BSN STUDENT HANDBOOK
2021-2022

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Welcome to Anderson University School of Nursing

It is with great pleasure that I welcome you to Anderson University and to our School of Nursing degree program. I am honored to serve as your Dean of the College of Health Professions. It is my pleasure to work with students, faculty, and staff to assist you in realizing your dreams.

By now you know that nursing education at Anderson University provides the opportunity for you to experience academic preparation and a skillset to meet your needs for development as a professional registered nurse. It is our mission to provide you excellence in education in your discipline of nursing with a co-curricular focus that develops character, servant leadership, and cultural engagement. Our School of Nursing faculty are dedicated, caring professional nursing educators who have a steadfast commitment to preparing nursing leaders who will address the many opportunities facing nursing and health care today and for tomorrow. In your time at Anderson University, I hope that you will find AU to be a very special place where we focus our students to be persons who are devoted to be collaborative and scholarly clinicians.

You have been selected from a competitive pool of applicants to enter our academic program in the School of Nursing. You will find our education to be rigorous…..otherwise you would not want to be here. I know that you will meet your needs at Anderson University and we look forward to having a part in your education.

Again, welcome. All of us, your faculty, staff, and Administration are proud of your choice of university and pledge to serve you as our student. I look forward to seeing you in the hallways of Anderson University.

Sincerely,

Donald M. Peace, Ph.D., FACHE
Dean, College of Health Professions

History

Anderson University was one of the first institutions for higher learning for women in the United States. The Johnson Female Seminary opened in Anderson in 1848. The founder was the Reverend William B. Johnson, a Baptist minister who was the first president of the Southern Baptist Convention. The school Reverend Johnson founded was forced to close during the Civil War and did not reopen. A group of Anderson residents, wanting an institution of higher learning in Anderson, offered 32 acres of land and $100,000 to the South Carolina Baptist Convention at their meeting in 1910. The convention nominated a group of trustees, and Anderson College was granted a charter in 1911 by the South Carolina General Assembly. In 1912, the College opened its doors and operated as a four-year college for women until 1930. In 1929, the South Carolina Baptist Convention approved the institution's transition to a junior college, the first in the state. The College became a coeducational institution in 1930.

In December 1989, the Board of Trust voted to return the College to its status as a four-year institution, beginning with the fall semester of 1991. This decision was subsequently affirmed by a unanimous vote of the General Board of the South Carolina Baptist Convention. The first four-year class since 1930 graduated in May, 1993.

In the spring of 2005, Anderson's Board of Trust voted to change the College to University status to reflect the addition of graduate programs and a reorganization of the academic divisions into colleges. On January 1, 2006, Anderson College became Anderson University.

The community of Anderson has nurtured and supported the institution throughout the University's history. In turn, the University has provided intellectual, cultural, and recreational opportunities for the citizens of the Anderson area, and has made a significant contribution to the economy of the community.

The first class of students admitted to the nursing program in fall 2012 marks a return of nurses to Anderson University since 1959. In the 1950's, then Anderson College, partnered with Anderson Memorial Hospital to provide classes to Freshmen Nursing Students in their program.

Mission Statements

Anderson University

Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by professional and graduate programs and a co-curricular focus on the development of character, servant leadership and cultural engagement. This is a diverse community that is Christ-centered, people-focused, student-oriented, quality-driven and future-directed.

School of Nursing

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to provide holistic therapeutic interventions with care, competence, and safety for a culturally diverse population.

Vision Statement

School of Nursing
The vision of the School of Nursing is to be a leading university where learners combine the foundational knowledge of science and the historical art of nursing, while examining and synthesizing current evidence shaping professional practice in a distinctively Christian community dedicated to Christ's call to service.

Program Objectives

The program objectives of the Bachelor of Science in Nursing (BSN) program are:

1. Deliver baccalaureate nursing education within a liberal arts framework which is excellence-driven and which provides opportunity for the development of the total personality: spiritual, psychological, sociocultural and professional.
2. Prepare the nursing graduate for entry into the profession as a generalist.
3. Provide the foundation in baccalaureate nursing that serves as a basis for future entry into graduate level nursing education.

BSN Student Outcomes

The graduate of the baccalaureate nursing program will be able to:

1. Explain the concept that each person is unique and holistic and has rights to self-determination regarding health matters.
2. Synthesize the nursing process to guide diverse persons toward meeting basic needs within a wellness continuum.
3. Integrate the professional nurse's role of advocate, communicator, counselor, change agent, teacher, leader, and provider and manager of care to assist the client toward optimum level of wellness.
4. Communicate collaboratively in interpersonal relationships with individuals and families, members of the healthcare system, and in effective use of technology and data documentation.
5. Think critically to integrate theoretical and experiential knowledge from nursing, the humanities, and the biologic and social sciences in the promotion of clients' health.
6. Utilize the research process and use evidence-based findings in nursing practice to contribute to the improvement of healthcare and the advancement of nursing science.
7. Assume legal and ethical responsibility for nursing activities and responsibility for professional growth.
8. Appraise personal development of character, exhibit servant leadership, and cultural engagement through the perspective of Christian values and utilize this knowledge to guide behaviors and implement decisions.
9. Evaluate evidence of care process outcomes leading to health system improvement and participate in promoting a culture of safety through increased effectiveness and performance.

Approval

Approval is granted by:
South Carolina Board of Nursing
PO Box 12367
Columbia, South Carolina 29211-2367
803-896-4550

Accreditation

Anderson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a Level V institution, granting baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Anderson University.

Anderson University School of Nursing is accredited by:
Commission on Collegiate Nursing Education (CCNE).
http://www.aacn.nche.edu/ccne-accreditation/ActionsForS14.pdf

Administration, Faculty, and Staff

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Flex Program Mentor, RN-BSN Program

Jenni Knowles
ABSN Program Enrollment Counselor and Academic Success Advisor, ABSN Program

Kelsey Sollish
Graduate Program Enrollment Counselor

Facilities and Services

The School of Nursing (SON) is a state of the art facility within a three level structure containing approximately 26,000 square feet connected to Vanier Hall. The building has an elevator to access the second floor. The building has wireless access to the internet, all classrooms, offices, debriefing rooms, simulation bays, and Nursing Skills and Health Assessment Labs. All labs and classrooms have AV equipment to support the learning environment.

The main floor of the SON contains the following:

- Reception area
- Administrative offices (Dean of College of Health Professions, Dean of School of Nursing, Undergraduate Chair, RN-BSN Program Coordinator, administrative assistant)
- Conference room seating up to 20 guests with kitchen facility
- Small conference room seating 6 guests
- Secured records storage
- Copier and mail room
- Student lounge (400 square feet)
- Classroom (40 student capacity)
- Health Assessment Lab
- Faculty lounge
- Faculty offices
- Restroom facilities

The second floor contains:

- Two amphitheater-style classrooms (48 student capacity each)
- Nursing Skills Lab
- State-of-the-art human simulation environment
- Two debriefing rooms (6 student capacity each)
- Coordinator for the Center of Medical Simulations office
- Human cadaver dissection lab
- Coordinator of the Anatomy Lab office
- Restroom facilities
- Equipment storage space and laundry facility

The basement level contains:

- Faculty office suite, holding 6 offices
- Technician of Medical Simulations office
- Restroom facilities

Health Assessment Laboratory
The health assessment lab contains 10 exam tables (with equipment storage).

Nursing Skills Laboratory
The nursing skill lab contains 10 hospital beds (with equipment storage)

- Full body low-fidelity manikins
- Task trainers (IV arms, ostomy training, blood pressure, upper torsos)
- Sink

Simulation Learning Environment
The Simulation lab contains 5 simulation rooms with room for future expansion (with equipment storage)

- Simulators/rooms:
    - Labor and delivery room with birthing simulator and 2 infant simulators
    - Pediatric room and simulator
    - Adult medical-surgical room and simulator
    - Adult ICU room and simulator
    - Trauma/ED room
- Simulators are wireless for portability
- Plasma screens provide information to students (vital signs, rhythm strips, PowerPoints, etc.)
- Each simulation room has audio-video recording capability and a control room
- Electronic medication dispensing carts
- Defibrillator
- 12 lead EKG
- Emergency airway cart
- Ventilator
- IV and feeding tube pumps

Human Cadaver Dissection Laboratory
The human cadaver dissection lab contains 4 dissection tables and cooler with racks for specimen storage.

Student Lounge
The student lounge provides students a place to study, relax and fellowship with other nursing students. It includes refrigerator and microwave access.

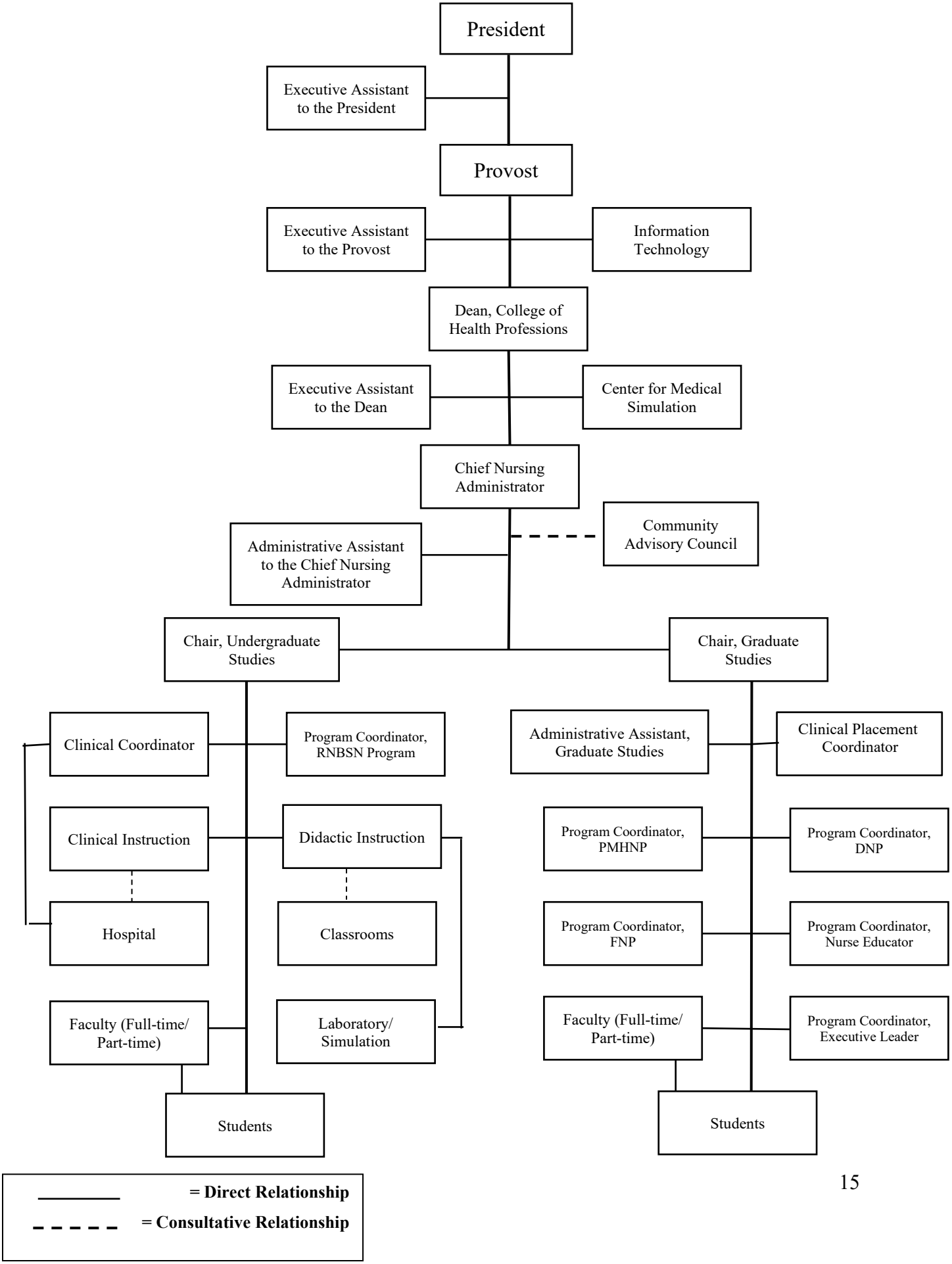
Library
The Thrift Library was built in 2007 and renovated in 2017 to include a Learning Commons. It contains a computer lab, café, special collections, music technology lab, writing lab, the Center of Student Success, 110-seat multimedia center, conference room and 10 group study rooms. The library's 500,000+ volume collection includes traditional books and media as well as 400,000+ eBooks, 200+ databases and more than 40,000+ full text periodicals. The library supports the University's educational mission through its resources and services by teaching information literacy and by encouraging its users to be self-directed, lifelong learners. Additional References and Journals have been purchased by the SON to provide the most current and up-to-date resources necessary for the program.

Bookstore
The bookstore (AU Outfitters) is located in the Student Center and carries a wide variety of required and optional reading, course supplies, clothing, and other merchandise. Textbooks are available through https://andersonuniversity.ecampus.com/.

Financial Services
Making a college education affordable and accessible is a vital part of our mission at Anderson. There are many different sources of financial aid available to qualified students. Deadline for application for financial aid for enrolled students is July 15th of each year. The student is responsible for obtaining adequate funds. Funds may be obtained in the form of a Stafford loan or alternative loan. See office of financial aid for details.

Fees and Expenses
Tuition and fees can be found in the AU Academic Catalog under "Tuition and Fees."

School of Nursing Organizational Chart



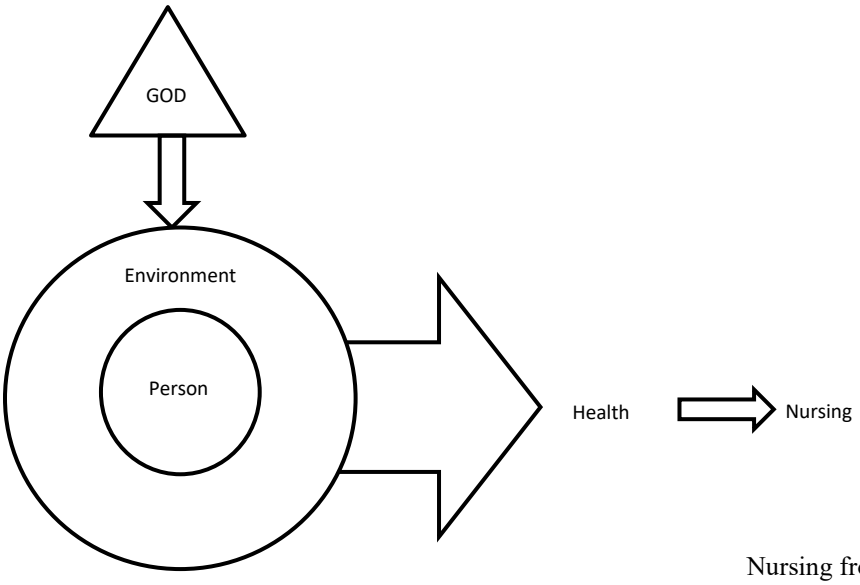
Conceptual Framework

The philosophy of the Anderson University (AU) SON revolves around developing nurses who are grounded in professionalism, clinical competence and spiritual maturity. As a part of AU, the SON supports the mission statement of the university, which states: AU is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by professional and graduate programs and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is Christ-centered, people-focused, student–oriented, quality-driven and future-directed.

The faculty of the AU SON is an integral part of the AU community. The faculty strives to enhance student academic excellence and character in a Christian environment. The faculty prepares graduates with an increased level of clinical reasoning skills for personal and professional decision-making. These skills enable graduates to provide care to individuals, families, groups, communities and populations in response to rapidly changing and complex health systems, and technologically advancing global environments within a culture of safety.

The conceptual framework for the SON at AU is built upon the truth that God is the loving sovereign creator of all that is. God is triune: Father, Son, and Holy Spirit, continually seeking a restorative relationship with His creation. The understanding of God's nature and His desire to be in relationship with man is developed through studying scripture, the word of God. Genesis 1:27 reveals "And God created man in His own image, in the image of God He created him; male and female He created them" (NAS). This illustrates imago Dei, the Latin term for "Image of God". We believe that man was created in the image and likeness of God. We also believe that all humanity is created in the image of God (imago Dei), and thus has intrinsic value. We see this demonstrated for us in the reality of Jesus Christ's incarnation, becoming a man, and His willingness to die for humanity.

The nursing metaparadigm from a Christian worldview as described by Shelly and Miller (2006) in *Called to Care* begins with God creating the world (environment) and all that is included within it. Man (person) was created by God and placed within this environment to live in balance and wholeness (health). Achieving health allows the person to live at peace in a God-centered community with a sense of physical, psychosocial, and spiritual wellness. Nursing works toward wholeness of the person and the community.



Nursing from a
Christian Worldview
Called to Care, 2006, Shelly & Miller

Person

Person is defined as the recipient of nursing, including individuals, families, communities, and other groups. A Christian worldview emphasizes that all persons are created in the image of God to live in a loving relationship with Him and others. The holistic individual encompasses body, mind, and spirit: (1) the body, anatomy and physiology; (2) the mind/psyche, emotion/affect, intellect/cognition, and will; and (3) spirit, the soul, which expresses itself in relationships with God and with others. While it is helpful to separately conceive body, mind and spirit, in reality they are indivisible and interrelated. The dynamic nature of the individual undergirds a developmental focus on the life-cycle as a series of phases. During each phase of development, from conception through maturity, there is a changing priority of need fulfillment as perceived by the individual.

The whole individual is in constant interaction with the environment, and therefore, yields a broader society and culture. This sociocultural outgrowth incorporates ethnicity, beliefs, values/ethics, and interpersonal and intersocietal relationships, which are developed through communication.

Family can be defined as individuals who join together to contribute to the physical, psychosocial, and spiritual needs of each other within an environment of love and affection. Functional family dynamics incorporate caring relationships. Individuals and families build and maintain constructive and responsible community relationships.

