



Undergraduate Handbook

2025-2026

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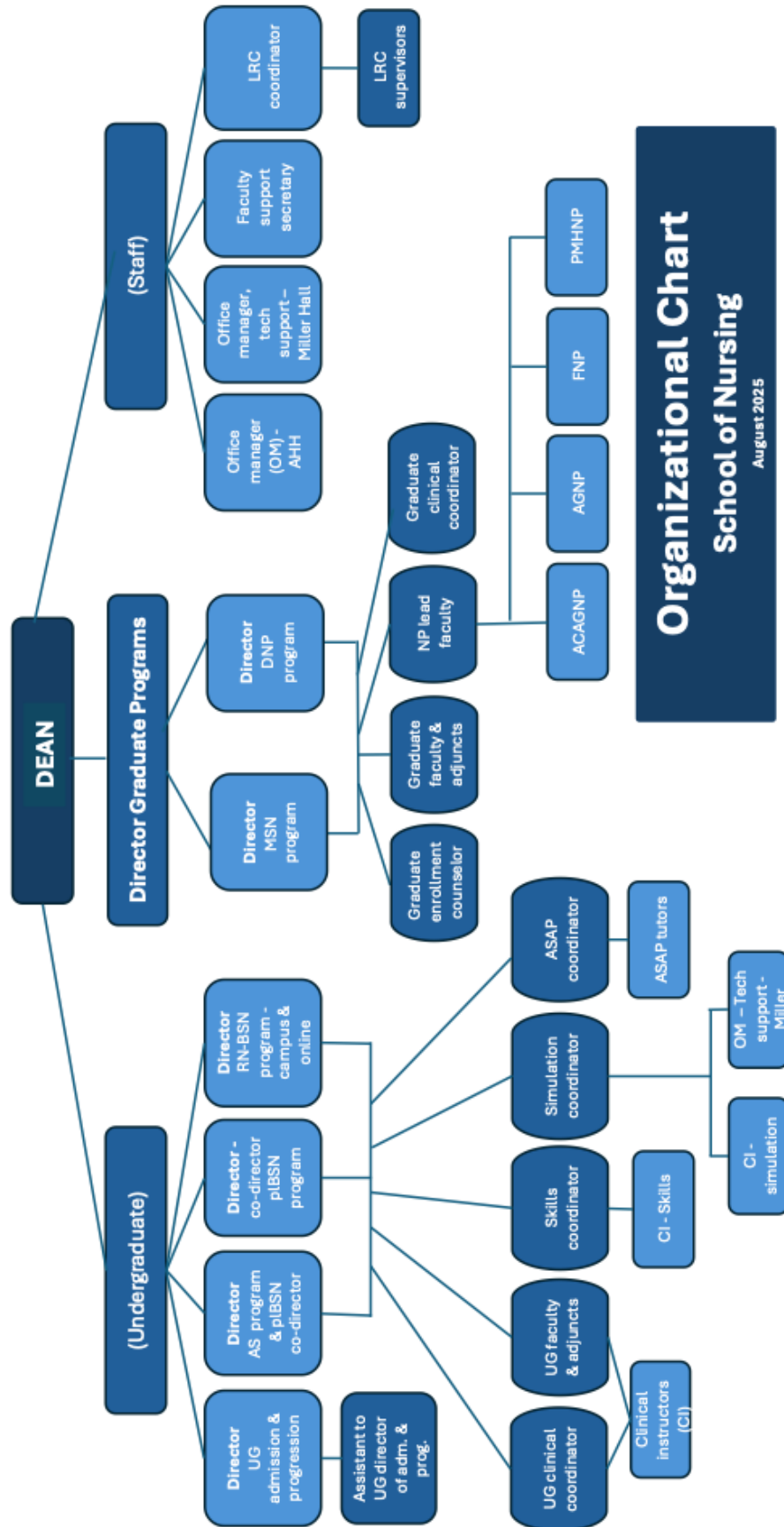
Every reasonable effort has been made to prepare this Handbook so everyone may understand it. Students should familiarize themselves with the policies outlined in this Handbook. The provisions of this Handbook; however, are not to be regarded as an irrevocable contract between the School of Nursing and the student. The School of Nursing reserves the right to change any provision or requirement at any time, without prior notice.

Any changes in policies, procedures, and program information will be clearly communicated to students in a timely manner via eClass, email and/or face to face.

Southern Adventist University - School of Nursing 2025-2026 Faculty/Staff Directory

FACULTY	Office Room #	O Phone (236-)	Email (@southern.edu)
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Haugen, Nissa	2305B	2941	nissah
Horton, LaShawn	2403	2959	lhorton
Huse, Jaclynn	2203	2987	jhuse
Johnson, Cynthia	3201	2953	cindyj
Jordan, Michael	3205	2162	jordanmb
Lazcano, Tony	1205	2958	alazcano
Peoples, Linda	2411	2968	lindacannon
Richards, Andrew	3203	2971	arichards
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Showalter, Christy	2213	2966	cshowalter
Shrode, Christina	2407	2967	cshrode
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Tryon, Lilly	3317	2154	ltryon
Tyman, Allie	2415	2946	atyman
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Krause, Dana	Massage & Intervention		drkrause
Miller, Shelly	Adv. Pharm		shellymiller
Valenca, Maria	MSN classes		valencam
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Clinton, Michelle – Off. Mgr. /Technical Support	MH 2005	2170	mclinton
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Johns, Barb – Fac. Sup.	2317	2155	bjohns
Lechler, Linda – LRC Supv.	2208	2970	llechler
Parks, Lisa – LRC Coord.	2208A	2974	lisaparks
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School of Nursing Organizational Chart



Welcome

Welcome to Southern Adventist University School of Nursing (SON). You have chosen a profession with many possibilities for ongoing joy, fulfillment and service to others. God has chosen you for a special work. Our goal is that graduates of the SON provide competent, compassionate care as exemplified by Christ.

The SON has a variety of undergraduate paths to help you achieve your goals:

- **AS** – (2.5 to 3 years) – a slightly shorter path which prepares you for the NCLEX-RN, employment as an RN in some settings, and completion of the four-year BS degree.
- **BSN** – (four years) – a traditional seamless path to the RN licensure (NCLEX-RN) exam.
- **RN to BSN** – a completion program of variable length for AS graduates and RNs, with two pathways which are campus and online.

The **BSN degree** provides increased employment opportunities, greater responsibility, and leadership roles. **Graduate education** (master's and doctoral degree: MSN, RN to MSN, BS to DNP and DNP) nursing programs are also offered for further development following completion of your undergraduate degree.

The SON has **fully accredited programs** through the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Rd., NE, Suite 850, Atlanta, GA 30326. Additionally, all undergraduate and graduate programs are **approved by the Tennessee Board of Nursing**.

Regardless of the degree program or the length of your program, the SON faculty seek to provide you with a quality, cutting edge, Christ-centered education. Our standards are high. All programs are rigorous. We are here to help you achieve your goals. You are encouraged to pursue life balance, to focus as you study, and to partner with God for success.

We wish you joy on the journey. Please use the information in this handbook as a guide throughout your undergraduate education in nursing.

God bless you.

Our Motto

Christ-Centered Excellence:
Caring, Connecting, Empowering

Our Mission

The School of Nursing provides a Christian learning environment that nurtures a culture of integrity and academic excellence, and prepares caring, competent professionals to serve the diverse healthcare needs of individuals, families, and communities within a global context.

Our Philosophy

The SON believes that:

Nurses are accountable to God, the Supreme Being, and to the unique ministry of caring, connecting, and empowering individuals, families, and communities.

The art of nursing encompasses restoration into God's image, promoting human flourishing, being culturally responsive, reflecting God's laws, and respecting the environment.

The practice of nursing is a sacred commitment and encompasses whole-person science and knowledge of the human in the illness-wellness continuum.

