Health Patterns of the Childbearing Family  4  Includes clinical hours
NURS 449  Variances in Health Patterns of the Childrearing Family  4  Includes clinical hours
NURS 487  Nursing Care of Individuals, Families & Communities  4  Includes clinical hours

**Year Four**
**Fall**
NURS 454  Leadership & Management in the Clinical Setting  4  Includes precepted clinical hours
NURS 455  Clinical Decision Making  4
SNHS 410  Research Methods  3

**NCLEX**

**Spring**
NURS 422  Advanced Pharmacology  3
NURS 507  Scholarly Inquiry I  2
NURS 500  Advanced Health Assessment  2
NURS 500A  FNP I Clinical Decision Making I  1

**Summer**
NURS 508  Scholarly Inquiry II  2

71
NURS 501  FNP II Primary Care Nursing of the Childbearing Family  4
NURS 501A  FNP II Clinical Decision Making  1
NURS 504  Family Theory: Health and Illness  3

**Year 5**

**Fall**
- NURS 423  Advanced Pediatric Pharmacology  2
- NURS 502  FNP III Primary Care Nursing  4
- NUR 502A  FNP III Clinical Decision Making II  2

**Spring**
- NUR 503  FNP IV Primary Care Nursing  4
- NUR 503A  FNP IV Clinical Decision Making III  3
- SNHS 570  Health Promotion: A Global Perspective  2
- NURS 589  Informatics  3

**Undergraduate Requirements**

Number of credits required for BSN graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be meet by elective
- Mode 2 - may be meet by elective
- Mode 3 - may be meet by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - met by NURS 487
- Mode 6 - is met by psych 101
- US and Global Diversity - met by NURS 387
- Independent Learning – 8 credits met by NURS 487 and NURS 454GR

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.
Bachelor of Science Program for RNs
The RN-BS Program is designed to build upon the RN's previous education and experience. Simmons College supports and encourages continuing education. Because adult learners and in particular RN's have different experiences and different specialties, Simmons College accepts RN licensure as demonstration of basic Nursing knowledge. Therefore, applicants are not required to take NLN or CLEP examinations. The program is paced to allow students to complete the Nursing sequence in one calendar year, once all the prerequisites or undergraduate degree requirements are met.

Admission
Students are admitted through the Dorothea Lynde Dix Scholars Program. Graduates of an associate degree program in Nursing can transfer up to 80 credits. A minimum of 48 credits must be completed at Simmons College. A total of 128 credits are required for the Bachelor of Science Degree.

Credits for previous Nursing education are awarded by transfer credit or portfolio development.

Undergraduate Requirements
Number of credits required for graduation: 128
Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
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Science requirements:

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<td>NURS 454 Leadership/Management in the Clinical Setting</td>
<td>4</td>
</tr>
<tr>
<td>SNHS 450 Health Care System:</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Perspective</td>
<td>3</td>
</tr>
<tr>
<td>Elective/Mode</td>
<td>4</td>
</tr>
</tbody>
</table>
Master’s Degree Program for Diploma or Associate Degree Nurses (RN-MS)
The RN-MS Program is a unique curriculum designed for diploma and associate degree registered Nurses who wish to obtain a graduate degree in Nursing within a Nurse practitioner specialty concentration. The program is individually designed and paced to allow the student to complete the program in three to four years once the prerequisite courses are met. There is no time limit on undergraduate courses accepted for transfer credit. These features, among many others, position the program among the best in the country. Specifics will vary depending upon experience, previous education, and selection of part-time or full time study.

**Admission**
Students are admitted directly into the graduate Nursing program and work closely with the RN-MS Program Coordinator. Students do not receive an undergraduate degree as they are considered graduate students and therefore, are not required to meet all the undergraduate requirements for a bachelor of science degree. Applicants must be licensed to practice Nursing in Massachusetts.

**Phase I – Senior Sequence**
The Nursing sequence begins in September. It is expected that students maintain a minimum cumulative average of 2.67 (B-) in the undergraduate courses and 3.0 (B) average in the graduate level sequence.

**Phase II – Graduate Sequence**
Upon successful completion of the first year of the RN-MS program, students enter the core primary care courses and specialty courses for their Nurse practitioner program of study. Please refer to the Simmons College School of Health Sciences, Graduate Nursing catalog or the Web page for further course descriptions.