Community is an aggregate of people who share common characteristics such as geographical, cultural, religious or relational characteristics. Community connotes an interdependency that is a means for the production, distribution, and consumption of goods and services; for socialization; for social control; for social relationships; and for mutual support. Communities are responsible for building and maintaining constructive and productive relationships in the broader societal and global contexts.

Environment
Environment includes the person, those with whom they interact, their physical surroundings, and the variety of settings in which nursing occurs. Environment is the internal and external conditions, circumstances and influences affecting persons. The internal environment of the individual encompasses the body, mind and spirit. The external environment is all of the outer influences that impact upon the person, such as climate, ecology, economy, politics and history, technology, geology, society and culture. The extent of environment ranges from the interpersonal and local to intersocietal and global. The person's internal and external environments are in constant interaction and change, requiring adaptation, thus influencing health.

Health
The goal of attaining health is the ultimate outcome of nursing care. Health is viewed through a lens that varies from culture to culture and its definition may differ and will impact how care is delivered. Health is a dynamic process and reflects the integrated wholeness of the person's body, mind and spirit; choices; and environmental factors. Health exists on a wellness- illness continuum. The right to seek opportunities for wellness belongs to each person, regardless of social or economic status, personal qualities, or nature of the health need. Usually the person makes decisions about seeking assistance within the healthcare system relative to his/her perceived health status on the wellness--illness continuum.

Wellness is maximum health potential which is reached when each, the body, mind, and spirit, is at its highest level of wholeness. This means that wellness consists of: (1) the individual, family, or community making responsible choices according to knowledge and an ethical framework. Choices may be influenced by lifestyle, genetic predisposition, and family and cultural belief systems; (2) environmental factors such as healthcare access, financial resources, food sources, climate, etc.; (3) the interaction between choices and environmental factors. For example, choices about the level of wellness the person wishes to achieve or maintain may be limited by society if, by the choices made, a threat is posed to self and/or others.

As the level of wellness decreases, the possibility for illness, suffering, and death increases. Illness is an absence of integrated wholeness or disintegration of wholeness. Both wellness and illness are abstract constructs that are personal and subjective, but may be objectively discernible because of common experience and symptom manifestation. Subjective and objective data may be used to discern the quality and quantity of wellness or illness.

When one or more of the means to wellness is not attained or is flawed, suffering may occur. Suffering is the conscious endurance of pain and distress, which occur because of a loss or illness. When health is insufficient to sustain life, death occurs. Death is the end of physical life.

Nursing
As a response to God's grace and love, nursing is a ministry of compassionate care, which affects the physical, psychosocial, and spiritual spheres of the individual, family, groups, and communities.

Christ-centered nursing is unique because its emphasis is on caring for and respecting the whole person, the imago Dei, as embodied by God. While this represents both the science and the art of

nursing, more importantly it represents God's grace and is a reflection of His character and love for us.

In congruence with the mission, vision, purpose, and outcomes of the SON, the concepts nursing, environment, health, and person have been defined, clarified and described in relation to God and imago Dei. The structure for the SON from which the outcome criteria are established, curriculum is designed, and courses are developed is based upon this conceptualization.

Nursing is an applied discipline, which expresses itself in nursing practice and has its foundation in scientific/empirical knowledge, theory, and research. Nursing in its fullest sense is also a caring, therapeutic and teaching discipline. The body of nursing knowledge is ever expanding through future-directed research and theory development. The research process is one means for developing scientific problem solving skills and research findings are utilized to guide nursing practice. Nursing theories are tested and supported by knowledge gained through research.

Theoretical and empirical knowledge from the nursing, biological and social sciences, and the humanities are synthesized in utilization of the nursing process. The nursing process is a science-based series of activities employed by the nurse as a methodical, ongoing effort toward achieving desired outcomes for person, environment and health. The steps of the nursing process include assessment, nursing diagnosis, planning, implementation and evaluation. The process occurs dynamically in a back and forth fashion.

The caring component of nursing reflects the nurse's concern, empathy, and love for others. The caring role is best fulfilled as the nurse demonstrates the Christ--centered ethic of service in relation to God and to person.

The therapeutic component of nursing is realized by providing health care or knowledge of health care practices to enhance the person's level of wellness. The teaching component of nursing includes providing information to make healthcare decisions, acquire skills, and change behavior.

When it is not possible to promote wellness, nursing seeks to enable persons to adjust to illness and/or relieve suffering. When it is not possible to promote life, nursing seeks to enable persons to adjust to loss and a peaceful death.

Shelly, J. A., & Miller, A. B. (2006). *Called to care: A Christian worldview for nursing* (2nd ed., Rev. and expanded.). Downers Grove, Ill.: IVP Academic/InterVarsity Press

The Development of Novice to Expert and the Nursing Process

In 1982, Patricia Benner introduced the concept that expert nurses develop skills and understanding of patient care over time through a sound educational base as well as a multitude of experiences. Dr. Benner described five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert. A student nurse is expected to demonstrate novice, advanced beginner, and competent skills and behaviors, while an experienced nurse exhibits proficient and expert skills and behaviors.

The BSN student is expected to demonstrate a progression of professional growth during the nursing program reflective of the nursing process, which follows a similar building of knowledge, skills, and clinical reasoning. By the end of the second semester, the novice BSN student is expected to be able to assess, diagnose, and plan. At the end of the third semester, the advanced beginner BSN student is expected to be able to assess, diagnose, plan, and implement. While the competent BSN student at the end of the fourth semester is able to assess, diagnose, plan, implement, and evaluate.

Benner, P. (1993). *From novice to expert: excellence and power in clinical nursing practice*. Menlo Park, CA: Addison-Wesley Division.

American Nurses Association Nursing Code of Ethics Provisions (2015)

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of each person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

National Student Nurses' Association, Inc. Code of Academia and Clinical Conduct

Preamble

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence,

altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

Code of Academic and Clinical Conduct

As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the National Student Nurses' Association (NSNA) Core Values, are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
5. Are truthful, timely and accurate in all communications related to patient care.
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation, and seek supervision and assistance when necessary.
13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct. Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001 Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

General Academic Policies

Academic policies that apply to all AU students may be found in the online academic catalog (Undergraduate Academic Catalog) and AU Student Handbook, updated yearly. In the event there is an academic policy in the AU SON Undergraduate Handbook that differs from the general academic policies of the University, the AU SON Undergraduate Handbook policy will take precedence, as it is discipline specific.

Standards for Admission to the School Of Nursing

Nondiscrimination Policy
Notice of Non-Discrimination.
Anderson University does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The following person has been designated to handle inquiries or complaints regarding the non-discrimination policy including compliance with Title IX of the Education Amendments of 1972 and inquires or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Dr. James Noble
Vice President for Diversity & Inclusion
Student Center, 2nd Floor
316 Boulevard, Anderson, SC 29621
(864) 231-2165
jnoble@andersonuniversity.edu

Dianne King
Associate Vice President for Student Development/Dean of Student Success and
Title IX Administrator
Center for Student Success
316 Boulevard, Anderson, SC 29621
(864)-231-2026
LDKing@andersonuniversity.edu

A report may also be made to the U.S. Department of Education, Office of Civil Rights:

U.S. Department of Education
Office of Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1328
1-800-421-3481
Email Address: ocr@ed.gov
Web: http://www.ed.gov/ocr

Student Disability Services
AU provides accommodations to enable students with disabilities to access the University community, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. Adherence to academic standards that are essential to a course of study is generally considered non-discriminatory.

Students requesting accommodations from AU must self-identify by contacting the Center for Student Success. Application for accommodations does not ensure that the student qualifies to receive accommodations.

Students requesting accommodations must have a documented disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All documentation is evaluated on a case-by-case basis. If provided documentation is deemed insufficient, the student may be required to provide additional documentation. Complete guidelines for documentation are available from the Center for Student Success.

The Center for Student Success determines the student's eligibility for accommodations and, for eligible students, determines appropriate accommodation. If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request appropriate accommodation. AU will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program. ***In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through the program.***

The nursing program at AU is a rigorous mental and physical program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings. These employment settings require a broad spectrum of mental and physical demands on the nurse. The following "Core Performance Standards for Admission and Progression of Nursing Students" must be met by all students admitted to the nursing program.

The stated mission of the undergraduate program at AU is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing. Potential nurses are expected to complete all the academic and clinical requirements of the baccalaureate program in nursing before they are eligible to take the National Council Licensure Examination (NCLEX) to become a licensed registered nurse. The purpose of this document is to define the cognitive, affective and psychomotor skills that are essential to the completion of this program and to safely perform as a competent generalist nurse.

Americans with Disabilities Act Guidelines
Definitions:
Title III of the Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for "qualified individuals with disabilities."

An "individual with a disability" is a person who:

- Has a physical or mental impairment that substantially limits a "major life activity," or
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

Federal regulations state that "physical or mental impairments" include, **but are not limited to** "such contagious and noncontagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism."

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, eating, standing, lifting/bending, thinking, concentrating, reading, communicating, sleeping, and working. "Major life activities" also include "major bodily functions" which include, without limitation functions of the immune system; digestive, bladder and bowel functions; respiratory and circulatory functions; reproductive functions; cell growth; neurological and brain functions; and endocrine functions. Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of the recurrent illegal use of drugs.

"Qualified" individuals are defined as follows:

- A "qualified" individual with a disability is one who meets the essential eligibility requirements of the program or activity offered.
- The "essential eligibility requirements" will depend on the type of service or activity involved.

Core Performance Standards for Admission and Progression of Nursing Students

Cognitive Learning Skills

The student must demonstrate the ability to:

1. Receive and interpret information in the cognitive, psychomotor, and affective domains of learning. This means that the student must be able to remember information, reproduce it, and use it to solve problems, evaluate work, and generate new ways of processing and categorizing information as listed in course objectives.

2. Perform physical assessments of clients and make sound, responsible, evidence-based decisions regarding nursing action/treatment within given time restraints.
3. Appropriately synthesize data from the client, charts, verbal reports and medical history and observe the physical status of the client to purposefully recommend or maintain treatment.
4. Resolve practical problems and deal with a variety of variables in conditions where only limited standardization exists.
5. Accurately assess clients using complex monitors and equipment such as cardiac monitors, electronic infusion devices, glucometers and suction devices.
6. Differentiate and prioritize nursing care among multiple client situations simultaneously.
7. Interpret a variety of instructions furnished in written, oral or diagram form and intervene appropriately.
8. Record examination and diagnostic results clearly, accurately, and efficiently and communicate them effectively to the client and other health care providers.
9. Apply methods of measurement, including calculation, analysis, reasoning and synthesis.
10. Learn large volumes of complex, technically detailed information to perform clinical problem solving.
11. Use critical reasoning and apply independent decision-making skills in a timely manner.

Psychomotor Skills

The student must demonstrate the ability to:

1. Sit: Maintain upright posture.
2. Stand: Maintain upright posture. At times, may be standing/walking for long periods of time; such as 12 hour clinical day
3. Locomotion: Ability to:
    a. Get to lecture, lab and clinical locations, and move within rooms as needed for group rotations, workstations and partners, and performing assigned tasks.
    b. Physically maneuver in clinical settings and rapidly get to locations within the health care facility for emergency calls such as “code blue” situations.
4. Manual tasks:
    a. Maneuver an individual’s body parts or clinical equipment from all directions: side to side, forward and backward, or from a lower to higher position.
    b. Maintain an object in a steady position for an extended period of time.
    c. Competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association.
    d. Pushing/pulling/rolling efforts to exert force against small or large objects to move them closer or further away.
5. Reaching:
    a. Capable of extending arm(s) over and under individuals and equipment as required by the task.
6. Small motor/hand skills:
    a. Legibly record assessments, nursing notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.
    b. Legibly record ideas and thoughts for written assignments and tests.
    c. Record communications in written form in charts, reports, and correspondence.
    d. Secure a firm grasp as required by the task.
    e. Operate a push-button telephone and a computer keyboard.

f. Perform precision movements (i.e., catheterization, venipuncture, IV fluid administration, parenteral injections and medication administration), which may also include invasive procedures into the central circulation or specific body cavities.
g. Obtain data from clients via palpation, auscultation, and percussion.
h. Manipulate a stethoscope, blood pressure cuff, thermometer (digital, tympanic or glass); insert urethral catheters, IV catheters, nasogastric tubes; perform injections; adjust IV infusions or other equipment as required.

7. Visual acuity to:
   a. Legibly record/document assessments, nursing notes and referrals in standard medical charts in health care settings in a timely manner and consistent with the acceptable norms of clinical settings.
   b. Perform precise movements.
   c. Identify small markings and inscriptions, i.e., on syringes, thermometers, IV bags and sphygmomanometers.
   d. Identify color changes and coding systems per protocols.
8. Hearing or ability to receive and:
   a. Effectively respond to verbal requests from clients and health team members, especially in noisy environments.
   b. Interpret verbal communication used in lectures, instructions, concepts, narratives, questions and answers.
   c. Auscultate and percuss for body sounds, e.g., heart, bowel, lungs.
   d. Respond in a timely manner to a variety of machine alarms and sounds.
9. Communication ability:
   a. Effectively communicate with team members verbally and in written format.
   b. Communicate spontaneously with other students, faculty, clients, and health care personnel to ask questions, explain conditions and procedures, and teach safety within a reasonable time frame.
   c. Perceive non-verbal communication and describe pertinent changes in the client/situation.
10. Self-care ability to:
    a. Maintain general good health and self-care to foster the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
    b. Coordinate transportation and living accommodations for off-campus clinical assignments to ensure timely reporting to the clinical areas and classroom.

Affective Learning Skills

The student must be able to:

1. Demonstrate composure of affective behaviors (verbal, physical, and emotional) to ensure the emotional, physical, mental and behavioral safety of the client in compliance with ethical standards of the American Nurses Association.
2. Tolerate physically and intellectually demanding academic and clinical workloads in nursing within set time constraints which often are concurrent.
3. Adapt to constantly changing environments, display flexibility, and function in situations of uncertainty.
4. Acknowledge and respect individual values and opinions to foster congruous working relationships with faculty, peers, clients, and the health care team.

Document adapted with permission from Samuel Merritt College's BSN Technical Standards, July 2008
http://www.samuelmerritt.edu/nursing/bs_nursing/technical_standards

The previous Core Performance Standards are not all inclusive.*

Program Requirements

Background Check
In compliance with the affiliation agreements between AU, SON, and practice facilities/agencies, a criminal background check is required for all nursing students participating in clinical education/ learning experiences. The enforcement of this policy is in conjunction with the facilities/agencies compliance with The Joint Commission (TJC) standards that require criminal background checks on anyone providing care, treatment or services.

The purpose of this policy is to:

1. Promote and protect patient/client safety;
2. Comply with clinical affiliates that may require a student and faculty background check as a condition of their contract;
3. Promote adequate opportunity for the student to petition or review the convictions in order to continue in the nursing program; and,
4. Provide early identification of students who may have difficulty meeting eligibility for licensure requirements.

Results of the criminal background checks will be made available to the Dean of the SON and/or designee(s) by the designated agency/company selected to perform the criminal background check. The Dean will make the results available to the individual student, if requested. The Dean or designee(s) will validate to the clinical facilities/agencies that the student has passed a criminal background check. A copy of the student background screening may be provided to clinical sites.

New students must complete the criminal background check application via the website of the investigation agency with the link provided in Pre-Orientation and by the deadline given during Pre-Orientation. Results will be uploaded into myClinicalExchange by the Undergraduate Clinical Coordinator. As part of submitting the application to the designated agency/company, students will indicate their knowledge of this policy, and their belief that they do not have any criminal history that would disqualify them from clinical practice and/or licensure.

Failure to pass a criminal background check may prevent a student from enrolling and/or continuing in the nursing program.

A significant criminal background screen means a conviction for any matter (a) listed in the *Laws Governing Nursing in South Carolina*, published by the South Carolina Department of Labor, Licensing and Regulation, Board of Nursing, that would prohibit licensure; (b) noted by the program accrediting agency; and/or (c) identified by a clinical affiliate as unacceptable for clinical practice.

All criminal background information will be kept in confidential electronic files by the investigating agency and archived for at least seven years. The Dean of the SON and/or designee(s) will have access to these files. A copy of the criminal background check will be kept in the SON database management system.

If a student believes his/her background information is incorrect, the student will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The search of court records and documents is the responsibility of the student in question. The student will not be able to enroll in the nursing program until the matter is resolved.

The background check consists of:

- Criminal History Investigation (7 years)
- Sexual Offender Registry/Predator Registry
- Social Security Number Verification
- Positive Identification National Locator with Previous Address
- Maiden/AKA Name Search
- Medicare/Medicaid Sanctioned, Excluded Individuals Report
- Office of Research Integrity (ORI) Search
- Office of Regulatory Affairs (ORA) Search
- FDA Debarment Check
- National Wants & Warrants Submission
- Investigative Application Review (by Licensed Investigator)
- National Healthcare Data Bank (NHDB) Sanction Report
- Misconduct Registry Search
- Executive Order 13224 Terrorism Sanctions Regulations
- Employment Verification (3 most recent employers)

Confidentiality Statement

The faculty and staff of AU SON recognizes the importance of protecting the private and confidential information regarding clients, their families, employees, staff and peers as well as the operation(s) of agencies within which the faculty and students practice.

It is the legal and ethical responsibility of every faculty member and student to maintain and abide by laws relative to privacy including the Health Information Portability and Accountability Act (HIPAA) guidelines. This policy includes materials discussed in both the classroom, simulation lab and clinical settings. Information pertinent to clients may be relayed only to those individuals who have authority to have that information. All information pertaining to clients is confidential, regardless of form (verbal, hard copy, film or computerized form). Unauthorized access, use or disclosure is illegal.