The integrated programs from associate degree to Doctor of Nursing Practice prepare the graduate for a variety of healthcare ministry roles within their community.

Our Values

Love

Hope

Service

Trust

Restoration to image of God

Compassion

Excellence

Kindness

Respect

Integrity

Equality

Justice

Civility

Dignity

Adventist/Southern Adventist University Framework for Nursing Education and Practice



Adapted from Jones, P. S., James, B. R., Owino, J., Abemyil, M., Paredes De Beltran, & Ramal, E. (2017). A distinctive framework for Adventist education. *The Journal of Adventist Education*, Oct-Dec. Retrieved from <http://jae.adventist.org>

Definitions

BELIEFS

- God is the Supreme Being, the Creator and Sustainer of life.
- The Bible is the word of God and reflects His character of love.
- Every human being is worthy of dignity and respect because they are created in the image of God.
- The human body is the temple of the Holy Spirit.
- Nursing is a call to ministry through caring, connecting, and empowering.

HEALTH

- Restoration of the image of God in human beings.
- Development of wholistic well-being and human flourishing.
- Interconnectedness with God and the whole of creation.
- Subjective perception of dynamic state of well-being along the health/wellness continuum.

ENVIRONMENT

- Respecting and caring for God's physical created world.
- Creating and facilitating a healing environment that inspires hope.
- Reflecting God's laws of beauty and harmony.

HUMANS

- Created as interactive beings for the purpose of connecting with God, other humans, and all of God's creation.
- Complex integrated beings: physiological- psychological-sociocultural-spiritual, who have the capacity to reason and act.
- Patient: the recipient of care (individual, family, or community). Patient may be referred to as a client or *resident*, depending on setting.

NURSING PRACTICE

- Performance of a human science encompassing knowledge of bio-psycho-social-cultural-spiritual well-being.
- Grounded in specific values, beliefs and ethics.
- Accepted as a sacred accountability.
- Guides translational nursing care through evidence-based research.
- Promotes well-being in health status.
- Builds on and extends a legacy of excellence in human flourishing.
- Empowers individuals, families, and communities for change through primary, secondary, and tertiary interventions.

NURSING EDUCATION

- Creates a caring learning environment that fosters critical thinking, professional decision making, and practical skills.
- Integrates values, knowledge, and skills.
- Connects the development of clinical judgment with professional competence.
- Prepares students for interdisciplinary practice.
- Empowers students for personal and professional growth.

- Reflect God's unconditional love.
- Role model a relationship with God.
- Promote holistic health personally and professionally.

ADVENTIST NURSE EDUCATORS

- Demonstrate caring and respect for each student.
- Connect students with resources that support their successful development.
- Empower students for personal and professional growth.
- Facilitate, nurture, and support the well-being in students.

CARING

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.”

John 13:34-35

- Going beyond the ordinary
- Sensitive, valuing
- Empathy
- Compassionate care with the fruits of the spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control)

CONNECTING

“Therefore, if you have any encouragement from being united with Christ, if any comfort from his love, if any common sharing in the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind. Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.”

Philippians 2:1-4

- Authentic presence.
- Therapeutic communication, touch, and prayer.
- Coordinate and manage care.
- Mentor, facilitate, and advocate
- Sensitivity and vulnerability

EMPOWERING

“Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, ² fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and sat down at the right hand of the throne of God.”

Hebrews 12:1-2

- Christ-Centered Excellence

- Educating for lifelong learning
- Encouraging
- Promoting
- Inspiring
- Motivating
- Valuing
- Role Modeling
- Investing

SCHOOL OF NURSING PRACTICE DOMAINS

The nursing graduate **will:**

1. **Demonstrate** mastery of the competencies deemed critical for the level of education.
2. **Utilize** established and evolving nursing knowledge, as well as knowledge from other disciplines as the basis for clinical judgment and innovation in nursing practice.
3. **Provide** personalized, compassionate, and coordinated care for diverse individuals, families, or communities through use of scientific evidence and the nursing process, based on the unique variables that make up the whole person.
4. **Embrace** professional nursing values that demonstrate excellence through Christ-centered behaviors of caring, connecting, empowering, integrity, ethics, service, leadership, and personal and professional development.

Four Spheres of Care

1. **Disease prevention/promotion of health and well-being** includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients.
2. **Chronic disease care** includes management of chronic diseases and prevention of negative sequelae.
3. **Regenerative or restorative care** includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in an acute care institution.
4. **Hospice/Palliative/Supportive care** includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care.

SCHOOL OF NURSING
END-OF-PROGRAM STUDENT LEARNING OUTCOMES
AS, BS, MSN, DNP

The graduate will:

Knowledge for Nursing Practice (KNP)	
Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a Christ centered foundation as well as that found in the liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	
AS	Develop knowledge gained from nursing, cognates, and general education courses as the foundation of clinical practice and judgment.
BS	Integrate nursing knowledge and concepts from other disciplines as the basis for understanding the human experience that informs clinical practice and judgment.
MSN	Translate knowledge gained from nursing, other disciplines, and advanced specialty education into ethical decision making, clinical reasoning, innovation, and practice.
DNP	Synthesize evidence from nursing, other disciplines, and advanced specialty education to inform clinical reasoning, innovate and influence ethical practice.
Person-Centered Care (PCC):	
Provision of whole-person, compassionate, coordinated, and personalized care for the individual, family, or community. Through caring, connecting, and empowering, person-centered care is respectful, just, evidence-based, developmentally appropriate, and facilitates healing and restoration. Person-centered care builds on and utilizes the scientific body of knowledge that guides the nursing process regardless of specialty or functional area.	
AS	Provide compassionate and respectful individualized whole-person care utilizing the scientific body of knowledge to guide the nursing process.
BS	Manage care of patients, families, communities, and diverse populations through caring, connecting, and empowering.
MSN	Provide personalized, compassionate, and coordinated care at an advanced practice level that facilitates healing and restoration to well-being through caring, connecting, and empowering.
DNP	Facilitate interpersonal collaboration in healthcare to achieve personalized, compassionate, and coordinated whole person care.
Population Health (PH):	
Use of a wholistic framework to collaborate with, care for, educate and empower diverse groups of individuals, families, and communities to make lifestyle choices within their cultural context that prevent disease, promote human flourishing, and achieve equitable population health policies and outcomes.	
AS	Incorporate wholistic principles of health and wellness in nursing practice.
BS	Emphasize wholistic health promotion, disease prevention that promotes human flourishing for diverse patients, families, communities, and populations.
MSN	Educate and empower patients, families, communities, and populations to make lifestyle choices that promote health and prevent disease to achieve equitable population health outcomes.
DNP	Oversee interdisciplinary evidence-based programs that prevent disease and promote human flourishing through the utilization of a wholistic framework to educate and empower healthy lifestyle choices.
Evidence-Informed Practice (EIP)	
Synthesis, application, translation, implementation, and dissemination of nursing knowledge to inform clinical	

