Drake University Nursing Student Handbook

Updated August 2026

COLLEGE OF PHARMACY & HEALTH SCIENCES
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Drake UNIVERSITY

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Introduction

The Accelerated Bachelor of Science in Nursing (ABSN) Handbook has been compiled to provide students important information regarding the ABSN curriculum, an overview of academic policies and procedures, and a list of resources and services offered through the University and the College of Pharmacy and Health Sciences (CPHS). ABSN students should be familiar with critical policies, procedures and information related to all Drake students in the respective Undergraduate General Catalog, Graduate General Catalog, and the University Student Handbook. Specific information regarding program practicum(s) and requirements can be found in the Nursing Experiential Handbook.

To the extent that the provisions of this handbook conflict with the General Catalogs or the University Handbook, this handbook shall prevail regarding all undergraduate ABSN students registered in the College of Pharmacy and Health Sciences. This handbook is not meant to discourage students from utilizing more personal sources of information; namely, faculty mentors, the Office of Student Affairs & Enrollment Management, or other members of the faculty.

University Mission and Vision

Our mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. We do this by fostering collaborative learning among students, faculty, and staff and by integrating liberal arts and sciences with professional preparation. We believe – and have seen firsthand – that together, we can transform lives and strengthen communities.

The Vision for the College

A diverse community of learners leading the way to a healthy world.

College Mission Statement

Preparing Today's Learners to be Tomorrow's Health Care Leaders.

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals dedicated to serving their clients, patients, profession, and community. The College emphasizes excellence and leadership in education, service, and scholarship.

The Vision for the ABSN Program

Our vision is to be a beacon of excellence in nursing education, shaping the future of healthcare through the relentless pursuit of better. We aspire to cultivate a community of nurses who are not only proficient in their practice but are also advocates for innovation, equity, and holistic patient well-being. Through collaborative partnerships and a forward-thinking curriculum, we aim to graduate nursing leaders who drive positive change, improve outcomes, and inspire others to join the pursuit of better healthcare.

ABSN Mission Statement

Our mission is to empower aspiring healthcare professionals with the knowledge, skills, and compassion to lead the pursuit of better in the ever-evolving field of nursing. We are dedicated to fostering a

collaborative learning environment that encourages clinical judgment, evidence-based practice, and a commitment to the highest standards of patient care and strengthening communities.

Philosophy

The philosophy of the Drake University Nursing Program is rooted in the belief that nursing is both an art and a science, grounded in human connection, compassion, and a commitment to the pursuit of better for individuals, families, and communities.

Central to our philosophy is the recognition of the inherent worth and dignity of every individual, regardless of background, culture, or circumstance, with a focus on patient-centered care. We embrace diversity and strive to cultivate an inclusive learning environment where all voices are heard, respected, and valued.

We believe in the power of education to transform lives and shape the future of healthcare. Our program is designed to provide students with a rigorous academic foundation combined with robust hands-on experiences, fostering the development of critical thinking, clinical competence, and ethical decision-making skills in care management.

At the heart of our philosophy is a dedication to the highest standards of professionalism, integrity, and ethical practice. We instill in our students a deep sense of responsibility to advocate for social justice, health equity, and the well-being of vulnerable populations.

We embrace innovation in care management and encourage our students to be lifelong learners, adaptable to change, and committed to staying abreast of the latest advancements in healthcare technology, research, and practice.

Above all, we believe that nursing is a calling—a noble profession focused on patient-centered care that requires empathy, resilience, and a steadfast commitment to serving others. Through our program, we aim to inspire and empower the next generation of nursing leaders who will continue the legacy of excellence and make a meaningful difference in the lives of those they serve.

Disclaimer

None of the information provided here or elsewhere by the College of Pharmacy and Health Sciences constitutes a contract between the University and the student. The College of Pharmacy and Health Sciences reserves the right to make changes in curricula, admission policies, procedures, tuition and financial aid, academic standards and guidelines, student services, and other regulations or policies without giving prior notice.

Program Approval and Accreditation

*The Iowa Board of Nursing has fully approved Drake University's Accelerated Bachelor of Science in Nursing (ABSN) proposal, qualifying graduates to take the National Council Licensure Examination (NCLEX) required for practice as a registered nurse for a period of six (6) years as of January 2026.

Effective May 14, 2025, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing (ACEN). This candidacy status expires on May 14, 2027.

Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 https://www.acenursing.org/candidacy.

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

The Accelerated Bachelor of Science in Nursing (ABSN) Curriculum

The ABSN curriculum is responsive to changes within the profession, and therefore, course requirements may vary by catalog year or graduation term. To view curriculum requirements of the nursing program, visit the Accelerated Bachelor of Science in Nursing website.

Admission to the ABSN Program

Please see the ABSN Admission website for more information on Admission into the program.

The Drake ABSN Program follows Iowa Code 655-2.10(152)-2.10(6) which states: "Nursing courses with a clinical component may not be taken by a person:

- Who has been denied licensure by the board.
- Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action."

Educational Goals and Outcomes

The purpose of the ABSN program is to provide graduates with:

A. *Professional Knowledge Base and Lifelong Learning Skills*
   a. Graduates will have a solid foundation in the physical, biological, clinical, and behavioral sciences and will develop the skills and habits to acquire and apply new knowledge.
   b. Understand the chemical and biological principles that govern the function of the human body and apply these principles to health sciences-related problems.
   c. Given a new area of inquiry, identify, analyze, and evaluate health sciences-related information resources.
   d. Understand how evidence-based practice and quality improvement influence health systems.

B. *Values and Ethics Relevant to Nursing Practice*
   a. Graduates will understand and accept their duties and responsibilities outlined by their chosen career and society in general. Graduates are expected to have developed value systems and ethical standards that guide their behavior.
   b. Understand the ethical issues relevant to nursing practice.
   c. Understand the importance of ethical conduct in the workplace.
   d. Appreciate that diversity can contribute to different perspectives on the same issue.

C. *Critical Thinking Skills*
   a. Graduates will use critical and creative thinking and an evidenced-based approach to identify, analyze, and solve problems.
   b. Understand and apply clinical judgment.
   c. Critically evaluate arguments and formulate counter arguments on logical and statistical grounds.

D. *Communication and Collaborative Skills*
   a. Graduates will be able to communicate effectively with their peers and their constituents in a variety of formats and actively participate in collaborative environments.
   b. Work effectively in collaborative groups and resolve the interpersonal conflicts that may arise in such environments.

c. Communicate clearly and persuasively (in both written and verbal formats) with public, professional and agency audiences.
d. Effectively utilize technology or other communications tools (e.g. presentation software, audiovisual devices, email) when communicating with constituents.

E. Career Planning and Development

a. Graduates will emerge from the program with realistic ideas about implementing their knowledge, skills, and values in various settings.
b. Understand the role of the different disciplines within the health care system to formulate career goals.
c. Identify the types of academic experience and performance levels that will help achieve career goals.
d. Develop skills and experiences relevant to achieving career goals.

ABSN End of Program Student Learning Outcomes

The educational goals and outcomes identified for the program were utilized to create ten End of Program Student Learning Outcomes (EPSLOs) for the Drake ABSN Program. These outcomes have been aligned with the American Association of Colleges of Nursing (AACN) Essentials competency domains and progression indicators to ensure learning that is congruent with contemporary, evidence-based nursing practice. All students must demonstrate achievement of each outcome to successfully complete the ABSN program. The Drake ABSN EPSLOs are:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical, and social sciences. (Domain 1: Knowledge for Nursing Practice)
2. Apply nursing process and clinical judgment skills when providing holistic, person-centered nursing care for diverse populations with a commitment to equity and inclusion. (Domain 2: Person-Centered Care)
3. Analyze the social determinants of health when planning population-focused nursing care with attention to outcomes, cost, and equity to transform lives and strengthen communities. (Domain 3: Population Health)
4. Utilize methods of discovery to inform nursing practice and improve outcomes with curiosity and creativity. (Domain 4: Scholarship for the Nursing Discipline)
5. Model leadership by acting with integrity and purpose when planning and implementing safe, quality nursing care, coordinating the health care team, and tasked with oversight and accountability for care management. (Domain 5: Quality and Safety)
6. Collaborate with patients, families and the interdisciplinary team with joyful accountability and a commitment to equity and inclusion to promote safe, quality outcomes while presuming the best in each other. (Domain 6: Interprofessional Partnerships)
7. Employ the skills of a change agent to optimize system effectiveness through innovation and evidence-based practice with robust communication, collaboration, and teamwork. (Domain 7: Systems-Based Practice)
8. Use patient care technology and information systems when providing nursing care in a variety of settings. (Domain 8: Informatics and Healthcare Technologies)
9. Comply with professional standards of moral, ethical, and legal conduct in practice through civility, caring and respect. (Domain 9: Professionalism)
10. Operationalize a commitment to life-long learning for quality practice to serve our communities with integrity, purpose, and optimism about the future. (Domain 10: Personal, Professional and Leadership Development)

Undergraduate Programs

The Drake Curriculum

The Drake Curriculum is not required of those students who meet the criteria of Drake's General Education Articulation Agreement or have a previous bachelor's degree.

Areas of Inquiry

ABSN students who do not meet the criteria of the General Education Articulation Agreement will complete the Drake Curriculum. The Drake Curriculum serves to provide students with the knowledge and skills necessary to function in a complex and rapidly changing world.

There are two components to the Drake Curriculum: A First-Year Seminar (FYS) and a set of Areas of Inquiry (AOI) requirements or Honors Program requirements. Each component is described on the Drake Curriculum website. The following table lists the areas of inquiry (AOI) completed through the health sciences major, ABSN major, and/or ABSN pre-requisite requirements and those fulfilled by various electives. Note that one course may only fit into one area.

AOIs Required for Pre-Nursing/ABSN

Area of Inquiry	**Required Health Sciences/ABSN Course**
Artistic Literacy	Elective
Engaged Citizen	Elective
Historical Foundations	Elective
Written Communication	Elective
Global and Cultural Understanding	*HSCI 106: Culture Care & Health Literacy
Information Literacy	HSCI 172: Evaluating Research Literature
Quantitative Literacy	MATH 050: Calculus I
Scientific Literacy (including lab)	BIO 012: General Biology I & Lab
Values and Ethics	HSCI 105: Values and Ethics in Health Sciences

* HSCI 106 will also fulfill the Equity and Inclusion requirements.

Honors Program

Pre-Nursing students can choose to complete the Honors Program rather than the AOIs to fulfill the Drake Curriculum. The following table lists the courses required of students pursuing the Honors Program and those fulfilled by the health sciences requirements.

Honors Requirement	**Health Sciences/Pre-Nursing Course**
Scientific Literacy (including lab)	BIO 012/012L: General Biology I & Lab
Quantitative Literacy	MATH 050: Calculus I or HSCI 060: Statistics in Health Sciences
Artistic Literacy	Elective
HONR 100: Paths to Knowledge	Elective
15 additional credits in Honors	Electives

Nursing Advising and Mentoring

The Drake ABSN Program follows the university's Blended Advising Model for all ABSN and pre-nursing students.

Purpose and Objectives of Blended Advising Model

The CPHS blended advising model seeks to support the mission of Drake University and the Health Sciences program in the provision of a student-centered learning environment. This academic care team includes a faculty mentor and an advising specialist through the Office of Student Affairs. Through the model, students have multiple sources of information to address questions related to the ABSN curricular objectives and their professional goals. An individual academic plan will be developed by the student with input from the faculty mentor and advising specialist. The development of the plan will seek to achieve the following:

- Confirmation of the student's major and track within the ABSN program,
- Discussion of professional life goals including career paths and post-graduate work,
- Satisfactory completion of requirements of the program,
- Completion of annual requirements for progression within the program,
- Development of skills necessary for succeeding in the program that they have chosen, and
- Referral of the student to resources and services on campus if needed.