The faculty and students agree to:

- Follow the HIPAA guidelines including the information in the SON HIPAA Statement found in the AU SON BSN Student Handbook;
- Read, understand, sign and follow confidentiality and privacy policy statements before beginning each clinical experience. Student must sign ***Student Acknowledgment of Clinical Expectations*** located in each clinical course packet. Policies vary from health care agency to agency; student and faculty are responsible for reviewing them at the beginning of every clinical experience;

- Protect confidentiality of clients, families, employees, peers and agency at all times;
- Access, use or share confidential information only as it is essential and allowed by law;
- Never release protected health information to any unidentified source; know the person you are taking to;
- Never talk about clients in public; never discuss confidential information where other clients, visitors or other employees might overhear, including elevators, dining facilities and telephones;
- Never leave client records or information where unauthorized persons might see them;
- Never copy information or remove any part of the client's record from the agency;
- Never use client's names or specifics about their healthcare issues on the internet, including social media and learning management system (such as Canvas). Safeguards that exist to protect client data include institutional systems of passwords that identify users and their access to privileges in the computer system. The ability to use an electronic signature is a privilege that is granted in accordance with agency policies. It is not a right to have passwords and computer access.

Faculty and students agree:

- Never lend or share his or her password with anyone else;
- Never use another individual's login, ID or password;
- To report immediately breaches or suspected breaches of security to appropriate agency authority;
- To realize that email is not private or secure and therefore not communicate confidential information via this system.

Drug Screening

The use of substances which interfere with the judgment and/or motor coordination of nursing students (illicit drugs and/or alcohol) pose an unacceptable risk for clients, AU, the faculty, and clinical agencies. In compliance with clinical agency requirements, AU SON requires annual drug testing. Such testing will be completed before the first clinical course and annually thereafter for all students in clinical courses. Additionally, upon reasonable suspicion of drug and/or alcohol use in the clinical, classroom, or laboratory settings, AU SON has the right to require a student to submit to testing for substance abuse. Random drug testing may be required at the discretion of AU SON administration. Refusal by a student to submit to testing will result in the student's dismissal from the AU SON.

Procedure for Drug Testing

Prior to participation in clinical experiences, students will be required to follow the drug testing procedures established by AU SON. Tests will be conducted by a qualified laboratory using established methods and procedures selected by the SON through a selected outside vendor. The testing will be held on-site less than 90 days prior to the first clinical experience. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, alcohol, CBD oil, and other chemicals as required by clinical agencies.

A drug test will be presumed positive if any of the drugs tested are found. Presumed positives will be confirmed by a second test from the original urine sample. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of

drug abuse. The SON will ensure confidentiality of results by making the information available only to the student and appropriate administrators.

Any student unable to complete the drug testing procedure established by the SON, within the required time frame, must understand the following:

- The requirement to be drug tested is **mandatory**, not optional.
- The deadline for drug testing is set in compliance with our clinical partners' requirement. This deadline will be communicated, in advance, from AU's Clinical Coordinator and/or Undergraduate Chair.
- In the rare event that on-site testing is not available, appropriate arrangements for off-site testing will be secured and communicated to the student.

Refusal to Test
Refusal by a student to submit to testing will result in the student's dismissal from the AU SON.

Positive results
Positive drug screens shall be reviewed by the SON. If the student tests positive for one or more of the above drugs, and asserts that the positive test is a result of taking a drug prescribed to them by a healthcare provider, the SON will review, with the student, the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student will be required to contact the prescriber and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

All positive tests, whether a student has a prescription or not, will be sent by the investigating agency to a Medical Review Officer (MRO) who will contact the student. The student must provide prescription to both the MRO and undergraduate clinical coordinator. The MRO will submit results to a third party lab who will determine if the levels of medication fall within set boundaries. The lab will send results to MRO who will then be able to make a decision to change a positive screening to a negative screening if criteria is met.

A violation of the drug screening policy occurs if:

- a student cannot provide a valid and current prescription that explains a positive drug screen
- a positive result for illegal substances or alcohol
- the student refuses to provide a drug screen sample for testing upon request
- CBD oil may show up on a drug screen as THC. If THC is found on the drug screen this is considered a positive drug screen and the student will be expelled from the program, therefore, the student is advised to not use any CBD type product.

These instances may result in the inability to progress into the nursing curricula or dismissal from the SON. A recommendation will be provided to the student for community resources in the event of a positive drug screen for illegal substances or alcohol.

Reasonable Suspicion of Drug/Alcohol Use
In addition to the pre-clinical screening process for substance abuse, for the protection of patients, faculty, staff, and students, the SON has the right to require a student to submit to

testing for substance abuse, at the student's expense, when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and other drugs. Reasonable cause may include, but is not limited to:

1. Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of a drug or alcohol, such as, but not limited to, slurred speech, impaired physical coordination, inappropriate comments or behaviors, pupillary changes, noticeable change in grooming habits or odor of alcohol or other drugs.
2. Abnormal conduct or erratic behavior, absenteeism, tardiness or deterioration in performance.
3. A report of drug use provided by credible sources.
4. Evidence of tampering with a drug test.
5. Information that the individual has caused or contributed to harm of self, visitors, other staff, or patient while under the influence of drugs.
6. Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs.

If a faculty member observes such behavior, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately. The faculty member must contact the SON Dean and/or Undergraduate Chair in order to review the situation and authorize the faculty member to make arrangements for testing. After consultation with the Dean and/or Undergraduate Chair, the faculty member is to make arrangements to have the drug testing performed immediately. If a drug use/abuse incident occurs while on a clinical unit, the student will be responsible for obtaining transportation to the designated lab or other testing agency; the student will not be allowed to drive from the clinical facility. The student will be requested to sign an informed consent to be drug tested before the specimen is collected at the designated testing agency. Refusal to sign the informed consent constitutes refusal of testing which will result in the student's dismissal from the SON.

Cardiopulmonary Resuscitation Certification

All nursing students must be American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers (CPR) certified. Documentation must be uploaded into myClinicalExchange by the designated due date. Students failing to upload required documentation will be prohibited from attending clinical experiences and progressing in the nursing program. Absence in clinical experience as a result of lack of current CPR certification will be considered an unexcused absence from the course and will result in an **unsatisfactory** rating for the day.

Professional Liability Insurance

Students enrolled in the SON must maintain a personal Professional Liability Insurance Policy throughout the program. The student must upload the certificate of coverage (i.e., policy face sheet with effective dates) of a current $1 million per occurrence and $6 million aggregate liability policy by set deadline.

Health Insurance

Health Insurance is required for all nursing students throughout the nursing program in order to participate in clinical courses. Students are required to upload documentation into myClinicalExchange by the deadline. Students must also upload documentation if any changes

occur within their tenure in the SON. Students are personally liable for health/medical costs incurred while attending the University. This includes all clinical sites

Health Screening
Students must upload documentation of current immunizations into myClinical Exchange by due date, including:

- Measles, Mumps, Rubella (MMR) – two vaccine doses required or positive antibody titer for each infection
- Tetanus-Diphtheria-Pertussis (Td or Tdap) – If last dose of Td (tetanus/diphtheria) is greater than two years prior to the date you enter clinicals, Tdap is recommended. The Tdap is good for 10 years.
- Varicella (Chicken Pox) – two vaccine doses or positive titer showing immunity. Report of having had the disease is no longer acceptable documentation.
- Hepatitis B – documented series of three shots or positive titer showing immunity
- Influenza – required annually
- Meningitis

Tuberculosis screening--Student must either have documentation of yearly screenings after a previous two-step PPD or complete the initial two-step PPD series (i.e., two tests administered one to three weeks apart). Thereafter yearly screenings are required. QuantiFERON and T-spot blood testing is allowed. If the student has a positive result, a chest x-ray within 3-months prior to first clinical experience is required. If the chest x-ray is negative, refer to facility policy for detailed requirements.

Health Insurance Portability and Accountability Act
In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the SON as a requirement for enrollment and participation in clinical learning experiences will be secured in myClinicalExchange, the School of Nursing database management system.

The HIPAA Privacy Rule provides a Federal law to protect privacy and confidentiality by preventing a release of an individual's (client's) individually identifiable health information (i.e., information in a medical record).

The SON faculty recognizes the importance of protecting health information and understands the responsibility to educate the students as to the requirements of the HIPAA. HIPAA protects all health care information generated by a healthcare provider, health plan, or facility. This information is protected whether it is verbal, written or electronic. The following information is a description of the HIPAA guidelines as they apply to students and faculty.

A nursing student having access to individually identifiable health information must complete HIPAA Privacy Rule training. Typically, this Privacy Rule training must be completed prior to the student beginning clinical. Records of the training sessions are maintained in the SON. Nursing students may view individually identifiable health information for treatment purposes ONLY. In other words, AU nursing students must be involved in the care of the client to view a client's individually identifiable health information (i.e., the contents of a medical record).

Individually identifiable health information may be stored in a variety of formats including paper, electronic (computers), video, audio, and photographs. Regardless of the format, all

individually identifiable health information must be protected**. Under no circumstances should any of this information be copied and/or removed from the clinical agency.**

Transportation
Students are required to provide their own transportation to clinical agencies. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.

Emergency Contact Policy
Students will be required to provide the SON with an emergency contact name and telephone number of someone who could be contacted in case of an emergency. Students should provide the SON telephone number (864-328-1460) to family members who may need to contact the student in case of an emergency. If this occurs, the student's location in class or clinical will be determined and the faculty member will be contacted by the SON to then inform the student.

Assistance with SON Technology
The SON utilizes various resources for electronic resources and ATI (standardized content and comprehensive testing). The student must have a laptop that has current software, sufficient memory, and speed to function in testing situations. Laptops must have wireless connectivity and those older than 2 years are unacceptable. In addition, **it is the student's responsibility to contact tech support** whenever problems are encountered either with the technological products or access within the system. AU has tech support available for students and is located in the basement of the Thrift library.

Advising
All students will be informed of their faculty advisor and are responsible for contacting their advisor by email prior to the registration time of each semester. Students are required to discuss their progress and classes they plan to take. During advisement, students will be approved to take only courses for which they have had the specified prerequisites. Students will not add courses for which they are not approved. Failure to pre-register may result in desired classes being closed, and may necessitate a delay in completing program requirements. It is the student's responsibility to register for their classes each semester through Self-Service. Failure to register by the Last Day to Register and Add Courses at the beginning of the next semester will result in automatic withdrawal from the nursing program.

Paper Writing
Students are required to format papers and cite sources according to the style guidelines of the American Psychological Association (APA) 7th ed. Information can be found via the Thrift library online guide at andersonuniversity.libguides.com and at www.apastyle.org or https://owl.english.purdue.edu/owl/?,

Admission, Progression and Dismissal Policy

Admission Requirements

Traditional Bachelor of Science in Nursing

All Traditional Bachelor of Science (TBSN) students will be accepted, upon meeting the below criteria, into the AU SON program as a freshman. Criteria, as mentioned below, must not only be met but upheld throughout the progression of the nursing program. The criterion for being admitted as a TBSN student are a minimum American College Test (ACT) score of 21 with a minimum ACT Math score of 19, or a minimum SAT score of 1100 (combination of the reading and math) with a minimum SAT Math score of 500. Complete the TEAS test with a minimum score of 60 with a maximum of 2 attempts.

To be eligible for selection to progress into the SON as a junior, the student must:

1) Complete all required courses as noted in the curriculum model
2) Maintain a cumulative grade point average (GPA) of **3.0** or greater on a 4.0 scale
3) Maintain a cumulative GPA of **3.0** or greater on a 4.0 scale in science prerequisites: **anatomy and physiology I and II, microbiology and chemistry.**

This type of program is often called the 2 + 2 program because the applicants must complete 59-60 semester hours including general education requirements and other required courses specific to the BSN degree. A grade of **C** or better must be achieved in all of the courses making up these 59-60 hours. The student must also maintain an overall **3.0** GPA or better on a 4-point scale for this same list of courses. The student must also demonstrate strong academic performance in the core science courses as shown by achieving a minimum **3.0** overall GPA in these courses. The science courses considered core are anatomy and physiology I and II, microbiology, and chemistry. **Only one of the science courses listed above may be repeated one time to attain the minimum science and/or cumulative overall GPA**. To be eligible to be selected to enter the nursing curriculum as a junior, the student must submit their Request to Progression to Nursing Curriculum before February 15th of their sophomore year. **ALL** requirements must be met by the end of the spring semester of the sophomore year to be considered for admission. Selection of the cohort will be done by the SON Admission, Retention, and Graduation (ARG) Subcommittee.

Applicants to the nursing program will be required to verify they understand and meet these admission standards or, with reasonable accommodation, they can meet the admission standards. The University will evaluate any student who states he/she requires accommodation to meet the program's admission standards and then will confirm that the stated condition qualifies as a disability under applicable laws.

If an applicant states he/she can meet the admission standards/requirements with accommodation, then the University will determine whether it agrees that the student can meet the admission standards with reasonable accommodation. This includes a review to determine whether the accommodation would jeopardize institutional requirements or clinician/client safety, as well as the educational process of the student, including all coursework and clinical experiences essential to graduation. ***In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through the program.***

All application materials must be postmarked by the established application deadline to be considered for admission. Applications received or completed after the established application

deadline may be reviewed on a space available basis. All application materials become the property of the SON and will not be returned to the student or another party. Application fees and enrollment deposits are non-refundable.

Students who applied in previous years and who were placed on the alternate list or were denied admission will need to reapply using the same process as a new applicant. Alternate applicants from a previous year are not given preference over the rest of the applicant pool. The SON will keep the files of all applicants for up to one year. If an applicant chooses to re-apply, the SON will pull the transcripts and other supplemental material to add to the new application (upon request). All re-applicants will need to submit other supplemental application materials to the SON in the application packet by the posted application deadline in order to be considered.

Accelerated Bachelor of Science in Nursing

The Accelerated Bachelor of Science in Nursing (ABSN) was created to offer adult and/or non-traditional students an alternative method to achieve their Bachelor of Science in Nursing (BSN) degree. This program is a full-time 15-month program, comprising 4 consecutive semesters, in which classes are held on the AU Campus. At completion of this rigorous program, graduates of the AU ABSN track will earn a Bachelor of Science in Nursing (BSN) degree and are prepared to apply for the NCLEX-RN examination to obtain licensure as a registered nurse (RN). As a BSN prepared nurse, graduates may work in a variety of healthcare settings, which may include hospitals, community agencies, health clinics, long-term care facilities and private practice. Special focus is given to leadership, Christian worldview, quality, safety and informatics.

ABSN students, who are a minimum of 22 years old by application deadline, follow an admission process instead of a progressions process when being enrolled in the nursing curriculum.

The criterion for being selected as a student in the SON accelerated track are:

1) Hold a bachelor degree in any area OR possess adequate college credits matching the university general education requirements
2) GPA for last 60 hours of college credits $\geq$ **3.0**
3) Science prerequisites: anatomy and physiology I and II, microbiology, chemistry with GPA $\geq$ 3.0 **Only one science course can be retaken one time to achieve the minimum GPA.**
4) Developmental Psychology and Statistics
4) Letters of reference
5) Interview with SON ARG Subcommittee, if requested
6) Completion of the Test of Essential Academic Skills (TEAS) exam with a score of **60**. The student has a maximum of two (2) attempts to achieve the minimum score.

All application materials must be postmarked by the established application deadline to be considered for admission. Applications received or completed after the established application deadline may be reviewed on a space available basis. All application materials become the property of the SON and will not be returned to the student or another party. Application fees and enrollment deposits are non-refundable. Decision letters regarding admission status are sent out by the AU SON.

RN to BSN Completion (RN-BSN)

The Registered Nurse to Bachelor of Science in Nursing Completion (RN-BSN) Flex program enables a registered nurse with an Associate Degree in Nursing (ADN) to continue nursing

studies and earn a BSN. The post-licensure educational track provides the opportunity to enhance nursing knowledge, leadership skills, and professional opportunities. Students' progress by working through modules at a personalized pace as well over the 7 week term. Each module has an overview with specific outcomes, resources, and assignments. These can typically be completed in one week or sooner. Students will meet with their instructor and peers during a web conference session and with Academic Success Advisors. Completion of the RN-BSN track can be accomplished within 15 months when NUR courses are taken consistently. If nursing courses are taken intermittently, they must be completed within 36 months from the beginning of the first nursing course in the RN-BSN track.

General education and nursing cognate requirements are offered online in a 7-week format and can be completed at any time before, concurrently, or after nursing courses. Thirty-four hours of credit is transferred from the nurse's previous Associate Degree with an additional 12 hours of credit for having previously taken anatomy, physiology, and microbiology bringing the total transfer credit to 46 hours.

Admission requirements include an overall **2.75 GPA** in previous nursing coursework and an active RN license. In addition, one of the following must be provided: 1) Upload required documents in My Clinical Exchange OR 2) Return the Employer Verification Form (EVF) to the clinical coordinator.

Readmission/Admission after Voluntary Withdrawal or Transfer
A student who leaves the university and/or SON in **good standing** through voluntary withdrawal or a student from another nursing program who left that program in good standing and desires to transfer to the AU nursing program may be evaluated for readmission/admission by completing the following steps:

1. Make a formal reapplication/application to AU or SON.
2. At the time of reapplication/application, submit a statement which addresses the reason for the withdrawal or transfer, outlining what has been done to ensure success in the SON and why readmission/admission should be considered. The statement must be written by the student.
3. Upon reapplication, the ARG Subcommittee will review the application. The student will be invited to participate in a personal interview with the ARG Subcommittee and Dean of the SON. The student's complete academic record, including all clinical evaluations, will be reviewed by the subcommittee. If the student is accepted into the program, the ARG Subcommittee will recommend an appropriate plan of study and the student will be held to the standards of the cohort they will be joining.
4. Readmission/admission is not automatic. Students will be considered as part of the total applicant pool.
5. Readmitted students are **not** eligible for probation if nursing **GPA falls below 2.8**. (See progression policies below)
6. The requirements for completion of program/major requirements within five (5) years of initial enrollment will be in effect for readmitted students.
7. All policies and course requirements in place at the time of readmission/admission will apply.