decisions and provide high-quality, effective, personalized care, to improve health outcomes and transform health care.	
AS	Provide evidence-informed, high quality, effective nursing care to patients and families.
BS	Utilize current research findings to provide evidence-informed, effective nursing care to patients, families, communities, and populations.
MSN	Integrate quality research findings about a clinical problem to provide high-quality, effective, personalized care in a rapidly changing healthcare environment.
DNP	Synthesize and translate quality research findings and outcomes in the clinical setting to improve identified concerns and transform health care.
Quality and Safety (QS) Delivery of health care services that meets established and emerging professional standards of care, minimizes risk of harm to patients and providers, and promotes desirable outcomes. Quality and safety are core values of nursing impacting all domains of care. Quality and safety concerns are addressed through system-based, just, and collaborative, just, and approaches.	
AS	Contribute to established principles and professional standards for patient safety, quality care, and practice within a just culture.
BS	Incorporate a culture of quality and safety that minimizes harm to patients and providers.
MSN	Advance quality healthcare services based on current evidence and professional standards that will minimize the risk of harm to individuals, populations, and providers.
DNP	Create healthcare policy that improves system effectiveness and health outcomes in complex health care systems to ensure the provision of quality, safe, and effective care.
Interprofessional Collaboration (IC) Intentional collaboration of professionals through open communication, mutual respect and shared, ethical decision-making to optimize care, empower others, and achieve quality health outcomes.	
AS	Coordinate the nursing care of patients utilizing open communication, shared decision making, and mutual respect to achieve quality patient care.
BS	Collaborate across professions and with care team members in the provision of care to patients, families, communities, and populations.
MSN	Lead collaborative health care teams across professions through open communication and shared decision-making in order to optimize care and strengthen outcomes.
DNP	Empower effective collaboration across professions that optimize, enhance, and strengthen healthcare outcomes.
Systems-Based Practice (SBP) Use of systems frameworks to coordinate and manage resources effectively and equitably within complex health networks to achieve quality outcomes across diverse populations.	
AS	Follow rules and regulations of an organization to contribute to system functions and promote positive health outcomes for individuals and diverse populations.
BS	Provide nursing care with consideration of policies, regulatory requirements, performance metrics and cost-effectiveness to promote equitable care, positive patient outcomes and system well-being.
MSN	Advocate for healthcare economic policies and regulations and evidence-based system improvement strategies to enhance value, quality, cost-effectiveness, and equity of care.
DNP	Analyze internal and external system processes and structures and optimize system functioning through strategic innovation and change to improve delivery of cost-effective, equitable health care for all populations.
Healthcare Information & Technologies (HIT) Use of information and communication technologies and informatics processes to gather and analyze data, expand knowledge, provide care, reduce healthcare disparities, promote best practice, increase efficiency, stimulate creativity and innovation, drive decision making, and achieve quality outcomes.	
AS	Utilize information and communication technologies ethically to provide healthcare services.

BS	Utilize information and communication technologies to gather and manage data that will expand knowledge and achieve quality healthcare outcomes.
MSN	Leverage information and communication technologies to manage data and provide safe, effective, and equitable healthcare services through advanced practice nursing roles.
DNP	Analyze data to drive decision-making, promote best practice and innovation, and achieve efficient practices and safe, high-quality outcomes.
Professionalism (P) Assimilation of a set of nursing roles, behaviors, and values that include integrity, accountability, civility, clinical judgment, collaborative relationships, clear communication, advocacy, legal and ethical practice, effectively demonstrating Christ-centered excellence through caring, connecting, and empowering.	
AS	Demonstrate professional behaviors and nursing identity.
BS	Model accountability and perspective that reflect nursing's characteristics and values.
MSN	Assimilate a chosen set of advanced practice nursing roles that effectively demonstrate Christ-centered excellence.
DNP	Advocate for Christ-centered excellence in nursing roles and professional behaviors throughout collaborative teams.
Personal and Professional Development (PPD) Adoption of habits that promote personal life balance, resilience, health, and well-being; life-long learning, professional growth, maturation, and expertise; and opportunities for outreach, service, and leadership within communities of influence.	
AS	Demonstrates a commitment to life balance, a beginning level of nursing competence, and an interest to serve the community.
BS	Develop and integrate health promoting self-care behaviors; a desire for continuing professional growth and maturity; and professional leadership opportunities.
MSN	Foster health promotion strategies for self and healthcare team; maturity and desire for lifelong learning; and leadership within communities of interest.
DNP	Advocate personal and professional integration of self-care behaviors; a culture of mentoring healthcare teams in their professional growth; and intentional change for quality and safety improvement.

** Note: Role competencies and associated EOP SLOs may apply to other nursing domains (Provider of Care, Manager of Care, Member of the Discipline) other than the one under which they are listed.*

Essential Qualifications of Candidates for Undergraduate Admission, Continuance and Graduation

Admission to the SON and progression in the program requires independent performance of the abilities and skills listed below. The Admissions and Progressions Committee will determine if accommodations can be reasonably made when a student is unable to perform one or more of the Essential Qualifications, which include:

- **Critical Thinking/Cognitive:** Student must:
 - be able to critically analyze information in the classroom and clinical setting to provide sufficient clinical judgment.
 - be able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate nursing study.
 - be able to read and comprehend extensive written material.
 - be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.
Ex: identify cause-effect relationships in clinical situations, develop priority patient plans of care.
- **Interpersonal:** Student must:
 - possess interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
Ex: establish rapport with patients and colleagues.
- **Communication:** Student must:
 - communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals; express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
 - be able to convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment.
 - be able to communicate effectively in oral and written forms.
 - be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team.
Ex: Appropriate communication may include the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.
- **Professional Conduct:** Student must:
 - possess the ability to reason morally and practice nursing in an ethical manner and incorporate professional standards of practice into all activities.
 - demonstrate integrity and accountability in the clinical and academic setting.
 - present self in a professional manner in the clinical and academic setting.
 - possess attributes that include compassion, empathy, altruism, integrity, civility, honesty, responsibility and tolerance.
Ex: demonstrate integrity and accountability in the clinical and academic setting.
- **Behavioral/Emotional:** Student must:
 - possess the emotional health required for the full utilization of their intellectual abilities.
 - exercise good judgment in the classroom and clinical setting.
 - promptly complete all responsibilities attendant to the diagnosis and care of patients and families.

- be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.
 - have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
 - be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy.
 - know that their values, attitudes, beliefs, emotions, and experiences that affect their perceptions and relationships with others.
 - be able and willing to examine and change their behavior when it interferes with productive individual or team relationships.
 - possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.
- Ex: demonstrate the ability to manage personal and academic stress sufficiently to complete academic requirements.*
- **Mobility:**
 - Physical requirements may change based on different clinical settings, but may include moving from room to room, standing for extended periods of time, maneuvering in small spaces, squatting to stand, assisting patients with mobility, etc.

Ex: walking, standing, sitting, stooping, kneeling, crouching, and/or crawling; physical ability to tolerate 12-hour shifts; physical abilities sufficient to be able to lift/push/pull objects greater than 50lbs.
 - **Motor Skills:** Student must:
 - possess sufficient gross and fine motor function so that they are able to execute movements required to provide safe and effective care and treatment to patients in all healthcare settings.

Ex: use of hands and fingers for procedures; able to reach with hands and arms, calibrate and use equipment; using foot to lock beds/stretchers.
 - **Hearing:** Student must:
 - possess auditory ability sufficient to monitor and assess health needs.

Ex. hears monitor alarm, emergency signals, auscultatory sounds, cries for help.
 - **Visual:** Student must:
 - possess visual ability sufficient for observation and assessment necessary in nursing care.
 - The ability to see clearly at 20 inches or less and at 20 feet or more.
 - The ability to identify and distinguish colors.

Ex: observes patient responses, assessment data, patient medication and equipment.
 - **Tactile:** Student must:
 - possess tactile ability sufficient for physical assessment.

Ex: perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertions of catheter, taking pulses, change in temperature.

****Examples are not comprehensive.***

A change in the student's health that impairs their ability to perform the essential qualifications may result in withdrawal from the nursing program. The SON reserves the right at any time to require an additional medical examination at the student's expense to evaluate their ability to perform the essential qualifications

References:

Adapted from Core Performance Standards for Admission and Progression of Southern Council of Collegiate Education for Nursing Prerequisites for Admission

Caputi, L. (2020). *Certified Nurse Educator Review Book: The Official NLN Guide to the CNE Exam*. Washington, DC: National League for Nursing

Katz JR, Woods SL, Cameron CA & Milam S. (2004). Essential Qualifications for nursing students. *Nursing Outlook*, 52, 277-288.