Respective Roles

Office of Student Affairs (Advising Specialist)

- Answer student questions regarding registration, credit completion, course transfer process, and study abroad opportunities
- Coordinate registration process, verifying appropriate registration of courses
- Review/approve educational plan and transfer credit requests
- Update degree evaluations regarding substitutions, program exceptions, and transfer courses
- Serve as a resource for additional degree opportunities such as minors and concentrations and accelerated programs
- Coordinate and communicate opportunities for internship, study abroad, research and post-graduate study

Faculty Mentor

- Help students adapt to the college environment
- Assist in the development of the student's academic plan by providing input and feedback
- Encourage discussions about the appropriateness of their chosen career path and the career options within the profession
- Assist students in identifying opportunities for professional skill development
- Make appropriate referrals to university student service offices when academic or personal difficulties arise
- Discuss professional career path opportunities and requirements

Student

- Initiate conversations with academic care team

- Utilize resources and services provided by the Office of Student Affairs and Enrollment Management
- Access degree evaluation to verify correct records
- Be familiar with policies/procedures and take responsibility for deadlines and if unsure, ask
- Take an active role in the development of the advising process
- Research career and professional pathways
- Seek out opportunities for involvement, leadership, and professional development
- Maintain and update the individual academic plan

Course Registration

Nursing students complete registration online through the University's Self Service system. Students can access Self Service through myDrake. The Drake University Office of the Registrar provides comprehensive information regarding the registration process including adding and dropping courses, error messages, wait lists, and registration dates and times on the Registration webpage. In addition, the CPHS Office of Student Affairs distributes detailed registration information to students through email communication and the CPHS Weekly Announcements.

Credit Overload Request Procedure

1. Complete and submit the Credit Overload Request Form found on the Office of the Registrar's website, prior to registration day/time. This form must be completed prior to the conclusion of the second week of the semester.
2. The Credit Overload Request Form will be reviewed by the CPHS Student Affairs Office. Students will receive a confirmation email once the form is reviewed and processed.
3. Overload fee waiver requests are reviewed in the first weeks of the fall and spring semesters. Students waiting on the review of their overload fee waiver request should not pay the overload fee but wait for the review process to be carried out and the fee to be removed by Student Account Services.
4. Overload Fee Waiver requests made after the third week of a fall or spring semester will not be considered and the student will be responsible for the fee incurred.

Degree Evaluations

Degree Evaluations are a tool that enable students to evaluate their progress towards graduation. Nursing students are responsible for reviewing their degree evaluations on a periodic basis to assure that transfer credits are received, and curricular requirements are met. Students should always generate a new degree evaluation when reviewing their progress. Students are encouraged to view the CPHS Advising webpage for tools and resources regarding advising, course registration, and degree evaluations.

University Academic Regulations

The following University Academic Regulations are intended to align with, support, and expand undergraduate policies and procedures established by Drake University.

Attendance and Enrollment Validation

Attendance is the responsibility of students and is essential for ideal learning to take place. The ABSN program follows a concept-based curriculum which requires attendance to engage in hands-on application of knowledge to enhance practice readiness and competency. Faculty members expect students to attend all classes and experiential assignments as scheduled. In an emergency, faculty appreciate the courtesy of knowing when commitments cannot be met and it is the expectation that students notify their instructor as soon as possible. Failure to attend the first class of an enrolled course may result in the student being dropped from the course. Noncompliance with attendance policies may affect the final grade in a course.

In the event of extenuating circumstances, students should contact the Office of Student Affairs for assistance in notifying instructors of their absence from class.

Additional information regarding Attendance and Enrollment Validation is available in the Drake University Undergraduate General Catalog.

Transfer Credits

In general, undergraduate students may receive credit for academic courses taken at postsecondary institutions prior to starting the ABSN program. The complete Transfer Credit Policy is available on the Drake University Office of the Registrar's Transfer Credit Information webpage. Transfer credits are reviewed by the Office of the Registrar upon receipt of official transcripts from the transfer institution. The CPHS Office of Student Affairs & Enrollment Management may exercise additional discretion to award transfer credit for curricular requirements.

Important Notes:

- Nursing transfer credits within the ABSN program will not be accepted. All coursework must be completed within the Drake ABSN Program.
- Nursing students are awarded a maximum of sixteen credits of career/vocational technical transfer coursework.
- Students who do not believe their coursework has been equated appropriately should contact the CPHS Office of Student Affairs & Enrollment Management.

Credit by Examination/Advanced Placement

Nursing students may earn college credit for pre-requisite coursework by examination through the College Level Examination Program (CLEP), Advanced Placement (AP) Tests, International Baccalaureate Program (IB), and/or other special credit examinations. Students are ineligible to earn credit by examination in a lower-level course in a sequence of courses after they have completed a higher-level course in the same sequence. Credits may not be earned through CLEP or other examinations that duplicate credit previously earned. Students are not eligible to earn credit through an examination if they have withdrawn from an equivalent course after the midpoint of the semester. Credit earned by examination does not apply to the last 30 hours, which must be earned at Drake. More information is available on the AP, IB, CLEP Credit webpage on the Registrar's website.

Graduation and Residency Requirements

A student must be in the College of Pharmacy and Health Sciences for all ABSN coursework to be eligible for graduation.

Students must meet the following requirements to graduate with a Nursing degree from the College of Pharmacy and Health Sciences:

1. Successfully complete all academic requirements and be in good standing with the University (Graduation Requirements).
2. To the extent such information is brought to the dean's attention, exhibit the requisite professionalism, character, and professional promise in the Dean of the College of Pharmacy and Health Sciences' judgment.
3. Satisfactorily resolve all financial obligations owed to the University.

The final responsibility for the completion of graduation requirements is the students, and accordingly, each student should become familiar not only with the curriculum but also with the academic regulations of the College.

CPHS Policies and Procedures

CPHS applies the following policies for college re-enrollment following academic and non-academic suspension or dismissal. The ABSN program adheres to specific progression and dismissal policies which state that students who are dismissed from the nursing program are ineligible for re-enrollment to the nursing program.

Academic Honors

ABSN students who have attained academic excellence and high scholastic achievements earning a cumulative grade point average at Drake of 3.8 or higher at the time of graduation shall be recognized in the commencement program as receiving College Honors.

ABSN students may receive academic honors each semester through recognition on the Dean's or President's List. The criteria used to evaluate ABSN students' eligibility for Dean's and President's List is outlined in the Drake University Undergraduate General Catalog.

Additional recognition including Latin honors, University Honors Program participation and membership in an honor society is awarded at the time of graduation in the University Commencement program. For more information, visit the Honors at Graduation webpage.

Academic Standing Policy

Objective and Purpose

The College of Pharmacy & Health Sciences (CPHS) is responsible for monitoring and notifying professional students who are not making satisfactory progress toward degree completion. This policy defines academic progress, as indicated on the student record, and how academic progress affects a student's academic standing at the university.

Academic Standing Policy

The CPHS academic standing policy is grounded in the philosophy that students enrolled in a professional program should:

1. maintain a level of C or better (CR in 'credit/no credit) grade performance in all required courses and

2. demonstrate they can reasonably expect to attain the 2.00 cumulative professional level grade point average (G.P.A.) required for graduation within the length of program policy.

Procedure

The CPHS Office of Student Affairs will review academic progress standards at the end of each fall and spring semester. Evaluation of academic progress is based on all coursework completed at Drake University during the respective semester regardless of the level of the course. If a student receives a grade change after academic standing determinations have been made, the student can petition to have their academic standing re-evaluated through the midpoint of the following semester.

It is the CPHS practice to email academic standing notifications to the student's official Drake University email address within 10 business days of the semester's final grade submission due date.

Academic Progress Standards

Students must meet both academic progress standards to be considered in good academic standing with the college.

Standard 1: Minimum Grade Requirement

Students are required to obtain a C or better (CR in 'credit/no credit') in all required courses.

Standard 2: Cumulative GPA

Students must maintain a 2.00 cumulative grade point average (GPA) and remain on track to graduate within the progression policy. Only coursework taken at Drake University is included in the cumulative GPA calculation.

Academic Standing Designations

Good Academic Standing

A student who satisfies both academic progress standards is in good academic standing. A notation of "Good Academic Standing" will be recorded on the student's transcript for the respective semester of evaluation.

Academic Notice

A student who does not satisfy one or both academic progress standards at the end of the semester will be dismissed. See below for Academic Dismissal and the Appeal Process information. A notation of "Academic Notice" will be recorded on the student's transcript for the respective term of evaluation if an appeal is successful.

Academic Dismissal

A student will be dismissed from the program if they fail to receive a C or higher (CR in 'credit/no credit') in a course. A notation of "Academic Dismissal" will be recorded on the student's transcript for the respective semester of evaluation. Students may appeal against their academic dismissal by following the appeal process outlined below. If the appeal is denied, the action is permanent, and the student may not be readmitted to the nursing program. (See also ABSN Course Repeats section)

Non-Academic Suspension or Dismissal Policy

Suspension or Dismissal from the College and/or University may result from failure to adhere to any of the following policies:

1. CPHS Honor Code Policy
2. CPHS Chemical Dependency Policy
3. Nondiscrimination and Accessibility Policies
4. Drake University Student Code of Conduct
5. Student Immunization Policy

Appeal Process for Suspension or Dismissal

A student may appeal their suspension or dismissal by submitting an Exception to Program Policy form and supporting documentation. Students must submit the form within five business days of the suspension or dismissal notification. No appeals will be reviewed following the deadline.

Appeal Review Process

1. The Dean/their designees will review and assess all appeals and supporting documentation.
2. Following the appeal deadline, the Dean/their designees will meet to discuss and determine the status of the appeal.
3. Appeal decisions will be communicated to students via email by the CPHS.
4. For granted appeals, terms and conditions for re-enrollment will be included in the email to the student and uploaded to the student's electronic file.

Re-Enrollment Policies

Re-Enrollment following Suspension

Students who have been suspended due to a non-academic issue (e.g., Honor Code, Chemical Dependency, etc.) may apply for re-enrollment after the specified time outlined in the suspension letter. Students must complete the Re-Enrollment Request Form to initiate the re-enrollment process. Criteria to be met for re-enrollment will be evaluated based on the respective policy related to the suspension decision.

Re-Enrollment following Dismissal

A student who has been dismissed from a CPHS program is not eligible for re-enrollment to the same program. However, they may apply for admission to a different program at the university after a mandatory waiting period of three years. To apply, the student must follow the admission process for the new program as outlined on Drake University's website.

Additional Re-Enrollment Documentation

The CPHS may request additional documentation from a student requesting to re-enroll. Additional documentation may include but is not limited to the following:

1. A written personal statement asserting the student's ability to successfully pursue the curriculum after having been suspended. The student must also submit documentation that the factor(s) or condition(s) responsible for the original suspension have been remedied or significantly improved.
2. Submission of official transcripts of any coursework completed at another institution since the time of suspension from Drake University.

The College's Student Affairs Officer will notify a suspended student of their re-enrollment decision at the email address provided on the Re-Enrollment Request Form. If re-enrollment is denied, the student has five (5) business days to appeal the decision in writing to the Dean of CPHS.

Re-Enrollment following Withdrawal for Medical Leave of Absence
Students approved for a medical leave of absence must complete the Voluntary Medical Leave of Absence Re-enrollment Request Form. This request form and all supporting documentation must be submitted to the CPHS Student Affairs Officer by the deadline outlined on the request form. The full Medical Leave of Absence Policy and required documentation for re-enrollment is provided on the Division of Student Affairs webpage.

Questions and requests for re-enrollment should be directed to the Office of Student Affairs in the College of Pharmacy and Health Sciences.

CPHS Honor Code Policy

Students in the College of Pharmacy and Health Sciences are expected to maintain a professional manner and conduct in practice settings and on campus. Unprofessional behavior and academic dishonesty are not accepted and will not be tolerated.

Nursing students are expected to read the full CPHS Honor Code Policy and sign the Pledge of Honor. Assignments requiring completion of these tasks are integrated into nursing orientation and transition programs.