**Sample Sequence of Phase I Courses for RN-MS Program**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 387 Nursing Care of Individuals, Families, Communities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 404 Advanced Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 292 Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 454 Leadership/Management in the Clinical Setting</td>
<td>4</td>
</tr>
<tr>
<td>MATH 118 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SNHS 450 Health Care System: Interdisciplinary Perspective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 350 Independent Study</td>
<td>4</td>
</tr>
</tbody>
</table>

For Sample Sequence of Phase II Courses for RN-MS Program, see BSN-MSN Sample FNP Program (Full Time Schedule - 2 Years) or BSN-MSN Sample FNP Program (Part Time Schedule - 3 Years)

Phase 1 Total Credits: 27
The Direct Entry Program in Advanced Nursing Practice

Pre-Requisites to the Program:
Anatomy and Physiology (2 semesters with lab)
Microbiology (1 semester with lab)
Chemistry (Inorganic and Organic with labs)
Developmental Psychology (Birth to Death focus, 1 semester)
Statistics (1 semester)
Integrated Sciences (offered at Simmons during Summer):
NURS 421: Microbiology
NURS 431: Anatomy and Physiology
NURS 439: Biochemistry

See nursing pre- and co-requisites.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong> NURS 404 Advanced Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 426 Variances in Health Patterns of Adults and Elders I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 435 Integration of Pharmacology and Pathology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 494 Nursing Fundamentals &amp; Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring:</strong> NURS 438 Variances in Health Patterns of Adults and Elders II</td>
<td>8</td>
</tr>
<tr>
<td>NURS 448 Variances in Health Patterns of the Client with Psychiatric and Mental Illness</td>
<td>4</td>
</tr>
<tr>
<td>SNHS 450 The Health Care System</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer:</strong> NURS 447 Variances in Health Patterns of Childbearing Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 449 Variances in Health Patterns of Childrearing Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 487 Nursing Care of Individuals, Families, Communities</td>
<td>4</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong> NURS 454 Leadership and Management in the Clinical Setting</td>
<td>4</td>
</tr>
<tr>
<td>NURS 455 Clinical Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>SNHS 410 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURS TBD Role Development for Advanced Nursing Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

NCLEX
**Spring: NURS 422**  Advanced Pharmacology  3
**NURS 507**  Scholarly Inquiry I  2

**NURS 500**  Advanced Health Assessment  2
**NURS 500A**  FNP I Clinical Decision Making I  1

**Summer: NURS 508**  Scholarly Inquiry II  2
**NURS 501**  FNP II Primary Care Nursing of the Childbearing Family  4
**NURS 501A**  FNP II Clinical Decision Making  1
**NURS 504**  Family Theory: Health and Illness  3

**Year Three**

**Fall: NURS 423**  Advanced Pediatric Pharmacology  2
**NURS 502**  FNP III Primary Care Nursing  4
**NURS 502A**  FNP III Clinical Decision Making II  2

**Spring: NURS 503**  FNP IV Primary Care Nursing  4
**NURS 503A**  FNP IV Clinical Decision Making III  3
**SNHS 570**  Health Promotion: A Global Perspective  2
**NURS 589**  Informatics  3

**Total Credits – 96 (Excluding pre-requisite science courses)**
BSN-MSN Sample FNP Program (Full Time Schedule - 2 Years)

Below is a sample course sequence; please consult with your academic advisor.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 404</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>SNHS 410</td>
<td>Research Methods</td>
</tr>
<tr>
<td>SNHS 570</td>
<td>Health Promotion: A Global Perspective</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 422</td>
<td>Advanced Pharmacology</td>
</tr>
<tr>
<td>NURS 500</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td></td>
<td>across the Lifespan</td>
</tr>
<tr>
<td>NURS 500A</td>
<td>FNP I Clinical Decision Making</td>
</tr>
<tr>
<td>NURS 507</td>
<td>Scholarly Inquiry I</td>
</tr>
<tr>
<td><strong>Summer:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 501</td>
<td>FNP II Primary Care Nursing of Childbearing</td>
</tr>
<tr>
<td></td>
<td>Family</td>
</tr>
<tr>
<td>NURS 501A</td>
<td>FNP II Clinical Decision Making</td>
</tr>
<tr>
<td>NURS 504</td>
<td>Family Theory: Health and Illness</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Scholarly Inquiry II</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 423</td>
<td>Advanced Pharmacology across the Life Span</td>
</tr>
<tr>
<td>NURS 502</td>
<td>FNP III Primary Care Nursing</td>
</tr>
<tr>
<td>NURS 502A</td>
<td>FNP III Clinical Decision Making II</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 503</td>
<td>FNP IV Primary Care Nursing</td>
</tr>
<tr>
<td>NURS 503A</td>
<td>FNP IV Clinical Decision Making III</td>
</tr>
<tr>
<td>NURS 589</td>
<td>Informatics</td>
</tr>
<tr>
<td>SNHS 450</td>
<td>Health Care System: Interdisciplinary Perspectives</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS:** 48
**BSN-MSN Sample FNP Program (Part Time Schedule - 3 Years)**