University of Washington, School of Nursing. (2014, December). *Memo 27: Essential Qualifications for BSN and ABSN Students*. Retrieved December 18, 2017, from <https://nursing.uw.edu/students/training/policies/behaviors-bsn/>

Professional Standards

The SON wishes to portray to the public and our patients an attitude and sense of professional identity, appropriateness, dignity, and respect. *Accountability* is key in the nursing profession. Students must be *accountable* for their *attitudes* and behaviors/actions. A high level of professionalism is expected by faculty, peers, and patients. As a SON student, you are expected to conduct your life in a manner that will not bring criticism to yourself, the SON program, or the University. Please observe the following:

Professional Identity in Nursing

Values and Ethics

- A set of core values and principles that guide conduct.

Knowledge

- Analysis and application of information derived from nursing and other disciplines, experiences, critical reflection and scientific discovery.

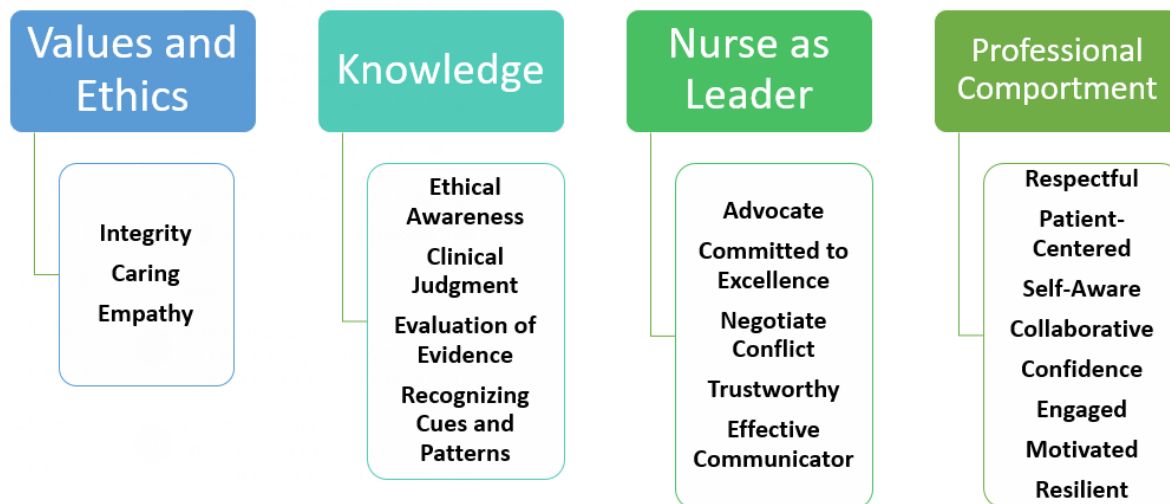
Nurse as Leader

- Inspiring self and others to transform a shared vision into reality.

Professional Comportment

- A nurse's professional behavior demonstrated through words, actions and presence.

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Integration of SAU nursing student handbook policies with the profession identity framework/adapted with permission:

Godfrey, N. (2022). New language for the journey: Embracing a professional identity of nursing. *Journal of Radiology Nursing*, 41, 15-17.

Values and Ethics

A set of core values and principles that guide conduct.

Integrity

- Care for patients in a manner that is honest and morally sound. Honor your patients and health care team members with the highest moral compass. Utilize integrity in all course work, clinical experiences, and assessments. Refer to academic integrity policy SAU.

Caring

- Practice kindness when caring for those that cannot care for themselves.

Empathy

- Be aware and sensitive to the feelings and needs of your patients and those of the health care team.

Knowledge

The analysis and application of information derived from nursing knowledge and other disciplines, experiences, critical reflection and scientific discovery.

Ethical Awareness

- Hold in strict confidence any information found in a medical record or given to you by a patient or family member. The discussion of a patient's diagnosis and/or treatment, or other clinically related topics, must be very carefully guarded. Use of electronic devices (e.g., cell/smart phones, etc.) for storage of identifiable patient information (including pictures) is prohibited.
- Graciously refuse any gifts from patients, families, and/or significant others.

Clinical Judgment

- Accurately thinking, processing, analyzing, and acting on behalf of the patient based on what you know and understand about your patient's care.
- Continually grow in your thinking at the bedside and applying the appropriate care.

Evaluation of Evidence

- Possessing a spirit of inquiry for learning and practice nursing based on evidence informed practice.

Recognizing Cues and Patterns

- Noticing significant clinical data
 - What clinical data is noted
- Interpreting significant clinical data
 - What is the meaning of the clinical data
- Responding to significant clinical data
 - What should be done about the clinical data
- Reflecting on significant clinical data
 - What reflection should be done about the data

Nurse as Leader

Inspiring self and others to transform a shared vision into reality.

Advocate

- Seek inclusive and equitable care for all patients. Speak for those that have no voice. Be culturally aware and sensitive.

Committed to Excellence

- Reflect a willingness to learn and accept instruction in a manner that is consistent with Christian principles in classes and clinical.
- Assume responsibility for learning (e.g., preparing for classes and clinical assignments, reviewing syllabi). Assume initiative to meet deadlines in completing class and clinical assignments. Your professor is a facilitator of your learning and wishes success for you – but, ultimately, the responsibility is yours.
- Be punctual to class both at the beginning of class and after breaks. Your punctuality and attendance at clinical, skills labs, and simulation labs is a professional requirement.

Negotiate conflict

- Use Christian principles such as preparing by praying, obtaining the facts, seeking godly counsel, developing options, and speaking directly with the person.

Trustworthy

- HIPAA – see Appendix B
- Social media presence – see NCSBN.org for full information
 - Nurses have an ethical and legal responsibility to maintain patient privacy and confidentiality.
 - Nurses are strictly prohibited from transmitting by way of any electronic media patient images or information.
 - Nurses must not refer to patients in a disparaging manner, even if the patient isn't identified.
 - Nurses should not take photos or videos of patients on personal devices.
 - Nurses must maintain professional boundaries.
 - Nurses should follow hospital policies regarding social media.

Effective Communicator

Respectful in all written and verbal communication.

Professional Comportment

Professional conduct includes, but is not limited to, a teachable *attitude*; appropriate respect for those in authority; punctuality in *attendance*; and respect for other people, their property, and their right to learn. Professional behavior demonstrated through words, actions and presence.

Respectful

- Demonstrate respectful and civil behaviors to both peers and professors, whether in person or in phone/email communication, to help facilitate an orderly and non-distracting learning environment. Civil behaviors show consideration and respect; they make the other individual(s) feel valued and improve effective communication. Avoid rude, disruptive behaviors. During class and clinical time, power off cell/smart phones, and electronic devices, and remove headsets. Guests may attend class with permission of the professor. Observe SAU dress code.

Civility

- Students, faculty and staff are held to standards of excellence, including civil behavior. Based on ethical, moral, and legal principles and supported by the American Nurses Association position statement (July 22, 2015), nurses are responsible to create a culture of “civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect.” These behaviors include, but are not limited to:
 - Personal and academic integrity
 - Professional behavior inside and outside SON (clinical, classroom, offices, social media etc.)
 - Mutual respect and emotional safety. Manifestation of discrimination, including, but not limited to, race, ethnicity, gender, age, disability or political belief will not be tolerated.
 - Respect for diversity of opinion. Demonstration of willingness to listen is expected, not always to respond, but to understand.
 - Acceptance of responsibility and accountability for one’s own behavior when interacting with students, faculty and staff.
 - An open, inviting environment for all.

Patient-Centered

- Treat all patients with respect and dignity. Do not approach treatment with a frivolous *attitude* which may be disturbing to the patient as well as to family members and/or significant others.

