Butler University
Bachelor of Science in Nursing
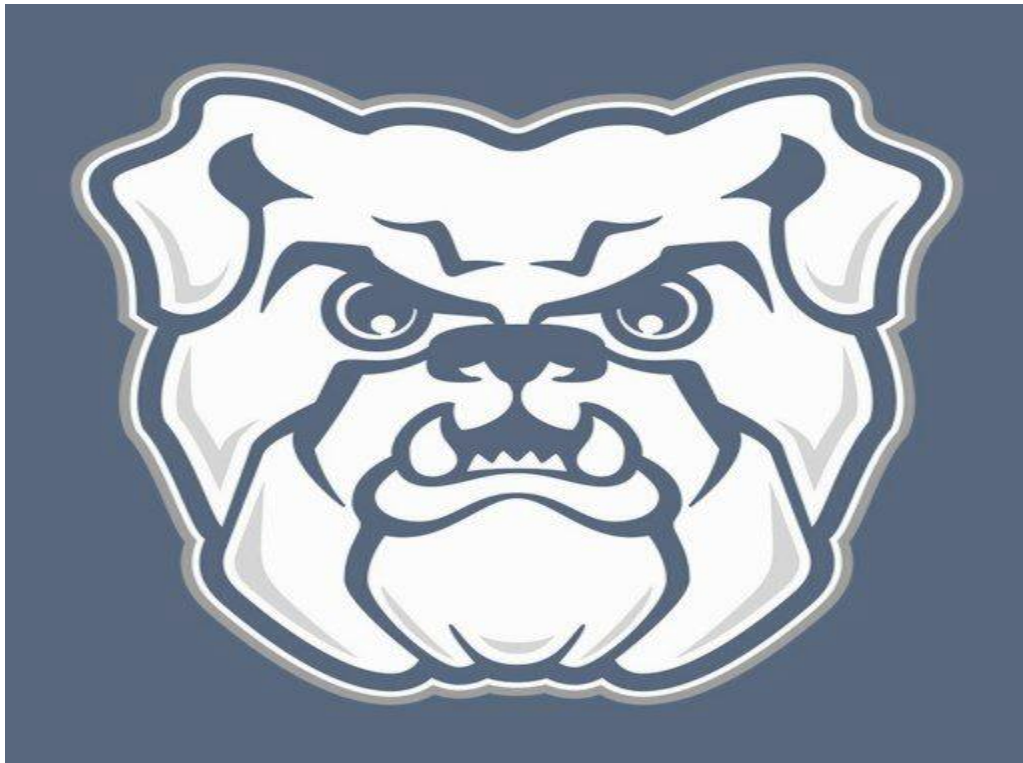
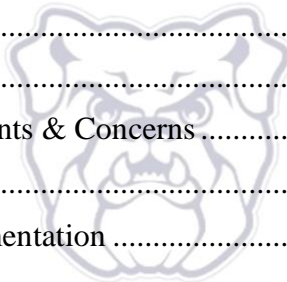

Student Handbook
2025-2026

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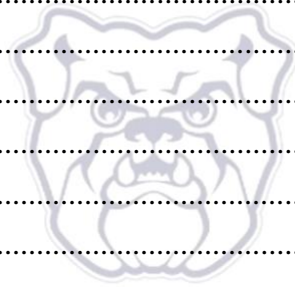
Updated 09.18.24

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The Nursing Handbook is an extension of the College of Pharmacy and Health Sciences (COPHS) student handbook and is intended to provide students information regarding programs of study, requirements, policies, and procedures that pertain to students while enrolled in the Bachelor of Science in Nursing program. Students are responsible for the information in this Handbook. **In cases of perceived conflict, the COPHS Student Handbook shall take precedence.** The Nursing program Student Handbook does not constitute a contract with the Butler University Nursing program, either expressed or implied. The Butler University Nursing program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion. Furthermore, the provisions of this document are designed by the Butler University Nursing program to serve as firm guidelines rather than absolute rules, and exceptions may be made based on extenuating circumstances. Changes made to the Nursing Handbook will be communicated to the student promptly.

Message from The Director

Welcome to the Bachelor of Science in Nursing program at Butler University! It is with immense pleasure and enthusiasm that I extend a warm welcome to each of you as you begin your transformative journey into the world of Nursing. On behalf of the entire faculty and staff, I am delighted to welcome you to our innovative Nursing program.

As you step into this profession, you are embarking on a path that not only demands knowledge, skill, and determination but also calls for a deep commitment to compassion, empathy, and the well-being of diverse patient populations. Nursing is more than a career; it is a calling to make a positive impact on the lives of individuals and communities.

Butler University is not just a place of learning; it is a community where you will find support, guidance, and inspiration. The faculty members are dedicated professionals with a wealth of experience, and they are committed to helping you develop the knowledge and skills necessary to excel in any path of Nursing you choose. Your fellow students will become your allies, supporting, and learning alongside you throughout this challenging and rewarding journey.

As you immerse yourself in the curriculum, clinical, and hands-on training, remember each experience is an opportunity for growth. Embrace the journey with an open mind and a compassionate heart, for it is through these experiences that you will become not just skilled healthcare professionals but compassionate advocates for those in need.

Always remember that Nursing is an evolving field, and your role will extend beyond the hospital walls. You will be agents of change in healthcare, contributing to advancements in patient care and healthcare systems. The impact you make will extend far beyond the clinical setting.

So, welcome to our Nursing family. Embrace the challenges, celebrate the victories, and never underestimate the profound difference you can make in the lives of others. You are not just students; you are the future of Nursing, and we have full confidence in your ability to thrive and excel. We look forward to supporting you and witnessing the incredible contributions you will make to the field of Nursing.

Seth Carey DNP, MSN Ed., RN
Nursing Program Director
College of Pharmacy and Health Sciences. 102C

Faculty Information

College of Pharmacy and Health Science Administration

Dean: Robert Soltis, PhD
Associate Dean: Jennifer Snyder, PhD, PA-C
Associate Dean of Clinical Education and External Affiliations: Julie Koehler, PharmD, FCCP
Assistant Dean of Student Affairs: Gayle Hartleroad, EdD, MA, BS

Nursing Administration

Program Director: Seth Carey, DNP, MSN Ed., RN, CNE

Faculty and Staff

Assistant Professor & Simulation Coordinator: Krista Searles MSN Ed., RN, CCRN
Assistant Professor & Experiential Coordinator: Deborah Spoerner DNP, MSN, APRN, CPNP

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Butler University Mission

Butler University, founded on ideals of equity and academic excellence, creates, and fosters a collaborative, stimulating intellectual learning environment. We are inspired to boldly innovate and broadly educate, enriching communities and preparing all learners to lead meaningful lives.

College of Pharmacy & Health Sciences Values & Goals

Values

- Professionally focused— Inspired with excellence in teaching and model life-long learning. We have a passion for our life work and have dedicated our careers to training the next generation of health care providers and educators. We look for new ways to improve learning and we adapt to the need for new knowledge, skills, and attitudes. We share our practical experiences with our students so that what they learn is directly connected to actual patient care or to our scholarship. We utilize real-life experiences whenever possible so that students develop an appreciation for the patient and the societal variables that add complexity to care of an individual or of a population. As faculty, we have developed a collaborative learning environment and are respectful and supportive of one another.
- Student focused— Dedicated to our students. We are dedicated to our students and are committed to their development, both inside and outside the classroom, with teaching, advising, project oversight, and experiential learning.
- Patient focused— Dedicated to our patients and our professions. We are experienced health care practitioners and investigators who exude a high regard for patient care that extends to our students. We teach others so our professions can excel and provide better patient care and research each day.

Goals

- Educate and Practice: Advance the practice of our healthcare professions and the importance of an interdisciplinary approach by providing effective and innovative programs for undergraduate, graduate, and professional level learners.
- Research and Scholarly Activity: Conduct focused research and scholarly activity consistent with our expertise and tied to student experiences.
- Public Health, Service, and Leadership: Foster leadership and service for students, faculty, and staff through public health-related community outreach, University and College service, and involvement in professional organizations.
- Employer of Choice: Create a desirable employment environment that provides leadership, personal growth, and resources, contributing to the ongoing vitality of our programs.
- Collaboration: Develop collaborations to increase the reach and effectiveness of our programs and public health initiatives.

Nursing Program Philosophy, Mission, and Outcomes

Philosophy

Butler University's Nursing curriculum is rooted in Patricia Benner's 'Novice to Expert' model,[1] and extending Miller's Pyramid.[2] Together, they serve as the organizing frameworks and provide philosophical structure for students and faculty. With early patient exposure, the curriculum is based on the novice student— who is unable to use discretionary judgment— progressively

transitioning to the development of advanced knowledge and skill acquisition. In addition, the student's emotional intelligence is developed to demonstrate caring, clinical judgement, advocacy, ethics, collaboration, professional development, and cultural competence. Benner highlights the differences between practical knowledge ("knowing how") and theoretical knowledge ("knowing that"), asserting that knowledge is embedded in expertise and expertise develops with experience and exposure to clinical situations.[3]

Butler University's Nursing program has been mapped to specific, practice-based experience goals in accordance with the AACN's Essentials for curriculum outline.[4] Course design reflects the expectations of student learning with clear linkage from individual course objectives n and across the curriculum to the BSN student learning outcomes. The curriculum intentionally exposes students to the Essentials early and uses progressively advanced scenarios and clinical environments with added responsibility to acquire expertise. The program has adopted Miller's suggestions that the initial theoretical assessments be used while moving to evaluations based on clinical performance.

By incorporating these principles into the Butler University Nursing curriculum, students are immersed in a holistic framework that encompasses Benner's model with an emphasis on experiential learning, compassionate care, and professional growth.

Caring:
Caring is at the heart of Nursing practice. Caring involves developing genuine connections with patients, empathizing with their experiences, and providing holistic care which addresses their physical, emotional, and spiritual needs.

Skill Acquisition and Development:
Nursing practice evolves through stages of skill acquisition, from novice to expert, as outlined by Benner.

Clinical Judgment and Critical Thinking:
Students and faculty at Butler University foster the development of clinical judgment and critical thinking skills. Nurses should encompass the ability to assess situations, analyze data, and make sound decisions in complex and dynamic healthcare environments.

Patient Advocacy and Empowerment:
Students will be empowered to advocate for their patients' rights, preferences, and well-being. Effective communication, collaboration with interdisciplinary teams, and championing patient-centered care approaches allow nurses to become patient advocates. Nurses should strive to empower patients to actively participate in their own care decisions.

Ethical Practice and Moral Agency:
Students and faculty at Butler University will uphold ethical principles and moral agency in Nursing practice. Nurses must navigate ethical dilemmas with integrity, compassion, and respect for diverse values and beliefs. Students will adhere to professional Codes of Ethics and promote a culture of ethical awareness and reflection.