*Below are sample course sequences; please consult with your academic advisor.*

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 404 Advanced Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 422 Advanced Pharmacology Across the Life Span I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 507 Scholarly Inquiry I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Summer:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 504 Family Theory: Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>NURS 508 Scholarly Inquiry II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
</tr>
<tr>
<td>SNHS 410 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURS 423 Advanced Pharmacology across the Life Span II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 500 Advanced Health Care Assessment across the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td>NURS 500A Clinical Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>NURS 589 Informatics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 501 FNP II Primary Care Nursing of the Childbearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 501A FNP II Clinical Decision Making</td>
<td>1</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
</tr>
<tr>
<td>SNHS 570 Health Promotion: A Global Perspective</td>
<td>2</td>
</tr>
<tr>
<td>NURS 502 FNP III Primary Care Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 502A FNP III Clinical Decision Making</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 503 FNP IV Primary Care Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 503A FNP IV Clinical Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>SNHS 450 Health Care System: Interdisciplinary Perspectives</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS:</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
Post-Master's DNP Program
The focus of the Simmons College Doctor of Nursing Practice (DNP) Program is Professional Practice Leadership. The program will develop nursing leaders who will improve health care outcomes in clinical practice, research and management. Graduates will have the clinical, organizational and leadership skills to meet the changing demands of the present and future health care system. The DNP is a practice-focused degree analogous to professional doctoral degrees in other disciplines, including Pharmacy, Physical Therapy, Medicine, Dentistry and Clinical Psychology. The DNP differs from the PhD in its emphasis on practice and practice-related research.

The Simmons DNP was developed in full compliance with professional standards for the practice doctorate (“Doctoral Essentials”) developed by the American Association of Colleges of Nursing (AACN).

The Simmons DNP is designed for:

1. Experienced advanced practice nurses (Nurse Practitioners, Certified Nurse Midwives, Clinical Nurse Specialists and Certified Registered Nurse Anesthetists) who have had at least two years (approximately 5000 hours) of advanced practice experience (Advanced Standing/Bridge Program);

2. Experienced APN Nurse Managers who have had a minimum of 2 years (approximately 5000 hours) in a managerial or executive role (Advanced Standing/Bridge Program); and

3. Master's-prepared nurses who are not advanced practice nurses who desire a nurse practitioner specialty in addition to the DNP (Standard Program).

The DNP program is offered in a "blended" format. Classes are taught online and students are required to attend two on-campus residencies per semester. Courses are designed to expand practice and to prepare students as leaders in nursing and the health care system. Students are required to complete a practice-based Capstone Project over four semesters, as well as document DNP-related practice and policy experience in a comprehensive DNP portfolio.
**Sample Full-Time DNP Schedule**
Post Master’s Advanced Standing Program (Bridge)
Total: 36 credits

**Year One**

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 620 Ethical/Legal Issues in Advanced Practice (3 credits)</td>
<td>NURS 630 Professional Leadership &amp; Practice Change (3 credits)</td>
</tr>
<tr>
<td>NURS 640 Advanced Research Methods (3 credits)</td>
<td>NURS 650 Epidemiology (3 credits)</td>
</tr>
<tr>
<td>NURS 655 Biostatistics (3 credits)</td>
<td>NURS 670 Health Policy (3 credits)</td>
</tr>
<tr>
<td>NURS 750A Capstone Seminar I (2 credits)</td>
<td>NURS 750B Capstone Seminar II (2 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 750C Capstone Seminar and Practicum III (1 credit)</td>
<td>NURS 660 Evidence-based Practice: Informatics (3 credits)</td>
</tr>
<tr>
<td>Elective (3 credits)</td>
<td>NURS 675 Quality Improvement in Health Care (3 credits)</td>
</tr>
<tr>
<td>Elective (3 credits)</td>
<td>NURS 750D Capstone Seminar and Practicum IV (1 credit)</td>
</tr>
</tbody>
</table>

**Sample Part-Time DNP Schedule**
Post-Master’s Advanced Standing (“Bridge”) Program
Total: 36 credits

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 620 Ethical/Legal Issues in Advanced Practice (3 credits)</td>
<td>NURS 650 Epidemiology (3 credits)</td>
</tr>
<tr>
<td>NURS 640 Advanced Research Methods (3 credits)</td>
<td>Elective (3 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 655 Biostatistics (3 credits)</td>
<td>NURS 660 Evidence-based Practice: Informatics (3 credits)</td>
</tr>
<tr>
<td>Elective (3 credits)</td>
<td>Elective (3 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 670 Health Policy (3 credits)</td>
<td>NURS 630 Professional Leadership and Practice Change (3 credits)</td>
</tr>
<tr>
<td>NURS 750A Capstone Seminar I (2 credits)</td>
<td>NURS 750B Capstone Seminar II (2 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 4</th>
<th>Spring Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 750C Capstone Seminar and Practicum III (1 credit)</td>
<td>NURS 750D Capstone Seminar and Practicum IV (1 credit)</td>
</tr>
</tbody>
</table>
Addendum I

Vaccinations/Immunizations Required for Clinical
Nursing students must provide documentation relating to immunizations and infectious diseases to receive health clearance to participate in clinical. The Nursing Program reserves the right to change health requirements as needed to meet contractual obligations with affiliating health care facilities. Immunization can be done at the Simmons College Health Center. Charges may apply, please contact the Health Center for more information.