Self-Aware

- **SAU and SON Dress Code:** The patients and public we serve have a right to a professional who demonstrates cleanliness, modesty, and neatness in appearance. Students are expected to honor the SAU and SON dress codes in classes, clinical and skills labs. (SAU guidelines are provided in the *SAU Student Handbook*.)
- Professional meeting attire and behaviors are expected to be at a higher level. Those who exhibit unprofessional behaviors may be required to make up the meeting at the discretion of the faculty.
- **Clinical/Simulation Attire:** All SON students should appear as an excellent example of personal cleanliness, immaculate grooming, and appropriate clinical attire in accordance with SAU/SON guidelines. Attire must conform to the highest standards of business and professional modesty. See the Associate and Baccalaureate Sections of the Uniform Policy in this handbook for details.
- **Nursing Dedication:** Appropriate wear for the associate graduate includes clean clinical uniform, including a lab jacket, and footwear that meets the uniform requirements in this handbook. The baccalaureate graduate should wear modest, professional business attire (i.e., dress or pantsuit for women, suit or dress slacks with sport coat for men). All graduates must follow the SAU dress code in regard to jewelry.

Collaborative

- The School of Nursing relies on the professional discretion of each faculty to be fair, consistent, and compassionate while holding students to a high standard of integrity and performance. Attendance and participation in all scheduled classes and conferences is expected and vital to the learning process. Absences and tardies interfere with the student's ability to learn and succeed in the course. In addition, habits of tardiness demonstrate poor professional behavior that could negatively impact future employment.
- Absences and tardies may be excused only if the professor is notified prior to the start of class period. Faculty are not obligated to accommodate unexcused absences. It is the student's responsibility to initiate contact with the professor whenever the student is absent. A student will receive a tardy for arriving after the start of class. If a student is absent and/or tardy for more than 15% of the theory portion of the course due to excused or unexcused absences, the student may be placed on a Student Improvement Plan (SIP). Three unexcused tardies will count one hour toward the 15% limit. If a student continues to be absent and/or tardy for more than 15% of the theory portion of the course due to excused or unexcused absences, the student may earn a failing grade for the course. The professor maintains the freedom to monitor attendance and enforce the attendance policy that best fits with the individual needs of the course.

Confidence

- Feel assured of yourself and your abilities in a realistic and secure way. Actively take part in class discussions, clinicals, simulations, skills, etc.

Engaged

- **Cell Phones and (electronic) Smart Devices:** Cell phone use policies promote a positive learning environment and demonstrate respect for others. All mobile phones must be silenced in the skills lab, LRC, clinical experiences, classrooms, and required professional meetings unless otherwise directed by their professor. Text messaging during these times is also inappropriate. During quizzes or tests, use of any electronic devices not approved by the professor is considered cheating (see Integrity Policy).
- Be actively engaged in all courses and clinical experiences. Seek additional learning opportunities when available.

Motivated

- Assume initiative to provide the SON with required documentation of immunizations, CPR, criminal background check, drug screening, and The Joint Commission Tennessee Clinical Placement System (TCPS) in-services.
- Stay current on information posted on bulletin boards, student folders, info-screens, e-class, and email (Southern account).
- Demonstrate responsibility for medical equipment and LRC holdings. Students who check out the equipment are required to return it by the specified deadline and will be levied a fee as appropriate for lost or damaged equipment.
- See advisor – your advisor is your guide through the nursing program journey. Please meet regularly and stay in touch to make sure you are on the right path for graduation.

Resilient

- Self-care – practice biblical principles, healthy living, and strive to maintain an appropriate and manageable “school-work-life” balance.

Social Media Policy

The SON supports the use of social media as a means of communication. This policy applies to nursing students who participate in internet conversations in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) whether discussed through traditional communication or through social media.

The SON supports the American Nurses Association's (ANA) principles for social networking:

- Students/nurses must not transmit or place online individually identifiable patient information.
 - Do not discuss lab experiences or patients. This violates the patient's privacy and HIPAA.
 - Do not post pictures of yourself, classmates, or patients in the patient care areas.
- Students/nurses must observe ethically professional patient-nurse boundaries and faculty-student boundaries.
- Students/nurses should understand that patients, colleagues, institutions, and employers may view anything posted online.
 - Do not become friends with patients or family members on social media platforms.
 - Realize that anything posted is there forever. Students have responsibility for what they post. Students must be wise and responsible about protecting themselves, friends, classmates, family, patients, faculty, employers, etc. Social media sites are not the appropriate place to vent frustrations about patients, classes, professors, employers, etc.
 - Your nursing career may be jeopardized by inappropriate actions.
- Students/nurses should take advantage of privacy settings and seek to separate personal and professional information online.
 - Do not assume that high privacy settings are adequate.
 - Keep your professional (clinical) life off social networks.
- Students/nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
 - Nursing students are entering a profession with high standards, both of excellent care and integrity.
 - Public trust of nursing can be compromised.
 - Nurses are advocates for patients in all areas. If you are unsure about posting something, consult with a faculty member first.
- Each student is legally responsible for individual postings and may be subject to liability. Violation of patient privacy, including the use of social media:
 - Will be subject to HIPAA guidelines and consequences. Legal action may be taken for violations according to HIPAA and Health Information Technology for Economic and Clinical Health (HITECH) Act.

- May be reported to the Board of Nursing (BON). Disciplinary actions by a BON vary between jurisdictions but are reviewed for unprofessional conduct, unethical conduct, breach of confidentiality, etc.
- Students may also receive disciplinary action including failure in a course and/or dismissal from the program.

Miscellaneous:

Working as an RN while in Senior BSN Classes: Work orientation and on-campus classwork are incompatible. Please contact the BSN Director prior to registration. Online courses may be available and compatible with a work schedule.

Getting a Patient Care Tech or RN job after the semester has started: Students must plan their semester accordingly and adhere to the attendance policy. Orientation must be worked around the student's academic schedule.

Convocations: Nursing convocations are scheduled each semester. Attendance by nursing students is encouraged.

Clinical Requirements

It is the student's responsibility to be aware of and complete the entrance requirements (e.g., background check, health information, TCPS in-services) by the due dates. (Information sent via email to the student's Southern email account). Students who do not submit all documentation by the required deadline will receive an email from the compliance officer. Lack of submitting documents and follow through within one week from the email notification will result in a meeting with the Student Issues Committee/Compliance Board, with possible dismissal or losing their place in the nursing program.

In addition, failure to meet all the clinical facility requirements prior to the start of clinical, without prior notification to the Nursing Office, will lead to make-up fees of \$10/hour (maximum \$100 per clinical occurrence) for missed clinical time. Potential loss of the student's placement in the nursing program and/or progression in the nursing program may also be delayed. RN to BSN students - see RN to BSN Addendum for details.

Attendance

Each student is required to meet the clinical or simulation experiences for each nursing course. It is a student's responsibility to notify the appropriate clinical instructor or simulation coordinator and course faculty of any anticipated clinical/simulation absence in a timely manner. If the student fails to notify the clinical instructor or simulation coordinator and course faculty prior to a clinical/simulation experience, it is considered an unexcused absence, and the student will pay for the clinical makeup. If ill, the student must bring a note or an email with a scanned copy of the note to the course faculty indicating that he or she was seen by the university health service or healthcare provider for the absence to be considered excused.

If the student experiences an injury and/or surgery which limits full physical or emotional participation in clinical activities (e.g., inability to walk without crutches due to non-weight bearing status, any lifting restrictions, or psychological/emotional impairment requiring medical management), it is the

student's responsibility to notify the course faculty and/or clinical instructor as soon as possible. The student must submit to the faculty a health care provider statement or email specifying the degree of physical restriction and the recommended duration of the limitation and/or the date the student may return to full participation in clinical activities. The release form, signed and dated by the healthcare professional, must be submitted to the nursing office and reviewed by nursing faculty who will then communicate permission (or not) to attend clinical experiences. A grade of "incomplete" will be considered only when most clinical hours for a given course have been fulfilled and there is reasonable opportunity (time and placement) for clinical make-up time.