Progression/Dismissal

A student must earn a minimum grade of **C** in each nursing course. Details regarding progression

and dismissal policies include:

- A student may be able to transfer from the ABSN to the TBSN nursing track, with approval from the Dean and the Undergraduate Chair of the School of Nursing. An individual plan of course progression will be determined by the undergraduate chair and ARG committee on a case-by-case basis. For any exam grade < 84% within any nursing course, it is encouraged that the student make an appointment to meet with the instructor within 1 week of the exam to discuss recommendations for improvement.
- The student must maintain a nursing GPA of **2.8** or greater to progress in the nursing program (NUR courses are used to determine nursing GPA).
- If a student's nursing GPA falls below **2.5** at any time, they are dismissed from the program and are not eligible to apply for readmission.
- If a student's nursing GPA is **2.5** or greater but less than **2.8**, the student will be placed on probation for the following semester. A plan of action will be determined by the ARG Subcommittee along with the student's faculty advisor. If the student does not achieve a **2.8** nursing GPA by the end of the probationary semester, the student will be dismissed and is not eligible to apply for readmission. A student will only be allowed to be on probation one time. Within the nursing program, **a student may repeat one class one time if they receive a D or F in a course.** A student who is repeating a course due to inability to obtain a "C" or better may be eligible to take other nursing courses while repeating the class he/she received an unsatisfactory grade. The prerequisites or the courses the student is enrolling to take must be met or special permission of both the instructors granted. Adjustments in course progression will be determined by the ARG committee and Undergraduate Chair.
- **No more than one course is allowed to be repeated in the nursing program.** If a student earns a D or F in a subsequent course, the student **will be dismissed** from the program and **will not** be eligible to apply for readmission. If enrolled in the TBSN or ABSN tracks, there is not an option to drop a single nursing course as these tracks follow a cohort based model.
- There are other areas that prohibit a student from progressing through the nursing curriculum that may not be associated with the earning of a letter grade. These may include but are not limited to: unsafe/unethical student practice, failure to comply with SON drug policy, (HIPAA) violation, any act that violates the South Carolina Nurse Practice Act, any act that violates the Code of Ethics for Nurses of the American Nurses' Association, and/or any acts not in accordance with the Academic Catalog or University Student Handbook (online). The inability to progress will lead to dismissal and ineligibility to reapply for the nursing program.
- Dismissal from the program and/or university may result from unethical use or sharing of texts and teaching-learning resources including, but not limited to those purchased by another, to give or receive information ***before, during or after examinations/simulation*** – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials such as test banks associated with texts utilized in the course, and/or duplicating and disbursing copyrighted national certification exam questions or any exams, quizzes utilized by the nursing program in any format.
- See Clinical, Simulation, and Lab Policies for additional details related to progression and/or dismissal.

Program Information, Policies and Procedures

Attendance Policies

Attendance in classroom, simulations, labs and clinical experiences are determined by the credit hours of the experience. Accreditation requires these contact hours to be met and attendance policies are designed to reinforce and meet this requirement.

Attendance and punctuality of all classes, labs and clinical experiences is expected. Absences (e.g. illness, AU institutional activity) cannot exceed more than **10%** of the total class or clinical contact time (clinical, lab, or simulation) may fail the course. For example, if a class meets for 45 contact hours (3 semester credits); the student that misses more than 4.5 hours of the 45 total contact hours will fail the course. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as one tardy. Three tardies and/or early departures will be counted as 5% of unexcused absence time unless stated otherwise. For example, three tardies in a 45 contact hour course would constitute 2.25 hours of the total 4.5 total absence allowable contact hours.

All absences require that the student make up missed activities and/or assignments per instructor discretion. The student is responsible for contacting the instructor to obtain the assignment for content information missed. See testing policy for additional details regarding tests. The instructor will counsel the student whenever classroom absences may affect the student's attainment of course outcomes.

Exceptions, if made, will be at the discretion of the course instructor, clinical instructor, Undergraduate Chair, and/or Dean.

All communication and notification of absences/tardies to class, lab, clinical or simulation must be made by AU email to the course instructor, clinical instructor, or preceptor prior to the absence or tardy. If a situation arises outside of normal business hours (early clinical times, illness overnight, etc.), a text communication to the instructor is encouraged unless otherwise instructed. Each course syllabi contains contact information.

Student participation in planned AU institutional activities is addressed as follows in the AU Academic Catalog (Undergraduate Academic Catalog):

> *Some students participate in **institutional activities** that require them to represent the University in scheduled events on and off campus. For activities of sufficient importance in the overall life of the University, excused absences are granted. A list of activities qualifying for excused absences is maintained by the Office of the Provost. An excused absence does not relieve a student of responsibility for the academic work in the class missed. However, students may not be penalized for such absences and must be given the opportunity to make up missed work. Students are responsible for informing their professors **in advance** of the class meeting dates and times that will be missed because of these activities. Practice and/ or preparation for these activities would not be a valid reason to miss a class meeting.*

In accordance with regulatory mandates, additional policies apply to students within the SON:

> Due to the required didactic and/or clinical contact hours that must be met in nursing content, participation in planned institutional activities should be discussed and approved by the instructor and/or Undergraduate Chair at the beginning of the semester in order to

minimize conflicts with nursing course requirements. Subsequent changes due to tournaments, weather changes, etc. will be addressed as needed in collaboration with the student, coach, instructor, and/or Undergraduate Chair.

Extended Illness

Students who are absent due to illness for three or more days may be required to obtain medical clearance from their physician when returning to school utilizing the *Fitness for Duty--Return to Classroom and Clinical Courses* form found in the appendix. If changes to student health status occur (i.e., hospitalization, surgery, pregnancy, etc.), the student is required to inform the Undergraduate Chair so that changes may be made to the student's health record and communication with the course instructor can occur. Full healthcare provider clearance is required prior to the student returning to the clinical rotation for any changes in health status utilizing the *Fitness for Duty--Return to Classroom and Clinical Courses* form found in the appendix.

For infection control purposes, a student who appears ill for class or clinical may be asked by the instructor to leave and/or consult a physician or Student Health Services.

Inclement Weather Policy

In the event that inclement weather is deemed to make it unwise, unsafe or impossible to hold classes, classes may be cancelled. The information will be posted on the AU homepage (www.andersonuniversity.edu) and via the AU Information Line 864-622-6057.

Curriculum Plans

Traditional Bachelor of Science (TBSN)

Curriculum Plan

Sample Freshman Year

Fall Semester (14 credit hours)	**Spring Semester (16 credit hours)**
BIO140/141 Intro to Cell Biology (4)	CHE 107/108 Essentials of General Organic & Biochemistry+ (4)
ENG 101 Composition & Speech I (3)	ENG 102 Composition & Speech II (3)
PSY 101 Introduction to Psychology (3)	History Inquiry (3)
MAT 108 Finite Probability & Statistics (3)	Creative Inquiry (3)
FYE 101 Freshman Experience (1)	CHR 105 Introduction to the Bible (3)
NUR 210 Intro to Professional Nursing (3)	

Sample Sophomore Year

Fall Semester (16 credit hours)	**Spring Semester (17 credit hours)**
BIO 201 Human Anatomy & Physiology I+ (4)	BIO 202 Human Anatomy & Physiology II+ (4)
PSY 205 Human Development (3)	BIO 215 Fundamentals of Microbiology+ (4)
Intercultural Inquiry (3)	CON 3xx (3)
PHI 210 Philosophical Found/Moral Reason (3)	CHR 305 Christian Worldview (3)
General Elective (3)	CTI 4xx (3)

Sample Junior Year

Fall Semester (18 credit hours)	**Spring Semester (15 credit hours)**
NUR 310 Pathophysiology (3)	NUR 311 Pharmacology I (2)
NUR 320 Foundations in Nursing (6)	NUR 355 Intro. to Research in Nursing (3)
NUR 350 Skills Practicum (3)	NUR 420 Childbearing (5)
NUR 352 Health Assessment (3)	NUR 421 Childrearing (5)

Sample Senior Year

Fall Semester (17 credit hours)	**Spring Semester (13 credit hours)**
NUR 312 Pharmacology II (2)	NUR 425 Critical Care (5)
NUR 322 Mental Health & Wellness (5)	NUR 453 Leadership & Management (4)
NUR 324 Adult Health (6)	NUR 457 Clinical Preceptorship (3)
NUR 423 Community Health Nursing (4)	NUR 459 Senior Seminar (1)

Prior to enrollment into the nursing program, the following must be successfully completed:

- Pre-enrollment physical exam.

Prior to progression into the nursing curriculum:

- Required immunizations or evidence of immunizations
- Evidence of health insurance
- Current AHA BLS for Healthcare Providers CPR certification
- Clear urine drug screen and background check
- Evidence of malpractice insurance as a student nurse

Accelerated Bachelor of Science (ABSN)
Sample Curriculum Plan

Fall Semester (18 credit hours)
NUR 210 Intro to Professional Nursing (3)
NUR 310 Pathophysiology (3)
NUR 320 Foundations in Nursing (6)
NUR 350 Skills Practicum (3)
NUR 352 Health Assessment (3)

Spring Semester (16 credit hours)
NUR 311 Pharmacology I (2)
NUR 355 Intro. to Research in Nursing (3)
NUR 322 Mental Health & Wellness (5)
NUR 324 Adult Health (6)

Summer Semester (16 credit hours)
NUR 420 Childbearing (5)
NUR 421 Childrearing (5)
NUR 423 Community Health Nursing (4)
NUR 312 Pharmacology II (2)

Fall Semester (13 credit hours)
NUR 425 Critical Care (5)
NUR 457 Clinical Preceptorship (3)
NUR 453 Leadership & Management (4)
NUR 459 Senior Seminar (1)

Science prerequisites and foundational course (22 hrs.) requirements prior to enrollment must be completed by May 15th:

- BIO 215 Fundamentals of Microbiology $^{+}$ (4 hrs.)
- BIO 201 Human Anatomy & Physiology I^{+} (4 hrs.)
- BIO 202 Human Anatomy & Physiology II^{+} (4 hrs.)
- CHE 107 Essentials of General, Organic, & Biochemistry^{+} (4 hrs.)
- PSY 205 Human Development (3 hrs.)
- MAT 108 Finite Probability & Statistics (3 hrs.)

Upon acceptance into the program, the following must be obtained:

- Successful completion of a pre-enrollment physical exam
- Clear urine drug screen and background check
- Required immunizations or evidence of immunizations
- Evidence of health insurance
- Current AHA BLS for Healthcare Providers CPR certification
- Evidence of malpractice insurance as a student nurse

Course Descriptions

Bachelor of Science in Nursing Course Descriptions

NUR 190 Medical Terminology (3-0-0)
NUR 190 is an introduction to medical terminology for nursing students. Students will learn word roots, combining forms, used to describe anatomical parts and landmarks, suffixes, prefixes and abbreviations that are commonly used in health care communication, documenting and charting.

NUR 210 Intro to Professional Nursing (3-0-0)
NUR 210 is an examination of the nurse's role through evaluation of historical and current issues impacting the profession and health care delivery systems. The legal, ethical, social, economic, political and moral obligations of the professional nurse are explored from the Christian worldview.

NUR 225 Nutrition for Nurses (3-0-0)
This course is designed to introduce the student to clinical dietary and nutritional principles and their impact on health. Through the processes of identification and application, students will examine how these principles influence a patient's overall health status while considering cultural, religious, and socio-economic factors. In addition, the course will include basic calculation skills, which are essential for providing safe nursing care.

NUR 305 The Impact of Spirituality for Healthcare Professionals (3-0-0)
Students will examine potential relationships between faith and health care. The student will develop an understanding of the potential impact of their own personal values/ beliefs on professional practice. Students will explore current bioethical issues in healthcare.

NUR 310 Pathophysiology (3-0-0)
Prerequisite BIO 201 and 202
NUR 310 is an introduction to basic pathophysiological concepts and commonly occurring acute and chronic health problems utilizing a body systems approach – building on knowledge gained in Anatomy and Physiology. Students are acquainted with clinical reasoning skills necessary for a successful career in nursing. The course provides exposure to current trends, treatment advances and ongoing research for emerging health problems.

NUR 311 Pharmacology I (2-0-0)
NUR 311 is an introduction to the biochemical, physiologic, and psychological effects of drugs on the holistic person over the lifespan in a multicultural society. Drug actions, nursing process and client teaching, medication safety and administration are examined and calculation methods are introduced.

NUR 312 Pharmacology II (2-0-0)
Prerequisite: Pharmacology I
NUR 312 is a continuation of NUR 311, Pharmacology I, in its study of the biochemical, physiologic and psychological effects of drugs on the holistic person over the lifespan in a multicultural society. Major drug classifications, indications for use, side effects, and interactions, routes of administration, dosages and contraindications are reviewed. Accurate medication calculation methods are reinforced.

NUR 315 Pathophysiology for Practicing Nurses (3-0-0)
NUR 315 is an examination of basic pathophysiological concepts and commonly occurring acute and chronic health problems utilizing a body systems approach, for the practicing nurse. Further discussion is provided regarding current trends, treatment advances and ongoing research for emerging health problems.

NUR 316 Pharmacology for Practicing Nurses (3-0-0)
NUR 316 is a study of the process of medication administration and the professional nurse's role as a leader and as an advocate for both nurses and patients in the practice setting. Emphasis is on examining the efficiency of the process from initiation of the healthcare provider's order to administration of the medication in the context of the nurse's current practice, emphasizing inter-professional collaboration. Ethical dilemmas confronting nurses in various practice settings regarding medication administration will be addressed.

NUR 320 Foundations in Nursing (3-0-3)
NUR 320, Foundations in Nursing introduces the student to core competencies required by modern health care professionals. The course emphasizes the development of clinical judgment, basic nursing principles, key nursing interventions, and the nursing process. The course investigates topics such as effective communication, infection control, safety, and health care trends. Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

NUR 322 Mental Health and Wellness (3-0-2)
NUR 322 focuses on knowledge and application of theories and the nursing process to identify, implement, and evaluate nursing interventions for the care of clients with psychiatric disorders. Each week two (2) hours will be spent in didactic and six (6) hours in clinical experience.

NUR 324 Adult Health (3-0-3)
NUR 324 explores the roles and responsibilities of professional nursing practice for patients with specific medical and/or surgical conditions. The nursing process is applied with emphasis placed on care that addresses the specific needs of the adult patient for the maintenance, promotion and restoration of physiological/psychosocial function. Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

NUR 350 Skills Practicum (0-3-0)
NUR 350 is a practical hands-on experience in basic nursing skills. Students learn and perform specific clinical skills using scientific principles foundational to nursing knowledge, intervention, and application.

NUR 352 Health Assessment (2-1-0)
NUR 352 focuses on developing skills and knowledge related to history taking, assessing health status and recognizing deviations from the normal. Emphasis is on the collection of subjective and objective data, physical examinations and accurate documentation. Communication technique is further developed by emphasis on interviewing skills.

NUR 353 Health Assessment for Practicing Nurses (3-0-0)
NUR 353 will enhance further development of skills and knowledge related to assessing health status of patients for practicing nurses. Emphasis is focused on the collection of a complete history and physical exam for the practicing nurse utilizing effective communication techniques.

NUR 355 Introduction to Research in Nursing (3-0-0)
Prerequisite MAT 108
NUR 355 will focus on the role of the professional nurse in critical appraisal to determine the merit and readiness of research literature for use in clinical practice.

NUR 356 Nursing Research in Practice (3-0-0)
NUR 356 focuses on the role of the professional nurse in critical appraisal to determine the merit and readiness of research literature for use in by the practicing nurse.

NUR 360 Global Health and Mission Impact (2-0-1)
Prerequisite(s): Enrollment in the undergraduate or graduate nursing program. Sophomore level and above.
Survey of major global health challenges, programs, and policies affecting diverse populations. Examine specific ethical constructs within the context of the impact of short-term medical missions. Exploration of various determinants of health and their impact on global health priorities. Course includes one week directed service-learning opportunity in a developing country. Field Lab: One week travel abroad to developing country.

NUR 365 Professional Role Transition (3-0-0)
Prerequisite(s): ENG 101 and ENG 102
NUR 365 will serve as a bridge to develop and expand one's role as a professional nurse. Application of the Christian worldview will be used in preparing the associate level nurse to think more broadly within a baccalaureate framework and the nurse's professional role. Students will strive to enhance their clinical reasoning skills, knowledge of the role of the professional nurse, and apply these evidence-based principles to practice.

NUR 420 Childbearing (3-0-2)
NUR 420 focuses on the care, counseling and education of childbearing families. Didactic and clinical learning opportunities focus on nursing practice with expectant mothers, neonates and their families in classroom and selected health care settings. This course provides the theoretical basis for the nursing management of developmental and pathological human responses related to healthy and high risk childbearing families.
Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

NUR 421 Childrearing (3-0-2)
NUR 421 will include application of the nursing process with children and families in the hospital and community settings. Care will focus on the common pediatric health problems and the health promotion needs of well, acute and chronically ill children. Additional emphasis will be placed on the developmental aspects of children from infancy to adolescence and on children with special health problems, including genetic disorders. Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

NUR 423 Community Health Nursing (3-0-1)
NUR 423 focuses on assessing needs, promoting health, and preventing disease in vulnerable individuals, groups, and communities across the lifespan. Family and community assessments will be performed utilizing multidisciplinary theories and principles. Each week three (3) hours will be spent in didactic and six (6) hours in clinical experience.

NUR 424 Community Health for Practicing Nurses (3-0-0)
NUR 424 focuses on needs assessment, health promotion, and disease prevention in both vulnerable and healthy populations across the lifespan. Students will utilize previous education and experience in the application of new skills and learned theories towards a specific population in a focused experience. Students will explore policy development in the public health setting.

NUR 425 Critical Care (3-0-2)
NUR 425 focuses on the biological, psychological, philosophical and sociocultural influences on complex health problems related to acute and traumatic conditions. This course emphasizes the concepts of circulation, oxygenation, homeostasis, and compensation in acutely ill adults. Each week three (3) hours will be spent in didactic and six (6) hours in clinical experience.

NUR 452 Issues in Professional Nursing Practice (3-0-0)
NUR 452 examines the nurse's role through evaluation of historical and current issues impacting the profession and health care delivery systems. The legal, ethical, social, economic, political and moral obligations of the professional nurse are explored from the Christian worldview.