CPHS Chemical Dependency Policy

Nursing students are expected to read the full CPHS Chemical Dependency Policy and sign the Student Agreement. Assignments requiring completion of these tasks are integrated into nursing orientation and transition programs. If a student is suspected or known to have a use disorder or concern, it should be brought to the attention of the Assistant Dean of Student Affairs.

Criminal Background Checks

All nursing students are required to submit a criminal background check prior to starting the ABSN program. Because many practicum sites require background checks, information obtained may inhibit students from progressing into the practicum experiences or require additional screening and approval by Iowa regulatory agencies. The background check will include social security number validation, address history for past 10 years, felony and misdemeanor criminal history search for all counties identified by the address history for the last seven years, national criminal history database, sex offender registries, child/elder abuse registries, motor vehicle driving record, and governmental agencies such as the Office of Inspector General.

The College will notify students of findings as required by the Fair Credit and Reporting Act. Results of the background checks will be stored electronically on the College's secure Microsoft Teams platform and shared within and outside the University on a need-to-know basis only. Within the University, such results will be available only to those school officials with a legitimate educational or security purpose for accessing the information. Students may be assessed a fee to cover the cost of the background check. Furthermore, information obtained from background checks may be included on or with board

licensure applications or other regulatory body that requests information from the Drake University College of Pharmacy and Health Sciences.

Students have the right to request, from the College of Pharmacy and Health Sciences, copies of all documents and other information shared with any regulatory body pertaining to their licensure.

Chemical Drug Screens

ABSN students will complete a chemical drug screen prior to entering the program in the Fall. Because many sites require drug screens, information obtained may inhibit students from progressing into the practicum experiences. The College will determine the vendor and location of the drug screen. Drug screens completed for employment or independently by the student will not be accepted. Students may be assessed a fee to cover the cost of the drug screen. The drug screen will include a 10-panel drug screen with point-of- custody through an outside vendor. The results of the drug screen will be shared within and outside the University on a need-to-know basis only. Within the University, such results will be available only to those school officials with a legitimate educational or security purpose for accessing the information. Initial positive screens will undergo medical review by the vendor. Any confirmed positive findings will be handled under the Chemical Dependency Policy of the College. Results of drug screens will only be forwarded to the site if information exists that may affect the student's placement at the site. Experiential practicum sites may request and complete additional drug screens. Information obtained from drug screens may inhibit students from completing practicum experiences, thus delaying or preventing progression/graduation. Additional information on completion of the chemical drug screens can be referenced below in the ABSN Experiential Learning section.

Electronic Communications Policy

College faculty and staff use electronic communication methods to disseminate information to and communicate with students. This information may be time-sensitive and require action on the student's part. Thus, College expectations are as follows:

- Email from the College is only sent to students' Drake email addresses.
- Students are responsible for the consequences of not reading and/or responding to CPHS and program communications sent to their Drake email address.
- College community members are asked to check their email twice daily, such as once in the morning and afternoon. It is recommended that you close your email client unless it is your scheduled time to check email to facilitate in person work and project completion.
- All members of the College community are committed to responding to emails promptly (2 business days). Emails, telephone calls or office visits to follow-up on an unanswered email may occur after 2 business days. Exceptions will be made for scheduled professional or personal absences or circumstances that prohibit routine email access (i.e., international travel).
- No member of the College community is expected to acknowledge or return emails in the evenings, on weekends, during vacation/sick/personal time, or during holidays.
- Electronic communication methods (e.g., email, Blackboard learning management system, CORE, etc.) may be required as part of courses and rotations for content delivery, exams and assessments, class discussion, active learning exercises, and other professional program needs. The course syllabus will specify the requirements. If these requirements pose a problem for a student, the student must contact the instructor/coordinator to work out a solution.
- The lack of access to electronic communication is not a valid excuse for failure to respond to a request, complete an assignment or exam, or meet a deadline. However, any technology issues

or outages with Drake University technology systems (e.g., Drake email, Blackboard learning management system) as identified and communicated by Drake Information Technology Services are not the student's responsibility.

Laptop Computer Requirement

CPHS students enrolled in the Accelerated Bachelor of Science in Nursing program are required to have a laptop computer. Students will utilize laptop computers for completing coursework, accessing electronic learning management systems, electronic testing and assessments, and other professional program needs.

The laptop computer requirements for all CPHS students may be found on the Drake Information Technology Services webpage.

- Any device that does not meet the University requirements may not be compatible with the nursing program's testing requirements. It is each student's responsibility to make sure that their device is in good working order and compatible with the technology requirements.
- It is recommended that students have high speed internet access at home or can readily access the free University Wi-Fi .
- Students are responsible for maintaining a functioning laptop computer. Drake Information Technology Services provides various student technology resources on their website.

Social Media Guidelines

Drake University faculty, administrators, staff, and students should behave personally and professionally in a way that does not compromise their professional responsibilities. This includes participating in online social networking platforms (YouTube, TikTok, Instagram, etc.). **Think about what you post, when in doubt do not post.**

Drake University supports the individuals' expression of First Amendment rights of free speech. It is your responsibility – as a visible member of the institution and the larger community – to protect the values of Drake University when using social media. Any inappropriate use of social media platforms shall not be tolerated. Inappropriate or malicious use may include but is not limited to:

- Posting information (videos, photos, comments, etc.) about Drake University or clinical site administrators, faculty, staff, or students without consent.
- Posting information that violates HIPAA or FERPA policies.
- Using derogatory language or remarks about administrators, faculty, staff, or students at Drake University or other colleges and universities or clinical sites.
- Using demeaning statements or threats that endanger the safety of another person.
- Posting incriminating photos or statements regarding illegal criminal behavior, underage drinking, usage of illegal drugs, sexual harassment, or violence.
- Indicating knowledge of the acts listed above.

Please keep the following guidelines in mind as you participate on social networking platforms:

- Before participating in any online community, understand that posts may be available to anyone, even with limited access to your platform.

- Do not post information, photos, or other items online that could jeopardize your well-being, your relationships, or your professional career. This includes items that may be posted by others on your platform.
- Exercise caution when sharing location and/or plans.
- Individuals within the University and law enforcement personnel check these platforms regularly.

Violations of these guidelines will result in a review of the incident and may include action as appropriate under the CPHS honor code policy. Those who believe they have been targets of unprofessional behavior via social media or suspect any other violations of these guidelines should contact the Student Affairs Officer (students) or their supervisor (faculty/staff) to address their concerns.

Student Immunization Policy

Before enrollment at Drake, students must provide Drake University with their medical history and immunization records. The requirements for submitting appropriate documentation to the Drake Student Health Center are available on the Health Center's Policies and Forms webpage.

In addition to the documentation required by the Drake Student Health Center, ABSN students will need to upload required health information into CORE as outlined in the ABSN Experiential Manual. This includes a completed Certification of Medical Examination and Evaluation form, located in the CORE Document Library, and an updated immunization record. All information must be provided prior to beginning practicum experiences. Immunization requirements to participate in the experiential education program are outlined further in the Site Immunization Requirements section below and are subject to change based on site requirements.

Change of Legal Name Procedure

To ensure the accuracy and integrity of all academic, financial aid, and student loan records maintained by Drake University and the College of Pharmacy and Health Sciences, the Notification of Change of Legal Name form is available.

To take advantage of this service, please access the Notification of Change of Legal Name form in the CPHS Forms Library.

- It is important to note, as stated on the electronic form, students are responsible for notifying the Social Security Administration of the name change. Only Drake University offices will be notified upon receipt of the electronic form by the College of Pharmacy and Health Sciences.

Please direct any questions related to the online Change of Legal Name process to the Office of Student Affairs and Enrollment Management.

Students wishing to change their preferred name should reference the Drake University Preferred Name Policy for additional information and frequently asked questions.

Exception to Program Policy

ABSN students may request a course waiver, course substitution, or other program exception via the Exception to Program Policy form available on the CPHS Forms Library. Requests will be considered by the Associate Dean of Curriculum and Assessment in consultation with the student's faculty mentor, the Office of Student Affairs and Enrollment Management, and/or the College Administrative Committee inclusive of college administrators and department chairs.

Final Grade Appeal Policy

ABSN students may appeal a final grade in a course. It is the right and responsibility of the faculty to establish students' grades. Thus, the appeal process for students who question a final grade in a course is to discuss the grade with the instructor and provide clear and convincing evidence of procedural error, instructor bias, and/or arbitrary grading. Students are expected to review the full Final Grade Appeal Policy to determine if their circumstances fulfill the evaluation criteria for an appeal.

ABSN Program Policies and Procedures

ABSN Credit/No Credit

All courses within the ABSN curriculum are required for credit to successfully complete the ABSN Program.

Practicum courses (NURS 185, NURS 190 and NURS 195) in the ABSN program are graded as a credit grade of "CR" or no credit grade of "NC". To receive a CR grade, students must satisfactorily pass each of the course requirements identified in the course syllabus. Students are required to complete all lab, simulation, and practicum hours and associated assignments to satisfactorily pass each course. Hour breakdowns for lab, simulation, and practicum time in each course can be found in the respective course syllabi. Failure to meet outlined expectations on any of the stated categories or failure to complete required practicum hours will result in the student receiving a grade of no credit (NC). Students must receive a grade of CR to progress to the next course in the practicum course series and the next ABSN semester.

All didactic ABSN courses follow the standard letter grading system.

ABSN Course Repeats

Failure to successfully complete a course in the ABSN curriculum will result in removal from the ABSN program. Students may not repeat any course in the ABSN curriculum.

Progression Policy

The standard letter grading scale (A, B, C, D, F) is used for students enrolled in nursing didactic courses. Students are required to obtain a grade of C (75%) or better in all required didactic courses of the program. If a student does not reach the required benchmark, it will be considered a course failure. Failure to successfully complete a course in the ABSN curriculum will result in removal from the ABSN program. Students may not repeat any course in the ABSN curriculum. The following scale is used to determine letter grades in nursing didactic courses:

A 90% or higher
B 80-89.99%
C 75 -79.99%
D 65 – 74.99%
F 64.99% or lower

Students must successfully complete all required courses in the ABSN program within 12 months of their initial start date.

Any student dismissed from the ABSN program is not eligible for re-enrollment in the Drake ABSN program.

ABSN Assignment Policy

The following policy is applied to all NURS courses in the ABSN program:

- All assignments are expected to be submitted by the specified due date and time.
- Students will receive a 10% deduction per day that an assignment is late. Assignments turned in more than three days past the stated due date will be given a score of zero.
- **Students must submit all assigned course work (regardless of if credit is given/received) to meet course requirements and progress in the ABSN program.**
- Extensions may be granted in cases of documented emergencies or exceptional circumstances. Students must contact the instructor as soon as possible to discuss potential accommodation. Once an agreed upon due date is decided, the above policy will be applied.

ABSN Artificial Intelligence (AI) Policy

This policy is applicable to all courses and experiences within the ABSN program including didactic and practicum components.

Students must comply with all program, site, and/or experiential education policies regarding the use of artificial intelligence (AI), being mindful of HIPAA and/or FERPA requirements to ensure patient privacy, confidentiality, and safety. AI should be used as a tool to support, not replace, professional reasoning and clinical decision-making. Unless otherwise specified, the use of Automated Writing Tools, including ChatGPT and similar AI tools or programs, is strictly prohibited for use on assignments and examinations within the ABSN program, even when properly attributed, unless specifically stated by the course instructor. The use of such generative tools powered by AI, without explicit permission from the course instructor, is considered plagiarism and will be handled in accordance with the ABSN Professionalism and CPHS Honor Code Policy.

ABSN Academic Remediation Policy

The purpose of this policy is to ensure that students enrolled in the Accelerated Bachelor of Science in Nursing (ABSN) program receive timely and structured academic support following unsatisfactory performance. The goal of remediation is to identify areas for improvement, promote mastery of nursing knowledge, enhance clinical judgment, support academic progression, and NCLEX-RN and practice readiness.