Interprofessional Collaboration:
Emphasis will be placed on the importance of interprofessional collaboration in providing high-quality patient care. Nurses should work collaboratively with other healthcare professionals, recognizing and respecting each team member's unique contributions and expertise. Effective communication and teamwork are essential for achieving positive patient outcomes.

Continual Professional Development:
Students will be supported in their ongoing professional development and lifelong learning journey of Nursing. They will be encouraged to participate in continuing education programs, pursuit of advanced certifications, and engagement in research and evidence-based practice initiatives. At Butler University, a culture that values innovation, creativity, and the pursuit of excellence in nursing practice will be emphasized.

Cultural Competence and Diversity:
Cultural competence and sensitivity to diversity in Nursing practice will be promoted throughout the curriculum and in practice. Students will recognize and respect the cultural, social, and religious backgrounds of patients and their families. Provide culturally competent care sensitive to individual beliefs, values, and preferences and strive to eliminate access to care barriers related to the Social Determinants of Health (SDOH).

Quality constructed, multiple-choice questions and case-based scenarios and discussions will be used to test cognitive capabilities. Prior to and concurrent with clinicals, simulations with deliberative practice and objective structured clinical examinations will be used to test the Nursing student's competence. These will be evaluated through think-aloud protocols where students verbalize their reasoning process and demonstrate their skills compared to standardized checklists to provide a desired level of objectivity. Students will reflect on experiences and be given formative feedback through clinical evaluation tools. As students academically progress through the curriculum, they will be evaluated from areas of 'not trusted to perform' to trusted to perform with 'intentional supervision at key points in time,' to 'trusted performance without supervision' at graduation.

1. Benner, Patricia. From Novice to Expert. AJN, American Journal of Nursing 82(3): p 402-407, March 1982.
2. ten Cate O, Carraccio C, Damodaran A, et al. Entrustment decision making: extending Miller's Pyramid. Acad Med. 2021;96(2):199-204. doi:10.1097/ACM.0000000000003800
3. Benner, P. (1984). From novice to expert: excellence and power in clinical nursing practice. Menlo Park, CA: Addison-Wesley.
4. American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

Mission
Our mission at Butler University's Nursing program is to provide healthcare workers with an innovative curriculum that merges academic knowledge and practical skills. We aspire to cultivate a diverse community of learners by focusing on restorative care, ethical practice, and evidence-based techniques. Our mission is to graduate qualified and compassionate nurses who will positively impact the community around them through innovative teaching strategies and hands-on clinical experiences. We are committed to establishing a culture of lifelong learning, professionalism, and community involvement, preparing our graduates to address the increasing challenges of healthcare with resilience and excellence.

Nursing Student Learning Outcomes/Objectives

Students successfully completing the Bachelor of Science in Nursing program will be able to:

- Integrate natural & social sciences and nursing science with clinical judgement to solve complex problems and optimize health outcomes. (Domain 1 Knowledge)
- Demonstrate ethical, professional, compassionate, and culturally sensitive behavior in delivery and coordination of care. (Domain 2 Person Centered Care and Domain 9 Professionalism)
- Apply concepts of health promotion, disease prevention, and advocacy to improve the health of populations. (Domains 3 Population Health)
- Apply nursing science and best practice guidelines to support person-centered care, quality, and optimal outcomes. (Domain 4 Scholarship)
- Implement quality and safety practices and processes within the care setting and across systems. (Domain 5 Quality and Safety)
- Advocate effectively both inter- and intra-professionally through communication and collaboration, with patients, families, and communities to deliver quality care and enhance the overall healthcare experience. (Domain 6 Interprofessional Partnerships)
- Demonstrate effective leadership and proactive care coordination within complex systems of healthcare. (Domain 7 Systems Based Practice)
- Utilize technology to support safety, quality, and decision-making in nursing practice and to innovate healthcare delivery.
- Demonstrate principles of professionalism central to the nursing profession including autonomy, integrity, advocacy, social justice, compassion, commitment to the profession to achieve optimal health outcomes for diverse patient populations. (Domain 9 Professionalism)
- Integrate the value for self-care and on-going professional development into the role of the professional nurse. (Domain 10 Personal Professional Leadership Development)

Program Accreditation

The Higher Learning Commission initially accredited the Bachelor of Science in Nursing program in April 2024. The Indiana State Board of Nursing gave initial accreditation on May 17th, 2024.

Liability Insurance

Butler University provides professional liability insurance for all nursing students for didactic and experiential coursework. This insurance applies only while students are in the United States and are acting within their duties as nursing students under the supervision of the faculty of the Nursing program and other program-approved preceptors approved by the program. This insurance does not replace personal health insurance required to be obtained by the student.

Admission Requirements
First-Year Admission Requirements

Butler University general admission requirements can be found at:
https://www.butler.edu/admission-aid/first-year/

Preferred admission requirements for the Bachelor of Science Nursing Major are as follows:

- Applicant shall be graduated from a state approved high school or its equivalent. Transcripts must be received for admission.
- A person who has qualified for equivalency to high school graduation based on satisfactory completion of the general equivalency degree (GED) test with proof of the following:
    - A copy of the test results listing individual and total scores validating satisfactory test completion
    - Satisfactory completion of college courses relevant and nursing may nullify unsatisfactory test scores.

- Deadlines:
    - November 1 Early Decision
        - Decisions sent by Dec. 20
        - *Deposit Due Feb. 1
    - November 1 Early Action
        - Decisions sent by Dec. 20
        - Deposit Due by May 1
    - February 1 Regular Decision
        - Decisions sent by Feb. 15
        - Deposit Due by May 1

    *Deposits are applied to student accounts via a credit at the time of matriculation.

- High School Coursework
    - English: 4 years
    - Mathematics: 3 years (4 years preferred, pre-calc preferred)
    - Laboratory Science: 3 years (4 years preferred (bio & chem required))
    - Social Studies/History: 3 years
    - Foreign Language: 2 years of the same language
    - Statistics class encouraged.
- Home school educated students may be considered, contact the Office of Admission for requirements.
- Overall high school GPA of at least 3.25 weighted/3.0 unweighted
- Additional criteria to be considered for admissions with examples:
    - Work Experience demonstrating commitment to others or the position
    - Community Involvement demonstrating sustained service to others or community
    - Personal Statement identifying students' discernment and/or understanding of the nursing profession.
    - Writing sample/short answer questions to assess writing style and ability to answer questions succinctly.
    - Leadership experience

Advanced Course Placement

- ○ Students who successfully complete Advanced Placement (AP), International Baccalaureate (IB), or dual-credit courses in high school are eligible for advanced course placement at Butler. Learn more: https://www.butler.edu/registrar/credits-ap/
- ○ Butler University's Nursing program curriculum may allow only the following coursework for AP/IB credit or college credit transfer:
    - Chemistry (with lab)
    - Anatomy & Physiology I (with lab)
    - Anatomy & Physiology II (with lab)
    - Microbiology (with lab)
    - Nutrition
    - Psychology/Lifespan Development
- ○ Using transfer credit to fulfill the Butler Core also may be possible, provided the course is consistent with the learning objectives of the specific Core area; see "Key Components" on the Core Curriculum website). For further information on using transfer credit to fulfill the Core Curriculum, visit Transfer Credit.

Transfer Student Admissions

Transfer students must meet Butler University's overall transfer criteria, as well as any major-specific requirements. A limited number of seats are available for transfer students, early application is highly encouraged.

Students who have been enrolled in previous Nursing programs may be required to submit additional information to be eligible for admission.

Butler University general transfer admission requirements can be found at: https://www.butler.edu/admission-aid/transfer/applying-as-a-transfer-student/#:~:text=To%20submit%20a%20transfer%20application,with%20their%20previous%20colleges%2Funiversities.

Transfer admission requirements for the Bachelor of Science Nursing Major are as follows:
- ● Deadlines:
    - ○ February 1 Application Deadline
        - Decisions sent by Mar. 15
        - Deposit Due by May 1*
            *Internal transfers deposit will be waived as a deposit for first year admission has already been collected and applied to their student account.

The major specific requirements include:
- ● Undergraduate minimum GPA of 3.0 on a 4.0 scale
- ● Science coursework (100-level or higher) GPA of 3.0 or higher on a 4.0 scale
    - ○ No science course grade below B

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- ○ Science courses eligible for possible transfer and used to calculate science GPA are Chemistry, Microbiology, Anatomy & Physiology 1 & 2
- ○ Science courses must be completed within 5 years of application for admission and transfer of credit.

- ● Advanced Course Placement
  - ○ Students who successfully complete AP, International Baccalaureate, or dual-credit courses in high school are eligible for advanced course placement at Butler. Learn more: https://www.butler.edu/registrar/credits-ap/
  - ○ Butler University's Nursing program curriculum may allow only the following coursework for AP/IB credit or college credit transfer:
    - ■ Chemistry (with lab)
    - ■ Anatomy & Physiology I (with lab)
    - ■ Anatomy & Physiology II (with lab)
    - ■ Microbiology (with lab)
    - ■ Nutrition
    - ■ Psychology/Lifespan Development
  - ○ Using transfer credit to fulfill the Butler Core also may be possible, provided the course is consistent with the learning objectives of the specific Core area and approved by the University; see "Key Components" on the Core Curriculum website). For further information on using transfer credit to fulfill the Core Curriculum, visit Transfer Credit.

Technology Requirements and Information
The following are minimum computer hardware/software requirements and basic computing skills that are necessary for all students.

Hardware
- 4 GB of RAM
- Windows 10 or higher operating system for a PC
- OSX 10.13 or higher for a MAC
- At least one USB port or adapter
- Wi-Fi capability
- High speed internet connection (preferred)
- 250 GB or larger of storage (either internal, external or cloud)

Chromebooks/iPads are not recommended as students may experience software incompatibility issues with testing software.

Software
- Microsoft Office (Word, Excel, PowerPoint)
- Google Chrome – for either PC or Mac
- Adobe Acrobat Reader

Butler students may be eligible for discounted software. For more information, visit https://butler.onthehub.com/WebStore/Security/SignIn.aspx to register.

Required Computer Skills

Students should be knowledgeable about the basic functions of their computer including the use of its software and capability within programs.

HELP Desk

The HELP Desk provides a single point of contact for the technology needs of Butler students, faculty, and staff. The Help Desk provides phone, email, and walk-in support for various technology services.