An option for those who face psychological or physical illnesses/injuries is a medical withdrawal. The student works with the Records office directly and provides them with copies of all pertinent medical records. The Records office decides based on the documents provided and informs the School of Nursing of their decision. A withdrawal of this nature does not count against the student in any way.

Arrangements for make-up of all clinical absences must be made within the first week of return to school routine. All unexcused clinical absences (including observation) are made up as arranged by the course lead teacher and Clinical or Simulation Coordinator and at the expense of the student at \$10 per hour (maximum \$100 per clinical occurrence) paid at the SON office prior to the end of the semester or the grade entered will be "IP." The progression of a student with absences or unpaid make-up fees may be delayed or halted (Refer to the Student Improvement Plan in the "Forms" section of this handbook-Appendix D). Students are not allowed to attend clinical/simulation lab, if they worked past midnight the night before clinical/simulation lab days. Adequate rest is required prior to starting a night shift seminar clinical and/or attending a full day of classes. Therefore, a student may not attend a night shift precepted clinical **PRIOR** to a full day of taking classes or attend a full day of classes and then go straight to a night shift obligation. Students must inform the clinical instructor, course lead teacher and Clinical Coordinator if taking any prescribed or OTC (Over the Counter) medication that may impair their clinical judgment while caring for patients.

Siblings/Spouses in Clinical Groups

SON policy does not allow for siblings, parents/children, spouses, boyfriend/girlfriend relationships or other close relations to be assigned to the same clinical group.

BLS Provider Certification Policy

All undergraduate on-campus nursing students will maintain up-to-date Basic Life Support (BLS) Provider certification, using the Resuscitation Quality Improvement (RQI) program, which provides evidence-based training and real-time feedback to enhance skills and is vital for providing quality patient care and responding effectively to cardiac emergencies.

BLS Provider Certification Requirement:

- All nursing students must maintain a valid American Heart Association (AHA) BLS Provider certification throughout their enrollment in the undergraduate on-campus nursing programs.
- Students in their first semester, taking Fundamentals, will obtain their BLS Provider certification in a face-to-face course, provided by the School of Nursing, unless already BLS certified from an AHA authorized training center.
- Students must complete the Resuscitation Quality Improvement (RQI) program, which is aligned with current American Heart Association (AHA) guidelines, and achieve certification each semester, starting in the second semester of the undergraduate nursing program. Completion of RQI is due by the end of the 4th week of each semester (Fall/Winter).

- Certification through the RQI program is valid for one semester; therefore, students must complete the program and receive certification again at the start of each subsequent semester.
- Failure to maintain current certification will result in a Student Improvement Plan (SIP) and the student will be subjected to a fine of \$50 payable to the SON.
- Exception: If a student is currently using RQI quarterly at their workplace, they will submit a copy of their card each semester and are not required to complete it at SAU.

Criminal Background Check Policy

All students are required to have a criminal background check. The SON uses Package SC87 with the vendor castlebranch.com. The student is required to pay for this package that includes the following.

- County-Criminal
- Residency History
- Social Security Alert
- NW-Sexual Offender Index
- NW-Healthcare Fraud & Abuse Scan
- NW-Patriot Act
- Verification-Employment

Drug Screen

By enrolling at Southern, all students agree to random drug testing (may include testing for illicit drugs, marijuana, including THC from CBD oils, etc., nicotine and/or alcohol). **Students must review and sign “Student Drug Testing Authorization and Release” form upon acceptance to the nursing program (AS/BSN and RN-BS).** A copy of this form is included in the “Forms” section of this document. The SON has a zero-tolerance policy with respect to illicit drug use. A drug screen will be required of any new student accepted into the undergraduate nursing programs. A drug screen will also be required for an enrollment lapse of one semester or more. Students may be screened at any other time for random testing, reasonable suspicion or evidence of alcohol or drug use. The student requiring random testing for reasonable suspicion or evidence of alcohol or drug use will be responsible for laboratory cost. Violation and positive drug screens will result in disciplinary action up to and including dismissal.

Facility Requirements

Agencies utilized for clinical labs require that all nursing students receive yearly in-services from The Joint Commission. This orientation may be completed through the SON and TCPS.

Grading

The grading of the clinical experience is on a pass/fail basis (with passing being 85%) and is with collaboration between the lead faculty and the clinical instructor. Clinical failure will result in an overall course failure.

Clinical Assignments

The student is expected to satisfactorily complete assigned clinical assignments. Some or all assignments may be submitted electronically.

- Clinical Plan of Care: Each course involving hospital experience requires the student to complete an assignment. A grade of Satisfactory on each clinical assignment is required to pass clinical per course syllabi guidelines.

- Observations: Many courses include clinical days on which the student is involved in an observation experience. Forms, as required by courses, are provided and must be completed and signed by agency staff, if applicable, for these experiences and will count toward the clinical evaluation.

Immunizations

Upon admission to the nursing program, students are required to have a history and physical examination. Immunizations must be current and meet the Centers for Disease Control and Prevention (CDC) and Occupational Health and Safety (OSHA) requirements, as stated below.

- Measles, mumps, rubella (MMR) vaccine or positive antibody titer: two doses of combined vaccine (the last being after 1980) or proof of immunity to each by titer.
- Diphtheria, tetanus, pertussis (Tdap) booster within the past ten years.
- Hepatitis B vaccine or positive antibody titer: Either Heplisav-B two-dose vaccine for adults 18 years and older or Recombivax HB three-dose vaccine approved for all ages.
- Negative TB test within the last calendar year. If the TB test is positive, then proof of appropriate medical follow up and treatment if needed is required.
- Varicella (Chickenpox) vaccine: 2 doses or titer.
- Annual flu vaccine at the beginning of each flu season.
- Additional vaccines may be required or approved exemption, per Area Consortium of Educators (ACE) requirements.

It is the responsibility of the student to provide proof of immunization, verified by their health care provider. This documentation must be submitted by the registration date each semester. Physical exam forms are furnished by the School of Nursing.

If documentation of immunizations is not provided, make-up fees of \$10/hour are required for missed clinical. Progression in the nursing program may be delayed, or a Student Improvement Plan (SIP) may be initiated.

Infection Control Policy

The School of Nursing agrees with the University policy which states that there is a commitment to acting with Christian compassion toward anyone with a communicable disease. SAU and the SON are also committed to protecting the members of the community from exposure to communicable diseases.

Concern for the safety of SON students who serve the public has led to the development of this Infection Control Policy. The delivery of nursing care is not without safety hazards. It is the belief of the faculty that with proper education, skills training, and immunizations, faculty and students can be reasonably protected from risk of infections contracted while in nursing practice- see Appendix F.

The information in this policy is based on currently available information and is updated as new information is forthcoming from the Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA). In the absence of new CDC and/or OSHA directives, the policy is reviewed annually by the nursing faculty. It is the responsibility of students to familiarize themselves with this policy.

The Code of Ethics for Nurses (Provision 1) states: “The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.” (ANA, 2015) In accordance with

the Code, the SON believes nursing professionals, including both faculty and students, have a fundamental responsibility to provide care to all patients assigned to them and that refusal to care for patients with infectious diseases is contrary to the ethics of the nursing profession. Reasonable precautions are exercised to protect faculty and students as they provide patient care.

Beginning with the first clinical course, all students are provided with

- Current information on the modes of acquiring and transmitting infectious diseases in the clinical setting.
- Education on personal protection and patient isolation techniques related to the prevention of specific infectious diseases.
- Thorough instruction in standard precautions to minimize transmission of infections.
- Supervised practice in the nursing skills lab prior to clinical experience.
- Close supervision and monitoring of initial clinical experiences.
- Annual fit-testing of N-95 respiratory particulate masks.

Students must demonstrate mastery of standard precaution principles prior to clinical practice. As students are assigned to clinical agencies, they are required to follow that agency's infectious disease policies and procedures.

Since needle-stick injuries are the most common form of accidental exposure to blood borne infectious diseases, immediate disposal of sharps into an appropriate sharp's container, without recapping, is taught and practiced in all settings.