Scope

This policy applies to all ABSN students who demonstrate:

- A score below 75% on any individual course examination
- An unsatisfactory grade (as defined in the course syllabus or rubric) on a required course assignment or poor performance on multiple submitted assignments
- A unsatisfactory or unsafe performance in any component of practicum experiences, as identified by course instructors, clinical educators, or preceptors.

Policy Guidelines

Remediation Requirements

- Students who score below 75% on any course examination are required to complete faculty-directed remediation prior to the next scheduled exam.
- Students who receive an unsatisfactory grade on a major assignment must remediate the deficiency in alignment with course outcomes.
- Students who demonstrate unsatisfactory or unsafe performance in any component of practicum experiences, as identified by course instructors, clinical educators, or preceptors.

Remediation Process

Remediation is mandatory and may include, but is not limited to, the following activities:

- Individual or group tutoring sessions
- Content-specific worksheets, quizzes, or active learning templates
- Reflective writing assignments
- Completion of NCLEX-style practice questions with rationale reviews
- Attendance at faculty office hours for targeted review
- Peer-reviewed revisions of unsatisfactory written assignments
- Demonstration of skill competency (for clinical/lab remediation)
- Attend open lab for additional hands-on practice or simulation experience with faculty guidance

Documentation and Tracking

- Faculty will document student concerns in course work/exams in Starfish under the student's profile as outlined in CPHS policy. This information will connect them with appropriate representative(s) from student advising, student support services, etc., who can provide additional campus resources and monitoring for success.
- Students must complete a Remediation Action Plan as agreed upon by course faculty and the individual student.
- Completion of remediation activities must be documented and submitted within 7 calendar days of the exam/assignment grade release.
- Failure to complete remediation in a timely and satisfactory manner may result in a loss of points potentially impacting their course grade or a student action plan and may impact the student's progression through the program.

Reassessment

Remediated assignments may be resubmitted at the discretion of the faculty, and final grades will be awarded per course policy.

Remediation does not guarantee a change in grade but supports future performance improvement.

Confidentiality and Support

All remediation efforts will be treated confidentially and are designed to support student success. Students are encouraged to meet with faculty or academic success staff for additional resources.

Faculty Responsibilities related to Remediation

- Notify students promptly of the need for remediation
- Provide specific feedback and clear expectations for remediation tasks
- Review and approve completed remediation materials
- Document student participation and progress

Student Responsibilities related to Remediation

- Seek remediation when exam scores, assignment, and/or practicum performance warrants
- Engage actively and respectfully in the remediation process
- Complete all assigned tasks by the required deadline
- Seek clarification and support as needed

ABSN ATI Testing Policy

The Drake ABSN program does not utilize high-stakes testing policies, rather places emphasis on student learning through assessment, review, and remediation.

ATI Content Mastery Assessments

ATI Content Mastery Assessments will be utilized throughout the ABSN Program to help determine student mastery of nursing concepts in various content areas and track progression toward NCLEX readiness. The ATI Content Mastery design focuses on a guided review and remediation process to maximize student success. ABSN students will be required to participate in the review and remediation process for assigned Content Mastery Assessments as outlined in this policy and individual course syllabi. This includes completion of practice assessments and focused remediation assignments based on individual scores and noted areas for improvement.

Practice assessments are taken in a non-secure environment while Content Mastery Assessments are administered in a secure, proctored environment to mimic the NCLEX testing experience. Proctored mastery assessments are scored based on NCLEX pass rate predictability in key content areas per ATI recommendations. All students will be required to complete review and remediation assignments regardless of score as outlined below.

Students with low or unsatisfactory scores will be provided with remediation and review materials, additional faculty support, and one additional assessment attempt to demonstrate content knowledge after completion of assigned remediation. The assessment given as a second attempt will be version 2 of the Content Mastery Assessment in the specified content area.

The following grading policy will be used for Content Mastery Assessments throughout the program unless specifically stated in individual course syllabi:

- Content Mastery Assessments will comprise 10% of the student's overall course grade. The sum of percentage points obtained for practice tests, remediation, and the proctored exam will be the student's final assessment grade.
- **Practice Test A-** to be completed by students as assigned by the course instructor. Remediation will include the following:

    - Completion of the assigned review and remediation will be submitted by the stated due date to receive **2 percentage points.**
    - Remediation assignments that are not submitted by the due date or that are incomplete will receive 0 percentage points.
    - Review and remediation assignments are to be completed by all students, regardless of the practice test score.
- **Practice Test B-** to be completed by students as assigned by the course instructor. Remediation will include the following:
    - Completion of the assigned review and remediation will be submitted by the stated due date to receive **2 percentage points.**
    - Remediation assignments that are not submitted by the due date or that are incomplete will receive 0 percentage points.
    - Review and remediation assignments are to be completed by all students, regardless of the practice test score.
- **Content Mastery Assessment-** to be completed in a proctored environment as outlined in the individual course calendar.
    - **Students will receive 2 percentage points for completion of the proctored assessment regardless of score.**
    - Additional points to be allocated as follows:
        - **Students achieving a level 3 or higher will receive 4 percentage points.**
        - **Students achieving level 2 will receive 2 percentage points.**
        - **Students achieving a level 1 or below will receive 0 percentage points.**
- Remediation assignments may include ATI generated custom post-quizzes (ATI Focused Review), completion of active learning templates, virtual simulation and documentation assessments, or other activities based on instructor recommendation/discretion.
    - Remediation is to be completed by all students, regardless of their score.
    - Alternative remediation assignments may be assigned at the instructor's discretion.
    - Minimum remediation for proctored Content Mastery Assessments is based on the students score and will include:
        - Level 3-
            - Completion of the assigned focused review.
        - Level 2-
            - Completion of the assigned focused review.
            - Complete a minimum of 3 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
            - Students have the option to sit for Version 2 of the exam and receive applicable points (as outlined above) based on the highest score achieved.
        - Level 1-
            - Completion of the assigned focused review.
            - Completion of a minimum of 4 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
            - Meet with course instructor prior to completing remediation.
            - Version 2 of the proctored assessment will be offered to the student.

        - Students who complete Version 2 of the exam will receive applicable points (as outlined above) based on the highest score achieved.
    - Level 0-
        - Completion of the assigned focused review.
        - Complete a minimum of 6 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
        - Meet with course instructor prior to completing remediation.
        - Complete student action plan with instructor and/or nursing program director guidance.
        - Version 2 of the proctored assessment will be offered to the student.
        - Students who complete Version 2 of the exam will receive applicable points (as outlined above) based on the highest score achieved.

ATI NCLEX Comprehensive Predictor Assessment
Students will complete the NCLEX Comprehensive Predictor Assessment in the final semester of the program to gauge overall student readiness and identify areas for improvement prior to sitting for the NCLEX Licensure exam. Many resources are available through ATI for review and remediation both during and after program completion. Beyond faculty assignments for remediation, each student is responsible for accessing and utilizing these resources to enhance the review and preparation process.

The following grading policy will be used for Comprehensive Predictor Assessment unless specifically stated in individual course syllabi:

- The NCLEX Comprehensive Predictor Assessment will be administered in a proctored environment in the third semester of the ABSN program. The student's score and required remediation will be worth a total of 10% of the student's overall course grade.
- The sum of percentage points obtained for the practice test, remediation, and the proctored exam will be student's final assessment grade.
- Levels (0, 1, 2, or 3) will be determined by course faculty based on current, nationally recognized percentages for ATI and NCLEX success rates. Percentages for each level will be posted for students to review in the learning management system.
- **Practice Test A**- to be completed by students as assigned by the course instructor. Remediation will include the following:
    - Completion of the assigned ATI focused review with remediation submitted by the stated due date to receive **2 percentage points**.
    - Remediation assignments that are not submitted by the due date or that are incomplete will receive 0 percentage points.
    - Review and remediation assignments are to be completed by all students, regardless of the practice test score.
- **Practice Test B** for the NCLEX Comprehensive Predictor will be available but optional for students to complete, unless assigned by the course instructor as a remediation activity.
- **NCLEX Comprehensive Predictor Assessment** to be completed in a proctored environment as outlined in the individual course calendar.
    - **Students will receive 2 percentage points for completion of the proctored assessment regardless of score.**

    - Additional points to be allocated as follows, after completion of assigned remediation activities:
        - **Students achieving a level 3 will receive 6 percentage points.**
        - **Students achieving level 2 will receive 4 percentage points.**
        - **Students achieving a level 1 or below will receive 0 percentage points.**
- Required remediation for the NCLEX Comprehensive Predictor Assessment will be as follows:
    - Level 3-
        - Completion of the assigned focused review.
        - Completion of a minimum of 3 Active Learning Templates chosen from the lowest scoring areas of the individual Focused Review/ NCLEX Comprehensive Predator Assessment.
        - Students have the option to sit for Version 2 of the exam and receive applicable points (as outlined above) based on the highest score achieved.
    - Level 2-
        - Completion of the assigned focused review.
        - Completion of a minimum of 5 Active Learning Templates chosen from the lowest scoring areas of the individual Focused Review/ NCLEX Comprehensive Predator Assessment.
        - Students have the option to sit for Version 2 of the exam and receive applicable points (as outlined above) based on the highest score achieved.
    - Level 1-
        - Completion of the assigned focused review.
        - Completion of a minimum of 10 Active Learning Templates chosen from the lowest scoring areas of the individual Focused Review/ NCLEX Comprehensive Predictor Assessment.
        - Meet with course instructor prior to completing remediation.
        - Version 2 of the Comprehensive Predictor proctored assessment will be required.
        - Students who complete Version 2 of the exam will receive applicable points (as outlined above) based on the highest score achieved.
    - Level 0-
        - Completion of the assigned focused review.
        - Complete a minimum of 10 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/NCLEX Comprehensive Predictor Assessment.
        - Meet with course instructor prior to completing remediation.
        - Complete student action plan with instructor and/or nursing program director guidance.
        - Version 2 of the Comprehensive Predictor proctored assessment will be required. Students who complete Version 2 of the exam will receive applicable points (as outlined above) based on the highest score achieved.

ABSN Student Communication Expectations

Students are expected to be courteous and mindful of peers, faculty members, and preceptor's personal and professional time. Both students and faculty should be mindful to practice self-care and be respectful of the self-care of others. Contact should not be made by phone (voice or text) during sleeping hours (past 9:00pm generally) or on the weekends unless otherwise specified in the course

syllabi. Students should expect prompt email responses from course faculty during business hours, with delayed responses between 4:30pm- 8:00am on weekdays and over the weekend, holidays, and university breaks. Please follow your course faculty guidance on preferred methods and timing of communications.

Student support and success is of paramount importance to the ABSN faculty, CPHS, and Drake University. Students are strongly encouraged to attend faculty office hours as directed in course syllabi, reach out to faculty mentors and advisors, and utilize Drake's exceptional student services as much as possible.

ABSN Attendance Policy

Timely submission of assignments and adherence to exam and practicum schedules are essential for success in the ABSN program. This policy aims to foster responsibility, accountability, and fairness among students. Failure to comply with these policies may result in academic penalties and impact the student's progression in the program.

Students are encouraged to manage their time effectively and communicate proactively with instructors to address any potential issues that may arise.

Due to the accelerated nature of the program, note that not all student accommodation requests can be honored.

Class:
Due to the accelerated pace of this program, attendance is required at all classes and practicum experiences as assigned.

- Students are expected to arrive on time and be prepared for the day.
- Students arriving greater than 5 minutes after a class start time will be considered tardy and unprepared for class.
- Failure to be present and/or prepared for class will result in a loss of points from the "Assignments and In Class Activities" or another instructor specified category of the student's overall grade.
- All student absences should be communicated to course faculty prior to the date (if known) or as soon as the need is known.
- Exceeding two class absences without prior notification of course faculty will prompt a meeting with the student, faculty member, and nursing director to determine a course of action and completion of a student action plan.