Contact the HELP Desk
Submit and view service requests online: https://butleru.force.com/askbutler/s/.
Phone: 317-940-HELP (4357)
Email: helpdesk@butler.edu
Walk-in: Holcomb Building Room 350

Curriculum

Core

The Core Curriculum is required for all baccalaureate and associate degrees. All Butler undergraduates, no matter their major field of study, complete the Core Curriculum. Core Curriculum courses are not open to graduate students. To avoid scheduling conflicts, students must consult their academic advisor before registration each semester to help plan their experiences in the Core Curriculum and non-Nursing courses. For more information, visit www.butler.edu/academics/core/. Core classes include:

- First Year Seminar: English composition
- Global and Historical Studies
- Social World: Psychological Inquiry
- Texts and Ideas: English composition
- Analytic Reasoning: Statistically Speaking OR Elementary Statistics
- Perspectives in the Creative Arts
- Well Being—Personal wellness
- Natural World: Chemistry, Microbiology

Additional Graduation Requirements

Indianapolis Community Requirement

Indianapolis Community Requirement (ICR) is a civic-learning component of the Core Curriculum that enhances academic learning while helping students become active citizens of their communities and of the world. Students must take one course in any part of the University that involves active engagement with the Indianapolis community. NUR102: Knowledge for Nursing Practice includes the ICR requirement.

Social Justice and Diversity Requirement

Butler University was founded on the principles of diversity, equality, and inclusivity. The Social Justice and Diversity (SJD) requirement reaffirms these founding principles. Students must take one course in any part of the University that exposes them to critical scholarship on the root causes of marginalization and inequity and how to counter it. NUR303: Social Determinants of Health includes the SJD requirement.

Butler Cultural Requirement

Butler University has a rich set of cultural activities in the form of artistic performances, seminars, and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement (BCR) is to engage students in these most valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life. Students must attend eight cultural events on the Butler campus, such as lectures, performances, recitals, or exhibitions. Events eligible for BCR credit carry the BCR symbol. Ideally, attendance will be spread out over students' time at Butler, but this is not required.

For complete information, please see the Butler University Bulletin
https://bulletin.butler.edu/content.php?catoid=1&navoid=12

Bachelor of Science in Nursing Curriculum Outline

Course Number	Fall Term	SEM HRS
NUR107	Chemistry for Nursing with Lab	4
NUR103	Anatomy & Physiology I with Lab	3
FYS101	First Year Seminar	3
SW250-PS	Psychological Inquiry	3
NUR101	Introduction to Nursing Profession with Lab	3
	Fall Course Total	16

Course Number	Spring Term	SEM HRS
NUR106	Microbiology for Nursing with Lab	4
NUR104	Anatomy & Physiology II with Lab	3
FYS102	First Year Seminar	3
MA210 or 162	Statistically Speaking or Elementary Statistics	3
NUR102	Fundamental Knowledge for Nursing Practice with Lab– Includes ICR	5
	Spring Course Total	18
	Program Running Total	34

Course Number	Fall Term	SEM HRS
BSHS310	Nutrition for Healthcare Professionals	3
TI	Texts and Ideas	3

Course Number		SEM HRS
GHS201	Global and Historical Studies	3
WB	Well Being	1
NUR207	Pathophysiology and Pharmacology for Nursing I	3
NUR209	Comprehensive Health Assessment with Lab and Clinicals	5
	Fall Course Total	18

Course Number	Spring Term	SEM HRS
NUR205	Psychology and Lifespan Development	3
PCA	Perspectives in the Creative Arts	3
GHS202	Global and Historical Studies	3
NUR208	Pathophysiology and Pharmacology for Nursing II	3
NUR210	Person-Centered Care: Adult and Gerontological Nursing with Lab and Clinicals	5
	Spring Course Total	17
	Program Running Total	69

Course Number	Fall Term	SEM HRS
NUR303	Social Determinants of Health for Nursing – includes SJD	3
NUR309	Person-Centered Care: Pediatric Nursing with Simulation and Clinicals	5
NUR311	Population and Public Health: Community Nursing with Clinicals	4
NUR315	Leadership: Professional Nursing	3
	Fall Course Total	15

Course Number	Spring Term	SEM HRS
NUR304	Case Management, Regenerative, and Restorative Care	3
NUR310	Person-Centered Care: Psychiatric/Mental Health Nursing with Simulation and Clinicals	5
NUR312	Palliative and Hospice Nursing Care	3
NUR316	Evidence Based Practice and Scholarship in Nursing	3
	Spring Course Total	14
	Program Running Total	98

Course Number	Fall Term	SEM HRS
NUR417	Leadership: Quality and Safety	3
NUR413	Person-Centered Care: OB and Women's Health with Simulation and Clinical	5
NUR415	Care Coordination and Advocacy Across the Continuum	3
NUR405	Healthcare Technology and Innovation	3
	Fall Course Total	14

Course Number	Spring Term	SEM HRS
NUR402	Specialty Focus Nursing (NUR) Elective with Clinical	3
NUR414	Transition to Professional Nursing Practice with Clinical	6
NUR416	Self-Care and Reflective Practice (hybrid)	3
NUR420	NCLEX Prep Seminar (hybrid)	2
	Spring Course Total	14
	Program Running Total	126

One (1) clinical credit is equivalent to three (3) hours of clinical per week or 45 total clinical hours a semester. One (1) lab credit hour is equivalent to two (2) lab hours per week or 30 total lab hours a semester.

Nursing (NUR) Course Descriptions
*For all Core or non-NUR courses, please refer to the Butler University Bulletin for a detailed description https://bulletin.butler.edu/content.php?catoid=1&navoid=12.

Year One
Fall Term
NUR107 Chemistry for Nursing with lab   *4 credit hours*
This course provides foundational knowledge of general and organic chemistry for students in the nursing and health professions. Concepts of matter and energy, atomic structure, periodic system, chemical bonding, compound relationships, chemical reactions, acids and bases, and basic physics are included. The course includes a laboratory component to facilitate learning, develop analytical reasoning, and problem solving.
Pre-req: Admitted to Nursing program or program director approval.

NUR103 Anatomy & Physiology I with lab   *3 credit hours*
Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous system and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides an interactive learning experience for exploration of human system components and basic physiology.
Pre-req: Admitted to Nursing program or program director approval.

NUR101 Introduction to Nursing Profession with lab   *3 credit hours*
This course includes both didactic and clinical laboratory experiences to introduce students to the empowered role of the professional nurse within the healthcare system and as a global citizen. The student will explore the history, theory, current trends, and legal and ethical considerations in nursing. Basic introductory skills and essential concepts such as self-care, intellectual curiosity, therapeutic communication, patient-care relationships, standard precautions, and clinical judgement framework will be introduced.
*(include lab days/clinical experience/prepare for clinical requirements)
Pre-req: Admitted to Nursing program or program director approval.

NUR106 Microbiology for Nursing with lab   *4 credit hours*

This course includes didactic and laboratory experience to provide students with foundational knowledge related to the study of microbiology and microorganisms. Students will explore principles of microorganisms, cell structure, growth, heredity, diversity, and epidemiology. Nursing students will be prepared to demonstrate knowledge and healthcare implications of pathogenicity, immunology, human disease, and genetics.
Pre-req: Admitted to Nursing program or approval of program director.

NUR104 Anatomy and Physiology II with lab   *3 credit hours*

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues, and organs of the following systems: respiratory, circulatory, renal, endocrine, digestive, and reproductive. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides an interactive learning experience for exploration of human system components and basic physiology.
Pre-req: Successful completion of NUR103 Anatomy and Physiology I, equivalent course, or program director approval

NUR102 Fundamental Knowledge for Nursing Practice with lab and clinical   5 credit hours

This course includes both didactic, laboratory, and clinical experiences to introduce basic nursing knowledge and technical skills that provide the foundation for nursing practice. An emphasis is on the development of knowledge and utilization of evidence-based practices, clinical judgement, interdisciplinary communication, and application of person-centered care to promote health and prevent disease in the safe delivery of care. This course includes an Indianapolis Community Requirement.
Pre req: Successful completion of NUR101 Introduction to Nursing Profession, equivalent course, or program director approval

Year Two
Fall Term

NUR207 Pathophysiology and Pharmacology for Nursing I   *3 credit hours*

This is the first of two courses that will introduce basic principles of pathophysiology and pharmacology including underlying health conditions, specific diseases, and their life cycle with the inclusion of pharmacologic interventions, treatments, administration, and outcomes. The integration of nursing implications and basic dosage calculations, as they relate to the pathophysiologic state and pharmacologic intervention, will be incorporated throughout the course.
Pre-req: Successful completion of NUR 103 & 104, equivalent courses, or program director approval

NUR209 Comprehensive Health Assessment with lab and clinical   *5 credit hours*

Introduction to comprehensive health assessment techniques and skills for nursing practice of individuals across the lifespan to include the pediatric, adult, and older adult populations. Using a clinical judgement framework and concepts of person-centered care, emphasis will be placed on recognizing and analyzing common normal vs. abnormal findings. Students will demonstrate

competency in selected technical skills, cultural competence, knowledge of social determinates of health, and appropriate interviewing skills to obtain health history and assess for risk factors, in completion of a holistic health assessment.
Pre-req: Successful completion of NUR 103 & 104, equivalent courses, or program director approval

NUR205 Psychology and Lifespan Development   ***3 credit hours***
This course builds knowledge of human development across the lifespan. Students will explore theories, cognitive and social developmental milestones, and the dynamic relationship between biology and environment at each developmental stage. Emphasis is placed on social and cultural stressors and the impact of social determinates of health on human development.
Pre-req: SW250 Psychological Inquiry- CORE

NUR208 Pathophysiology and Pharmacology for Nursing II   ***3 credit hours***
This is the second of two courses that will focus on more advanced principles of pathophysiology and pharmacology including concepts related to the occurrence of multisystem disease and the need for multiple pharmacologic interventions simultaneously and the human response. The role of the nurse in intentional collaboration and effective communication across professions to promote safety will be practiced. The inclusion of advanced pharmacological intervention such as intravenous therapies, advanced dosage calculations and titrations, along with nursing implications and administration will be incorporated throughout the course.
Pre-req: Successful completion of NUR 207, equivalent course, or program director approval

NUR210 Person-Centered Care: Adult and Gerontological Nursing with lab and clinical
                                                    5 credit hours
Emphasis is on knowledge integration, technical skills, and application of compassionate personalized nursing care of the adult, including the older adult, within health care settings. Students will utilize clinical judgement in the delivery of evidence-based, safe, cost-effective, quality care. The inclusion of use of technology, interprofessional collaboration, and social determinates of health will be incorporated throughout the course.
Pre req: Successful completion of NUR 209, equivalent course, or program director approval

NUR303 Social Determinants of Health for Nursing (SJD requirement)   ***3 credit hours***
Social determinates of health contribute to health disparities and inequities. In this course students will build upon knowledge and explore shifting population demographics, health disparities, inequities, and social structures. The course prepares students to recognize inequities and address health disparities through advocacy to contribute to the improvement of access to care for all populations.
Pre-req: Admitted to Nursing program or program director approval.