Faculty are responsible for giving reasonable help and ensuring that

- Students utilize procedures for handling accidental exposure to violations of safety guidelines in the care of patients with infectious diseases.
- Equipment and supplies are available to the students to minimize the risk of infection.
- Disinfectant and disposal procedures of the agency are followed (e.g., infection control manuals, Material Safety Data Sheets).

It is essential that faculty address students' fears, misinformation, or prejudices regarding caring for patients with infectious diseases. In those instances where students are apprehensive or refuse to participate in caring for those patients, faculty will provide additional education and counseling. If refusal persists, career counseling should be considered to determine whether the student should continue to pursue a career in nursing.

Students who have open lesions or weeping dermatitis or who are immunosuppressed should refrain from all direct patient care. Students with any transmissible infection are not allowed to attend clinical.

Personal Protective Equipment

The SON contracts with health care facilities to provide safe learning experiences. It is the obligation of each clinical instructor to assure that students have the appropriate and necessary equipment needed for the safe practice of nursing in all settings and to remove students from unsafe practice settings. Fit-testing of students and clinical instructors for N-95 respiratory particulate masks is done as specified by certain clinical facilities. The American National Standards Institute (ANSI) Practices for Respiratory Protection states that a mask is not to be worn if facial hair comes between the sealing surface of the mask and the face.

Standard Precautions and Body Substance Isolation

The principles of standard precautions are as follows:

- All blood and body fluids from all patients are considered potentially infectious, regardless of the patient's diagnosis.
- Hand washing and cleansing of other contaminated skin surfaces before and after patient contact, even when gloves are used.
- Personal protective equipment appropriate for the procedure being performed must be worn when anticipating exposure (e.g., gowns, gloves, face shields or masks, eye protection, and resuscitation equipment). This equipment is available for use in the clinical settings.
- **Do not** recap or manipulate needles or sharps in any way! Immediately place them in a puncture-resistant container after use.
- Health care workers with exudative lesions should refrain from direct patient care.

Exposure

If a student has an actual exposure to blood or other high-risk body fluid or tissues, or unprotected clinical exposure to infectious disease, specific post-exposure monitoring, treatment, and counseling will be provided. If exposure occurs on the SAU campus, the exposed individual must report to University Health Center (UHC). If exposure occurs in the clinical setting, the student should report to the clinical instructor, seek immediate services following the exposure policy of that clinical facility. Students should also complete a "Student Occurrence Report – see Appendix E." If an accidental exposure occurs, students should follow the CDC guidelines for occupational exposure. If exposure is through a needle stick, blood testing will be per facility and University Health Center (UHC) guidelines.

A significant occupational exposure is defined as follows.

- A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.
- A mucous membrane (e.g., splash to the eye or mouth) exposure to blood or body fluids.
- A cutaneous exposure involving large amounts of blood or prolonged contact with blood - especially when the exposed skin was chapped, abraded, or diagnosis of dermatitis.
- Infectious disease exposure with inadequate PPE protection (e.g. COVID-19 or TB without proper mask).

The student must also notify the **Undergraduate Clinical Coordinator**, and further referrals will be given. Subsequent follow-up can be obtained at the UHC if necessary, once the occurrence form has been received and reviewed by the provider at the UHC.

As directed by the Undergraduate Clinical Coordinator, the student is also responsible for completing an Injury Report through Risk Management (www.southern.edu/administration/risk/) if covered by the provided student injury insurance.

Continuation of Program after Exposure

If a student should become infected and symptomatic so that they are unable to fulfill the expectations of the course of study and "reasonable accommodations" would cause "undue hardship," a case-by-case decision is made concerning that individual's continuation as a student. The Admissions and Progression Committee will make a recommendation to the Dean.

Follow-up Testing Fees

The student should expect to use their personal health insurance or student insurance to cover expenses incurred. The UHC does not submit claims to personal health insurance companies. (Refer to the insurance guidelines in this handbook.)

Follow-up Notification

The UHC will be responsible for notifying the student when follow-up lab work is recommended. It will be left up to the individual to complete the recommendations.

N95 Fit Test Requirements

Agencies utilized for clinical labs require that all nursing students are fit tested with N95 respirator masks annually. Fit testing will be scheduled at the beginning of each semester. If a student is due to complete fit testing, it must be completed before the start of clinicals. If documentation is not provided, make-up fees of \$10/hr. are required for missing clinical. Progression in the nursing program may be delayed.

Skills

The student is expected to demonstrate specific skills for each level.

Student Responsibilities:

- Attend all scheduled skills labs. Any absence and subsequent make-up time must be arranged with the skills coordinator. Skills make-up is \$20/hour.
- Students must sign up prior to attending open skills lab practice to assure skills lab supervision. An online sign-up link is provided each semester.
- Students are required to wear clinical scrubs or school T-shirts and scrub bottoms and closed toe shoes for any activity in the skills lab.
- Satisfactorily demonstrate and/or perform skills at the appointed time in the skills lab and/or during the clinical experience.

Faculty Responsibilities:

- Provide theory and practice time on campus and/or clinical experience for specified skills.
- Submit the clinical evaluation with the individual computerized grade record for the student file.

Skills Evaluation

The student is expected to be prepared for skill performance. Lack of preparation, which results in poor performance, requires the student to repeat that evaluation. It is the student's responsibility to arrange repeat demonstrations with the skills instructor within one week of first performance. Two failures of any one skill evaluation will result in a progression review that may involve a Student Improvement Plan. See Appendix D

Medication Administration

Administering medication is a serious responsibility with many considerations for patient safety. The preparation and administration of all medications and blood products must be supervised by an instructor or a hospital staff nurse following all medication rights.

Uniform Policy

The nurse should appear as an excellent example of personal cleanliness and immaculate grooming.

Appearance must conform to the highest standards of business and professional modesty.

Uniforms for skills, clinical, and simulation experiences:

The student is required to purchase the following uniform items from a designated vendor:

- School-designated green scrubs (top and pants)
 - Optional, but recommended, school-designated green lab jacket or black softshell jacket with SAU SON monogram (**At no time is a hoodie, sweater or other long-sleeved outerwear item considered part of the uniform**).
 - An optional collarless, neutral colored (white, black or gray), short or long-sleeved shirt may be worn under the scrub top
- Shoes must be clean, closed-toed and a neutral color (white, black, gray or brown). No bright or neon colors are allowed, including shoelaces. Socks must be worn and should be a neutral color that coordinates with the shoes and uniform.

The student uniform is intended for skills and clinical practice only and is not worn for employment purposes. For aseptic purposes, the uniform should be changed as soon as possible and laundered after **every** clinical experience.

Students appearing in a clinical area inappropriately dressed (as determined by the instructor and/or agency staff) may be asked to leave. This constitutes one unexcused absence.

Required for skills experience:

- School-designated green scrubs (top and pants) or
- SAU School of Nursing-designated T-shirt with school-designated green scrub pants

Required for every clinical and simulation experience:

- Bandage scissors and penlight
- Stethoscope
- Watch with ability to assess heart and respiratory rates
- Black pen
- Identification badge and badge buddies (supplied by SON)

Unacceptable When in Uniform

- Jewelry (as stated in this handbook and the SAU *Student Handbook*)
- Visible body art or piercings
- Fingernail polish/acrylic nails/gel nails, and makeup must follow **hospital/unit policy**
- Perfume/scented lotion (may make a patient nauseous)
- Decorative barrettes, decorative combs, feathers, or beads
- Chewing gum
- Cell phone usage without clinical instructor/preceptor approval, headset, or any other electronic device
- Extreme/unnatural hair color or radical hair styles.

General Appearance and Manners When in Uniform:

- Uniforms must be clean and unwrinkled; shoes must be clean.