NUR 453 Leadership and Management (3-0-1)
NUR 453 is a study of health care organizational structures and the professional nurse's role as a patient advocate, leader, manager, and change agent. Emphasis is on the application of the theories principles of leadership and management in the context of the healthcare delivery system. Ethical and spiritual dilemmas confronting nurses are explored from multiple perspectives. Each week three (3) hours will be spent in didactic and three (3) hours in clinical experience.

NUR 454 Leadership and Management for Practicing Nurses (3-0-0)
NUR 454 is a study of health care organizational structures and the professional nurse's role as a leader, manager, and change agent. Emphasis is on the application of the theories and principles of leadership and management in the context of the healthcare delivery system and includes a focused experience based upon a change theory. Ethical and spiritual dilemmas confronting nurses are explored from multiple perspectives.

NUR 457 Clinical Preceptorship (0-0-3)
NUR 457 is a practicum consisting of preceptor-supervised and faculty led nursing clinical experience in a regional health care facility.

NUR 459 Senior Seminar (1-0-0)
NUR 459 provides an opportunity to monitor the outcomes of care processes and apply improvement methods to design changes in health care systems that will improve quality and safety.

NUR 485 Project Development (1-0-0)
Prerequisite(s): Pre-requisites courses include all courses in the RN-BSN track except NUR 490.
NUR 485 provides an opportunity to develop a proposal and obtain approval for the senior project based upon the focused experience within either the Community Health for Practicing Nurses or the Leadership and Management for Practicing Nurses courses.

NUR 490 Senior Project (3-0-0)
Prerequisite(s): NUR 485
NUR 490 provides an integrated experience applying the principles of professional nursing. An emphasis will be placed on role development of the baccalaureate nurse through completion of the senior project. The senior project includes identification, evaluation and application of evidence-based principles to support the role of the professional nurse, to improve patient safety and/or quality outcomes, and the efficiency of the healthcare system.

Grades

Grading Scale
The AU SON grading scale is as follows:

A= 92-100
B= 84-91
C= 78-83
D= 70-77
F= 69 and below

Course grades are earned by the student based on an accumulation of total points possible in a course. This is individualized based upon the instructor's plan for each course.

For example, a course may include points earned as follows:

- exam I (50 points)
- exam II (60 points)
- exam III (40 points)
- project (10 points)
- Assessment Technologies Institute (ATI) content testing (10 points)
- attendance/participation (5 points)
- simulation (5 points)

In this example, the total points possible are 180 points for the course. If student A earns 170 out of 180 points (170/180 = 94.4%), then that student has earned a 94.4% (which is an A). If student B earns 150 out of 180 points (150/180 = 83.3%), then that student has earned an 83.3% (which is a C). The SON does not round test grades or test grade averages. However, the final average for the course can be rounded up if the grade is 0.5 or higher. For example, a 91.5% will round to a 92%.

Point distribution of grades in a course are as follows:

- 70% (or more) derived from course exams/tests, final exams and quizzes (alternately, quizzes may be counted in "Other" category per course content—see point distribution for each individual course)
- Approximately 10% from ATI Content Mastery Series testing, when available
- Approximately 20%-30% (or less) derived from homework, special projects, presentations, PrepU, other ATI assignments, etc.

To successfully complete the course, the student must have an average of 78% or greater on all assignments in the "Exams/Test" category (course exams, final exams, and quizzes [alternately, quizzes may be counted in the "Other" category per course content—see point distribution for each individual course]). Exam grades will be averaged first and then other grades are added provided that the student has at least a 78% exam/test average. **If a student does not have a**

78% or greater exam/test average in the course, the final grade for the course will be the exam average earned. All nursing courses must be completed with a final grade of "C" or higher **AND** the exam/test average must be 78% or greater in order to earn a final grade of "C" in the course.

Late assignments will be assessed 10% off for each day late. The point deduction will be calculated from the total number of points allocated for that assignment. Example: An assignment worth 50 points would receive a 5 point deduction if one day late (10%), a 10 point deduction if two days late (20%), etc. Assignments will not be accepted if more than seven days late. If you have extenuating circumstances and you communicate with your professor before the assignment is marked late, your case will be reviewed on an individual basis by the professor to consider if there may be an exception to the late penalty.

For courses that have a clinical component, both the classroom and clinical experience must be successfully passed. Please refer Clinical, Simulation, and Lab Policies for details related to clinical evaluation, unsatisfactory or unsafe performance, and clinical failure.

Anderson University School of Nursing Test Policy

The concepts and content of the nursing curriculum reflect the areas in which proficiency is necessary for success on the NCLEX-RN licensing exam. Knowledge and proficiency is built throughout the curriculum. It is the policy of AU SON that all final exams will be comprehensive or contain a comprehensive component, where appropriate. Study guides may be given at the discretion of the faculty and may not be inclusive of all test material.

AU SON follows the AU policy to make up missed exams, which can be found in the AU Academic Catalog online (Undergraduate Academic Catalog). The format for all make-up exams will be at the discretion of the faculty and may include essay, short answer, fill in the blank, multiple-choice, and/or other type questions that cover the same content areas noted on the missed exam. Ideally, the student must take the make-up exam within four working days of the original exam. Failure to schedule or make up the exam may result in a test grade of zero. **Exam grades will not be released to the entire class until the student missing an exam has made it up or has declined to take the exam.**

For any absences on testing dates (exams and scheduled quizzes), the student must notify the instructor **PRIOR** to the exam/quiz date. If the student fails to notify the instructor of the absence prior to the time of testing, the student will receive a zero for that assignment. The missed assignment cannot be made up**.** If there are circumstances that warrant allowing the student to make up an exam, the student must discuss in advance of the test with the instructor to make arrangements to make up the exam. Unannounced quizzes will not be made up because of an absence.

Students should download the test at least two hours prior to scheduled class time. On test days, all belongings, backpacks, purses, and phones must be placed in the front of the classroom. No fitness trackers, smartwatches, or similar devices are to be worn in the testing environment. Testing will be performed on the student's laptop (PC or Mac) or an iPad utilizing ExamSoft unless otherwise specified by the course instructor. **While testing, the proctoring instructor will not address any content related questions.** If scratch paper is allowed, it will be provided

by the instructor, and the student will place their name on it and submit it to the instructor before leaving the room. When the student is finished testing, **the student is required to show the instructor the "green screen" from ExamSoft** before shutting down the device completely and exiting the room quietly.

Incomplete grades:
The policy for obtaining a grade of "I", an incomplete grade, can be found in the University Academic Catalog under Academic Policies. It is the student's responsibility to request the grade of "I" prior to the last day of class. An "I" is a temporary grade and can only be granted when a student has successfully completed at least 50% of the work required in the course. When the student does not meet this criterion, then it is likely a WP or WF should be assigned.

The student makes the request in writing to the instructor, who must approve the request before a grade of "I" can be assigned. The request for an incomplete grade must be completed and turned into the Office of the University Registrar by the student prior to the end of the last day of classes for the term or semester. This form can be found on the Registrar home page. If a grade of "I" is granted, the work must be completed within 30 days following the end of the academic term in which the "I" was requested. Otherwise, a failing grade will be recorded.

Exam Review Policy
Within five working days, students should schedule a time to review missed questions from the exam. After five working days, no individual review of an exam is available. **Final exams will not be reviewed**.

If a test review is conducted in the classroom, there will be no recording, note taking or archiving in any way of content reviewed and discussed. All belongings, backpacks, purses and phones must be placed in the front of the classroom during test review. No fitness trackers, smartwatches or similar devices are to be worn in the test review environment.

Standardized Testing in Designated Courses
Students are required to take nationally normed standardized tests throughout the curriculum. The faculty of the SON selected the series of tests because of the reliability and validity of the products and the comprehensive test to prepare the student for success on the NCLEX. The faculty of the SON are committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students must integrate learning from multiple sources in order to pass a series of multiple standardized tests and to function as safe and competent RNs. These sources include, but are not limited to, lecture, clinical, out of class assignments, computer-based assisted instruction, reading and projects. The standardized tests evaluate the student's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students to prepare for the NCLEX, which all graduates of the program must pass, in order to practice nursing. The SON uses ATI for standardized testing. The SON ATI Testing and Remediation Policies are as follows:

- Points are assigned (based upon the weight of the total course points) to various activities along the ATI pathway with standardized testing typically being comprised of assessments from the ATI Content Mastery Series and will account for approximately 10% of the total points accumulated in each course that utilizes ATI
- These points will be added to the students' accumulated total after verifying that the average of all assignments in the "Exams/Tests" category meet the 78% or greater exam average

- Refer to each course's ATI rubric for point details
- All ATI assignments, tutorials, quizzes, practice, etc. are to be completed individually and not in groups unless specifically instructed by the course faculty
- Standardized tests are scheduled to be administered in identified courses, typically prior to final exams
- The score from the standardized test is leveled based on statistics
- The student will have up to two chances to take course standardized tests (excluding the comprehensive test), providing a retake version of the test is available
- Specific remediation is required after practice and proctored assessments to maximize learning and achieve proficiency on the ATI proctored exams. Remediation will include appropriate learning templates. **The learning templates must be handwritten.**
- Students who do not achieve a benchmark score on any standardized (proctored) test will complete specific remediation prior to retaking the standardized assessment (proctored retake)
- Students are encouraged to visit the Academic Success Center for support on test taking issues. Any student who does not complete any phase of this remediation will receive an incomplete for the course.
- In order to successfully complete the BSN program and be endorsed by the SON to receive an "Authorization to Test," the student must successfully complete Virtual ATI and be awarded the "Green Light" from ATI

Sample ATI Rubrics can be found in the appendix

Academic Integrity

Academic misconduct is taken very seriously. It can be represented by such acts as:

- Plagiarism, including but not limited to copying and pasting.
- Cheating
- Unethical use of teaching-learning resources including, but not limited to, those purchased by another
- To give or receive information ***before, during or after examinations/simulations*** – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials such as test banks associated with course materials
- To turn in assignments which are the result of another's work (fabrication)
- Acting in a disrespectful manner toward patients, visitors, fellow students, program faculty or staff, clinical faculty
- Falsifying clinical documents
- Duplicating and disbursing in any format copyrighted national certification exam questions or any exams, quizzes, etc. utilized by the nursing program
- Sharing or discussing information or details regarding simulation scenarios/clinical experiences which represents a HIPAA violation

Violations of any bulleted items may result in probation, suspension, or dismissal from the SON program. Further explanation can be found in the AU Student Handbook, available at https://andersonuniversity.edu/campus-life/student-handbook.

Unethical behaviors in the classroom and clinical settings by nursing students include but are not limited to the following: lying, cheating, sharing unauthorized information, copying, saving,

utilizing and/or sharing exams or quizzes without the permission of the faculty, plagiarism, falsifying information on patients' charts, physically recording or remembering protected patient information (HIPAA), and fabricating home visits or other off campus assignments. **Cheating and other forms of dishonesty displayed as a student have been correlated with later unethical behaviors as a practicing nurse.**

Recording of lectures/testing
To assist students in note taking and mastery of content, recording of lectures is permitted. However, these recordings may ONLY be used to assist the INDIVIDUAL student in the course. Publishing, distributing, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

The SON may record lectures, simulations, and/or other activities for later use. To secure the testing environment, exam sessions may also be recorded by the SON.

Internet Postings and Social Media Policy

It is not appropriate to share comments, updates, or critiques regarding other students, patients, faculty, clinical agencies or other aspects of the clinical experience on any public forum (e.g. Facebook, Twitter, Instagram, etc.). Items, photos, and comments shared on these sites are available to the public, and any that are in direct violation with our values guided by Christian principles of love of God, neighbor, and self may result in disciplinary action (e.g. probation, suspension, and/or dismissal). **It is the policy of the SON that faculty and staff will not interact with students on social media sites.**

Social media sites (e.g. Facebook, Twitter, Instagram, etc.) are not to be utilized to address items such as clinical concerns, clinical sites or concerns with the nursing faculty or coursework at AU. Direct violation of this policy may result in disciplinary action as listed above (e.g. probation, suspension, and/or dismissal).

For your convenience, below is a portion of the code of behavior from the student development and campus life portion of the Academic Catalog:

> "Respect for others, by acting in a manner respectful of the rights and privileges of others and upholding that every member of the campus community, regardless of race, sex, age, disability, or religion, as the right to grow and learn in an atmosphere of respect and support."

Violations of this are considered very serious because they not only reflect upon your character, but reflect upon the SON and the University, and individuals will be disciplined as appropriate.

Clinical, Simulation and Lab Policies

Attendance

Students are required to attend all clinical, simulation, and lab sessions.

Students are required to attend and actively participate in all nursing laboratories including the human dissection lab. Absences are excused only in the case of personal illness documented by a healthcare provider or extreme extenuating circumstances. The student must notify the clinical instructor at least 30 minutes prior to the expected start time by call and/or text (if allowed) and by follow-up email to the lead instructor. Failure to notify the instructor will result in an unexcused absence. Absences from clinical, simulation and lab sessions that are unexcused will result in a grade of **unsatisfactory** for the clinical day. All clinical absences must be made up, but a make-up will not erase the absence or replace the **unsatisfactory** rating for the day. Absences cannot exceed more than **10%** of the total clinical contact time (clinical, simulation, or lab) or a failure in the course may occur.

Tardiness is defined as appearance in the clinical, simulation or lab environment after the scheduled start time. Being tardy is unprofessional and unacceptable and the student may be sent home at the discretion of the clinical instructor. Being sent home constitutes an **Unsatisfactory** rating. If the student is going to be late for the clinical, simulation or lab session, the student is expected to call and/or text (if allowed) the clinical instructor as soon as possible with a follow-up email to the course instructor. Leaving the clinical, simulation or lab session prior to dismissal counts as an early departure. Three tardies and/or early departures will be counted as 5% of unexcused absence time unless stated otherwise. **Refer to Program information, Policies and Procedures section – attendance, tardy and early/departure policy**

Some clinical courses may require non-typical hours such as evening and/or weekend time slots. These clinical times are only altered for unavoidable conflict, which must be discussed with course faculty.

Lab Participation

Supervision of all lab learning activities is provided by program faculty or guest instructors who are licensed healthcare professionals. These faculty members are responsible for assuring clinical education sites that students are safe and competent in performing these clinical procedures in a simulated lab environment prior to interacting with real patients. Thus, the faculty provides close direction and feedback to students both individually and as a class.

Students are expected to participate in all learning experiences as both a healthcare professional and as a simulated patient. Details of lab learning activities, including the appropriate clothing that is required, may be obtained from the course syllabus or instructor(s). Examples of these learning activities include observation of posture and movement patterns, physical examination, exercises, transfer and gait training, application of various biophysical agents and assistive devices, and manual therapy techniques such as soft tissue massage and joint mobilization. Thus, all students are expected to be willing to palpate one another as they learn to perform these skills in a safe and effective manner. They are also expected to preserve the modesty of their lab partners by properly positioning and draping them when performing various examination and treatment procedures. Should a student have an underlying health condition or a cultural/religious custom that precludes his/her full participation in the planned lab activities, it is the student's responsibility to inform the lab instructor ahead of time, so that appropriate modifications or accommodations can be arranged. Students are not typically exempt from lab participation unless they have a contagious health condition.

Dress Code

Uniforms are to be worn by students providing nursing care in clinical, simulation and laboratory settings. Uniforms must be clean and wrinkle-free and in good repair. The uniform is to be worn

only in clinical, simulation, and laboratory settings. Students may wear the uniform to class on those days when both class and clinical, simulation, or lab experiences occur.

Student Uniforms:
It is required that students order two (2) complete uniforms including:

- black scrub pants
- (2) approved scrub tops in black with the AU logo
- black fluid impervious shoes with closed toe and closed heel
- plain black socks
- AU picture identification (ID) and/or other ID badge per agency policy--AU ID should contain first name ONLY
  NOTE: Students will NOT be permitted into the clinical, lab, or simulation areas without the required AU ID

Optional:

- black scrub jacket with AU logo

Accessories:
Uniform accessories are a part of each uniform and include the following:

- watch with a second hand
- AU ID badge worn per institutional policy
- bandage scissors
- stethoscope
- blood pressure cuff (in simulation or lab setting)
- penlight
- nursing equipment as indicated for a specific course
- pen and/or pencil and paper
- black face mask and provided goggles

Jewelry:
Only the following jewelry may be worn:

- Smooth wedding bands without stones
- One pair of small stud style earrings - silver, gold or white. Only one earring per ear should be worn and size should not exceed 8mm. No dangle or hoop earrings or earrings with stones may be worn. No other visible piercings are permitted.
- Medic alert necklace or bracelet
- No oral jewelry allowed

Tattoos:
All visible body tattoos must be covered.

Other Apparel:
Outer apparel appropriate to weather conditions should be worn over the uniform to and from the clinical facility. It may NOT be worn while giving direct patient care. Sweaters, hoodies, etc. are not allowed during clinical, lab, or simulation practice. A plain black t-shirt/camisole may be worn underneath uniforms for modesty.

Personal Hygiene:
Personal cleanliness is a prerequisite for client care. Regular bathing, hair washing and use of deodorant are part of personal cleanliness. Perfume, cologne, scented lotion or body spray is not permitted.

Hair:
Hair must be dry, neat and clean at all times. Long hair and/or ponytails must be pulled back, **off the collar** and neatly restrained so that it will not interfere with nursing activities. Extreme hairstyles and/or colors are to be avoided. Accepted hair color is considered that which typically occurs naturally in humans, i.e. black, brown, blonde, natural shades of red, and natural shades of gray. Devices used to restrain the hair are to be unobtrusive and of a color consistent with natural hair color. Headbands, if worn, should be of a breakaway design for safety. Final determination of appropriate appearance of hair for any given clinical experience will be made by the SON faculty.

Facial hair (i.e. beards and mustaches) should be kept trim and neat and must follow facility policies.

Makeup:
Makeup may be worn, if desired, and should be adequate to look attractive, but not so much as to attract attention.