NUR309 Person-Centered Care: Pediatric Nursing with lab and clinical   ***5 credit hours***

Building nursing knowledge and clinical reasoning fundamental to the care of children and their families through a combination of didactic, laboratory, and clinical experiences. Concepts will focus on care of children from birth to adolescence and incorporate developmental milestones, age-appropriate determinants of health, and evidence-based nursing interventions, including pharmacological interventions, across the continuum of care. Concepts of effective communication, interprofessional collaboration, and advocacy are incorporated throughout the course.
Pre-req: Successful completion of NUR 209 & 210, equivalent course, or program director approval

NUR311 Population and Public Health: Community Nursing with clinical   *4 credit hours*
Through a combination of didactic and clinical experiences, students will apply nursing knowledge, frameworks, and skills to assess the health of diverse populations/communities and collaborate with systems and stakeholders to address health promotion, disease prevention, and risk reduction in diverse community settings. Emphasis is placed on social determinates of health, equity, advocacy, and health policy to promote optimal outcomes across populations.
Pre-req: Successful completion of NUR 210, equivalent course, or program director approval

NURS315 Leadership: Professional Nursing   *3 credit hours*
The exploration of nursing leadership theory and management skills that enhance high quality nursing care delivery and healthcare system outcomes. Students will utilize effective leadership strategies, build a confident advocacy skillset, and embrace the role of nurses in health policy.
Pre-req: Successful completion of NUR210 and NUR311, equivalent courses, or program director approval

Spring Term
NUR 304 Case Management, Regenerative, & Restorative Care   **3 credit hours**
This course is designed to provide knowledge and the importance of case management in nursing care. Students will explore ways in which a professional assist a patient or client in developing a plan that organizes and integrates the support services required by the patient to achieve the best possible healthcare and psychosocial outcomes. Further, this course will identify aspects of regenerative medicine and restorative care in nursing care. This course will delve into the complexities of patient-centered care, with a focus on holistic ways to promote healing, maximize function, and improve overall well-being.
Pre-req: Successful completion NUR309 & NUR311

NUR310 Person-Centered Care: Psychiatric/Mental Health Nursing with lab and clinical
5 credit hours

Building nursing knowledge and clinical reasoning fundamentals to care of individuals across the lifespan with psychiatric/mental health diagnoses and their families through a combination of didactic and clinical experiences. Concepts will focus on mental health assessment, safe evidence-based nursing interventions, pharmacological interventions, and the integration of coping mechanisms for the individual and family. Concepts of effective communication, interprofessional collaboration, advocacy, and health policy are incorporated throughout the course.

Pre-req: Successful completion of NUR 309 & 311, equivalent course, or program director approval

NUR312 Palliative and Hospice Nursing Care   *3 credit hours*

This course builds knowledge of palliative and hospice care as it applies to the nurse's role. Specifically, holistic care including pain and symptom management, legal/ethical issues, cultural competency, communication techniques during the at the end-of-life phase, care of the family, and spiritual care will be explored.
Pre-req: Successful completion of NUR 210, equivalent course, or program director approval

NUR316 Evidence Based Practice and Scholarship in Nursing   *3 credit hours*

This course builds knowledge of evidence-based practice and the research process and will include topics such as: database search and review of credible sources, appraisal of published research articles, integration/dissemination of findings, and translation of evidence into practice.
*Learning activities will include the formulation of an evidence-based project to build strategic approaches, influence, and confidence in integrating evidence into practice.
Pre-req: Successful completion of Analytical Reasoning -- Core, equivalent course, or program director approval

Year Four
Fall Term
NUR417 Leadership: Quality and Safety   *3 credit hours*

This course builds on knowledge of systems-based practice, advanced quality and safety principles, and effective nursing leadership strategies to enhance high-quality nursing care delivery and outcomes in many contexts. Students will employ effective leadership strategies and principles of safety and improvement science to optimize system effectiveness and/or nursing practice outcome. The foundation of the capstone project will be part of this course.
Pre req: Successful completion of NUR210 & 311, equivalent courses, or program director approval

NUR413 Person-Centered Care: OB and Women's Health with lab and clinical   *5 credit hours*

Building nursing knowledge and clinical reasoning fundamental to care of women and their families during reproductive transitions through a combination of didactic and diverse clinical settings. Concepts will focus on reproductive health throughout the lifespan including nursing care pre, intra, and post-partum.
Pre-req: Successful completion of NUR 210 & 310, equivalent course, or program director approval

NUR415 Care Coordination and Advocacy Across the Continuum   *3 credit hours*

This course prepares students to coordinate safe and efficient care across the healthcare continuum. Effective care coordination focuses on patient-centered care and processes that are coordinated, appropriate, and safe for adults, including older adults. Students will explore post-acute care and emphasis will be placed on care models, safe care transitions, resource management, interdisciplinary collaboration, and advocacy.

Pre-req: Successful completion of NUR 309, 310, 315, and 316, equivalent courses, or program director approval

NUR405 Healthcare Technology and Innovation   *3 credit hours*
This course prepares students to use, select, and partner with technologies in the delivery of healthcare. The course will explore information and communication technologies and informatics processes used to provide care, gather data, and form information to drive decision-making. Emphasis will include legal and ethical considerations and the nurse's role in partnering with technology to support safety, quality, and decision-making in nursing practice and to innovate healthcare delivery.
Pre req: Successful completion of NUR 309, 310, and 316, equivalent courses, or program director approval

Spring Term
NUR402 Specialty Focus Nursing Elective with clinical   **3 credit hours**
This specialty clinical practicum course builds upon basic nursing knowledge and provides students an opportunity to pursue a specialized diverse area of clinical interest (e.g., cardiology, med-surg, peri-operative care). Specialty opportunities will be based on clinical placements available during the term.
Pre-req: Fourth year standing.

NUR414 Transition to Professional Nursing Practice with clinical   *6 credit hours*
This synthesis course includes both didactic and clinical practicum learning experiences to integrate and build upon critical thinking, clinical reasoning, technical skills, and roles/responsibilities of the professional nurse as students transition into clinical practice. Preparations for the baccalaureate-prepared nursing role will include complex care experiences, advanced care planning, coordination of care, interdisciplinary collaboration, and the utilization of nursing theories and interventions in providing safe, evidence-based care. Students will complete a capstone project.
Pre-req: Fourth year standing or permission of program director.

NUR416 Self-Care and Reflective Practice   *3 credit hours*
This course focuses on exploration and adoption of behaviors that foster self-reflection, resilience, personal-health, and wellbeing; contribute to lifelong learning; and support ongoing professional development.
Pre-req: Fourth year standing or permission of program director.

NUR420 NCLEX Prep Seminar   *2 credit hours*
This course is designed to prepare nursing students for the NCLEX examination by reviewing key competencies and enhancing NCLEX test taking skills.
Co-Req: NUR414 Transition to Professional Nursing Practice

Academic Advising
As advisors, faculty members advise; they do not make decisions for students. Faculty members primarily are academic advisors, but they also are available to assist with any problem, which even remotely affects academic progress. They may not have all the answers, but they will help

find the right people who do have the answers. The student is responsible for ensuring they have the correct requirements for graduation. Academic advisors do not counsel students on medical, personal, or mental health issues; rather, they will refer students to campus resources.

As advisors, faculty members are available anytime during the school year, not just during class registration periods. If a student's academic advisor is unavailable and has an emergent issue that needs more immediate attention, they should contact the Office of Student Success or the Assistant Dean of Student Affairs for help. In instances where advisors will be on a prolonged leave (birth-related leave, sabbatical, etc.); students will temporarily be assigned another academic advisor.

Chain of Command/Student Complaints & Concerns
Refer to the COPHS Student Handbook, section titled "Student Complaints & Concerns."

Tuition and Fees
Students are financially responsible for all tuition and fees associated with the program as outlined on the Nursing program website or within course syllabi.

Health Requirements/Clinical Documentation
Health requirements/documentation should be uploaded to the clinical compliance portal before beginning courses in the first term. Failure to maintain up to date and accurate clinical compliance documents to the proper portal may result in course failure, a delay in graduation, and/or removal from program.

Physical Examination
Students must have a physical exam by a licensed healthcare provider completed within 12 months of beginning clinical rotations. The required physical examination and many immunizations may be provided at Butler University Health Services prior to orientation. Appointments for physical examinations can be scheduled by going to https://myhealth.butler.edu. Students are financially responsible for the costs associated with obtaining physical exams. If students have any questions or concerns, call 317-940-9385.

Immunizations/Clinical Requirements
Students must have proof of immunizations before matriculation. The Nursing program requires immunizations based on current Centers for Disease Control recommendations for health professionals, in compliance with Butler University, and in coordination with clinical partners. Students are financially responsible for the costs associated with immunizations.

Below are the required immunizations to be completed prior to matriculation to the University and clinical rotations:
- COVID-19
  - If applicable, must provide date and proof of completed vaccination series.
  - If applicable, must provide date(s) of additional booster immunizations received.
  - If exempt from this vaccine, an appropriate exemption form must be submitted.

- The COVID vaccine is required by some clinical partners, failure to obtain this vaccine could limit the availability of clinical sites, and therefore cause a delay in course progression.
- Tdap must be up to date.
- Hepatitis B (3 or 2, depending on product given)
  - Must provide dates of two valid immunizations with Heplisay-B; or must provide dates of three valid immunizations with RecombivaxHB or Engerix-B
  - Must have started series prior to arrival on campus.
  - Must provide a quantitative (numeric) blood test as proof of serum immune titers.
  - If exempt from this vaccine, an appropriate exemption form must be submitted.
    - The Hepatitis B series is often required by some clinical partners, failure to obtain this vaccine could limit the availability of clinical sites, and therefore cause a delay in course progression.
- Varicella (Chicken Pox) (2)
  - Must provide dates of two valid immunizations.
  - Must provide a quantitative (numeric) blood test as proof of serum immune titers.
- MMR (Measles, Mumps, and Rubella) (2)
  - Must provide dates of two valid immunizations.
  - Must provide proof of serum titers immune results.
- Meningococcal B vaccine for students under 26 years of age (2)
- Meningococcal conjugate vaccine Serogroups ACWY (2)

Recommended
- Hepatitis A
- HPV series for men and women (2-3)
- Influenza
  - If exempt from this vaccine, an appropriate exemption form must be submitted.
    - The Influenza is often required by some clinical partners, failure to obtain this vaccine could limit the availability of clinical sites, and therefore cause a delay in course progression.

Additional Immunizations and Screening Tests
Students will need to have an IGRA/QuantiFERON Gold Plus blood testing for tuberculosis during orientation, followed by an annual screening and uploaded to CastleBranch for approval.