Exams:
Students are expected to be on time and prepared to complete all course exams on the scheduled date and time outlined in the course calendar.

- Students who arrive after the scheduled start time of the exam will not be permitted to take the examination and will be dismissed from the exam portion of the class. It is the responsibility of the student to initiate contact with the course instructor to schedule a time to complete the missed exam within 24 hours of the originally scheduled date and start time.
- Failure to reach out to the course instructor within 24 hours of the missed exam will result in a score of zero and no further make-up accommodation.

- Students arriving after the scheduled start time of a second examination or any subsequent exam in an individual course will receive a score of zero with no opportunity for make-up.
- Missed Exams- If a student misses an exam without prior notification and approval from course faculty, they will receive a grade of zero. In cases of documented emergencies or exceptional circumstances, students will be allowed to schedule an alternative testing time. Students are expected to contact the course instructor in a reasonable amount of time prior to stated exam start time (or as soon as possible) to discuss rescheduling.
- Students who fail to initiate exam rescheduling within 48 hours of a missed exam, without documentation of extenuating circumstances or communication with the course instructor, will receive a score of zero for the exam.
- Make-up Exams- Approved make-up exams must be taken within a specified window of time, usually within one week of the original exam date, unless otherwise arranged with the instructor. The format and content of make-up exams may differ from the original exam to maintain academic integrity.

Practicum:

This policy applies to all practicum experiences including lab, simulation, and clinical healthcare environments in which students are assigned for learning experiences.

- Students must adhere to the established schedule and complete practicum experiences as assigned.
- **To fulfill curricular requirements, students must make up all absences/missed hours.**
- If a student cannot attend an assigned practicum experience, course faculty must be contacted in advance or as soon as reasonably possible. Please see your course syllabus for the appropriate faculty contact information. If course faculty cannot be contacted directly, the student will leave a message in the manner outlined in the course syllabus. Means of contact may include email, secure messaging, or phone call.
- Students are expected to arrive at their designated sites prior to the start of the practicum day and ready to begin at the stated start time.
- Absence and tardy occurrence limits are per semester and not cumulative over the three program semesters.
- Tardies
    - Students arriving at or after the stated start time will be counted as tardy (0-4 minutes late).
    - Students tardy (< 5 minutes late) twice in a semester must meet with the course faculty to complete an action plan.
    - A third tardy (< 5 minutes late) in a semester will result in an absence. Any subsequent tardy will result in an additional absence.
- Absences
    - All absences **MUST** be made up by the student. Written documentation may be requested to document the need for these absences. All absences must be clearly communicated to course faculty in writing. Extenuating and exceptional circumstances will be evaluated on a case-by-case basis.
    - Absences include, but are not limited to, the following:
        - Inability to attend a scheduled practicum experience due to missing or incomplete onboarding requirements.
        - Failure to contact course faculty prior to the absence.

        - Arriving at the practicum site 5 minutes or more past the stated start time without previous arrangement or notification.
        - Leaving the practicum site early without permission.
        - Student absence from required functions or experiences without communication with the course faculty.
        - Student illness.
        - Three or more tardies, as defined above.
- First Absence
    - The student will receive a written warning from course faculty.
    - The student will be required to make up all missed hours on the medical-surgical floor, or as assigned with instructor discretion.
    - If the missed practicum is connected to specialty curricula, the student will be assigned a supplemental assignment to aid in appropriate learning due to the missed specialty experience.
    - Per instructor discretion, if a student arrives to the practicum site 5 or more minutes past the stated start time, they may have the option to stay at the clinical site for the experience. If the student and instructor agree that the student will complete the experience for the remainder of the scheduled time, these hours will not be counted toward the cumulative practicum hours and the student will be required to complete the make-up hours as outlined in this policy. If the student stays for the remainder of the experience, no supplemental assignment will be required.
- Second Absence
    - The student will receive a final written warning.
    - The student will be required to make up all missed hours on the medical-surgical floor, or as assigned with instructor discretion.
    - If the missed practicum is connected to specialty curricula, the student will be assigned a supplemental assignment to aid in appropriate learning due to the missed specialty experience.
    - Per instructor discretion, if a student arrives to the practicum site 5 or more minutes past the stated start time, they may have the option to stay at the clinical site for the experience. If the student and instructor agree that the student will complete the experience for the remainder of the scheduled time, these hours will not be counted toward the cumulative practicum hours and the student will be required to complete the make-up hours as outlined in this policy. If the student stays for the remainder of the experience, no supplemental assignment will be required.
- Third Absence
    - A third practicum absence in a single semester will result in a grade of “No Credit” for the final course grade and dismissal from the ABSN program.
- In cases of inclement weather, the student will receive notification from course faculty if the practicum experience is to be cancelled or rescheduled. Time missed from site due to inclement weather must be made up by the student but will not be counted as a student absence. University campus closings for inclement weather do not apply to clinical practice settings.

ABSN Nursing Student Dress Code Expectations

Class

Please be mindful that you are a professional, in a professional program. Personal hygiene and grooming should be a priority for looking professional. That said, students attending class may dress for comfort and the Iowa/campus weather while still maintaining professionalism.

Practicum

Personal hygiene and grooming should be a priority for looking professional.

- Drake nursing scrubs (tops and bottoms Healing Hands Collection, purple or green label, in Ceil Blue) must be worn to all practicum experiences.
- Only black or white undershirts under scrub tops are acceptable.
- Students may wear wrinkle-free Drake Nursing jackets or white coats as needed for comfort or warmth while on site.
- All clothing, jackets, and footwear should be in good repair, clean, and with no offensive odors (i.e., cigarette smoke, strong perfume, etc. as odors can affect our patients).
- Full coverage shoes (non-skid) and socks should be worn in all settings. Students should be mindful of potential contact with bodily fluids when making their practicum footwear choice.
- If scrubs are not appropriate, dress should be professional and modest in nature.
- Hair should be clean and pulled back in a professional manner.
- Students should maintain short, well-manicured nails with no chipped polish. Acrylic and gel nails are not permitted due to site and infection prevention reasons.
- Offensive tattoos should be covered while at practicum sites and experiences.
- Facial piercings should be studs only and professional in appearance.
- No hoop earrings or dangling jewelry is to be worn for student and patient protection.
- T-shirts, jeans, sweatpants, yoga pants, flip-flops, ripped or torn clothing, and open-toed shoes are not acceptable.
- A Drake student nursing nametag must be worn to all practicum experiences.
- Certain experiential sites may require an additional site-specific identification tag. This identification tag must be returned to the site at the end of the experience.
  Students should not wear identification nametags or white coats from a place of employment while completing practicum experiences.

Lab/Simulation

All practicum dress code criteria apply when students are scheduled in lab and simulation, with the following exceptions:

- Students may wear Drake Nursing apparel with their program scrub pants. Hoodies or baggy sweatshirts/jackets are not permitted.

Failure to comply with dress code expectations will result in dismissal for the for the practicum day may result in an absence, potentially impacting successful course completion.

ABSN Professionalism Expectations

The student must respect and comply with all program and experiential site policies, rules, and regulations. Professionalism is expected to be maintained as outlined in each applicable section of the ABSN Student Handbook and as outlined below.

Professional standards in this policy are grounded in four integrated frameworks: the American Nurses Association Code of Ethics, the National Student Nurses' Association Code of Ethics, the Just Culture Framework, and the CPHS Honor Code Policy.

Clinical educators/preceptors/sites have the right to request that a student be removed from the site due to unprofessional behavior or concerns for safety. A failing grade of "No Credit" may be assigned to any experience where the student was removed from an experience due to the clinical educator/ preceptor/ site request. Students who are given a failing grade of "No Credit" for an experience will also receive a failing grade of "No Credit" in the co-requisite course.

Patient Safety and Clinical Practice

- Students will arrive at every practicum experience on time and fully prepared.
- Students will only perform skills and procedures for which they have received training and faculty authorization. Clinical educators/preceptors must supervise all nursing tasks; students are not permitted to function autonomously and must be supervised by clinical educators/ preceptors for all nursing tasks. It is the student's responsibility to ensure appropriate supervision.
- Students will Immediately report any error, near miss, or adverse event to supervising faculty and site leadership, without exception, and complete the site's incident reporting process.
- Students will refrain from performing clinical care when personally impaired by illness, fatigue, emotional crisis, or any altering substance.
- Students will follow all safety protocols at clinical agencies, including infection control, patient identification, medication administration verification, and electronic health record documentation policies.
- Students will maintain full compliance with CORE documentation prior to and throughout practicum experiences.
- Students will recognize limits of personal competency and proactively seek faculty/ clinical educator/ preceptor guidance before proceeding with unfamiliar or advanced tasks.
- Students will refrain from use of personal electronic devices except in non-patient care areas (e.g., break rooms) during designated break times.
- Students will be respectful of site property, including student parking in locations designated by the site.
- Examples of safety violations include, but are not limited to:
    - Performing a skill or procedure without faculty, clinical educator, or preceptor authorization or supervision.
    - Administering medication without conducting the proper five-rights verification.
    - Falsifying, altering, or omitting documentation in any patient record.
    - Leaving a patient in an unsafe state without notifying appropriate personnel.
    - Performing care while impaired by any substance.
    - Failing to report an error or adverse event to course faculty, clinical educator, or preceptor.

Professional Communication

- Students will communicate with patients, families, peers, faculty, preceptors, and all healthcare team members respectfully and professionally at all times- in person and electronically.
- Students will use Drake email as the exclusive communication channel for all academic matters. Students must check Drake email twice daily and respond within two business days. Contact is not expected outside business hours (past 8:00 PM or on weekends) unless specified in course syllabi.
- Students will notify course faculty prior to or as soon as possible regarding any practicum absence, following the contact protocol in the course syllabus.

- Students will report patient care information accurately and in a timely manner using the site's required communication format (e.g., SBAR).
- Students will document all patient care truthfully, completely, timely, and in accordance with site and course policies. Falsification of any record is a serious violation and may lead to dismissal from program.
- Students will receive constructive feedback from faculty and preceptors with openness and a commitment to improvement and will assume responsibility for their actions.
- Students will communicate proactively with instructors regarding any anticipated issues or concerns- do not wait for a crisis.
- Examples of unprofessional communication include, but are not limited to:
    - Verbal or written aggression, threats, or intimidation toward any person.
    - Dishonest communication with faculty, patients, clinical staff, or the program- including material omissions.
    - Sharing patient information in non-secured or unauthorized settings (hallways, social media, group texts).
    - Using derogatory language or making negative remarks about patients, peers, faculty, practicum sites, or preceptors in any medium.
    - Insubordination- refusing a reasonable, lawful directive from clinical faculty, a preceptor, or site leadership.

Patient-Centered Care and Patient Rights

- Students will provide nursing care that respects the dignity, autonomy, and rights of every patient, consistent with the ABSN program philosophy.
- Students will apply person-centered care principles, including shared decision-making, informed consent, and inclusive language, in all patient interactions.
- Students will participate fully and actively in all assigned experiences, including basic cares and activities of daily living in all clinical environments.
- Students will maintain therapeutic boundaries consistent with the student nurse role. Accepting gifts, establishing personal relationships with patients, or connecting with patients on social media is prohibited.
- Students will maintain patient privacy and confidentiality in strict compliance with HIPAA and individual site policies. Confidential documents and information must remain at the site and not be communicated to other students, family members, or others in public areas or outside the site.
- Students will never photograph or take video recordings of patients, care situations, or the practicum environment under any circumstances.
- Students will never access their personal health record or the record of any family member or friend, nor any patient to which they are not assigned.
- Examples of violations of patient-centered care and patient rights include:
    - Discriminatory care or statements based on any patient characteristic, including but not limited to age, gender, ethnicity, or sexual orientation.
    - Abandonment of a patient tor assignment without proper handoff and faculty/ clinical educator/ preceptor notification.
    - Unauthorized disclosure of patient information in any format (verbal, written, electronic, photographic) per HIPAA guidelines.
    - Photographing patients, patient records, or care environments.