Tuberculosis and the PPD (purified protein derivative) test
For initial clearance a student must complete the “TWO STEP Tuberculin Skin Test (TST) Method (per CDC Guidelines). The student will receive your 1st PPD and then repeat it (after at least one week and less than three weeks) with a 2nd PPD. If both are negative, the TST is complete and the student will then need an annual PPD while in clinical courses.

If a student has a positive history of PPD (mantoux), documentation of the following is required: the year of conversion, treatment received and/or date of a negative chest x-ray. Student must also complete an annual symptom review, which can be done with an RN at the Simmons College Health Center.

Note: Some clinical agencies may require a PPD more frequently than once a year. Students will be notified of this prior to placement in that particular agency.

Tetanus, Diphtheria and Pertussis (Tdap):
Students are required to receive a Tdap.

Hepatitis B (3 doses OR positive titer)
Documented completion of the Hepatitis B vaccine series OR the HBsAB titer is required. A HBsAB titer is also required for students whose series is in process or within last two years.

If the series is incomplete at the start of clinical nursing courses, the student will receive temporary health clearance. Full health clearance is granted when the immune titer is complete. Note: Students must be current in the Hepatitis B vaccination series to continue with clinical.

Measles
Immunization for measles requires two doses of vaccine. For many persons, a first dose was given at 12 months of age; a second dose may or may not have been given. If unsure of your measles status, two doses are required to insure protection. If the titer is positive, no immunization is needed. If the titer is negative, two doses of vaccine are needed.

Mumps
One dose of mumps vaccine is required. Many people were vaccinated as children and therefore need only provide documentation of vaccination. If you are unable to find any documentation, you may have another dose of the vaccine or have an antibody titer drawn. If the titer is positive, you do not need immunization. If the titer is negative, you will need one dose of vaccine.
Rubella
Students must have an antibody titer that documents immunity to rubella. A history of receiving rubella vaccine is not sufficient. The titer need not be a recent one as immunity is lifelong. If the titer is negative, a healthcare provider can give rubella vaccines alone or in combination with measles and mumps vaccines. One month after receipt of the rubella vaccine, the recipient must have an antibody titer to document immunity.

Varicella
All students must show proof of two vaccinations or proof of a positive varicella titer. A history of disease is not acceptable.

Seasonal Flu Vaccine
It is required that students receive the seasonal flu vaccine for the safety of patients, coworkers, and fellow students. All students shall provide evidence of receiving the seasonal flu vaccine at the commencement of each flu season. If a student is unable to receive the seasonal flu shot, she/he must sign a declination form that will be retained in the student’s file.

Please note that students who do not receive the seasonal flu vaccine for any reason, including religious beliefs or medial contraindication, may be limiting opportunities for clinical placements. Because our affiliating agencies have the legal right to refuse unvaccinated student participation patient care, Simmons College cannot guarantee that students will be able to fulfill the clinical requirements of the program. In some cases, students may be required to wear a surgical mask while providing direct patient care.

Addendum II

Essential Functions for Simmons College Pre-Licensure Nursing Students

Essential Functions Definition
Essential functions refer to the responsibilities of a job that are of major importance and which, if eliminated, from the position would substantially change the nature of the job.

The purpose of this document is to describe, in detail, the specific expected essential functions that nursing students perform as they care for patients during clinical learning experiences. If a student cannot perform the essential functions, s/he must speak with the Director of Disabilities Services in the Center for Academic Achievement.

This policy is adapted, with permission, from the policy developed by the Academic Leadership Committee of the Utah Organization for nurse Leaders: State of Utah Student Nursing Physical Demands created by Eric Passey MPT, Intermountain Health Care.
**Essential Functions Summary**

Students must demonstrate good judgment, complete all responsibilities related to coursework and the clinical care of patients and families. They must be respectful in all communications with patients, families, faculty, staff, peers and clinical staff and be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful, unpredictable, and rapidly changing circumstances. Students must have the ability to communicate and exchange clinical information effectively, accurately, and in a timely manner. Student must be open to feedback and able to incorporate faculty and staff recommendations in the care of patients. Students must be able to offer care and communicate effectively in diverse settings with all patient populations and must be able to demonstrate empathy and caring for others and act with integrity in all situations.

Under the supervision of a licensed nurse, the student nurse has responsibility for direct patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4 to 12 hours and may be during the day, night or weekend. Student nurses are also responsible for communicating with families, caregivers, and other staff, be it written, verbal electronic or other media in relation to their assignment. Duties may require sitting, standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and touch.