Health History & TB Questionnaire
All students must access the myhealth.butler.edu portal using the Butler ID and password you received via email. Access to the Health History and Tuberculosis Screening Questionnaires is located there. Students with questions or concerns should contact 317-940-9385 or healthservices@butler.edu.

Antibody Titers & TB Skin Tests
Blood draws for Varicella, Rubella, Rubeola, Mumps and Hepatitis B as well as IGRA/QuantiFERON Gold Plus blood testing will be done in conjunction with Student Health Services during orientation. If you have had a positive TB skin test in the past, you will need to

submit a copy of the TB test result, physician clearance documented on letterhead from the past 12 months, and a copy of the chest x-ray report if completed as a part of a TB work up/evaluation/treatment during orientation.

Criminal Background Check

On January 1, 2004, the Joint Commission on Accreditation of Healthcare organizations (JCAHO) instituted new regulations that must be followed for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these regulations requires that all persons who are involved with inpatient care activities, i.e., employees, volunteers, and students, must have criminal background checks as well as other healthcare-related checks (e.g., up-to-date vaccinations, TB tests).

Candidates admitted to the Nursing program will undergo a criminal background check during orientation and at least once during enrollment. Students will be required to pay for this process. Continuation within the Program is dependent on an acceptable background check that would allow completion of the Program and credentialing requirements and is at the discretion of the Program Director in consultation with the Office of the Dean and clinical affiliations.

Further, any infractions may prevent continuation in the didactic phase of the Program, delay or prevent clinical placement, graduation, and/or licensure. Should an incident occur any time during the program, the student must self-report the incident to the Associate Dean of the College immediately.

More information will be provided at the time of matriculation and orientation to help students obtain criminal background checks.

Drug Screen

Healthcare providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances, confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Therefore, there are times when an assessment of the student's possible impairment that could diminish the student's capacity to function in such a setting will be evaluated. This helps to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Thus, the program is required to identify, via drug screening, students who may not be allowed to participate in clinical rotations due to their use of unprescribed or illegal substances.

Process

All students must undergo a urine drug screen to prepare for the Nursing program. Students must submit a urine drug screen at matriculation to the University before the start of year three (3), and before year four (4). There are also specific nursing clinical rotation sites that require students to submit drug screening results based on the contractual agreements with those sites. This may occur through the designated vendor, or it is possible that a contract with a specific site

may have specific requirements dictating the process, handling, and reporting of "for cause" drug screening of an individual student while the student is participating in their facility.

Students will receive information about the requirement for drug screening, deadlines for compliance, results reporting, and associated fees. Students will be responsible for the cost of required drug screenings. Students who refuse to submit to any for cause or required drug screening will be referred to the Associate Dean of Academic and Administrative Services for consideration by the Student Professional Conduct Committee.

The student has the right to review the information reported by the designated vendor for accuracy and completeness and may institute a dispute process with the vendor if they have a question about the validity of the results. This will result in a retest by the vendor of the sample that was provided and would be an additional cost to the student. The student should be prepared to validate any positive results with the vendor within 24 hours of receiving the results of the testing. Failure to respond immediately to these requests could result in disciplinary action, delay in rotation start dates, and/or dismissal from the Program.

Drug Screen Results

Results of the student drug screens are reviewed by the Medical Review Officer (MRO). If a student has a positive drug screen due to unprescribed or illegal substance use (as defined by federal law), the MRO will notify the experiential learning director who will then consult COPHS Student Professional Conduct Committee. Students are subject to sanctions as outlined in the Substance Abuse section of the Professional Conduct Code as written in the COPHS Student Handbook. The student will also be unable to complete their clinicals as scheduled.

Prior to making a final determination that may adversely affect the student, the experiential learning director will inform the student of their rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made.

BLS Training

The Nursing program requires that all students complete the final steps of BLS for the **American Heart Association** Provider certification (any other forms of certification will not be accepted) at matriculation to Butler University and as needed based on expiration of certification. Recertification compliance must be maintained during the entire program and must be renewed every two (2) years. The BLS certification and maintenance of recertification is the fiscal responsibility of the student.

*Clinical sites may require additional requirements. If so, this will be communicated to the student in a timely manner but must be completed prior to the clinical beginning and in accordance with the clinical site's guidelines.

Health Insurance

All students must carry personal health insurance. Students must demonstrate proof of insurance before matriculating at the university and annually. The information must include the name of the insurance company and the policy number. For more information regarding obtaining health

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insurance through the university, go to https://www.butler.edu/admission-aid/admitted/checklist-for-student-billing/#:~:text=Annual%20Health%20Insurance%20Requirement—Updated,insurance%20while%20attending%20Butler%20University

Full Time Status
All students in the BSN program must, at a minimum, be full time status unless permission is obtained by the Nursing Program's Academic Progression Committee or Associate Dean of Academic and Administrative Services. Registration for more than full time (or twenty credit hours) is strongly discouraged. Enrollment in additional non-Nursing curriculum required courses may not interfere with clinical obligations at any time.
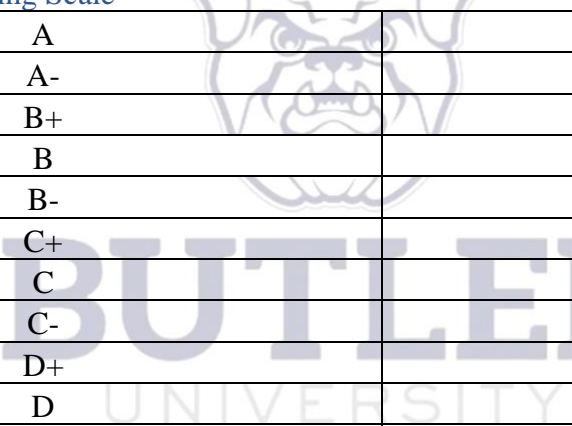
Course Repeat Policy
A student may repeat a course only once.

University Grade Point Average Scale
For information regarding University GPA scale visit https://www.butler.edu/academic-services/learning/academic-success/grading-system/

Nursing Program Grading Scale

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	75-76.99
C-	70-74.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	<59.99

No rounding will occur on individual course grades, final grades, or assignments.

Evaluation
Specific course and clinical assessment requirements and rubrics will be posted on Canvas or within course syllabus for students to access.

The process for student outcome evaluations will be consistent with methods used across the College and includes written exams, case studies, activities, and projects within individual courses. Assessments will be qualitative and quantitative and correspond to course objectives, student learning outcomes, and program goals. Clinical, simulation, and lab experiences will be graded on a pass/fail or satisfactory/unsatisfactory basis. To maintain forward academic progression, clinical, simulation, and lab experiences must be deemed "satisfactorily."

Academic Progression

All students' academic progression will be reviewed at the end of every academic term and session. To progress academically, the student must meet the following minimum requirements:

1. An overall course average of 75% (C) or higher is required in all Nursing (NUR) courses to continue in the Nursing program.
   - Students who achieve less than a 75% overall course average will be reviewed by the Academic Progression Committee for determination of advancement (see College handbook).
2. All students must earn a cumulative average grade of "C" or better at the end of each term (grade point average of 2.0 and higher).
3. Failure in any component of a Nursing course (lecture, lab, or clinical) requires the repeating of all components (lecture, lab, and clinical) of that course.
4. Students who receive an unsatisfactory grade in any experiential component of a course, will receive a failing grade in the course (74%, C-), regardless of other submitted course work.
5. Students must meet university requirements for graduation.

Violation of Progression Policies

The Nursing Academic Progression Committees (APC) may dismiss a student from the program for not meeting academic standards. Students who are dismissed can reapply to the same program after a specified period (see "Reapplication Process for Dismissed Students" in the COPHS student handbook). Examples of such violations include:

- The student has failed to satisfy stipulations for more than one academic term while a student in the College.
- The student has failed the same required course twice in the College or University.
- The student fails or receives a grade of "unsatisfactory" in any two experiential learning courses while enrolled in any COPHS program.
- Students with a cumulative GPA of less than 2.0 are placed on university probation. Two consecutive semesters of earned GPAs less than 2.0 will lead to termination from the university and college.
- Academic failure is defined as earning less than a C in two or more courses.
- Any student who withdraws more than two times from any Nursing (NUR) course.

Conduct

Students must meet the Code of Ethics as adopted by the American Nurses Association and conduct policies within the University and College Handbooks.

Faculty, staff, or students may refer a student to the Student Professional Conduct Committee for students who allegedly violate any policies outlined in University or College student handbooks or the Code of Ethics as adopted by the American Nurses Association (See College Handbook for procedures). The Student Professional Conduct Committee (SPCC) reviews the allegations of students whose personal integrity, clinical judgment, or conduct demonstrates unfitness to continue education in the profession of Nursing. Examples of conduct issues include, but are not limited to, the following:

- Failure to comply with rules and/or policies as outlined in *the Butler University Student Handbook,* the *COPHS student handbook, and/or the Nursing Student Handbook.*

- Falsification of application(s) or any other information.
- Any violations of academic integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, or photos of exam questions, test bank questions, etc.) in accordance with the University and College.
- Unsafe, illegal, incompetent, unprofessional or unethical clinical behavior.
- HIPAA violations, included but not limited to accessing personal health records, viewing health records outside of patient assignments, etc.
- Failure to meet attendance policy.

Students will receive written notification of the APC or SPCC's outcome / decision and any stipulations associated with the decision from the Associate Dean of Academic and Administrative Services.

Withdrawal from a Course
Nursing students can have no more than two (2) withdrawals from any nursing (NUR) course.

Prior to withdrawing from a course, students must consult their academic advisor and discuss potential academic ramifications related to maintaining Nursing program status, course sequencing, full time student status, and probationary status. The Nursing Program has a more restrictive policy regarding withdrawals than the College/University. Additionally, students should receive counseling from appropriate entities related to non-academic ramifications, including housing, financial aid, and NCAA eligibility and more. Students should consult the Registrar's website for the ability to withdrawal, including deadlines and the University policies regarding course withdrawal and course repeat. The class will appear on the student's transcript with a grade of W. Students should be aware of dates related to tuition refund by consulting the refund policy on Butler's Student Accounts webpage. It is important to note that these dates are often different from the Registrar's withdrawal deadlines. Courses taken during the summer have much shorter drop and withdraw deadlines and tuition refund schedules based on the start date and the course's shorter length.

It is the student's responsibility to consult the Financial Aid Office (Robertson Hall—lower level) and the Office of Student Accounts (Jordan Hall 102) to determine how withdrawing from a course will impact financial aid, tuition, and eligibility for tuition refund.