- Accessing patient records outside the scope of the student's assigned care and/or care area.

Academic Integrity and Scholarly Conduct

- Students will submit only work representing the student's own scholarship, with all sources properly cited.
- Students will comply fully with ATI Testing Policy requirements.
- Students will submit all assignments by specified due dates.
- Students will use artificial intelligence (AI) tools only as explicitly authorized in the course syllabus and as outlined in the ABSN AI Policy. Unauthorized AI use is considered plagiarism under the CPHS Honor Code.
- Students will complete all skills checkoffs, clinical documentation, and competency evaluations authentically and truthfully.
- Examples of violations of academic integrity and scholarly conduct include, but are not limited to:
    - Cheating: using unauthorized materials, devices, or collaborators on any exam or graded assessment.
    - Plagiarism: submitting another's work—human-written or AI-generated—as one's own without citation.
    - Falsification: fabricating or altering patient data, clinical hours, skill verifications, or any academic record.
    - Collusion: unauthorized collaboration with peers on individual assessments or sharing examination content.
    - Facilitation: assisting another student in any form of academic dishonesty.
    - Misrepresentation: any deceptive action related to coursework, clinical documentation, or program requirements.

Behavioral Response Framework for Professionalism Violations

The following tier framework, grounded in Just Culture principles, guides faculty response to professional conduct concerns. The framework ensures proportional, transparent, and documented intervention. Tier 3 violations and any incident resulting in immediate patient safety risk may bypass progressive tiers and result in immediate removal and program dismissal.

Attendance concerns will follow the ABSN Attendance Policy.

Tier/Severity	Examples	Response
TIER 1- Minor (Human Error or first minor lapse)	Minor dress code violation; one instance of uncharacteristic unprofessional communication; minor, one-instance procedural slip.	Verbal counseling; written documentation; faculty-directed remediation; one-time removal from experience. *ABSN Philosophy:* Console and support. *CPHS Honor Code:* No referral required unless repeated.
TIER 2- Moderate (At-Risk Behavior or pattern of lapses)	Repeated unprofessional communication; arriving at a clinical site unprepared; skipping a safety step; unauthorized AI use; academic	Written student action plan; possible clinical probation. *ABSN Philosophy:* Coaching, make risk visible.

	integrity concerns; social media policy violation.	*Honor Code:* May result in an Honor Code referral.
TIER 3- Severe (Reckless Behavior or immediate safety risk)	Repeated or egregious unprofessional behavior, with or without student action plan in place; Unsafe patient care; medication error without self-reporting; falsification of records; patient abuse or neglect; substance impairment at practicum; intentional HIPAA breach; confirmed academic dishonesty; violent or threatening behavior.	Immediate removal from site; Practicum No Credit grade; ABSN program dismissal. *ABSN Philosophy*: Dismissal *Honor Code:* Likely result in an Honor Code referral.

Professionalism and the CPHS Honor Code

- Students are obligated to conduct themselves in accordance with the CPHS Honor Code. The CPHS Honor Code is applicable to all work completed as a requirement of clinical experience.
- Misrepresentation of work or any other action of a deceptive nature will be considered a violation of the CPHS and University Honor Codes and will be pursued as such.
- All acts of unprofessional behavior are considered a violation of the Honor Code. According to the Honor Code, students should show respect and concern for the welfare of patients; respect for the rights of others; trustworthiness; responsibility and sense of duty; ethical and legal conscience; and professional demeanor.
- Clinical educators/preceptors who wish to report a proposed Honor Code violation should contact the Experiential Education Office.
- Students who are found in violation of the Honor Code may be removed from the site and assigned a failing grade of "NC" for the experience, with dismissal from the College of Pharmacy and Health Sciences.

ABSN Experiential Learning

The experiential education program for the Accelerated Bachelor of Science in Nursing (ABSN) program at Drake University in the College of Pharmacy and Health Sciences consists of a series of practicum experiences across three semesters of the professional curriculum. The experiential education program's goals are to provide students with opportunities for experiential and active learning through progressive development of nursing practice skills and clinical judgement. Policies regarding this program are created to comply with the Accreditation Commission for Education in Nursing (ACEN) standards for nursing education programs and encompass contemporary practice expectations outlined in the American Association of Colleges of Nursing (AACN) Essentials (2021). The complete ABSN program curriculum can be found in the opening of this document and on the Drake University College of Pharmacy and Health Sciences web site.

Practicum Experiences

Practicum experiences occur during each semester of the ABSN program. These experiences provide direct participation in activities to develop and refine practice skills while developing clinical and

professional nursing judgment. Course Student Learning Objectives (CSLO) for the experiential education program are outlined in the course syllabi. Students must meet minimum requirements as described in the syllabus by the end of each course to receive course credit. Student reflections, assessments, assignments, and educator/preceptor evaluations are used as tools to guide students through the learning process. Upon successful completion of each course, the student will receive a grade of *Credit* (CR); failure to successfully complete requirements will result in a grade of *No Credit* (NC).

Each semester students are registered for one, 5 credit practicum course consisting of lab, simulation, and clinical experiences (NURS 185 in the Fall, NURS 190 in the Spring, and NURS 195 in the Summer). Required hours for lab, simulation, and clinical experiences shift each semester of the program to include more clinical time as students' progress toward graduation and entry into professional practice.

Students are required to complete all designated hours for each of their practicum courses. These experiences provide the student with opportunities to demonstrate competency in a variety of settings involving different patient populations, patients across the life span, and in various states of health and illness.

Drake ABSN students will complete each of the following required experiences:

Types of Experiences*

Practicum Course Name	Hours Required	Potential Settings
NURS 185	**Total: 200 hours** • Lab- 48 hours • Simulation-28 hours • Clinical- 124-132 hours	• Nursing lab and simulation space • Long-Term Care • Memory Care • Geriatrics • Rehabilitation • Home Health • Home Hospice • Medical-Surgical • Surgical Services • Urgent Care and/or Primary Care Clinics • Pediatric Long-Term Specialty Care
NURS 190	**Total: 200 hours** • Lab-16 hours • Simulation- 36 hours • Clinical-148 hours	• Nursing lab and simulation space • Medical-Surgical • Surgical Services • Pediatrics • Maternal-Newborn • Behavioral Health • Hospice • Rural Healthcare • Critical Care • Emergency Care • Hematology-Oncology
NURS 195	**Total: 200 hours**	• Nursing lab and simulation space

	• Lab- 0 hours • Simulation-20 hours • Clinical Preceptorship- 180 hours	• Individual Preceptorship Opportunities based on student need and site availability

*Times and settings for each component are estimated and may be changed to a different modality based on content, availability, and student need.

Clinical Experience Placements

Student site placements are based on the nursing curriculum, regulatory requirements, and site availability.

Students must disclose if they have been employed at an assigned site or may have a personal or professional relationship with any site personnel. Students are also required to disclose any potential conflict of interest that may exist between themselves and a clinical educator/preceptor. Family members or personal friends may not act as clinical educators/preceptors. Lack of such disclosure will be viewed as violation of the ABSN Professionalism Policy and CPHS Honor Code, possibly resulting in a failing (NC) grade for the corresponding course (NURS 185, NURS 190, or NURS 195) and program dismissal. The Experiential Education Office will review such disclosures and make recommendations individually.

Preceptorship placements in the final semester are at the discretion of the ABSN Faculty and may be limited based on site availability. Considerations influencing student preceptor placements may include: a student's academic performance, student's previous or intended professional experience, site and clinical educator/ preceptor preferences, site characteristics, curricular requirements, and alignment with post-graduation employment goals.

Once finalized, students may not request to change in their assigned placement. Unforeseen circumstances such as site closures, clinical educator/preceptor changes, or student developmental needs may require re-evaluation and modification by ABSN Faculty and the Experiential Education Office.

Additional Student Responsibilities

Additional student responsibilities include, but are not limited to, the following:

- Students are expected to understand and self-monitor progress toward meeting course requirements to assure all course components are adequately addressed. This ensures students are able to complete nursing skills within the current practice site or seek additional development at future sites.
- Students will maintain compliance with all requirements (University, College, program, and site-specific requirements) in CORE for the duration of the ABSN program.
- All students will submit a mid-point self-assessment in CORE by the assigned due date (or earlier if directed by the clinical educator/preceptor or course faculty) for Practicums I (NURS 185) and II (NURS 190).
- All students will submit a final self-assessment in CORE at the end of each practicum course (or earlier if directed by the clinical educator/preceptor or course faculty) and discuss with the faculty or appropriate designee.
- Students will submit a final clinical educator/preceptor assessment in CORE at the end of Practicum III (NURS 195).

- Students will complete and submit a final site assessment and any other requested evaluations or assessments in CORE at the end of each Practicum experience as outlined in the course syllabus and as directed by course faculty.
- Students will not enter any personal, clinical educator/preceptor, site, patient, or student information in CORE and are expected to maintain HIPAA compliance at all times.
- Any prework or homework assignments must be completed by the due date assigned by course faculty. All assignments, regardless of points being awarded or not, are required to be submitted prior to the end of the course to receive a grade of "CR".
- Failure to submit assignments by stated due dates and times may result in failure of the experience and practicum course. The ABSN Assignment policy will be applied to practicum course assignments.
- Students must receive a practicum course grade of 75% or higher and the appropriate achievement levels in the practicum evaluations, as outlined in course syllabi, to receive credit "CR" for the course.

Requirements Prior to Clinical Experiences

Before attending clinical experiences, students must fulfill all requirements outlined below.
CORE is the electronic documentation system utilized by the Drake ABSN Program and the Experiential Education Office. Students are responsible for maintaining updated electronic copies of documents in CORE that demonstrate compliance with the following requirements. Students should maintain original documents and share documents with sites if requested. Records in CORE, including health information, will be shared with sites as needed to facilitate experiential placements.

Bloodborne Pathogens and Universal Precautions Training
Before the program begins, students complete the designated online training in prevention of bloodborne pathogen exposure, including universal precautions. Students must pass an assessment of the training materials.

HIPAA Training
Before the program begins, students complete the designated online training on the Health Insurance Portability and Accountability Act (HIPAA). Students must pass an assessment of the training materials.

Mandatory Reporter Training
Before the program begins, students must complete the State of Iowa Mandatory Reporter Training for Child Abuse and Dependent Adult Abuse. The mandatory reporter trainings are provided online through the Iowa Department of Human Services. The training modules include an assessment to earn the Certificate of Completion. Students will complete the training prior to the beginning of the program and must maintain current certification throughout the remainder of the experiential education program.

Personal Protective Equipment Training
Before the program begins, students must complete the designated online training on appropriate use of personal protective equipment (PPE) to prevent transmission of infectious diseases. Students must pass an assessment of the training materials.

Criminal Background Checks
Background checks are completed on each student before entering the program. The background checks are completed based on student's last ten (10) years of residence history and will include, at a minimum,

felony and misdemeanor criminal history search for the state of Iowa and all counties outside Iowa identified by the address history, national criminal file search, sexual offender registry search, licensure sanctions or other administrative and disciplinary actions search, and a search of lists maintained by governmental agencies such as the Office of Inspector General. Students are also required to complete a State of Iowa Child and Dependent Adult Abuse Background Check. Results of the background checks will be kept electronically in a password protected file. Access to the information is limited to one student affairs staff person, the Assistant Dean for Student Affairs, the Assistant Dean for Clinical Affairs, and others on a need-to-know basis. The College will notify students of findings as required by the Fair Credit and Reporting Act. Students may be assessed a fee to cover the cost of the background check. Some states require supplemental background checks, which are the financial responsibility of the student. Sites may request copies of the background checks obtained by the College. Students should download a copy of their background check report and maintain a personal copy to share with sites if needed. Sites may require additional background checks. Any associated costs for additional site-required background checks are the student's monetary responsibility.