**Essential Functions / Students Must Have The Ability To:**

1. Follow policies and procedures of Simmons College and of the facility
2. Read, write, speak and understand the English language
3. Communicate:
   - face to face with individuals, families, members of the health care team
   - via call system with individuals
   - via telephone with individuals
4. Identify and interpret non-verbal cues
5. Comprehend and follow instructions
6. Perform repetitive tasks
7. Maintain an appropriate pace for the workload
8. Relate to other people beyond receiving and giving instructions
9. Influence other people
10. Perform complex or varied tasks, perform repetitive tasks
11. Make generalizations, evaluations and decisions without direct supervision
12. Accept and carry out responsibility for direction, controlling and planning patient care
13. Assess patients’ physical condition
14. Use eye hand coordination
15. Respond to and carefully manage situation of high stress
### Lift / Push / Pull / Carry Objects

<table>
<thead>
<tr>
<th>Position</th>
<th>Weight / Frequency</th>
<th>Weight / Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor to waist</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Waist to shoulder</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Overhead</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Push</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Pull</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Carry</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
</tbody>
</table>

**Examples of items commonly lifted, pushed, pulled, carried:**

- Beds, stretchers, wheelchairs, doors,
- Monitors, pumps, mobile IV poles
- Fluid bags: IV, urinary, blood, drainage
- Adaptive equipment: CPM machines, walkers, crutches, canes, braces, splints, prostheses etc.
- Patient supplies, linen
- Bedside commodes, mannequins, food trays, laundry and trash containers

**Change and sustain different body movements and postures:**

<table>
<thead>
<tr>
<th>Movement / Posture</th>
<th>Frequency</th>
<th>Maximum Sustained Time Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trunk bending &lt; 20°</td>
<td>Occasional</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>Trunk bending &gt; 20°</td>
<td>Occasional</td>
<td>1-2 minutes</td>
</tr>
<tr>
<td>Trunk twisting</td>
<td>Occasional</td>
<td>1-2 minutes</td>
</tr>
<tr>
<td>Trunk turning</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Kneeling</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Squatting</td>
<td>Occasional</td>
<td>1-2 minutes</td>
</tr>
<tr>
<td>Crawling</td>
<td>Rare</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Frequency</td>
<td>Duration</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Climbing</td>
<td>Rare</td>
<td></td>
</tr>
<tr>
<td>Overhead reaching</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Side reaching &lt;90° abduction</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Side reaching &gt;90° abduction</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Forward reaching &lt; 90° elevation</td>
<td>Occasional</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Forward reaching &gt; 90° elevation</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Wrist turning</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Grasping</td>
<td>Occasional</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Power grip</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
</tbody>
</table>

1 Department of Labor: Occasional = 0-33% of shift; less than 3 hours in an 8 hour day; approximately 1 exertion every half hour

**Examples of situations requiring student’s body movements and postures:**

Patient transfers: bed to/from stretcher, bed to/from chair, bed to/from standing

Moving patients in bed: rolling, pulling up

Supporting a patient extremity

Obtaining supplies, emptying drainage bags, spiking and hanging IV fluids, blood products

Using monitors, scales, lifts, oxygen equipment, mobile IV poles

Inserting / maintaining intravenous, urinary catheters, nasogastric tubes, feeding tubes

Performing CPR

**Use Bimanual Dexterity To:**

Administer medications: oral, parenteral, topical, rectal, eye/ear/nose drops, or via feeding tube

Don personal safety equipment: goggles, face shield, gloves, gown, mask, HEPA respirator

Provide basic hygiene: bathing, mouth care, brushing teeth

Use stethoscope, Insert/maintain: urinary catheters, nasogastric tubes

Maintain sterility of needles, catheters, dressings while
sphygmomanometer | intravenous catheters | performing complex procedures  
thermometers, scales, lifts, scissors, reflex hammer, tuning fork, otoscope, ophthalmoscope  

| Use oxygen equipment including moving oxygen canisters | Remove sutures, staples, IVs, empty drains | Perform basic CPR  
| Collect specimens: Blood, urine, stool, sputum | Set and maintain pumps, monitors etc. | Put on gloves while maintaining a sterile field  

Percuss body systems | Change dressings  

Use Visual Acuity To:  
Assess patient’s general appearance, skin, nail bed color, eye color, tissue appearance, wounds, dressings, drains, catheters | Examine eye, ear, nose, throat structures with and without ophthalmoscope, otoscope | Read measurements on syringes, medication cups, droppers, bags, pumps etc.  

| Read orders and notes on computer and or paper | Identify anatomical landmarks | Read patient temperature on various thermometers  
| Read labels on medications | Read vital signs on monitors | Note markings on medications  

Respond to alarms, call lights
Use Hearing Acuity To:

- Auscultate blood pressure, heart, lung, bowel, vascular and fetal heart sounds with a stethoscope
- Hear respiratory sounds without a stethoscope
- Assess pulses and fetal heart sounds with a doppler
- Hear patient verbalizations: speech, crying, moaning etc.
- Respond to alarms

Use Touch To:

- Palpate body parts such as but not limited to the abdomen, fetal position, joints, scalp, muscles etc.
- Locate and count pulses in various locations
- Palpate for edema, tissue temperature, lesions

Students will be in contact with various chemical agents while mixing or dispensing medications and may be in contact with skin preparations and room cleaners and sprays.