To access University information regarding policies surrounding class drop, add, or withdrawal, please visit: https://www.butler.edu/registrar/drop-add-withdraw/

Withdrawal from the University
If it becomes necessary to withdraw completely from Butler University, a student should confer at once with the Associate Dean of Academic and Administrative Services. The Assistant Dean of Student Affairs may be consulted to help a student navigate through this process or determine the withdrawal that best fits their situation. To be considered, a request for a withdrawal must occur prior to the final exam week of the term/session. There are two types of withdrawals that could be issued at the time of the request or based on last date of attendance in specific situations. These are administrative or medical withdrawals.

- Administrative withdrawal - In instances where an administrative withdrawal is being sought, students must consult with the Associate Dean of Academic and Administrative Services to discuss specific extenuating circumstances. The Associate Dean or Dean, regardless of whether the student is passing all courses or not, may consider an administrative withdrawal. The withdrawal will be from all courses if circumstances warrant. Stipulations may be imposed for future re-enrollment.
- Medical withdrawal - A medical withdrawal can only be approved by the University's Office of the Dean of Students. A withdrawal will be from all courses. Stipulations may be imposed for future re-enrollment.

Any student may completely withdraw from any program in the COPHS at any time, by following the standard withdrawal policies of the University and the College. The program will accept the decision to withdraw if this decision is communicated in oral, electronic, or written format to any faculty member of the College. The faculty member to whom this decision was communicated will document this decision in writing and forward it to the Associate Dean of Academic and Administrative Services. The Associate Dean will attempt to verify this via email. If no response is received, the Associate Dean will send a certified letter to the student, asking the student to confirm or deny their intention to withdraw from the program. Note: failure to confirm or deny this intention within two calendar weeks of receipt will be interpreted as a confirmation of a withdrawal decision. Confirmation of a withdrawal decision frees the program of any further responsibility to the withdrawn student. Non-attendance and/or nonpayment does not constitute a withdrawal from Butler University.

Students who completely withdraw from Butler University are asked to complete an exit interview with a member of the Office of the Vice President for Student Affairs (Atherton Union) or the Center for Academic Success and Exploration (Jordan Hall 136). Students can email learning@butler.edu to arrange for a short exit interview.

All equipment (computers, laboratory supplies, books, manuals, software, etc.) owned by the University or College shall be returned to the appropriate office of the University at the time of departure.

Leave of Absence for Students in the Professional Programs

A student accepted into or already enrolled in the professional phase of a COPHS program may be granted a leave of absence (LOA) and moved to inactive status for a period of no longer than one calendar year counted from the beginning of the semester the leave is taken. Requests for a Leave of Absence must be made and approved by the Office of the Associate Dean of Academic and Administrative Services. Decisions will be made with the program director.

For a leave of absence in professional programs:
- The student must return at the beginning of the next available term when the next appropriate courses are offered. No extension will be granted beyond one calendar year.
- To return from a LOA, the student must notify the Associate Dean of Academic and Administrative Services prior to the date stipulated in the LOA letter.

- Students seeking renewed enrollment in the COPHS after an absence from the College of more than two semesters must seek approval for renewed enrollment from the Dean of the College.
- Remedial coursework and/or assessment of current knowledge and skills may be required as a condition for renewed enrollment as assessed by the Nursing APC.
- Students who take a leave of absence from any professional program of the College return into the respective curriculum in effect at the time of the student's return. Since curricula change, this may require that the returning student successfully complete courses that were not required in the student's initial program of study or those that have changed.

Students who are granted a leave of absence are expected to return any University or College-owned property (e.g., computers, software, laboratory supplies, books, manuals, etc.) prior to departure unless specific arrangements are made in advance and in writing with the Office of the Associate Dean of Academic and Administrative Services.

Readmission Policies

A student dismissed from the Nursing program may petition for readmission after a time lapse of at least one academic semester (note: re-entry point will depend on course sequencing). The exact period will be recommended by the Nursing APC and noted in the student's dismissal letter. Note: readmission will not be considered where more than two (2) years have lapsed. Beyond two (2) years, students desiring to return to the professional program must re-apply through university admission for consideration and must be re-evaluated along with other applicants.

The petition for readmission to either undergraduate, graduate, or professional program must be in writing (by letter or e-mail) and addressed to the Associate Dean of Academic and Administrative Services for the College of Pharmacy and Health Sciences. In addition, transcripts for courses taken elsewhere (when applicable) should accompany the letter. The letter of petition and any supporting documentation must be submitted at least 60 days prior to the start date of the term for which the student wishes to re-enroll. The Dean will make the final decision on readmission.

If re-enrollment is granted, the nursing student may be required to retake certain aspects of the curriculum or undergo assessment of current knowledge and skills as a condition for readmission based on the recommendation of the Nursing Academic Progression Committee.

Student Personnel Services
Counseling & Guidance

Butler University students have access to counseling and consultation services. Butler University's Counseling and Consultation Services is committed to providing mental health services to students to help them achieve their academic and personal goals, promote their holistic well-being, and enhance their college experience. For information, please visit https://www.butler.edu/well-being/counseling-services/

Health Services
Butler University students have access to health services. Information can be found at
https://www.butler.edu/well-being/health-services/

Center for Academic Success and Exploration
Academic success services within the Center for Academic Success and Exploration (CASE) are designed to assist students who are interested in enhancing their study skills; who need help with their coursework; and who need one-on-one support to address areas of academic concern. Information can be found at https://www.butler.edu/academic-services/learning/tutoring-study-tables/peer-tutoring/.

Tutoring and Study Tables
Individualized Peer Tutoring is available to Butler students, free of charge, through the Center for Academic Success and Exploration. This service is available primarily for undergraduate math and science courses. Individualized Peer Tutoring allows Butler students to meet one-on-one with peer tutors to receive course-specific help for a particular subject area.

Study Tables are group walk-in tutoring sessions that meet regularly at a specific time and location. Study Tables are coordinated by each respective department, and students are typically notified of the schedule within the first two weeks of the semester.

For more information visit https://www.butler.edu/academic-services/learning/tutoring-study-tables/

Financial Aid
Students in the Bachelor of Science in Nursing program are eligible for financial aid. Please refer to https://www.butler.edu/admission-aid/financial-aid-scholarships/ for more information.

Housing
Butler University students can access housing information via https://www.butler.edu/student-life/housing-dining/

Student Organization
While students are enrolled in the Nursing program, eligibility in the following programs include, but are not limited to:
- National Student Nurses Association
- American Nurses Association
- Sigma Theta Tau

While memberships of these organizations are not required for successful completion of the Nursing program, they are strongly encouraged. For more information, visit the respective website for each organization/association.

Honors Program

Information regarding the honors program can be found at
https://www.butler.edu/academics/honors/

Job Placement

For assistance with your resume and cover letter, practice your interviewing skills, help you explore job options, network with professionals, and search for internships and full-time opportunities contacts Career and Professional Success (CaPS) advisors at https://www.butler.edu/internships-careers/students-graduates/career-advising/

Policies and Standards for Nursing

Code of Ethics

Students are expected to abide by the American Nurses Association (ANA) Code of Ethics. The Code of Ethics for Nurses serves as a manual for performing nursing duties in a way that upholds the ethical standards of the profession and provides high-quality nursing care. It is the student's responsibility to familiarize themselves with and abide by the policies specified in the ANA Code of Ethics.

The ANA Code of Ethics are located at https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

Social Media Policy

Together, the Office of Marketing and Communications, and Instructional Technology, work with University Colleges, departments, and groups to ensure that externally focused digital communications serve the University's mission and goals. Such outward electronic communication includes University-affiliated social media platforms, including Twitter, Facebook, Flickr, LinkedIn, Instagram, etc.

When using a university-affiliated account, you are representing Butler University and are expected to adhere to the highest standards of ethical and professional behavior. To inquire about creating a social media presence for your department, group, or area, please contact Butler University's Marketing and Communications Department, social@butler.edu.

Guidelines for social media are meant for all students, faculty, and staff at Butler University. Complete information may be found at https://www.butler.edu/marketing/social-media/social-media-guidelines/

Guidelines for All Social Media Usage

These guidelines should be considered for university and personal social media sites.
- Think prior to posting. Do not consider any information posted to social media sites and blogs as private, even if you are using the strongest privacy settings. If you would not say it in public, do not say it online.
- Be respectful. Avoid posting obscene, vulgar, libelous, or defamatory statements. You can be held legally liable for any comment you make online.
- Read and obey the Terms of Service for all social media tools before posting anything.

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- Never post confidential and proprietary information. All Butler faculty and staff must adhere to all University policies and procedures, as well as Federal standards, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).
- Be respectful of copyright and trademark information, including Butler University logos and marks. More information and guidelines regarding logos, licensing, and trademarks, is available through Butler University's Marketing and Communications Department.

HIPAA

The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control administrative costs. Once matriculated, all students must complete HIPAA training prior to beginning clinical rotations and then annually. Violations of HIPAA compliance may result in dismissal.

HIPAA training can be located at
https://butler.catalog.instructure.com/browse/professionaldevelopment/courses/hipaa

Non-discrimination & Harassment

For information regarding non-discrimination and harassment refer to the COPHS student handbook section titled "Non-discrimination and Harassment."

Essential Functions

Students admitted to the Nursing program must demonstrate required functional capacities to safely care for patients, themselves, and others. Students who believe they will not be able to meet one or more of the requirements listed below without accommodation or modification must notify the office of Student Disability Services and a determination will be made on an individual basis whether reasonable accommodation(s) can be made. For more information on these services, visit https://www.butler.edu/academic-services/disability/student-resources/accommodation-procedures/. In no instance will accommodation(s) be made which will compromise nursing care, or that could put other students or patients at risk.

Function	Requirement	Examples
Cognitive Ability/Critical Thinking	Read and understand written documents. Gather data and develop a plan of care for patient needs. React appropriately and effectively in emergency situations.	Calculate medication dosages, analyze, and synthesize data and in appropriate time frame, recognize and emergency and respond appropriately, appropriately interpret data and order sets, plan nursing care, and implementation of nursing care, etc.

Hearing	Adequate to ensure safety of self and others in classroom, laboratory, and clinical settings.	Sensory ability to hear alarms, auscultatory sounds, patient verbal needs, etc.
Tactile	Sensory ability to monitor and assess patients in a safe and effective manner.	Palpation, vital signs, etc.
Gross & Fine Motor Strength	Physical abilities sufficient to execute gross motor skills and strength to provide safe and efficient patient care	Demonstrate mobility to provide safe patient care including transfer of patients, ambulation of patients, administering CPR, etc.
Interpersonal/Behavioral Skills	Ability to develop mature, sensitive, and effective therapeutic relationships. Interpersonal abilities to interact with others. Ability to modify behavior in relation to constructive criticism. Exhibit ethical behavior.	Establish therapeutic communication with others, accept responsibility for own actions, maintain appropriate behavior in emotional and stressful situations, demonstrate behavioral skills reflective of good judgment.
Communication	Communication in English with accuracy and clarity. Communication abilities include speech, sight, reading, writing, language skills, and literacy. Professional communication	Able to follow verbal directions, participate in healthcare discussions, and communicate information to patients and others as necessary

Attendance & Tardiness
Attendance and being on time are professional expectations of all Nursing students. Students who violate this will be referred to the Student Professional Conduct Committee.