Fingernails:
Nails should be kept clean and trimmed to not extend past the fingertip for infection control purposes. Nail polish, artificial nails, acrylic nails, gel nails, or other types of nail enhancements are not permitted.

Gum Chewing:
Chewing gum is NOT permitted when in uniform.

Smoking:
AU is a smoke-free, tobacco-free campus. The use of tobacco products is prohibited on campus. Smoking is not permitted while in student uniform/professional dress before, during or after any clinical/simulation/laboratory activity. Should the odor of tobacco be detected by any SON faculty, the student will be asked to leave and will receive an unexcused absence and **Unsatisfactory** rating for the day.

Clinical Evaluations

- Clinical performance is assessed utilizing the *Daily, Midterm, Final and/or Medication Administration Evaluation* forms (located in the course clinical packet) depending on the needs of the specific clinical course and instructor.
- Clinical evaluations and medication administration evaluations are scored as **Satisfactory**, **Needs Improvement**, **Unsatisfactory**, or **Not Applicable** with the exception of the Final Clinical Evaluation which does not include a **Needs Improvement** rating.
- Students are expected to earn **Satisfactory** ratings in assessed categories.
- When a student earns a **Needs Improvement**, specific details will be provided by the instructor that address the area and timeframe expected for improvement.
- An **Unsatisfactory** rating warrants a clinical counseling meeting in which a warning is issued to the student regarding the observation that is below expectations and may reflect an action that is contrary to safe nursing practice. For example, if a student is unable or unwilling to perform at a safe, ethical and/or professional level of practice, the clinical instructor will remove the student from the clinical area and provide clinical counseling in collaboration with the course instructor and student. A written action plan using the

Student Learning Contract Form- Remediation Plan for "At Risk Behavior" (found in the appendix) will follow. If the actions identified in the remediation plan are not met by the date and time specified, then the student will fail the course.

- If a student is sent home from the clinical, simulation or lab setting (i.e., for violation of dress code, safety, ethical, confidentiality or professional guidelines), the student will earn an **Unsatisfactory** rating for the day. These types of absences must be made up but will not change the **Unsatisfactory** rating for the day.
- Greater than **3 Needs Improvement** ratings in one line item during the course and/or greater than **2 total (cumulative) Unsatisfactory** ratings will result in receiving an **Unsatisfactory** in the clinical component, which will result in failure of the course.
- **Needs Improvement** and **Unsatisfactory** ratings must be improved to a level of **Satisfactory** by the Final Clinical Evaluation in order to pass clinical and progress through the nursing curriculum.
- **Unsatisfactory** ratings on any daily or mid-term clinical, medication administration, simulation, etc. evaluation are **cumulative** and a **third Unsatisfactory** in a subsequent course within the program may constitute a clinical failure.
- A clinical failure will result in failure of the **entire course** regardless of didactic grade point average. A student may be eligible to repeat the course upon approval of the undergraduate chair and ARG committee per the guidelines of "repeating a nursing course after failure of the course."
- Students may request a copy of each of their clinical evaluations.
- Students are encouraged to continuously articulate learning needs to the nursing faculty throughout each semester in order to enhance the clinical and course faculty's ability to facilitate relevant learning assignments and opportunities.
- **An Unsatisfactory and clinical failure will be assigned if the student is responsible for a sentinel event or a violation of HIPAA.** The Joint Commission (TJC) defines
  > "A sentinel event is an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase, "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response."
- The simulation evaluation is a separate form but follows the same policies as above.

Use of Electronic Devices

Only approved electronic devices may be used during the clinical experience. While many educational resources (e.g. reference apps, etc.) are available on electronic devices, the use of these devices must occur in a discreet location out of the view of staff, patients, or visitors. Use of the camera and/or recording functions on any electronic device is **strictly forbidden** in the clinical, lab and simulation settings. Infractions will result in an **Unsatisfactory** rating on the clinical evaluation, immediate dismissal from clinical and will result in dismissal from the nursing program. Any student with knowledge of this type of infraction must confidentially report this to the clinical and course instructors immediately. If this knowledge is unreported, both the offender and the person who did not report will receive an **Unsatisfactory** rating, be dismissed from the clinical, and will be dismissed from the nursing program.

Simulation Policies

The primary objective of the AU Simulation Learning Environment is to promote a superior level of high fidelity learning/teaching for students and faculty by providing a state-of-the-art environment to evaluate basic and advanced skills/behaviors.

- Students are not to discuss events or scenarios occurring in the simulation lab except in debriefing sessions. This is considered a clinical environment and confidentiality regarding all aspects of scenarios is required and expected. There is zero tolerance for academic dishonesty and HIPAA violations.
- Clinical attire is required in the simulation lab and uniform policies are enforced.
- The simulation environment is supervised by faculty members and/or staff.
- Universal Precautions and safety guidelines that apply in the clinical setting are to be followed in the simulation environment. Sharps and syringes are to be disposed of in appropriate containers. Anyone sustaining an injury must notify the instructor immediately so the *Exposure Incident Report* (located in the appendix) can be completed. Facility specific policies for exposure will also be followed. The student will then report to AU Health Services.
- Equipment may not be removed from the simulation lab for practice and unsupervised use of the simulation lab is prohibited.
- Students may be digitally recorded during scenarios. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing department and students may not possess simulation lab videos or recordings.
- Coats, backpacks, and other personal belongings are not to be brought into the simulation lab and should be secured before entering the simulation environment.
- Electronic devices are permitted if utilized within the scenario for access to resources or documentation.
- Use of cameras and/or recording functions on any electronic device is strictly forbidden in the simulation environment.
- Personal belongings (i.e. papers, pencils, stethoscopes, penlights, etc.) should not be left in the simulation environment after the scenario.
- Food, drink and ink pens/markers are not permitted in the simulation or skills labs. Only pencils may be used in the simulation lab.
- If you have a latex allergy, inform your instructor before entering the simulation or skills labs.

Clinical/Lab/Simulation Preparation and Conduct

1. Each semester students will be provided specific written guidelines for preparation (e.g. concept maps, pre-tests, post-tests, written assignments, or other activities).
2. Students are expected to come prepared for clinical/lab/simulation.
3. If a student is unprepared for clinical/lab/simulation or violates clinical policies, the student will be sent home and receive an **Unsatisfactory** for the day.
4. A student's **Unsatisfactory** daily clinical/lab/simulation evaluation warnings and counseling meetings are cumulative and a third one in a subsequent course within the track will constitute a failure.
5. Any grossly unsafe or negligent event occurring clinical, simulation, or lab or unethical practice will constitute an automatic course or program failure without the student receiving counseling or warning.

Regulations for Student/Faculty Data Entry and Clinical Paperwork
The policy written here within is a procedural method for the review of clinical data entry and/or clinical paperwork completed by students.

To comply with federal regulations, such as HIPAA, and organizational guidelines for the healthcare organization where students attend clinical, **no student is to record any patient identifier of any kind outside of the electronic health record, whether intentional or unintentional.** Patient identifiers include, but are not limited to:

- Account Numbers
- Medical Record Numbers
- Patient Name
- Date of Birth
- Actual Age
- Gender

Clinical paperwork will be turned in as instructed by course/clinical faculty.

Penalties

If a student does identify the patient in any way, in any part of the clinical paperwork, the instructor is to confiscate and destroy the record immediately. The student will also receive an **unsatisfactory** grade, or "U", for that particular clinical day. Further consequences will follow, including actions taken by the clinical site where the violation occurred.

Further violations will necessitate a corrective action for the instructor to reiterate and reinforce the importance of strictly following. HIPAA guidelines and regulations. Students who violate the policy a second time will receive a second **unsatisfactory** grade.

Instructor Responsibilities

The instructor will review the entire entry by the student before releasing their grade for that clinical day and re-emphasize during clinical, in post-conference, and at various stages of the student's time in the program, during lecture, orientations, student assemblies, about the importance of HIPAA and maintaining patient confidentiality with private health information (PHI).

Unsafe/Unethical Student Practice

The SON faculty has an academic, legal and ethical responsibility to protect the public and healthcare community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the nursing program for practice which threatens or has the potential to threaten the safety or well-being of a client, family member, another student, a faculty member or other health care provider.

An unsafe/ unethical practice is defined as an act or behavior which:

- Violates the South Carolina Nursing Practice Act.
- Violates the Code of Ethics for Nurses of the American Nurses' Association.
- Violates the objectives and/or policies of the SON.
- Violates the objectives and/or policies of each Nursing Course.

- Violates the objectives and/or policies of the Health Care Agency.
- Constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

When an incident occurs which a faculty member believes may constitute an unsafe/unethical practice, the faculty member shall immediately notify the student and instruct the student to leave the clinical setting, and the student will receive a clinical and course failure. The faculty member will then notify the Undergraduate Chair who will then notify the Dean of Nursing of the incident.

The clinical faculty member in consultation with the course coordinator will review all of the written documentation involved in the incident to determine whether there are grounds that unsafe/unethical practice has occurred. If it is determined at this point, that critically unsafe/unethical practice and/or behavior has occurred, the Undergraduate Chair will meet with the Dean of Nursing to review the written documentation and provide recommendations in determining and evaluating an action plan regarding the incident and the student's eligibility to remain in the nursing program.

After a gravely unsafe incident, a recommendation for dismissal from the nursing course and/or program is made, the Dean of Nursing will refer the matter to the ARG Subcommittee for review. The student has the right of due process and will be notified in writing at least three days prior to the scheduled ARG Subcommittee meeting which provides an opportunity for the student to respond to the allegations. The student will be notified in writing of the ARG Subcommittee's decision after a thorough review of all data. The student has the right to appeal the ARG Subcommittee's decision. Refer to the AU Academic Catalog for appeal procedures.

Standard Precautions

The Center for Disease Control and Prevention (CDC) recommended Standard Precautions are outlined below and can be found at the CDC's webpage. It is the student's responsibility to maintain compliance with these recommendations in all clinical settings.

Because the potential diseases in a patient's blood and body fluids cannot be known, blood and body fluid and substance precautions recommended by the CDC should be adhered to for all patients and for all specimens submitted to the laboratory. These precautions, called "standard precautions," should be followed regardless of any evidence or lack of evidence of the patient's infection status. Students should routinely use barrier protection to prevent skin and mucous membrane contamination with:

- Secretions and excretions, except sweat, regardless of whether or not they contain visible blood
- Body fluids of all patients and specimens
- Non-intact skin
- Mucous membranes

Hand Hygiene
The following guidelines will help prevent contamination:

- Wash hands after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves are worn, and/or immediately wash hands prior to any client

interaction or nursing intervention. Perform hand hygiene immediately after gloves are removed, between patient contacts, and when otherwise indicated to avoid transfer of microorganisms to other patients or environments. It may be necessary to wash hands between tasks and procedures on the same patient to prevent cross contamination of different body sites.

- Use a plain (non-antimicrobial) soap for routine hand washing.
- Use an antimicrobial agent or waterless antiseptic agent for specific circumstances (e.g., control of outbreaks or hyper endemic infections) as defined by the infection control program.
- Wash hands upon entering and exiting a patient room.

Gloves
Wear gloves (clean non-sterile gloves are adequate) when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same patient after contact with material that may contain a high concentration of microorganisms and perform hand hygiene. Remove gloves promptly after use, before touching non-contaminated items and environmental surfaces, and before providing care to another patient. Perform hand hygiene immediately to avoid transfer of microorganisms to other patients or environments.

Mask, Eye Protection, Face Shield
Wear a mask and eye protection or a face shield to protect mucous membranes of the eyes, nose, and mouth during procedures and when performing patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Gown
Wear a gown (a clean non-sterile gown is adequate) to protect skin and prevent soiling of clothing during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions or excretions, or cause soiling of clothing. Select a gown that is appropriate for the activity and amount of fluid likely to be encountered. Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other patients or environments.

Patient Care Equipment
Handle used patient care equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other patients and environments. Ensure that reusable equipment is not used for the care of another patient until it has been appropriately cleaned and reprocessed. Ensure that single use items are properly discarded.

Environmental Control
Follow procedures for the routine care, cleaning, and disinfection of environmental surfaces, beds, bed rails, bedside equipment, and other frequently touched surfaces.

Linen
Handle, transport, and process used linen soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures and contamination of clothing, which avoids transfer of microorganisms to other patients and environments.

Occupational Health and Bloodborne Pathogens

Take care to prevent injuries when:

- Using needles, scalpels, and other sharp instruments or devices.
- Handling sharp instruments after procedures.
- Cleaning used instruments and when disposing of used needles.

Never recap used needles, manipulate them with both hands, or use any other technique that involves directing the point of a needle toward any part of the body. Instead, use either a one-handed scoop technique or a mechanical device designed for holding the needle sheath. Do not remove used needles from disposable syringes by hand and do not bend, break, or manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in appropriate puncture-resistant containers located as close as practical to the area in which the items were used. Place reusable syringes and needles in a puncture-resistant container for transport to the reprocessing area.

Use mouthpieces, resuscitation bags, or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

Student Occurrence or Exposure
Any student involved in a clinical occurrence (e.g. needle stick, patient or student fall/injury, medication error, etc.) must adhere to the following protocol for reporting the occurrence:

1. Notify the nurse responsible for the patient immediately.
2. Notify the clinical instructor, preceptor, and/or faculty member as quickly as possible after the occurrence happens. The clinical instructor, preceptor, and faculty will provide information on appropriate actions to be taken.
3. Notify the charge nurse.
4. If exposure occurs, complete the AU Exposure Incident Report (found in appendix) and provide a copy to the SON Undergraduate Chair and AU Health Services.
5. Meet any facility policy regarding occurrences.

Any medical services provided to the nursing student in a clinical facility will be billed against the health insurance of the student. Any financial obligations (e.g. copay, balance due) will be the sole responsibility of the student.

Student Grievance, Complaint, and Right of Appeal Guidelines

Course/Clinical Grievance (SON)

Course/Clinical grievance issues/concerns in a single course, such as the quality of instruction, fairness and equity in awarding grades or evaluations should use the following procedures:

1. If the issue(s) concern a single course, the student should make an appointment with the course instructor, clinical instructor and/or the course coordinator (as appropriate), provide a written explanation and attempt to come to an amicable resolution. A written response will be given to the student within five working days.
2. If the issue cannot be settled at the course level, an appointment should be made to provide a written explanation and discuss the issue(s) with the Undergraduate Chair of Nursing. A written response will be given to the student within five working days.

Formal Complaint (SON)

The SON defines a formal complaint as a concern about a specific aspect of the nursing program expressed by the individual affected and communicated in writing to the Dean of the SON who has the authority to respond. However, first a student must initiate the course/clinical grievance with the specific course and/or clinical instructor and then proceed to the Undergraduate Chair of Nursing for resolution prior to filing a formal complaint in writing to the Dean. Once receiving a formal complaint, a written response will be given to the nursing student within five working days.

Right of Appeal (AU)

The SON adheres to the AU Right of Appeal as outlined in the AU Academic Catalog. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures described above in Course/Clinical Grievances, a formal complaint may be filed as described above in the section above titled Formal Complaint. In the current AU Academic Catalogue (Right of Appeal) states that after addressing a formal complaint with the Dean of Nursing, then a written appeal is submitted to the Office of the Provost. A response will be returned to the student within five working days. The Office of the Provost renders a final response.

Issues/concerns related to deviations from the prescribed admission policies, progression policies, program of study and graduation policies should be submitted to the ARG Subcommittee within the SON.

Procedures:

1. Requests to the ARG Subcommittee must be in writing and received no later than five (5) days prior to the scheduled subcommittee meeting
2. The student will receive a letter from the ARG Subcommittee regarding its decision.
3. The student's request and the subcommittee's decision will be placed in the student's academic file in the SON.

Grade Appeals/Changes

1. If a student files an appeal within a course, it must be in writing and the student may continue to progress while the appeal is in process until a resolution is determined.
2. An appeal must be filed within 30 days of the incident or end of course.
3. Each person to whom an appeal is made has 5 working days in which to communicate the decision to the student.

Student Records

The records kept at the SON will be maintained in a secure location. The nursing school's policy is established based on three record keeping processes. These are:

- Active student records – A file will be kept in the locked file record room that will hold the documents pertaining to the academic advising and progress notes, academic progress, and health records of the student.

- Graduated student records – A file will be kept in the locked file record room that will hold the documents pertaining to the prior academic processing and progress notes, academic success of the student, student health records, and materials noting the eligibility for taking the NCLEX-RN examination and state licensure. These records will be kept in the locked file record room for three years after graduation and then moved to a secured storage environment.
- Dismissed/withdrawn student records – A file will be kept in the locked file record room that will hold the documents pertaining to the student's academic progress, academic advising and progress notes, and the rationale and grievance process related to the student's dismissal or withdrawal from the nursing program. These records will be kept for four years after the student was initially enrolled. After this time, the records will be shredded.

The individuals having access to student records include administration, faculty, and staff serving in the nursing school. If the student files a verbal or written request to obtain any of his/her academic records, the university processes of sharing the records will be implemented. This process can be found online under the "Student Records Policy and FERPA" section of the Registrar's page.

Senior Information

Nursing students will use the AU Undergraduate Catalog for the year they entered the university to direct their general education requirements. Candidates for graduation must meet the requirements set by the University.

Students must also meet the degree requirements for the nursing major set forth in the catalog at the time of admission to the major as specified in the admission letter. Nursing credits applied toward a degree in nursing must have been completed within five years preceding the date of graduation.

Professional Ceremonies and Convocation

Near the time of graduation, the SON holds a Pinning Ceremony to recognize and honor the graduates and to welcome them into the profession. Baccalaureate graduates will receive the School pin and lamp and make a public pledge to the profession of nursing during this ceremony.

The pin design is described as follows:

- SEVEN RAYS – representing Faith, Hope, Love, Charity, Loyalty, Service and Truth
- LAMP – representing the lamp of knowledge Florence Nightingale carried when caring for patients
- CROSS – representing our commitment to Christ and His gift of salvation for all
- FLAME – representing the Holy Spirit

During the Pinning Ceremony, the graduates light their lamp and state a pledge which is historically linked to Florence Nightingale who distinguished herself during the Crimean War nursing sick and wounded British soldiers. Because of her selfless duty during the Crimean War, Florence Nightingale became known as the "lady with the lamp." As a tribute to her dedication, the lamp icon became symbolic of nursing. The lamp will always shine brightly as a symbol of the care and devotion for those to whom the nurse administers to in the practice of Nursing.