Students may not participate in clinical learning experiences if they have taken prescription narcotic medication less than eight hours prior to the start time of their clinical experience.

Students must be well rested when caring for patients and so may not work in the overnight hours (e.g. 11:00 pm to 7:00 am) on the night prior to a morning clinical experience.

Students who have a significant illness, injury, hospitalization, or surgery during the time they are in clinical learning experiences must be cleared to return to clinical by their physician or health care provider and these essential functions must be reviewed by the health care provider and submitted to the Office of Disability Services.

Addendum III

Program Honors and Awards

Undergraduate Honors and Awards

Sigma Theta Tau

Simmons College Department of Nursing is a member of the Theta Chapter-At-Large of Sigma Theta Tau, the International Nursing Honor Society. The purposes of this society are to recognize superior achievement and leadership, to foster high standards of professional development, to
encourage creative work and to strengthen commitment to the ideals and purposes of the profession.

Individual students, both graduate and undergraduate who have demonstrated superior scholastic achievement, evidence of professional leadership potential and/or marked achievement in the field of Nursing are invited to membership during their junior or senior year. Graduate students are eligible for membership at the completion of ¼ of the program.

**Marjorie Stimson Honors Award**
The history of Nursing education at Simmons College is intimately entwined with Marjorie Stimson, an internationally renowned Nurse who was an educator as well as an innovator and leader in community health Nursing. A graduate of Smith College in 1918, she joined the ranks of many young women eager to study Nursing. After receiving her diploma from the Massachusetts General Hospital and her certificate in Public Health Nursing from Simmons College, Marjorie Stimson accepted a position as visiting Nurse on Cape Cod. It was during this time that she fell in love with the sand dunes and later on in life, she lived and retired on the Cape.

Public Health Nursing services were growing rapidly in the early 1920’s and Marjorie Stimson played an active role in its development on a national level. With government funds, a maternal-infant hygiene program was organized in West Virginia and Marjorie Stimson became the county Nurse. Later on, acting in an advisory capacity for the American Red Cross, she assisted communities wishing to set up “Town and County Nursing Services.” As assistant director with the National Organization for Public Health Nursing, she was instrumental in setting up programs for public health Nursing at various universities throughout the country. On the international level, Marjorie Stimson, sent by the Rockefeller Foundation, studied health programs in Europe in order to plan suitable programs for foreign Nurses coming to the United States.

In 1932, she joined the faculty at Simmons College. During her tenure, the program moved from a School of Public Health Nursing to a School of Nursing, of which Public Health Nursing became one area of specialty. Her greatest joy lay in the teaching of young women and guiding them into careers as teachers of Public Health Nursing. Former students are unanimous in stating that her personal and thoughtful interest in them was an outstanding characteristic.

**Criteria**
A senior distinguished as to scholarship and is viewed as one of the most promising in her field.

**Selection of Recipient**
A student is selected by the Nursing Programs. Criteria for selection will reflect overall outstanding academic achievement at Simmons College and specifically in the Nursing concentration. The Nursing Faculty will recommend the recipient for the award given at the pinning ceremony.

**Marjorie Keazirian Award**
Marjorie Keazirian was a graduate of Simmons College and a member of the Nursing faculty for
thirteen years. In that time she initiated positive changes within the department because of her vision of the expanded Nurse's role, her devotion to her students, and her love for Nursing. Mrs. Keazirian was a source of strength for many as she strove for excellence and inspired confidence with her quiet, yet determined manner. She added to our educational experiences a sincerity and warmth that brought her respect and admiration from us all.

“To those of us who understand, no explanation is necessary; To those of us who don’t understand, no explanation is possible.”

-Anonymous-

**Criteria**

A woman who has been able to establish excellent rapport with peers, clients, faculty, and staff through her genuine understanding of human nature; moreover, she has demonstrated an unusual ability to empathize and understand those with whom she works.

A woman felt by fellow students to have something unique to give to the Nursing profession which was demonstrated through class and clinic work. It is felt that she will be a change agent for the future of Nursing.

A woman who, through creative and independent work inside and outside the Nursing program, has shown a true concern for the public interest; this caring and responsible attitude has been manifested through her work in the past four years.

A woman who accepts and delegates responsibility in a positive and effective manner; she has inspired peer communication and cooperation in group work, demonstrating a genuine respect for individuality and competence in helping guide others toward group goals.

**Selection of Recipient**

The Chairperson of Nursing and Dean of School of Nursing and Health Sciences presents the above description and criteria of the award, in written form, to the student committee members of the Liaison, who organize the voting process. Selection is by vote of graduating senior Nursing students. A simple majority designates the recipient.

**Lois Estelle Schoppee Award**

Professor Schoppee spent 30 years as a professional Nurse and faculty member at Simmons College, retiring in May of 1993. She set the standards of professionalism and excellence to which every sophomore Nursing student was expected to adhere. She was held in the highest regard by her students; her expertise in maternal child health, as well as her leadership and adherence to professional standards remain with students throughout their careers.