Clinical/Lab

- Attendance is mandatory for all assigned experiential learning (SIM/lab/clinical) opportunities. If an absence is necessary, the student assumes responsibility for notifying the appropriate instructor(s) in advance of the class or scheduled experience.
- Students are expected to be in the appropriate uniform, on time for all experiential learning encounters, in the designated meeting place, with their necessary equipment, and prepared at the scheduled time.
- A maximum of two EXCUSED clinical absences will be allowed at the discretion of the program director or experiential learning coordinator. Clinical makeup will be assigned by the experiential learning coordinator and is required.
- More than two excused clinical absences may result in course failure and referral to the SPCC.
- An UNEXCUSED absence may result in remediation, course failure, and/or referral to the Student Professional Conduct Committee.
- Students who do not call, in advance, or do not show to experiential learning experiences without proper notification constitute a clinical failure and an unexcused absence.
- Absence(s) due to military service and/or civil obligations (e.g., court required appearances) should be discussed with the program director, as soon as they become known, and they will be handled according to state and/or federal law.
- Bereavement absences should be requested from the program director.

Classroom

In accordance with the University Attendance policy, if it is necessary for a student to be absent from a course related experience, the instructor(s) should be notified in person, by telephone, email, or text message. As an alternative when offices are closed, a recorded message can be left on the instructor's voicemail. Students should consult the course syllabus for course-specific policies related to excused and unexcused absence(s) from a course as faculty are authorized to set course attendance policies.

In the event of a family emergency or personal crisis where the student must make an urgent departure from campus, the Assistant Dean of Student Affairs may be contacted as a single point of contact for all the student's faculty. Upon return to campus, necessary documentation can also be shared through the Office of Student Success, and the Assistant Dean will work with the student, as needed, to coordinate any make-up work.

Hybrid Course Participation

Hybrid courses involve blending online and face-to-face environments for course content and activities. The amount of time required to complete coursework online and attend campus-based classroom sessions varies. Instructors determine how much time is spent in each learning environment. A hybrid course at Butler delivers 25-89% of the course online and requires some campus-based meetings. Course syllabus will have the scheduled meeting dates for each course posted for students to view.

More information on hybrid courses and requirements can be found at https://www.butler.edu/academic-technology/resources/course-facilitation/online-course-implementation-rubric/ and/or in Canvas for each course.

Cell Phone/Electronics

Cell phones are allowed in classroom settings but must be in silent mode. However, personal use is prohibited. Students should not use cell phones, smart watches, tablets, or computers for non-class activities during class time. Devices permitted by a clinical facility (if applicable) may not be used while delivering direct patient care. The use of electronic devices in a clinical setting must be limited to clinical preparation and research and only in consultation with the clinical instructor.

In the event the student is expecting an urgent or necessary call, the student may request the unit phone number at a clinical site or health institution and can receive calls via this method.

Clinical Assignments

- Clinical laboratory experiences are designed to provide students with the opportunity to apply nursing skills in a hands-on format. Clinical experiences are matched to meet specific courses and learning outcomes.
- Registration for clinical and laboratory experiences (where applicable) occurs simultaneously/concurrently with lecture registration. Students may not register for more than one clinical per day. Students must have at least eight (8) hours between clinical experiences.
- Students must have at least eight (8) hours between employed positions and clinicals experience. For example, students may not work the nightshift before an expected dayshift clinical experience.
- Students are responsible for providing their own transportation to clinical/laboratory experiences for any required hours.
- Students must respect the privacy of each patient they provide nursing care for and must keep all information about patients and families confidential. You may not screen capture any part of the patient record or print material used in patient care. This will result in an unsatisfactory clinical experience and failure of the course.

Clinical Conduct & Evaluation

Clinical performance is an integral component of the educational process in Nursing. Satisfactory clinical performance is expected. Clinical objectives and student behaviors that demonstrate competency to meet these objectives are defined for each course and are in the syllabus and defined in the clinical evaluation tool. A student's clinical performance is assessed by the clinical faculty at the midterm and the end of term in each course and will be uploaded to the course gradebook on Canvas. Students must earn a grade of "satisfactory" on their final clinical evaluation for successful completion of the clinical component of the course. Students who earn unsatisfactory in any component of their final clinical evaluation tool, will receive a "C-" or earned course grade, whichever is lower.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to Butler University, COPHS, and clinical sites' policies and procedures. All Nursing students are

accountable and responsible to report unsafe and/or unprofessional behavior of themselves and of other students to their clinical faculty.

Students may be removed from clinical experiences or classes at any time in a course for unsafe, unprofessional behavior, or for failure to meet the critical requirements of nursing practice identified in the clinical evaluation tool (located in canvas in courses with a clinical component). Removal from the clinical experience will result in course failure and referral to the Student Professional Conduct Committee.

1. Clinical experiences are graded on a satisfactory/unsatisfactory basis. Failure of a clinical rotation will result in failure of the course.
2. Students enrolled in nursing courses must demonstrate professional behavior throughout their entire clinical experience. Failure to meet these expectations may result in failure of the course.
3. Information must remain up to date with the program's expectations reported within CastleBranch during all clinical courses, or a clinical failure may occur.
4. Due to the intensive nature and required preparation necessary for success, students should not engage in employment/outside activities prior to clinical participation that might compromise the student's abilities required during the clinical experience.
5. Students will not consume alcohol or other substances that could affect performance of clinical preparation/participation.
6. Students must comply with the Dress Code Guidelines in "Dress Code in the Clinical, Lab, and Simulation Setting".
7. No tobacco products are to be used during clinical. This includes regular or e-cigarettes, chewing tobacco, dip, or snuff.

Drugs & Alcohol

For policies regarding drugs and alcohol, refer to the COPHS Student Handbook under the section titled "College Evaluation of Unprofessional Conduct for Graduate and Professional Students."

Dress Code in the Clinical, Lab, and Simulation Setting

It is an expectation that students enrolled in the Nursing curriculum will dress in a manner that is reflective of a professional Nursing student and in accordance with the COPHS dress code policies. Requirements for appearance in all clinical, lab, and simulation settings are as follows:

- Overall appearance is to convey a professional image.
- Uniforms must be navy blue with Butler University approved Nursing logo embordered on the right chest. The uniform must be clean, free of wrinkles, and fit appropriately.
- Shoes must be solid in color (navy, grey, white, or black) and impermeable material (no crocs, open-toed shoes, sandals, etc.)
- Undergarments must not be visible through clothing.
- The student's ID Badge must always be worn while in the clinical, lab, and simulation setting. Additional badge requirements may be required by the clinical facility and must be followed.

- Hair, eyelashes, make-up, clothing, or jewelry that draws undue attention or that would be a distraction are prohibited.
- Hair must be kept in a manner that does not interfere with patient care or sterile procedures and be a natural color. Hair on the head and face should be neatly groomed.
- Hair accessories that are bulky or that draw undue attention are not allowed.
- Head coverings or jewelry worn for religious reasons are allowed. Head coverings should be solid in color (navy, white, or black).
- Artificial eyelashes are not permitted.
- Jewelry must be limited to a single wedding band, worn on the ring finger, if desired. Students are permitted to wear one small stud earring per ear. No facial jewelry or tongue piercings are allowed. Butler University or clinical agencies are not responsible for any lost or stolen jewelry items worn during these experiences.
- A scrub jacket/coat from an approved vendor may be worn but must be solid in color (grey, navy, white, or black) and have a program approved embordered logo on the right chest. No other sweatshirts or pullovers are allowed.
- Undershirts may be worn and must be solid in color (grey, navy, white, or black).
- Nails should be clean and neatly trimmed. No nail polish is allowed. Artificial nails may not be worn.
- Tattoos may be asked to be covered per the discretion of the clinical facility or faculty/staff member.
- Students are not permitted to use fragrances such as perfumes, colognes, lotions, etc.
- Students must arrive at the clinical setting fully prepared including stethoscope, watch with a second hand (smart watches are not permitted), pen/pencil, and any required clinical paperwork.
- Any variation needed for the above policies (i.e. medical, religious, or cultural) should be requested from the program director and/or Student Disability Services (SDS).

Exams

Students are required to ensure that their personal computer meets the minimum system requirements to run Examplify® to install Examplify® software, and to bring their personal computer to class, fully charged, for all quizzes/exams administered through Examplify®. to download Examplify®, log in to the user home page and enter your Butler email address and password.

Students must know how to disable their Anti-Virus prior to entering a quiz/exam and re-enable Anti-Virus after the quiz/exam. If anti-virus issues are encountered, they should contact ExamSoft® Technical Support. Lack of preparation may result in an inability to take the exam, adjustments to course grades at the discretion of Course Director, and/or an unprofessional conduct referral to the Student Professional Conduct Committee.

Any problems with Examplify® or ExamSoft® should be addressed with 24/7 ExamSoft® Student Technical Support by phone at (866) 429-8889, by email to support@ExamSoft.com, or Live Chat at: https://examsoft.force.com/etcommunity/s/. Students also have access to

Searchable [Self-Help Documentation](). They should not expect their Course Director to troubleshoot technology issues. Students may contact Academic Partnerships at [aphelp@butler.edu]() or 317-940-8575 to report issues with ExamSoft.

Students using ExamSoft® or Examplify® improperly to gain unfair academic advantage are violating the Academic Integrity Policy. Violations such as "academic dishonesty" and/or "professional misconduct" would include but are not limited to tampering with exam files, utilizing a password inappropriately, falsifying upload or download information, or attempting to circumvent the security features of the software.