Information obtained in background checks may inhibit students from completing clinical experiences, thus delaying, or preventing graduation. If there are findings in the background check, site contractual requirements may inhibit the student's participation in experiential activities at the site. Further evaluation will be completed to determine if a student is able to continue in the ABSN program. If it is determined the students may continue in the program, experiential sites may be notified of findings so they may decide whether the student will be allowed to complete an experience at the site.

Drug Screening

Drake University College of Pharmacy and Health Sciences is contractually obligated to obtain drug screenings of students upon admission to the program. The College will determine the vendor and location of the drug screen. Drug screens completed for employment, for athletic participation, or independently by the student will not be accepted. Students may be assessed a fee to cover the cost of the drug screen. The drug screen will include a 10-panel drug screen with a point of custody through an outside vendor. The Assistant Dean for Student Affairs, the Assistant Dean for Clinical Affairs, one staff member in the Student Affairs Office, and others on a need-to-know basis will have access to the results of the drug test. Initial positive screens will undergo medical review by the vendor. Any confirmed positive findings will be handled under the Chemical Dependency Policy of the College. Results that show prescribed medication use that is consistent with a clinical diagnosis will not be reported to sites but results that indicate potential misuse will be reported. Experiential sites may request and complete additional drug screens; such screens may not employ the same clinical screening process as employed by CPHS and therefore may prevent site placement. Any associated costs for additional site-required drug screenings are the financial responsibility of the student. Information obtained via drug screens may inhibit students from completing experiences, thus delaying or preventing the student's ability to meet the requirements for graduation.

Basic Life Support (BLS) Training

Prior to the start of the program, students must become certified in American Heart Association (AHA) Basic Cardiac Life Support Protocol for Health Care Providers (BLS). The training program selected must include a hands-on component. No other BLS training will be accepted. Current certification must be maintained throughout the remainder of the program. A signed copy of the student's BLS certification card must be submitted to the Experiential Education Office via the CORE system. Experiential education sites may have additional BLS training requirements.

Medical Certification/Physical Examination
Students must complete a physical examination and provide the required medical certification upon entry to the program. Medical certification includes 1) confirmation that a physical was performed by a licensed healthcare provider; 2) documentation of any limitations regarding the technical requirements of the ABSN program; and 3) documentation of lack of communicable diseases. Additional certifications may be required to return to the program following medical leave. Students are responsible for all fees associated with this requirement. The required Medical Certification Form is available in the Document Library in CORE. Completed certification forms must be uploaded to the CORE system.

Physical examinations must be completed on or after July 1 of the year of entry to the program. A physical examination that does not impact health insurance billing may be obtained at the Drake University Student Health Center located inside Broadlawns Community Clinic at Drake during the fall semester at minimal cost.

Site Immunization Requirements
Although CPHS does not have vaccine requirements, vaccinations are required by experiential sites as a condition of employment/clinical practice at their institutions. Students seeking exemptions from any immunizations will be required to request an exemption from each site using their site-specific process. Students are required to provide documentation to the Experiential Education Office via CORE of current immunization status. Students shall maintain these records and share with sites upon request. A copy of current immunization records must be on file in the Experiential Education Office via CORE to participate in clinical experiences. Sites may have additional requirements, such as titers or additional TB tests. Students bear any costs and the responsibility for completing all immunization or healthcare requirements.

Following are the minimum immunization requirements. Individual sites may have additional requirements. Acceptable documentation is a licensed healthcare provider record, immunization card or laboratory copies of titers.

- Measles/Mumps/Rubella
    - Measles - Two immunization dates or positive lab titer
    - Mumps - Two immunization dates or positive lab titer
    - Rubella - Two immunization dates or positive lab titer
- Tetanus/Diphtheria/acellular Pertussis (Tdap) – Tdap immunization (renewed every 10 years)
- Tuberculosis (TB) testing – Incoming ABSN students should receive either a 2-step TB skin test (PPD) or a TB blood test on or after July 1 of the year of entry to the program. Students with a history of a positive TB skin test, a positive TB blood test, or receipt of the BCG vaccine should contact the Experiential Education Office to determine their TB testing requirements. In these situations, requirements may include recent documentation of a negative chest x-ray, negative TB symptoms, negative TB blood test, and/or lack of TB disease that would preclude participation in roles providing direct patient care to at-risk patient populations. Some sites may specify the type and timing of TB testing, resulting in additional TB testing for students assigned to these sites.
- Hepatitis B – Three immunization dates or positive lab titer
- Varicella – Two immunization dates or positive lab titer
- Influenza immunization – The Experiential Education Office will provide a due date for this documentation each year, typically around October 1.

- COVID-19 immunization – Many sites, particularly hospital/institutional sites, do require COVID-19 immunization. Therefore, documentation in the CORE system of COVID-19 immunization status is requested to facilitate processing of student placements. Students may enter their immunization information, exemption, or decline.

Students who wish to seek religious or medical exemption from immunization requirements should contact the Experiential Education Office for guidance. Such exemptions may be provided by some experiential education sites, but Drake CPHS has no influence on the willingness of sites to consider exemption requests. Lack of any site-required immunization(s) may delay or hinder program progression.

Health Insurance Coverage
Students are responsible for understanding the benefits and limitations of their personal health insurance coverage and purchasing additional insurance if necessary. Some sites may request a copy of the student's insurance card at the beginning of the experience.

Liability Insurance
Student liability insurance is provided by Drake University for all students enrolled in experiential education programs. Any actions on the part of the student that may place the student or the University at risk for litigation must be immediately reported to the Assistant Dean for Clinical Affairs. Delay in the reporting of such events may void the coverage provided for the student. Information regarding University liability insurance coverage is available from Drake University's Insurance and Risk Management Services Office. If an experiential site requests a copy of a student's liability insurance, the student should consult with the Experiential Education Office. Students should not supply personal coverage information to any experiential education site as that coverage is not intended for clinical experiences.

Site-Specific Requirements
In addition to the listed requirements, individual sites may have additional requirements, such as N-95 Mask Fit Testing, additional background checks, electronic health record and policy training, etc. These requirements are listed in CORE and are subject to change without notice. Students are responsible for completing these requirements prior to any due dates. Students are responsible for any additional costs associated with these requirements.

Program Policies for Clinical Experience Students

Communication of Program Information
Keeping informed of college and program information during the experiential education program is a shared responsibility between the College and the student. Students must comply with the College's Expectations with Respect to Electronic Communication. Students are responsible for keeping current with published information distributed either in print, web, or electronically; this includes program policies and experiential syllabi. The College will communicate additional information to students using available technology. The experiential education program requires all students to have e-mail and internet access. Students will be expected to access information electronically by Drake e-mail and the Document Library in CORE. Hard copy information will not be mailed to individual students. It is the student's responsibility to update their profile in CORE so that it contains, at a minimum, current address, permanent address, mobile telephone number, and Drake e-mail address. Preferred name

changes documented in the Drake University system do not transfer to CORE. Students may update their preferred name directly in the CORE system or by contacting the Experiential Education Office.

Confidentiality
Students will have access to personal information about patients, staff, and business operations of the experiential education site. This information must remain at the site and be held in the strictest confidence. Confidential information, including clinical matters, should not be communicated to other students, patients, laypersons, or other health professionals in public areas or outside the site. If students are assessing electronic health records onsite or remotely, care must be taken to prevent unintended access to the records. Students are expected to follow the policies regarding confidentiality for each experiential site. Violation of confidentiality may result in a failing grade of "NC" for the experience and/or a potential Honor Code violation.

Confidentiality must also be maintained while entering required documentation in the CORE system. Protected health information (patient name, medical record number, birth date, health insurance number, social security number, etc.) should not be entered into the CORE system. In addition, students should not document site names, student names, preceptor names, or healthcare provider names into the system.

Students are not to remove patient data from a site nor place data on external storage units or personal computers. Students should never access any personal medical records unless involved in the care of the patient or participating in a project under the direction of their clinical educator/preceptor. Accessing one's personal health record or any records of a family member is strictly prohibited.

CORE
Students are required to use CORE, an internet-based tracking system to record their hours, evaluations, and other learning activities. Students must review the information in CORE related to assigned sites and any onboarding requirements prior to student placement. Site information is subject to change. Clinical educators/preceptors use CORE to monitor and document student performance. Various evaluations are also completed by students and preceptors through CORE. These evaluations include student assessment of the site, student assessment of the clinical educator/preceptor, student self-assessment, and preceptor assessment of the student. Assignments are submitted via CORE as outlined in the manual.

Emergencies
In a medical emergency while at an experiential site, students should be provided care the same way that the site would obtain medical services for its employees. The site will arrange for emergency first aid and transportation if needed. However, costs of transportation and any medical treatment are the responsibility of the student and/or their health insurer.

Compensation
Students may not receive monetary compensation for participation in the experiential education program, except for site-specific housing and food allowances. Students are responsible for all transportation, housing, food, onboarding, and any other personal expenses associated with their experiences.

Disability Statement
If a student needs accommodations because of a disability, has emergency medical information, or

needs special arrangements in case a building must be evacuated, the student should make an appointment with Disability Services in the Access and Success Office to obtain the appropriate documentation. Documentation should be shared with the Assistant Dean for Student Affairs, Assistant Dean for Clinical Affairs, and the Director of Nursing. Students should also communicate this information to their clinical educator/preceptor. Note that not all disabilities can be accommodated during the experiential program.

Library Resources
Access to library resources is necessary for participation in the experiential education program. Students should utilize drug information resources available at each assigned experiential site. Students and clinical educators/preceptors also have access to online resources at the Drake University Cowles Library. Clinical educator/preceptor use of such resources is limited to use while educating students. Preceptors who wish to use these resources while educating students should contact the Experiential Education Office to obtain access instructions. Students may utilize personal electronic devices for drug information purposes if allowed by the site. Students should discuss utilization policies with the clinical educator/preceptor to ensure mutual understanding of appropriate device use. Since internet access may be limited at some sites, students may wish to obtain at least one pocket hardcopy reference.

Complaints
Students and clinical educators/preceptors must contact the Assistant Dean for Clinical Affairs to report, verbally and/or in writing, violations of experiential education program policies. This includes alleged ethical and legal violations of the practice of nursing; alleged sexual or other discriminatory harassment; verbal abuse; inappropriate and offensive physical contact; and all forms of discrimination. Students should immediately report concerns to the Assistant Dean for Clinical Affairs and not wait to report concerns on the preceptor/site evaluation form at the end of an experience. Students may also contact the University's Title IX Coordinator to report this information at titleix@drake.edu. Immediate reporting of such incidents will allow appropriate action to be taken according to University/College guidelines.

Program Policies for Clinical Experience Assessment

The Drake ABSN Clinical Evaluation Rubric
The Drake ABSN Clinical Evaluation Rubric is used to evaluate student performance in practicum settings. This rubric was created by ABSN program faculty, rooted in the domains of the AACN Essentials: Core Competencies for Professional Nursing Education (2021), QSEN competencies, and the guiding principles of evidence-based clinical judgment tools. This rubric demonstrates progressive expectations, which are appropriate for the students knowledge and practice level as they progress through the program curriculum. Each category is aligned to evaluate student performance and progress each semester, with the expectation of reaching accomplished or mastery level by the end of the program. Students are evaluated on demonstration of expected professional behaviors, nursing knowledge, clinical judgement, and provision of safe, quality care.

Additional information on the foundations for the Drake ABSN Clinical Evaluation Rubric can be referenced using the following links:

- Quality and Safety Education for Nurses (QSEN) Competencies
- Accreditation Commission for Educating Nurses (ACEN) Accreditation Standards

- The American Association of Colleges of Nursing (AACN), *The Essentials: Core competencies for professional nursing education*, (2021)

Continuous Student Assessment Process

The process utilized by the Experiential Education Office for assessment of student performance is outlined below.