**Criteria**

This award is presented to a generic student who has displayed exemplary levels of integrity and
professionalism, and a profound commitment to the American Nurses Association Standards of Nursing Practice.

**Penelope M. Glynn Award**
Dr. Penny Glynn taught for 18 years both graduate and undergraduate Nursing students at Simmons College. She was the Chairperson of the undergraduate program from 1991 to 1998. Dr. Glynn is recognized for her outstanding commitment to the Nursing students, her dedication to teaching, her innovative research relating to women’s roles and her serving as a mentor to faculty, students and advanced practice Nurses.

**Criteria**
The Penelope M. Glynn Award is given to a graduating senior Nursing student selected by the faculty. This award recognizes the self-motivated and self-directed senior who has demonstrated significant academic and/or clinical progress while in the Nursing program.

**Phyllis S. Moore Award**
Dr. Phyllis S. Moore was a faculty member in the Department of Nursing for 28 years and Chairperson of the Department for 12 years. Dr. Moore was an outstanding leader and spokesperson for students of diversity. Her commitment to these students resulted in innovative programs which facilitated the entrance of these women into the profession of Nursing. Her outstanding abilities as a clinical psychiatric Nurse and her knowledge of women’s ways of learning made her a leader in the area of curriculum design.

**Criteria**
The Phyllis S. Moore Award is given to a senior Nursing student selected by the faculty. This award recognizes a student who has enhanced the understanding of issues related to race, gender, culture and ethnicity. This student has demonstrated understanding, and sensitivity to issues of diversity, and has demonstrated leadership in enhancing students understanding of the professional responsibilities toward diverse populations.

**Carol F. Love Award**
Dr. Carol Frazier Love, Professor Emeritus is a graduate of Simmons College Nursing. She was appointed Chairperson of the Nursing Department with both graduate and undergraduate Nursing under her leadership. Following a reorganization of the School for Health Studies, Dr. Love was named Associate Dean for Nursing and later appointed Interim Dean of the School for Health Studies from where she retired. Dr. Love is currently Senior Consultant to the School for Health Studies on special projects and is responsible for the development of various programs. Dr. Love continues to be a source of professional Nursing information. She will be remembered for her outstanding commitment to the Nursing profession.

**Criteria**
The Carol Frazier Love Award is given to an undergraduate Nursing student who has been active in College affairs during her undergraduate career and who exemplifies the dedication and service to
the Simmons Community that has characterized Dr. Love’s long service to Simmons College

**Ann Kittler Award**
Ann W. Kittler was Assistant Professor at Simmons College for seventeen years. She was the level coordinator of the fundamentals of Nursing course and has taught medical-surgical Nursing content across the curriculum. Professor Kittler was the Nursing Programs liaison to the Dorothea Lynn Dix Scholars Program and the faculty representative to the Boston Collaborative Learning Group. She has been an active member of MNA for many years and is currently a member of the Legislative Committee and the District 5 representative to the Member Network. She has also been actively involved in Theta Chapter, Sigma Theta Tau. Professor Kittler retired from Simmons College 2003.

**Criteria**
The Ann Kittler Award is awarded to a Dix Scholar—an adult learner who, realizing the importance of continuing her education or embarking on a new career in Nursing, was able to successfully balance her work and/or family life with school responsibilities.

**The Adrielle Warwick Award**
Adrielle Warwick was a member of the Simmons College Baccalaureate Program Class of 2008 who passed away after a long illness in 2007. Adrielle is remembered by her peers and faculty as a student with a true passion for learning. Adrielle loved school and she loved to learn for the sake of learning. Adrielle was never overly concerned with grades. Rather, she studied hard because she was interested in the content and wanted to be the best Nurse she could possibly be. Friends remember her returning from class only to share with great excitement what it was that she learned that day. Adrielle had a mature understanding and appreciation for the value of a college education and wanted others to share in her enthusiasm for learning. She also had a wonderful passion for life and living...living life with true grace and serenity.

**Criteria**
The Adrielle Warwick Award is given to a graduating senior at the Pinning Ceremony who exemplifies this love for learning as determined by the faculty.

**Pauline Wheble Tripp Award**
Pauline Wheble Tripp was a 1939 graduate of Simmons had a long and productive career in Nursing. After her graduation from Simmons, she was affiliated with the Salem Hospital School of Nursing and was a school Nurse for the City of Boston for fifteen years. In the 1960’s she returned to Simmons and was a valued and respected member of the faculty. She valued her education at Simmons and was active in Simmons College Alumni affairs. Upon her death her family chose to honor her by the initiation of this award.

**Criteria**
The award for the one undergraduate and one graduate student in Nursing recognizes excellence of achievement and potential for outstanding professional development.
Selection of Recipients
The recipients of the award are selected by the Nursing faculty and are given a monetary award at graduation.