Examplify® Administered Assessment Procedures and Student Expectations

1. The Course Director maintains the right to require additional procedures during quizzes/exams as specified in the course syllabus.
2. Students are expected to have all quizzes/exams **downloaded 2 hours prior to the quiz/exam**, though it is recommended to download by midnight the day prior to the quiz/exam. In the event of a download issue, students should contact ExamSoft® Student Technical Support. Course Directors will communicate with students, through an automated message sent from Examplify, when a quiz/exam is ready for download.
3. Students are expected to arrive at all quizzes/exams requiring the use of Examplify® with:

    o Personal computer with Examplify® already installed.
    o Personal computer that is fully charged and a charger for their device and/or an additional external battery (if applicable). **Examplify® will not allow an exam to start if the charge is <25%**.
    o Any additional device hardware required by the Course Director (e.g., earbuds for audio portion of exam).
4. Loaner Devices:
    o If a student's personal computer goes down prior to a quiz/exam and the student needs to obtain a loaner computer (PC or Mac) from the [Science Library or Irwin Library]().
    o Prior to the quiz/exam students must also visit the IT (Information Technology) Help Desk during their open hours to have Examplify® installed on the loaner computer.
5. Students must disable Anti-Virus prior to entering a quiz/exam and re-enable Anti-Virus after the quiz/exam, unless Examplify® has been added as an Exclusion.
6. All exams should be uploaded after submitting the assessment. In the event of a submission or upload issue, students should raise a hand to alert a proctor.
7. **Students must show their green "Congratulations" screen to a proctor and turn in scratch paper (if applicable) before exiting the room. This includes taking quizzes/exams in the Student Disability Services (SDS) Office and during Exam Re-Takes. NO EXCEPTIONS**.
8. After the quiz/exam, students are encouraged to ensure their Wi-Fi re-connects to the Butler Secure network, NOT the Butler Guest network, which will be drastically slower and not secure.

9. Make-up Assessments in Examplify®

- Accessing an assessment prior to the alternatively scheduled date of the make-up assessment is considered academic dishonesty and will be dealt with as such.

- **Students unable to attend class on the day of the assessment for reasons consistent with a planned excused absence from the Course Director must not download the exam file before the scheduled exam date.** Students must schedule a make-up date with the Course Director well before the assessment date. The Course Director will re-release the exam to the student on the day of the make-up for download and testing.

- Students who download the exam file before the exam day and do not attend it due to unplanned illness or emergency must not attempt to access it. Students must contact the Course Director to schedule a make-up assessment. The Course Director will release the exam to the student on the day of the make-up for download and testing.

All sections of this policy related to specific software and "Loaner Devices" are maintained by Butler University's Instruction Technology team. Any questions related to this policy should be addressed to aphelp@butler.edu.

Make-up Assessments in Examplify®

- Students who are scheduled for a make-up exam may be given a different version of the exam in order to protect academic integrity.

In courses where Examplify® is not utilized, refer to the course syllabus for exam instructions/policy and procedures.

Math & Medication Competency
Medication calculations, dosages, and safety are necessary competencies to ensure patient safety and are required skills for the clinical setting and the NCLEX-RN. Math and Medication competency questions may be on unit exams throughout the curriculum. No more than 10% of the exam will include medication calculation questions.

Infection Control/Preventions
Standard/Universal Precautions
Standard/universal precautions are an approach to infection control in which all human blood and certain human body fluids are to be treated as if known to be infectious for human blood-borne pathogens. The proper application of standard/universal precautions will minimize any transmission of blood borne pathogens from a health care worker to patient, patient to health care worker, or patient to patient.

The COPHS at Butler University requires all students to abide by the CDC Standard/Universal Precautions in all client contacts. The following measures for preventing blood-borne pathogen transmission in health care settings are recommended by the CDC.
Bloodborne pathogens are micro-organisms in human blood that can cause disease in humans. As a Nursing student, you will be participating in care giving activities and may be exposed to infectious diseases and/or communicable diseases. To reduce your risk of exposure, the following guidelines affect you as you engage in the practice of nursing.
1. All Nursing students are expected to follow Universal Precautions to prevent contact with blood and body fluids which are potentially infective. Because Nursing students may have direct contact with blood and other body fluids, the COPHS and the Indiana State Board of Nursing requires training in Universal Precautions. This training will be given prior to caring for patients in the clinical setting or simulated patient environments.
2. All Nursing students will be expected to wash their hands with soap and water after exposure to blood and after removal of contaminated gloves or other personal protective equipment.

Students should be aware of the CDC guidelines related to universal precautions which can be found at https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html

Students will be asked to complete a bloodborne pathogen training module before starting clinical rotations. This training can be located at https://butler.catalog.instructure.com/browse/professionaldevelopment/courses/bloodborne

Needle Stick and Body Fluid
Procedures
Students may be involved in activities that expose them to risks associated with blood borne pathogens and hazardous substances. Examples of such activities include participation in health fairs or clinics, class or laboratory activities, or clinical experiences in ambulatory, inpatient, and surgical settings. This Policy is based on Centers for Disease Control (CDC) guidelines and outlines recommended procedures for students in the event of a needlestick injury or biohazard exposure. Students who experience a needlestick injury or biohazard exposure during Butler-approved on or off-campus activities should follow the procedures outlined below.
It is important to note that students will be responsible for any costs associated with recommended testing and/or treatment following a needlestick injury or biohazard exposure.

If a student experiences a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during participation in a Butler-sponsored health fair or clinic, the following steps should be taken:

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Step 1:Provide immediate care to the site of injury/exposure.[1]
- Immediately wash injury or exposed area with soap and water for 15 minutes using wash station locations in your area.
- Apply direct pressure to any laceration(s) to control bleeding.
- Flush any exposed mucous membranes with water:
    - Mouth: Rinse several times with water
    - Eyes:
        - Remove any contact lenses.
        - If eye wash station is available, flush eyes for 15 minutes.
        - If eye wash station is not available, have a peer flush eyes with 500 mL lactated ringers or normal saline.
        - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated.
        - Keep eyes open and rotate eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold the eyelids open.

Step 2: Seek medical evaluation.
- Students will need to always have their health insurance information accessible. Students who experience a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during a Butler-sponsored health fair event or clinic will be responsible for any costs associated with any testing and care provided by the site at which testing, and care are sought.
- Following a needlestick injury or biohazard exposure, it is critical that the appropriate steps are taken in a timely manner. Students SHOULD seek care within 30 minutes of sustaining injury or exposure at either the clinical site where the incident occurred (if during an off-campus experiential rotation), or at a nearby Emergency Department or Urgent Care Provider (see below under "Local Urgent Care Provider") in the area.
- Students who experience accidental exposure during an experiential rotation should immediately notify the preceptor of the injury/exposure and determine what procedures exist at that site to deal with needlestick/biohazard situations. Based on the services provided at the site, the student should have the appropriate steps taken based on the site's protocol for needlesticks/biohazard exposure. If the clinical site has no protocol in place, or if urgent care at the site is not accessible, the student should then seek care at the nearest Emergency Department or Urgent Care Provider.
- Students who experience needlestick injury/exposure during participation in a Butler-sponsored health fair or clinic or during a class or laboratory should immediately notify the faculty member overseeing the health fair, clinic, class or laboratory. Together, the student and faculty member can work to determine where the nearest Emergency Department or Urgent Care site is located so that the appropriate laboratory tests can be collected in a timely manner, and any necessary care can be sought.
- Local Urgent Care Provider: Concentra is an urgent care provider offering care at several locations in and around the Indianapolis area. The Concentra website, www.concentra.com, can be accessed for up-to-date location information and operating hours.

- Recommended laboratory tests following needlestick or mucous membrane exposures to potential blood-borne pathogens include:

NOTE:

If the injured student is an employee of Butler University AND the injury or exposure occurred while on the job, the student-employee should seek care at Concentra, which is an in-network urgent care provider selected by Butler University to treat all non-critical on-the-job injuries. Upon arrival to a Concentra location, Butler student-employees should inform Concentra staff that they are a Butler University student-employee and that they were injured while on the job.

However, if the injured student is a Butler student-employee but the injury was NOT sustained while working for Butler, the injured student should present their OWN health insurance to Concentra or to the specific site where testing and care are being sought.

Student Testing:
- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV Antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B SAB (Hepatitis B Surface Antibody)

Source Patient Testing:
- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B Core Antibody when the exposed patient is HBSAB negative
- Other tests for confirmation of diagnosis when clinically indicated

Step 3: REPORT, notify, and seek follow-up care if needed.
- It should be noted that Butler University Health Services does NOT provide initial treatment for needlestick injuries or biohazard exposures. However, Butler University Health Services may, in some cases, be available to guide follow-up care if applicable and if desired by the affected student.
- In all cases of needlestick injury or biohazard exposure during Butler-approved on- or off-campus activities that were NOT sustained while working on the job as a student-employee, a **COPHS Exposure Incident Report Form (See Appendix A)** should be completed by the student and submitted to the appropriate faculty director as outlined below:
  - In the case of an injury or exposure during an experiential rotation (whether off-campus or on-campus), the appropriate Director of Experiential Education (Pharmacy, PA, or Nursing) shall be notified of the incident by the student within 24 hours of the incident.
  - In the case of an injury or exposure during a Butler-approved class, laboratory, health fair or clinic, the appropriate Academic Program Director (Pharmacy, PA,

Nursing, or Health Sciences) shall be notified of the incident by the student within 24 hours of the incident.

- o COPHS Experiential and Academic Program Directors will maintain a record of any received COPHS Exposure Incident Report Forms on file and will also forward an electronic copy of each form received to Stephanie Lovett (slovett@butler.edu) in the Office of General Counsel, Dugan Hall, Ste. 130, Butler University to be kept on file.

- In all cases of needlestick injury or biohazard exposure sustained by a Butler University student-employee while working on the job, a **Faculty/Staff/Student-Employee Accident/Incident Report Form (https://www.butler.edu/human-resources/wp-content/uploads/sites/14/2022/01/incident_report_form_2018.pdf)** should be completed by the student-employee AND by the student-employee's supervisor within 24 hours and then immediately sent to Human Resources in JH-037.

ATI Comprehensive Predictor

In the final semester, the Nursing student will take two ATI Comprehensive Predictors to determine readiness for the NCLEX-RN. Regardless of the score on the first attempt, all students are required to take both attempts at the predictor. Remediation on both predictors is required.

All students are strongly encouraged to achieve a minimum of a 91% probability of passing NCLEX-RN on the ATI Comprehensive Predictor. Additional remediation post-graduation and mentorship with faculty will be strongly encouraged for students who are unable to achieve a 91% probability of passing NCLEX-RN on the ATI Comprehensive Predictor.

Licensure

Students who successfully complete all program requirements will be eligible to take the NCLEX-RN. Students will be provided with information for completing NCLEX-RN registration from the Nursing department. Upon successful graduation and fulfillment of ATI requirements, the applicant is responsible for applying, registering, and scheduling the NCLEX-RN test, as well as paying all associated expenses.

Information regarding taking the NCLEX-RN exam for the State of Indiana can be found at the Indiana State Board website. If a student chooses to seek licensure in any state other than Indiana, it is the applicant's responsibility to obtain the necessary application and information. Students will be provided with program codes during the NCLEX-RN registration process.

Successful completion of the Nursing program does not guarantee licensure, certification, or employment in Nursing. Please consult state regulatory Nursing boards prior to graduation for any questions regarding licensure requirements.