- At the end of each experience, ABSN faculty will enter final evaluation scores using the Clinical Evaluation Tool in CORE for each competency applicable to the site.
- Students will be evaluated in a progressive fashion guided by the degree of learning outcomes: introductory, reinforced, and mastered learning.
- Student performance will be monitored by the ABSN Program Director, ABSN Faculty, and Experiential Education Office through submissions in CORE. All coursework must be submitted by the end of each semester in order to successfully complete the course. Any student that does not complete all assignments by the end of each semester will receive a failing grade of "NC".
- Students must earn a cumulative grade of 75% or higher for credit in each clinical course, cumulative grades of less than 75% will result in a failing grade of “NC”. Late assignments will receive a penalty as outlined in the Nursing Student Handbook.
- Students struggling to meet the minimum competency levels may be reassigned to maximize the opportunities to enhance student skill level in the identified competency areas requiring additional development. The Experiential Education Office may notify the Associate Dean for Curriculum and Assessment of the new placement.
- Students who struggle to meet the required proficiency level(s) may be contacted by the Experiential Education Office for a consultation to aid the student in identifying opportunities to demonstrate or strengthen skills in the identified competency areas. The Experiential Education Office may notify the course faculty, Director of Nursing, Assistant Dean for Student Affairs and the Associate Dean for Curriculum and Assessment of students participating in consultations.
- Students with ongoing difficulties meeting minimal competency levels may be asked to participate in a planning conference with the Program Director, Course Faculty, and/or Assistant Dean for Clinical Affairs. Schedules may need to be adjusted to meet the student’s developmental needs. The student’s academic advisor, past clinical educators/preceptors, future clinical educators/preceptors, and College administrators may be included if deemed necessary. The Assistant Dean for Clinical Affairs or Program Director may notify the Assistant Dean for Student Affairs and the Associate Dean for Curriculum and Assessment of students participating in planning conferences.
- Clinical educators/preceptors/sites have the right to request that a student be removed from a site. Students who have been removed from an experience at the request of a clinical educator/preceptor/site may be required to complete and pass a remediation plan prior to re-entering clinical experiences. Students receiving a failing grade of “NC” for a remediation experience will be removed from the ABSN program.
- Students who commit academic integrity violations during the experiential program will be given a failing grade of “NC” for the experience in which the violation occurred. Subsequent violations will result in a second failing grade of “NC” and removal from the ABSN program.
- If a student does not achieve all competency requirements by the end of the program, the Associate Dean for Curriculum and Assessment and the Assistant Dean for Clinical Affairs will consult the Program Director to determine whether a grade of Credit (CR) will be granted.
- Failure to successfully complete remediation will result in a failing grade of “NC.” Failure to successfully complete the remediation will be viewed as the student’s second attempt to

complete the experiential education program. As outlined in the progression policy in the Nursing Student Handbook, a second failure to successfully complete a course will result in the student being removed from the ABSN program.

Remediation for Near Miss, Errors, and Sentinel Events in the Clinical Setting

- Students in the ABSN Program are expected to meet all experiential and academic competencies while maintaining patient safety. The ABSN program values and promotes a culture of safety that prioritizes patient well-being, student learning, and non-punitive responses to error. The ABSN program uses just culture principles that balance accountability and system improvement. This ensures that students, clinical educators, and preceptors are provided with opportunities to learn from near misses and errors in patient safety while reflecting on behaviors and upholding the highest standards of patient care and professional conduct, while maintaining individual accountability for unsafe or unprofessional behaviors.
- Near miss or sentinel events may occur related to human error or at-risk behaviors, such as not recognizing or minimizing safety risks. Examples include but are not limited to unsafe clinical practices, such as medication errors or preventable patient injuries such as falls or skin breakdown. If a near miss or safety event occurs in the practicum setting, the student is expected to report this to course faculty, the clinical educator, preceptor, and/or site leadership immediately per ABSN Professionalism Policy guidelines. Incident reports are required to be completed per individual site policy.
- Drake University Faculty, the involved student, the clinical educator or preceptor, and practicum site nursing leadership and/or administration will review the incident within one week of the situation. A written, student-centered plan will be made for remediation to ensure competency, promotion of safety, and prevention of future similar events. Remediation is not punitive but designed to support student growth and improve patient safety.
- Remediation may include but is not limited to participation in targeted skills lab, simulation, written assignments, coaching, tutoring, and/or reflective journaling. The student may be reassigned from a practicum experience to a lab or alternate experience until competence and safe administration of care is sufficiently demonstrated. Faculty will maintain documentation of a student's remediation plan in a secured location, with close monitoring and follow-up. Once remediation is complete, a copy of the plan will be maintained in the student's file.
- Faculty reserve the right to create a remediation plan for a student based on unsafe practices and behaviors or unmet competencies during simulation and lab experiences.
- Reckless or unprofessional behaviors, poor judgment, failed remediation, or repeated incidences of unsafe behaviors after remediation will result in a failing grade of "NC" and dismissal from the ABSN program.
- The faculty will review all patient safety near misses, errors, and sentinel events related to student practices as a continuous improvement activity.

Program Policies for Clinical Educators/Preceptors

Summary of Clinical Educator/ Preceptor Responsibilities

Clinical educator/preceptor responsibilities include, but are not limited to, the following:

- Demonstrate evidence-based practice and patient-centered care.
- Orient students to the clinical site including work schedules, attire, parking, organizational and unit policies, and overall responsibilities.

- Supervise the student during all nursing tasks, understanding that students are not allowed to function without oversight.
- Identification and inclusion for appropriate activities and experiences to support students in demonstrating program competencies and objectives.
- Ensure that the student is practicing in accordance with state law and the nurse practice act(s).
- Ensure that the student is treated with courtesy and respect by both the clinical educator/preceptor and other members of the healthcare team.
- Avoid dangerous situations and do their best to protect themselves, the student, and the patient from harm.
- Ensure the student is practicing with consideration to patient and personal safety and in a safe environment.
- Provide constructive feedback that is intended to identify strengths and weaknesses and promote student success at the required intervals. Complete regular monitoring and assessment of student progress on competencies to identify strengths and areas for improvement.
- Midpoint and final student evaluations should be completed with ABSN faculty to communicate student progress and address concerns.
- Communicate concerns or questions about student progression or programmatic issues promptly with the faculty or the Experiential Education Office.
- Answer student questions and serve as a resource to enhance student understanding of nursing and patient-related issues.
- Review final feedback with the student in person, provide comments on the student strengths, and document specific areas that require ongoing development with suggested plan for improvement.
- Immediately notify the nursing faculty or the Experiential Education Office of any student experiencing difficulties.
- Maintain student confidentiality, as required by FERPA.

Criteria and Qualifications

New clinical educators/preceptors and sites will be evaluated by the Experiential Education Office or as specified per contracts between sites and Drake University, prior to providing experiential education for Drake nursing students. Initial evaluation includes consideration of information obtained from the clinical educator/preceptor or other site contact via site visit, telephone, or electronic communications. After a positive initial review, the clinical educator/preceptor will submit profile information in CORE for further review prior to approval. Site and clinical educator/preceptor information are maintained in the CORE system by the Experiential Education Office.

Nurses who wish to be considered a clinical educator/preceptor must demonstrate current nursing practice at the RN level for at least one year and have an unobstructed nursing license in Iowa or participating compact state. Preceptors should be able to verify competency and certification in accordance with their assigned role and responsibilities. Based on the site and preceptor information, the ABSN faculty will determine the type(s) of experiences offered by the site. If the experiential education program's current capacity for the experience type(s) offered by the applicant site is insufficient, the program may choose not to pursue the site affiliation.

The Experiential Education Office will evaluate experiential sites on an ongoing basis via review of student evaluations of the clinical educator/preceptor and the site. In addition, routinely used sites will be evaluated via in-person, telephonic, or virtual site visits. This ongoing evaluation may be used to

determine continued approval and use of the site for ABSN students.

Preceptor Orientation and Development Requirements
New clinical educators/preceptors must complete orientation specific to the Drake University nursing program. Orientation materials are provided via the Document Library in CORE. A brief tutorial on using CORE is provided to all preceptors. Preceptors will be monitored by ABSN faculty and be provided with documentation of expectations and responsibilities through orientation and program specific communication tools. Additionally, site specific evaluations will be completed by each student and faculty feedback provided to individual preceptors and sites.

Additional clinical educator/preceptor orientation modules are available via CEimpact. Ongoing development opportunities are available for Drake University clinical educators/preceptors at no cost through CEimpact. When necessary, the Experiential Education Office may provide webinars to inform clinical educators/preceptors of any new policies to be implemented for the program. All preceptors are encouraged to participate in nursing specific educational opportunities provided at Drake University.

Family Educational Rights and Privacy Act (FERPA)
Clinical educators/preceptors and staff at the site must comply with the Family Educational Rights and Privacy Act (Buckley Amendment) in its handling of educational records of students. Clinical educators/preceptors will be informed of their requirements under FERPA as part of the preceptor orientation process and may seek additional training through free access to the CEimpact library. Most commonly, FERPA pertains to student schedules, demographic information, and coursework/evaluations associated with their clinical experiences; all of which must be kept confidential from patients, other students, and other staff at the site without a legitimate educational interest.

Teaching Responsibilities
Clinical educators/preceptors have responsibility for providing the student with adequate opportunities to develop, refine, and demonstrate competence in practice functions specific to the experience. Student-preceptor interaction shall facilitate student development in accordance with student level in the experiential education program. The clinical educator/preceptor shall allocate adequate time to each competency area applicable to the site/experience and that the minimum hour requirements are fulfilled. The clinical educator/preceptor shall consider student development needs when scheduling tasks and/or activities. Clinical educators/preceptors serve as role models for students.

Student Evaluation and Assessment
Clinical educators/preceptors monitor student performance, identify strengths and opportunities for improvement, and provide remediation as necessary to foster student development in applicable areas. Constructive and timely student feedback is encouraged to allow opportunity for ongoing development. Evaluations (both mid-point and final) are useful tools in CORE for providing feedback and assessing student performance. Clinical educators/preceptors are encouraged to have frequent communication with course clinical faculty on student progress and concerns. Final evaluation of the student will be completed by Drake nursing faculty.

CORE Requirements
Students are required to use CORE to record completed hours, evaluations, and goals. Clinical educators/preceptors can use CORE to access schedules and educator/preceptor training materials in the Document Library.

College Communication and Participation
Comments and/or recommendations from clinical educators/preceptors to improve or enhance the experiential education program are encouraged. Preceptors can also be helpful in identifying gaps in the didactic curriculum. All feedback is welcome and can be directed to exp.cphs@drake.edu. Clinical educators/preceptors are encouraged to maintain frequent communication with the Experiential Education Office, particularly in situations of student conflict or underperformance.

The Experiential Education Office uses a variety of methods to communicate with clinical educators/preceptors including the Document Library in CORE and additional electronic communication as needed. Email is the primary mode for routine communications from the Experiential Education Office including notices of upcoming student evaluations, notices of student placements, and reminders of upcoming events or due dates.

ABSN Experiential Review Committee
The College of Pharmacy and Health Sciences utilizes the Experiential Review Committee (ERC) comprised of faculty, clinical educators/preceptors, students, and Experiential Education Office members to review and recommend policy related to the nursing experiential education program. This includes issues related to quality of experiences at sites. Clinical educators/preceptors interested in serving on the ERC should notify the Experiential Education Office.

ABSN Handbook and Policy Review

ABSN Student Handbook
New: June 2024
Update: June 2025, June 2026

ABSN Experiential Handbook
New: June 2024
Update: June 2025
Combined into ABSN Student Handbook: June 2026

Policy Revisions:
ABSN Course Repeats: June 2025, June 2026
ABSN Progression: June 2026
ABSN Artificial Intelligence: June 2026
ABSN Academic Remediation: June 2025
ABSN ATI Testing: June 2026
ABSN Attendance: June 2025, June 2026
ABSN Professionalism: June 2025, June 2026

New Policies:
Remediation for Near-Miss and Errors in the Clinical Setting: June 2025