Graduate Honors and Awards

Faculty Achievement Award
This award is presented annually to (a) graduate(s) of the program selected by the faculty who has shown: determination and strength in academic and clinical achievements; POTENTIAL for outstanding contribution to primary health care Nursing.

Excellence in Clinical Practice Award
Awarded annually by the faculty in recognition of excellence in the practice of primary health care nursing.

Excellence in Research
Awarded annually to the student(s) completing the research sequence in recognition of excellence in scholarly work and the pursuit of Nursing science through evidenced based research.

Graduation Honors
Any student completing the graduate program course work with a grade point average of at least 3.80 will be awarded the Master of Science degree with Distinction.

Pauline Wheble Tripp Award
Awarded annually to a graduate Nursing student to recognize excellence of achievement and potential for outstanding professional development. The student, selected by the Nursing faculty, will receive a monetary award.

The Alyssa M. Frazar "Love of Life" Award
Alyssa Frazar was a member of the Simmons College Direct Entry Master's Program class of 2011 who passed away unexpectedly in the fall of 2010. Alyssa is remembered by her family, friends, peers, and faculty as an individual who loved all that life had to offer. Alyssa’s passion for life was expressed through her love of learning, her love of her family, her love of her friends, and her compassion for her patients. Alyssa was never overwhelmed with life’s numerous surprises, and was a constant example of how to live with grace, exuberance, and peace. Alyssa met the challenges of balancing the Direct Entry program without losing light of family commitment and the importance of friendship with unparalleled liveliness. Alyssa’s passion and excitement for all aspects of life will be forever remembered by those who knew, and are honored through this award.

Criteria
The Alyssa M. Frazar "Love of Life" Award will be given to a graduating Direct Entry Master’s
student who possesses the ability to balance all that life has to offer during the Direct Entry program as determined by their peers.

**Addendum IV**

**Procedure for Making Exam Arrangements with Disability Services**

This procedure applies to students with accommodations though the Center for Academic Achievement.

Each semester, students are required to complete accommodation letters for their courses in a timely manner to inform the instructor of the accommodations they wish to utilize in their course. Upon delivery of the letter, students are encouraged to speak with the instructor about how accommodations will be implemented in the course.

**Scheduling Exams with Professors**

If professors are able to provide the exam accommodation(s), the student and instructor should work together to determine a plan and make arrangements for the semester.

In instances where the instructor is unable to provide the exam accommodation for logistical reasons, students should make arrangements to take their exams through the Disability Services Office.

**Scheduling Exams with Disability Services**

Students should email the Coordinator for Disability Services at least one week prior to the exam to ensure space will be available and to allow time for logistical information to be gathered. If the instructor has asked that the student take all of their exams with Disability Services, students may email the Coordinator their entire exam schedule for the semester. If students choose to email their semester exam schedule, they are responsible for notifying the Coordinator of any date changes that occur. Students should include the following information in an email to the Coordinator:

- Course title
- Name of the instructor and preferred email address
- Exam date
- Time the exam is scheduled to begin

Upon receipt of the email, the Coordinator will process the request and make appropriate arrangements for the exam.

When the exam date approaches, the Coordinator will send a confirmation email listing the date, time and location for the exam. Students should plan to go directly to the location listed in their confirmation email on the day of the exam.
Important Information

- The Disability Services Office has limited space available for exams so it is possible that students may take exams in a classroom with a proctor.
- Late exam requests may not be processed for logistical reasons.
- Exams are proctored during regular office hours of Monday through Friday from 8:30am to 4:30pm.
- In order to maintain the integrity of the exam, the Disability Services office proctors exams starting as close to the original time as possible. Exams will not be held at a different time unless the instructor sends his or her approval to the Disability Services Office.

Final Exams – The Disability Services Office proctors a high volume of exams during final exam week. It is important that students make arrangements at their earliest convenience to ensure space will be available for their final exams.

Rescheduling exams
In instances where students are going to miss an exam for reasons related to their disability, the student should contact both the course instructor and Disability Services prior to the start of the exam to notify them that they are unable to take the exam as scheduled. Students will be asked to submit documentation to Disability Services to verify they sought medical attention and why they were unable to take the exam. Disability Services will work with the instructor to verify that documentation has been submitted. It is up to the discretion of the course instructor whether or not to allow the student to reschedule the exam. The professor must notify Disability Services of their approval and must also designate a time frame for when the exam needs to be taken. Once the instructor has granted approval, the student should then contact the Coordinator for Disability Services to determine a new date and time for the exam. The exam will be rescheduled on a space available basis.

In instances where students are sick or have a personal situation that prevents them from taking the exam, they should be in contact with their course instructor prior to the start of the exam. Students may be asked to provide a doctor’s note or verification as to why they were unable to take the exam at its original time. It is up to the discretion of the professor to allow the student to reschedule the exam. The student should work with their professor to schedule a time and place to make up the exam. The professor will be responsible for coordinating arrangements.