SON faculty will organize pin and lamp ordering for senior nursing students early in the last semester. A realistic time frame for the ordering, payment, manufacturing and shipping of the pins and lamps will be given after collaboration with the supplier. It is the student's responsibility to return the order form and payment within the allotted time frame. If all the students do not meet the order and payment due date, there is no guarantee the pins and lamps will arrive on time for the ceremony.

Graduating seniors are expected to attend the Pinning Ceremony and AU Commencement Ceremony. Students will be pinned by a designee within the SON.

Graduation Requirements

1. The student must complete AU requirements.
2. Upon completion of the program, recommendation by the faculty and endorsement by the Dean, BSN graduates are eligible to apply to take the NCLEX-RN licensure exam required to practice nursing as a Registered Nurse.

NCLEX-RN

All graduates of nursing programs are required to pass the NCLEX in order to obtain a license to practice nursing and to use the title "RN." The examination is the same in each state and is offered via computer at various testing sites throughout each state.

Application materials are available online for each state board of nursing. Seniors should submit the required materials, which vary by state, to the office of the Dean of Nursing for endorsement. Students seeking licensure outside South Carolina need to include the mailer with sufficient postage. Each state's Board of Nursing determines the applicant's eligibility to take NCLEX. Applicants who have any misdemeanors or criminal records should seek consultation of the Board of Nursing several months before the application deadline. All graduate nurses are personally notified of their performance on the NCLEX by the State Board of Nursing in the state where they took the examination. This information is reported as either "pass" or "fail." No individual scores are given. Successful candidates are listed as registered nurses on the State Board website. South Carolina is a member of the Nurse Licensure Compact (NLC). Nurses with a compact license may practice in any compact state. Some states are not members of the compact so registered nurses must obtain a separate license to practice in that state. More information on NLC can be found at https://www.nursecompact.com/

NOTE: Each student is responsible for completing the application process and meeting all deadlines. Practicing without a valid license is a serious and punishable offense.

Appendix

Included here are examples of forms that may be utilized within the School of Nursing. Forms may vary by course and clinical expectations.

ANDERSON UNIVERSITY
SCHOOL OF NURSING

Request for Progression in the Nursing Curriculum
Due to the AUSON by February 15, 2022

Name _____ Student ID # _____

Advisor _____ AU Email address _____@

Please certify the following statements with your advisor:

Initial if met		Office Use Only
	1. Completed all courses required Freshman year	
	2. Completed all courses required Sophomore year - fall semester	
	3. Satisfactory progress in all courses required Sophomore year spring semester	
	4. Current cumulative GPA ≥ 3.0	
	5. Science GPA ≥ 3.0 (BIO 201, BIO 202, BIO 215 and CHE 107/108 ONLY)	
	6. By the end of Sophomore spring semester, attained a minimum of 32 Journey (Chapel) credits	/32
	7. By the end of Sophomore spring semester, attained a minimum of 18 Curriculum Enhancement Program (CEP) credits	/18
	8. Minimum Score achieved on SAT (old 1000; new 1100) or ACT (21)	
	9. Minimum Score achieved on Math portion of SAT (old 450; new 500) or ACT (19)	
	10. Completed the TEAS exam with a 76 and scores provided to Anderson University	

*****If you do not meet any of the above items, please contact your advisor immediately!***

I understand that if accepted, prior to beginning the nursing curriculum next fall semester, I am required to obtain all immunizations requested, show evidence of health insurance, evidence of malpractice insurance, current American Heart Association BLS for Healthcare provider CPR certification, negative urine drug screen, and clear background check. I understand that I will not be allowed to progress into the nursing curriculum if these requirements are not met on the first day of the fall semester. I understand failure to provide appropriate documentation may result in a 1 year delay in progression of nursing academics or dismissal.

Student Signature (required) _____ Date _____

Advisor Signature (required) _____ Date _____

Revised 06.12.18

ANDERSON UNIVERSITY
SCHOOL OF NURSING

Fitness for Duty – Return to Classroom and Clinical Courses

Student Name: _____ Student ID: _____
Absence Dates:_____

This form is required for all students who have experienced an illness, injury, pregnancy, hospitalization or other circumstance which resulted in either a physical or psychological limitation(s) or an absence from the program of more than 3 days consecutively.

As the healthcare provider completing this form, please use the following information to determine if this student is prepared to physically and emotionally handle returning to the classroom and clinical setting, which includes:

- Each clinical day is 8-12 hours in length
- Students are expected to complete nursing care activities comparable to that of a staff nurse with the supervision of their clinical instructor
- Physical demands in the nursing program include duties that frequently require squatting, bending, kneeling, reaching, and stair climbing, lifting and carrying up to 50 pounds; frequently pushing and pulling up to 200 pounds with assistance; occasionally lifting up to 200 pounds with assistance and occasional carrying up to 51 to 74 pounds. Duties also require constant use of sense of sight, hearing, touch, and speech. Environmental conditions include procedures that involve handling blood and body fluids using standard (universal) precautions.

Please indicate your recommendation regarding this student's ability to return to the classroom/clinical setting. The student must be free of any restrictions or limitations which may endanger the student's health or a client's safety in the clinical setting.

_____ I find the above named student fit for duty with NO restrictions or limitations in the classroom or clinical setting.

_____ I find the above named student fit for duty only WITH the following restrictions or limitations for the specified time period:

_____

_____

_____

_____ I find the above named student NOT fit for duty; may reconsider after _____ (date)

_____ _____
Healthcare Provider Signature/Title Date

_____ UPIN#_____
Healthcare Provider Printed Name/Title

_____
Address

_____
Office phone number/email address

06.12.14

10 point Rubric

<table>
<tr><th colspan="4">4 points</th></tr>
<tr><td colspan="2">Complete Practice Assessment A
Remediation
● 1 hour in focused review
● Complete active learning templates with 3 critical points for each topic missed</td><td colspan="2">Complete Practice Assessment B
Remediation
● 1 hour in focused review
Complete active learning templates with 3 critical points for each topic missed</td></tr>
<tr><td colspan="4">Then, take Proctored Assessment</td></tr>
<tr><td>Score?
Level 3 – 4 points</td><td>Score?
Level 2 – 3 points</td><td>Score?
Level 1 – 1 point</td><td>Score?
Below Level 1 – 0 points</td></tr>
<tr><td>Review
● 1 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td><td>Review
● 2 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td><td>Review
● 3 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td><td>Review
● 4 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td></tr>
<tr><td>2 points</td><td>2 points</td><td>2 points</td><td>2 points</td></tr>
<tr><td colspan="4">Proctored Assessment Retake</td></tr>
<tr><td>No Retake (optional)</td><td>No Retake (optional)</td><td>Retake required</td><td>Retake required</td></tr>
<tr><td>Total points possible =10/10</td><td>Total points possible =9/10</td><td>Total points possible =7/10</td><td>Total points possible =6/10</td></tr>
</table>

50 Point Rubric

<table>
<tr><th colspan="4">20 points</th></tr>
<tr><td colspan="2">Complete Practice Assessment A
Remediation
● 1 hour in focused review
● Complete active learning templates with 3 critical points for each topic missed</td><td colspan="2">Complete Practice Assessment B
Remediation
● 1 hour in focused review
Complete active learning templates with 3 critical points for each topic missed</td></tr>
<tr><td colspan="4">Then, take Proctored Assessment (Proctored Assessments are required!)</td></tr>
<tr><td>Score?
Level 3 – 20 points</td><td>Score?
Level 2 – 15 points</td><td>Score?
Level 1 – 5 point s</td><td>Score?
Below Level 1 – 0 points</td></tr>
<tr><td>Review
● 1 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td><td>Review
● 2 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td><td>Review
● 3 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td><td>Review
● 4 hour focused review
● Complete & submit active learning template and 3 critical points for each topic missed</td></tr>
<tr><td>10 points</td><td>10 points</td><td>10 points</td><td>10 points</td></tr>
<tr><td colspan="4">Proctored Assessment Retake</td></tr>
<tr><td>No Retake (optional)</td><td>No Retake (optional)</td><td>Retake required</td><td>Retake required</td></tr>
<tr><td>Total points possible =50/50</td><td>Total points possible =45/50</td><td>Total points possible =35/50</td><td>Total points possible =30/10</td></tr>
</table>

100 point Rubric

<table>
<tr><th colspan="4">40 points</th></tr>
<tr><td colspan="2">Complete Practice Assessment A
Remediation
● 1 hour in focused review
● Complete active learning templates by hand with 3 critical points for each topic missed</td><td colspan="2">Complete Practice Assessment B
Remediation
● 1 hour in focused review
Complete active learning templates by hand with 3 critical points for each topic missed</td></tr>
<tr><td colspan="4">Then, take Proctored Assessment</td></tr>
<tr><td>Score?
Level 3 – 40 points</td><td>Score?
Level 2 – 30 points</td><td>Score?
Level 1 – 10 point</td><td>Score?
Below Level 10 – 0 points</td></tr>
<tr><td>Review
● 1 hour focused review
● Complete & submit active learning template by hand and 3 critical points for each topic missed</td><td>Review
● 2 hour focused review
● Complete & submit active learning template by hand and 3 critical points for each topic missed</td><td>Review
● 3 hour focused review
● Complete & submit active learning template by hand and 3 critical points for each topic missed</td><td>Review
● 4 hour focused review
● Complete & submit active learning template by hand and 3 critical points for each topic missed</td></tr>
<tr><td>20 points</td><td>20 points</td><td>20 points</td><td>20 points</td></tr>
<tr><td colspan="4">Proctored Assessment Retake</td></tr>
<tr><td>No Retake (optional)</td><td>No Retake (optional)</td><td>Retake required</td><td>Retake required</td></tr>
<tr><td>Total points possible =100/100</td><td>Total points possible =90/100</td><td>Total points possible =70/100</td><td>Total points possible =60/100</td></tr>
</table>

Rubric for Comprehensive Predictor

NUR 459 Senior Seminar

For 100 point rubric:

40 points			
Complete Practice Assessment A Remediation ● 2 hours in focused review ● Complete & submit active learning templates by hand with 3 critical points for each topic missed		Complete Practice Assessment B Remediation ● 2 hours in focused review ● Complete & submit active learning templates by hand with 3 critical points for each topic missed	
Then, take Proctored Assessment (Proctored Assessments are required!)			
Score? **≥95% – 40 points**	**Score?** **≥90% – 30 points**	**Score?** **≥85% – 10 point**	**Score?** **≤ 84% – 0 points**
Review ● 1 hour focused review ● Complete & submit active learning template by hand and 3 critical points for each topic missed	Review ● 2 hour focused review ● Complete & submit active learning template by hand and 3 critical points for each topic missed	Review ● 3 hour focused review ● Complete & submit active learning template by hand and 3 critical points for each topic missed	Review ● 4 hour focused review ● Complete & submit active learning template by hand and 3 critical points for each topic missed
20 points	**20 points**	**20 points**	**20 points**
Proctored Assessment Retake			
No Retake (optional)	No Retake (optional)	Retake required	Retake required
Total points possible =100/100	**Total points possible =90/100**	**Total points possible =70/100**	**Total points possible =60/100**

DAILY CLINICAL EVALUATION

MANDATORY

Student Name: _____ **Course:** NUR 320 _____ **Clinical Date**:_____

KEY: S=Satisfactory, NI=Needs Improvement, U=Unsatisfactory, N/A=Not Applicable

	Patient-Centered Care:	**Rating:**	**Comments:**
1.	Demonstrates therapeutic communication skills at a beginning level.		
2.	Verbalizes appropriate plan of care for patient.		
3.	Assess patient for signs and symptoms of illness and/or health changes.		
4.	Observe for signs and symptoms of therapeutic responses or adverse reactions to medications and treatments.		
II.	**Teamwork and Collaboration:**		
1.	Demonstrates professional collaboration with treatment team members.		
2.	Give SBAR report to appropriate clinical staff prior to leaving the floor.		
III.	**Evidence-Based Practice:**		
1.	Begins to recognize the importance of utilizing evidenced-based literature to support clinical decision making.		
IV.	**Quality Improvement:**		
1.	Seek information about processes and/or projects to improve care.		
2.	Deliver care in timely and cost effective manner.		
V.	**Safety:**		
1.	Is prepared to accept clinical assignment a) Submits appropriate data for client assignment to clinical faculty by the assigned due date. b) Prepared for clinical skills necessary to safely perform assigned skills, should they be required.		
2.	Provides safe care with assigned skills and client interactions.		
3.	Report signs and symptoms of change in patient's behavior to appropriate staff		
4.	Identifies own strengths and weaknesses in the clinical setting and seeks appropriate assistance from faculty, staff and peers as appropriate.		
VI.	**Informatics:**		
1.	Successfully completes and submits care plan and assessment note by the assigned due date.		
2.	Documents clearly and concisely in the electronic medical record or other legal record for the appropriate care setting.		
VII.	**Professionalism:**		
1.	Participates in post conference and effectively communicates pertinent information.		
2.	Demonstrates legal and ethical behaviors that reflect accountability and standards of nursing practice according to the ANA Code of Ethics.		
3.	Returns all HIPPA sensitive documents to instructor for confidential trash.		
4.	Demonstrates professional behavior when interacting with clients, families, and/or health care team members.		
5.	Functions within the boundaries of the student nurse (including dress code).		

Student Signature: _____ Faculty Signature: _____ Date:_____

Students are responsible for meeting each item listed. For an NI, specific details will be provided by the instructor to address the area and timeframe for improvement. A U warrants clinical counseling and a written action plan using the Student Learning Contract Form-Remediation Plan for "At Risk Behavior." If the actions in the remediation plan are not met by the date and time specified, then the student may fail the course. More than 3 NI in one line item during the course and/or greater than 2 total (cumulative) U may result in receiving an Unsatisfactory for clinical, resulting in failure of the course. NI and U must be improved to a level of S by the Final Clinical Evaluation in order to pass clinical and progress. U on any daily or mid-term clinical, med administration, simulation, etc. evaluation are cumulative and a third U in a subsequent course within the program may constitute a clinical failure. A clinical failure will result in failure of the entire course. Refer to BSN Handbook for additional details

Daily Clinical Medication Administration Evaluation

Name:_____ **Faculty:**_____ **Date/Week:**_____
Students are responsible for each behavior listed on these outcome statements.

A" U" may lead to a CI-Clinical incident and failure of the day or course. Any area listed with N/I or U must be remediated as designated by the clinical faculty member.

ASSESSMENT	**RATING*** S U N/O N/I N/A	**COMMENTS** S N/I U
1. Utilized assessment data regarding clients medication profile for safe outcomes		
2. Chose appropriate use of assessment data for each client for scheduled and unscheduled medications.		
3. Begins to complete pain assessment when appropriate and needed		
PLANNING		
1. Demonstrated appropriate drug knowledge and nursing implications		
2. Validated medication orders for clients prior to administering.		
3. Communicated discrepancies and/or inappropriate dosages, as well as need to withhold medications appropriately.		
4. Communicated appropriately to instructor, staff, peers, clients, and significant others as needed.		
INTERVENTION		
1. Observed 6 rights.		
2. Demonstrated knowledge regarding administration of medication by the following routes: [ ] PO [ ] IM [ ] Insulin-SC [ ] SC [ ] NG/G tube [ ] R [ ] Nasal [ ] MDIs [ ] SVN [ ] Eye drops [ ] Ear drops [ ] Topical [ ] IVPbk		
3. Used safe and appropriate technique at all times.		
4. Documented appropriately all meds given or not given.		
5. Demonstrated responsibility for administration of scheduled and unscheduled medications, including narcotic drugs according to agency policy.		
EVALUATION		
1. Evaluated effect of medications appropriately.		
2. Evaluated self accurately and appropriately.		
3. Sought assistance as needed from faculty or assigned staff nurse.		
4. Demonstrates professionalism and accountability for performing and communicating appropriately during medication administration. According to Anderson University policies, agency policy and ANA code of ethics.		
OVERALL RATING FOR MEDICATION ADMINISTRATION CLINICAL DAY		

Faculty Signature:_____ Student Signature:_____

ANDERSON UNIVERSITY

SCHOOL OF NURSING

BSN – NUR 320 Mid-Term and Final Clinical evaluation

Student Name_____

Faculty_____ Semester_____

Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

Core Competencies	Midterm			Final	
	S	NI	U	S	U
Focusing on the development of clinical judgement, basic nursing principles, key nursing interventions, the nursing process, effective communication, infection control, safety, and health care trends. By the end of NUR 320, the student should be able to:					
Patient-Centered Care					
Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process					
Demonstrate caring behaviors while respecting diversity of individuals					
Conduct a comprehensive assessment while eliciting patient values, preferences and needs					
Demonstrate beginning competency in skills (BP, Foley, etc.)					
Teamwork and Collaboration					
Develop effective communication skills (verbally and through charting) with patients, team members, and family					
Identify relevant data for communication in pre and post conferences					
Identify intra and inter-professional team member roles and scopes of practice					
Establish appropriate relationships with team members and assists when necessary					
Identify need for help when appropriate to situation					
Evidence-Based Practice					
Identifies and locates evidence-based literature related to clinical policy and practice activities per institution guidelines					
Verbalizes the importance of evidence-based practice in determining best clinical practice					
Quality Improvement					
Deliver care in timely and cost effective manner					
Seek information about processes/projects to improve care (QI)					
Verbalizes the significance of variance reporting					
Safety					
Demonstrate effective use of technology and standardized practices that support safety and quality					
Implement strategies to reduce risk of harm to self or others					
Demonstrate appropriate clinical decision making					
Perform safe medication administration					
Identify national patient safety goals and quality measures					

Communicate observations or concerns related to hazards and errors to patient, families, and the health care team					
Organize multiple responsibilities and provide care in a timely manner					
Informatics					
Navigate the electronic health record for patient information where appropriate for clinical setting					
Document clear and concise responses to care in the electronic health record, where appropriate for clinical setting					
Identify information and clinical technology using critical thinking to collect, process, and communicate data					
Manage data, information, and knowledge of technology in an ethical manner					
Protect confidentiality of electronic health records					
Professionalism					
Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)					
Maintain professional behavior and appearance by adhering to Anderson University, School of Nursing dress code policy.					
Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Anderson University, School of Nursing, and clinical partners.					
Accept constructive criticism and develop plan of action for improvement					
Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner					
Provide evidence of preparation for clinical learning experiences					
Arrive to clinical experiences at assigned times					
Demonstrate expected behaviors and complete tasks in a timely manner					
Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions					
Engage in self-evaluation					
Assume responsibility for learning					

Comments:_____

_____

MID-TERM:

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

FINAL:
Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

ANDERSON UNIVERSITY

SCHOOL OF NURSING

BSN – NUR 324 Mid-Term and Final Clinical evaluation

Student Name_____

Faculty_____ Semester_____

Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

Core Competencies	Midterm			Final	
	S	NI	U	S	U
Focusing on the roles and responsibilities of professional nursing practice for patients with specific medical and/or conditions by applying the nursing process with emphasis on care that addresses the specific needs of the adult patient for the maintenance, promotion and restoration of physiological/psychosocial function. By the end of NUR 324, the student should be able to:					
Patient-Centered Care					
Institute an individualized plan of care with a focus on assessment and planning utilizing the nursing process					
Describe the pathophysiology and pharmacotherapy for selected patients					
Demonstrate caring behaviors while respecting diversity of individuals					
Teach patients/family members regarding health promotion, wellness, disease management, and prevention					
Utilize comprehensive assessment data, incorporating the patient's values, preferences, needs, and diversity					
Teamwork and Collaboration					
Develop effective communication skills (verbally and through charting) with patients, team members, and family					
Identify relevant data for communication in pre and post conferences					
Identify intra and inter-professional team member roles and scopes of practice					
Establish appropriate relationships with team members and assists when necessary					
Identify need for help when appropriate to situation					
Evidence-Based Practice					
Identifies and locates evidence-based literature related to clinical policy and practice activities per institution guidelines					
Verbalizes the importance of evidence-based practice in determining best clinical practice					
Quality Improvement					
Deliver care in timely and cost effective manner					
Seek information about processes/projects to improve care (QI)					
Verbalizes the significance of variance reporting					
Safety					
Demonstrate effective use of technology and standardized practices that support safety and quality					
Implement strategies to reduce risk of harm to self or others					
Demonstrate appropriate clinical decision making					

Perform safe medication administration					
Identify national patient safety goals and quality measures					
Communicate observations or concerns related to hazards and errors to patient, families, and the health care team					
Organize multiple responsibilities and provide care in a timely manner					
Informatics					
Navigate the electronic health record for patient information where appropriate for clinical setting					
Document clear and concise responses to care in the electronic health record, where appropriate for clinical setting					
Identify information and clinical technology using critical thinking to collect, process, and communicate data					
Manage data, information, and knowledge of technology in an ethical manner					
Protect confidentiality of electronic health records					
Professionalism					
Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)					
Maintain professional behavior and appearance by adhering to Anderson University, School of Nursing dress code policy.					
Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Anderson University, School of Nursing, and clinical partners.					
Accept constructive criticism and develop plan of action for improvement					
Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner					
Provide evidence of preparation for clinical learning experiences					
Arrive to clinical experiences at assigned times					
Demonstrate expected behaviors and complete tasks in a timely manner					
Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions					
Engage in self-evaluation					
Assume responsibility for learning					

Comments:_____

_____

MID-TERM:

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

FINAL:
Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

ANDERSON UNIVERSITY

SCHOOL OF NURSING

BSN – NUR 420 Mid-Term and Final Clinical evaluation

Student Name_____

Faculty_____ Semester_____

Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

Core Competencies	Midterm			Final	
	S	NI	U	S	U
Focusing on the care, counseling, and education of childbearing families with an emphasis on the nursing management of developmental and pathological human responses related to healthy and high risk childbearing families. By the end of NUR 420, the student should be able to:					
Patient-Centered Care					
Compile and document assessment data on intra-partum, post-partum, and newborn patients appropriate to clinical setting					
Apply the nursing process with a focus on planning and implementation of care of the laboring, post-partum, newborn, and family while respecting patient values, preferences and needs					
Demonstrates caring behaviors while respecting diversity of individuals					
Prioritize care based on knowledge of pathophysiology and pharmacotherapy with respect for diverse patient backgrounds					
Value continuous improvement of own communication and conflict resolution skills while communicating care provided and needed at each transition in care					
Teamwork and Collaboration					
Develop effective communication skills (verbally and through charting) with patients, team members, and family					
Identify relevant data for communication in pre and post conferences					
Identify intra and inter-professional team member roles and scopes of practice					
Establish appropriate relationships with team members and assists when necessary					
Identify need for help when appropriate to situation					
Evidence-Based Practice					
Identifies and locates evidence-based literature related to clinical policy and practice activities per institution guidelines					
Verbalizes the importance of evidence-based practice in determining best clinical practice					
Quality Improvement					
Deliver care in timely and cost effective manner					
Seek information about processes/projects to improve care (QI)					
Verbalizes the significance of variance reporting					
Safety					
Demonstrate effective use of technology and standardized practices that support safety and quality					
Implement strategies to reduce risk of harm to self or others					
Demonstrate appropriate clinical decision making					

Identify national patient safety goals and quality measures					
Communicate observations or concerns related to hazards and errors to patient, families, and the health care team					
Perform safe medication administration					
Organize multiple responsibilities and provide care in a timely manner					
Informatics					
Navigate the electronic health record for patient information where appropriate for clinical setting					
Document clear and concise responses to care in the electronic health record, where appropriate for clinical setting					
Identify information and clinical technology using critical thinking to collect, process, and communicate data					
Manage data, information, and knowledge of technology in an ethical manner					
Protect confidentiality of electronic health records					
Professionalism					
Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)					
Maintain professional behavior and appearance by adhering to Anderson University, School of Nursing dress code policy.					
Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Anderson University, School of Nursing, and clinical partners.					
Accept constructive criticism and develop plan of action for improvement					
Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner					
Provide evidence of preparation for clinical learning experiences					
Arrive to clinical experiences at assigned times					
Demonstrate expected behaviors and complete tasks in a timely manner					
Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions					
Engage in self-evaluation					
Assume responsibility for learning					

Comments:_____

_____

_____

MID-TERM:
Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

FINAL:
Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

ANDERSON UNIVERSITY

SCHOOL OF NURSING

BSN – NUR 421 Mid-Term and Final Clinical evaluation

Student Name_____

Faculty_____ Semester_____

Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

Core Competencies	Midterm			Final	
	S	NI	U	S	U
By the end of NUR 421, the student should be able to:					
Patient-Centered Care					
Complete pediatric assessments with respect for individual values, preferences, and needs					
Applies the nursing process with a focus on planning and implementation of care of pediatric patients and families					
Integrate growth and development stages of infant, child, and adolescent into plan of care					
Conduct clinical skills and identifies rationale for interventions and potential associated complications for both pathophysiological and pharmacological needs of the pediatric patient					
Demonstrate caring behaviors while respecting diversity of individuals					
Teamwork and Collaboration					
Develop effective communication skills (verbally and through charting) with patients, team members, and family					
Identify relevant data for communication in pre and post conferences					
Identify intra and inter-professional team member roles and scopes of practice					
Establish appropriate relationships with team members and assists when necessary					
Identify need for help when appropriate to situation					
Evidence-Based Practice					
Identifies and locates evidence-based literature related to clinical policy and practice activities per institution guidelines					
Verbalizes the importance of evidence-based practice in determining best clinical practice					
Quality Improvement					
Deliver care in timely and cost effective manner					
Seek information about processes/projects to improve care (QI)					
Verbalizes the significance of variance reporting					
Safety					
Demonstrate effective use of technology and standardized practices that support safety and quality					
Implement strategies to reduce risk of harm to self or others					
Demonstrate appropriate clinical decision making					
Identify national patient safety goals and quality measures					
Perform safe medication administration					

Communicate observations or concerns related to hazards and errors to patient, families, and the health care team					
Organize multiple responsibilities and provide care in a timely manner					
Informatics					
Navigate the electronic health record for patient information where appropriate for clinical setting					
Document clear and concise responses to care in the electronic health record, where appropriate for clinical setting					
Identify information and clinical technology using critical thinking to collect, process, and communicate data					
Manage data, information, and knowledge of technology in an ethical manner					
Protect confidentiality of electronic health records					
Professionalism					
Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)					
Maintain professional behavior and appearance by adhering to Anderson University, School of Nursing dress code policy.					
Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Anderson University, School of Nursing, and clinical partners.					
Accept constructive criticism and develop plan of action for improvement					
Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner					
Provide evidence of preparation for clinical learning experiences					
Arrive to clinical experiences at assigned times					
Demonstrate expected behaviors and complete tasks in a timely manner					
Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions					
Engage in self-evaluation					
Assume responsibility for learning					

Comments:_____

_____

MID-TERM:

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

FINAL:
Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

ANDERSON UNIVERSITY

SCHOOL OF NURSING

BSN – NUR 425 Mid-Term and Final Clinical evaluation

Student Name_____

Faculty_____ Semester_____

Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

Core Competencies	Midterm			Final	
	S	NI	U	S	U
Focusing on the biological, psychological, philosophical and sociocultural influences of complex health problems related to acute and traumatic conditions emphasizing on the concepts of circulation, oxygenation, homeostasis and compensation in the acutely ill adult. By the end of NUR 425, the student should be able to:					
Patient-Centered Care					
Complete a comprehensive assessment of the acutely ill adult with multiple complex health problems					
Utilize the nursing process in the care of individuals and their families requiring complex nursing interventions					
Integrate principles of pharmacotherapeutics when implementing nursing care of the acutely ill adult patient					
Incorporates prioritization and critical thinking skills while performing nursing care of the acutely ill adult patient					
Demonstrate caring behaviors while respecting diversity of individuals					
Teamwork and Collaboration					
Develop effective communication skills (verbally and through charting) with patients, team members, and family					
Identify relevant data for communication in pre and post conferences					
Identify intra and inter-professional team member roles and scopes of practice					
Establish appropriate relationships with team members and assists when necessary					
Identify need for help when appropriate to situation					
Evidence-Based Practice					
Identifies and locates evidence-based literature related to clinical policy and practice activities per institution guidelines					
Verbalizes the importance of evidence-based practice in determining best clinical practice					
Quality Improvement					
Deliver care in timely and cost effective manner					
Seek information about processes/projects to improve care (QI)					
Verbalizes the significance of variance reporting					
Safety					
Demonstrate effective use of technology and standardized practices that support safety and quality					
Implement strategies to reduce risk of harm to self or others					

Demonstrate appropriate clinical decision making					
Perform safe medication administration					
Identify national patient safety goals and quality measures					
Communicate observations or concerns related to hazards and errors to patient, families, and the health care team					
Organize multiple responsibilities and provide care in a timely manner					
Informatics					
Navigate the electronic health record for patient information where appropriate for clinical setting					
Document clear and concise responses to care in the electronic health record, where appropriate for clinical setting					
Identify information and clinical technology using critical thinking to collect, process, and communicate data					
Manage data, information, and knowledge of technology in an ethical manner					
Protect confidentiality of electronic health records					
Professionalism					
Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)					
Maintain professional behavior and appearance by adhering to Anderson University, School of Nursing dress code policy.					
Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Anderson University, School of Nursing, and clinical partners.					
Accept constructive criticism and develop plan of action for improvement					
Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner					
Provide evidence of preparation for clinical learning experiences					
Arrive to clinical experiences at assigned times					
Demonstrate expected behaviors and complete tasks in a timely manner					
Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions					
Engage in self-evaluation					
Assume responsibility for learning					

Comments:_____

_____

MID-TERM:

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

FINAL:
Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Student Learning Contract Form- Remediation Plan for "At Risk Behavior"

Name _____ **Course** _____
Date _____**Clinical site/unit** _____ **Simulation Lab** _____

Has this occurred before? Yes_____ No_____ **If yes, what course and semester?** _____
Description of behavior(s) placing student at risk:

Clinical Behavior violation:
Remediation action plan to be written by student in collaboration with the clinical instructor and/or course instructor. Identify actions that are intended to fix the behavior. Include date and resources required to be successful with action remediation plan.

Actions must be specific and list specific outcomes for success.

1. _____
   _____
   _____ **Date to be completed:** _____
2. _____
   _____
   _____ **Date to be completed:** _____
3. _____
   _____
   _____ **Date to be completed:** _____
4. _____
   _____
   _____ **Date to be completed:** _____

Faculty feedback/comments (optional):
_____
_____

Failure of the student to correct and meet remediation action plan may or will result in failure of the course.

Student Signature _____ **Date** _____

Advisor's Name _____ (A copy will be submitted to the student's advisor)

Faculty signature _____ **Date**_____

Final Evaluation of remediation plan: Satisfactory ____ **Unsatisfactory** ____

Faculty signature _____ **Date** _____

Student signature _____ **Date** _____

ANDERSON UNIVERSITY ACCIDENT/INJURY REPORT

TO BE COMPLETED BY STUDENT

(Please Print Legibly)

_____ Last Name First MI	Circle One: Male Female	Date of Birth / /	Mobile phone:_____
Home address: (include City, Zip Code):			
Where injury/exposure occurred:		Building:	
Date injury occurred:	Time: AM/PM (circle one)	Room #:	
Witness Name(s) to accident/injury:		Item or Equipment involved in injury/accident:	

Body Part injured
Finger____ Hand_____ (Right/Left) Arm____ (Right/Left)
Head____ Torso_____ Leg____ (Right/Left)
Other:_____

Has body part been injured/exposed before? YES____ NO____ If YES, please explain:
_____

Was the accident/injury reported on date it occurred? YES____ NO____
Please explain:
_____

To whom was the injury reported? _____

What was the date/time reported? _____

Did you seek medical attention for this injury prior to reporting it? YES____ NO____

If YES, please provide name of medical provider and explanation.
_____
_____

Did the injury result in missed classes? YES____ NO____

Describe how and what happened to cause this injury: _____
_____
_____
_____
_____

By signing this report form, I understand that I am giving my authorization to Health Services @ Thrive Wellness designated medical records custodians or database custodians to use and/or disclose my protected health information for the purpose of reviewing the accident/injury reported on this form.

Student Signature:_____ Date: ____/____/____

Medical Provider Signature: _____ Date: ____/____/____

Nursing Student Acknowledgement of Policies and Expectations

- I must **successfully pass a pre-enrollment physical**.
- A criminal background check is required before entering clinical courses and a clear result is expected. I understand that my clinical placement and/or licensure may be affected by information revealed through a criminal background check.
- I must submit to a **drug test** prior to beginning clinical courses and as required by our clinical partners. If I refuse to submit to drug testing, I will be dismissed from the SON. If I have a positive result on the drug test, I will follow the policy in the SON BSN Handbook. Random drug testing may be required.
- I must **satisfy all clinical requirements** prior to attending any clinical course. **If all documentation is not received by the deadline, the School of Nursing will drop me from all nursing courses for which I have not submitted documentation.**
- I will provide my own laptop with wireless connectivity and software (including secure browser) as required by the SON for testing.
- I must **pass all general education and nursing courses with a minimum grade of "C"** or better for progression to the next level.
- I understand the progression policy, as outlined in the SON Handbook.
- I must **pass the didactic and clinical** components to pass all clinical courses.
- I may be digitally recorded and I give my permission for this during class, simulation scenarios, lab activities, and testing. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing department. Students may not possess simulation lab videos or recordings.
- I am required to participate in the **Supplemental Testing (ATI), which will represent a portion of my course grade per the course syllabus.**
- I understand that I will be required to take **Comprehensive ATI exams during the final semester. This will represent a portion of my final grade per the course syllabus. If the required benchmark score is not obtained, remediation will be required to be completed successfully before the Dean will submit verification of the student's completion of educational requirements for permission to take NCLEX-RN.**
- **I understand I will be required to take an ATI Review.**
- I understand that if I have been counseled or disciplined for chemical, mental or physical impairment, while in school, or ever been convicted of a crime, I may be required to report it to the State Board of Nursing when applying for licensure.
- I understand that the SON BSN Handbook contains information for which I am held accountable and that I must review the Handbook at the beginning of each academic year. I understand that the policies set forth in the Handbook are binding and that breach of these policies can have consequences ranging from a written warning to dismissal from the program.
- I understand that the SON BSN Handbook may be updated at any time and that a current copy will be made available to me and I will be expected to follow those guidelines. Significant changes will be shared and a new Nursing Student Acknowledgement will be signed and inserted in my student file.
- I understand the SON BSN Handbook can be found on the AUSON website.
- I understand that academic policies that apply to all AU students may be found in the online academic catalog (Undergraduate Academic Catalog) and AU Student Handbook and are updated yearly. In the event there is an academic policy in the SON BSN Handbook that differs from the general academic policies of the University, the SON BSN Handbook policy will take precedence, as it is discipline specific.

I have read and understand this School of Nursing Contract and I agree to abide by the terms therein.

_____	_____
Student's Full Name (please print)	AU ID Number
_____	_____
Student Signature	Date

Acknowledgement Form: AUSON Drug Screening Policy

I _____have read and understand the AUSON Drug Screening policy as outlined in the AUSON student handbook. I agree to the drug screening guidelines. I hereby release the designated testing agency and its director, Anderson University, the School of Nursing and faculty from any claim in connection with the drug screening guidelines. I understand that in the event any legal action be taken as a result of the drug screening guidelines, confidentiality may no longer be maintained. I further understand that I will be subject to drug tests while enrolled in the School of Nursing. A positive drug test or refusal to submit to testing will result in dismissal from the School of Nursing.

_____ _____

Student Signature Date

8.18.20cc