- Hair should be clean and arranged simply and neatly off the collar. **Long hair must be held up and away from the face to avoid interference with vision and/or contamination of the hair or patient care area.** Mustaches should be neatly trimmed and not droop or hang over the upper lip. Beards should be conventional and neatly trimmed.
- Fingernails should be short and clean
- Good daily personal hygiene must include an effective deodorant and good oral hygiene.

Weather—Guidelines

In the event of inclement weather, when the safety of students and clinical lab assistants may be at risk, delay and/or cancellation of hospital clinical may be deemed necessary. As soon as possible during or following an inclement weather event, the course lead faculty will make the official decision regarding the delay or cancellation of a clinical.

When inclement weather develops, the clinical instructors and students should check the SAU website and/or tune to the local media for official SAU ruling about continuation of university activities. In the absence of an official SAU ruling, clinical instructors will contact the course lead faculty and/or clinical coordinator for discussion and decision on a delay or cancellation of the clinical. Students must also contact the clinical instructors or course lead faculty for a decision. Situations will be handled on a case-by-case basis for those clinical instructors and/or students who are prevented from reporting to clinical due to inclement weather.

General Guidelines

Academic Support

Faculty believe it is important that students be aware of their strengths and weaknesses early in the program so that support or remedial help may be obtained if necessary. Until a weak area is strengthened, it may be necessary to slow or stop progression to allow time for concentration on the deficiency before entering a new nursing course.

ASAP (Assisting Students to Achieve Professionally)

ASAP is a **voluntary** academic assistance program provided by the SON that is available to all students in the AS/pre-licensure BSN program. Individuals and groups of students are guided in the development of effective study habits and test taking skills. ASAP staff also review with participants concepts presented in nursing classes to enhance understanding.

Participation in ASAP is voluntary unless mandated as part of a Student Improvement Plan, probationary status, or by the course faculty. ASAP has regularly scheduled sessions. In addition, the student may schedule an individual appointment with the ASAP staff.

Student Clinical/Skills Remediation Action Plan

A student who needs additional skills/simulation time or is showing deficiencies in the clinical setting may be prescribed a clinical/skills remediation action plan. This can be prescribed by the course professor, skills, simulation, or the clinical instructor. The student would need to follow up and make an appointment with the skills coordinator to complete the requirements within 2 weeks. See Appendix G.

Tutoring Center (SAU)

McKee Library, 3rd floor, 423.236.2578, southern.edu/tutoring

The Tutoring Center offers free peer tutoring sessions for 50+ lower division courses and 20+ upper division courses. They also offer tutoring to help students with time management, study skills, reading skills, and ACT preparation. Schedule an appointment at southern.mywconline.com.

Awards

Each semester, the Undergraduate faculty will select recipients who consistently exhibit the noted professional behaviors from the following list of awards:

- **Advent Health Mission Excellence and Kettering Health Network Awards** – criteria determined by each institution.
- **Caring Heart (AS)** – award determined by peers for going above and beyond.
- **Christian Service (AS, BSN, RN to BSN)** - willing to minister outside of what is required and actively involved in outreach and/or mission experiences.
- **Clinical Excellence (AS)** – demonstrates care that is individualized, respectful, compassionate, coordinated, evidence-based and developmentally appropriate.
- **Dean's Leadership (AS, BSN, RN to BSN)** – demonstrates leadership and is a positive role model.
- **Florence Oliver Anderson (BSN, RN to BSN)** – outstanding scholastic achievement and professionalism.
- **Professional Promise (AS, BSN, RN to BSN)** – makes an impact on the profession, a change leader.
- **Sigma Rho Iota Research Award** – demonstrates academic and scholarly excellence in writing, presenting, and making positive changes in the field of nursing research.

Evaluation

To help ensure and maintain a quality nursing program, students are asked to complete several evaluations during their programs of study.

Evaluation	Schedule
Teacher/Course	course completion (online)
Clinical Instructor	clinical course completion (online)
Preceptor (if applicable)	clinical course completion
Clinical Agency	selected clinical course completion
Skills Evaluation	course completion (online)
Simulation Evaluation	course completion (online)
End of Program	program completion (online)

Data collected from evaluations are used to improve policies and procedures within the SON. In addition to scheduled evaluations, student/faculty forums are held each semester (see student organization section).

Fees

Special Fees

Nursing is an intensive professional program that requires a high faculty-student ratio, special supplies and extensive equipment for on-campus experiences, clinical liability insurance, drug testing and student and program evaluation through standardized tests.

Regular tuition charges and fees do not cover the cost of professional nursing education. Lab (nursing) fees for each course (summer, fall, or winter) are identified in the SAU Undergraduate Catalog.

Out-of-Pocket Expenses

In addition to tuition and lab fees, the student can anticipate out-of-pocket expenses. Examples include the following but are not limited to:

1. Background check at beginning of program (approximately \$146.74)
2. Uniform costs (approximately \$60 per top/bottom set) + shoes
3. Textbook costs (variable)
4. Credentialing costs (CPR, immunizations)
5. Nursing club membership (\$5)
6. Transportation/fuel costs for traveling to and from clinical.
7. NCLEX-RN® associated costs – approximate cost varies from state to state, expect \$300 to

\$600.

Grading Policies

A nursing course grade of 80% (B-) or above is passing for all nursing courses. Therefore, if a grade of C+ or below is received, both theory and clinical components of the course must be repeated - see section on course failure for further details. A passing grade must be achieved in both clinical and theory for successful completion of a nursing course.

Students will be graded according to the following guidelines for Core Nursing Courses - see table on page 44.

- Periodic exams, quizzes, and daily assignments will be used as evaluation tools in computing course grades. A final cumulative exam may be given at the end of each nursing course. The final theory grade will be computed based on the following percentages.

All Exams	80%
Quizzes/Assignments/Clinical/Standardized Testing	20%

- The student must make an 80% cumulative exam average to pass a Core nursing course. Quizzes and other assignments will be factored in to determine the final grade only if the student achieves an 80% test average.

A student who makes less than a 80% cumulative test average will receive a final grade consisting only of the test average

Late Work Policy

Late assignments will not be accepted except in emergency situations (i.e. death of an immediate family member, student hospitalization) and the professor is informed within 24 hours of when the assignment was due, per discretion of the professor.

Letter Grade Distribution

Percentages

A	94 - 100	C	74 – 76.99
A-	90 – 93.99	C-	70 – 73.99
B+	87 – 89.99	D+	67 – 69.99

B	84 – 86.99	D	64 – 66.99
B-	80 – 83.99	D-	60 – 63.99
C+	77 – 79.99	F	<60

Grievance Procedure

- Students are encouraged to openly discuss issues and problems related to their program of study with their instructors, advisor, and/or program coordinator. If students believe they have been unfairly or unjustly dealt with by a faculty member and cannot satisfactorily resolve the situation, they may use the "Academic Grievance Procedure" of SAU's *Undergraduate Catalog* or the "Discipline" section of the SAU *Student Handbook*.
- If the problem relates to a course grade, a clinical experience, or assignment, then the grievance procedure will be handled by the respective faculty teaching at that level, as well as the respective program coordinator.
- If the problem relates to enforcement of a SON policy, the grievance procedure will be handled by the respective program coordinator in consultation with the SON Faculty Council.
- If the problem cannot be resolved within the SON, the final step in the grievance procedure is to appeal to the Associate Vice President for Academic Administration, or in the case of non-academic problems, the Vice President for Student Affairs.
- A formal request must be initiated by the student that identifies the problem and provides a rationale for initiating the grievance procedure.

Health Insurance

Southern requires all on-campus students to have health insurance coverage that complies with the Affordable Care Act (ACA). Southern offers its students an affordable nationwide Platinum level health insurance plan from United Healthcare (UHC). Students taking six or more credit hours on campus (three or more credit hours during any summer session) *or* living in university housing are eligible and ***automatically enrolled*** in the Sickness and Injury plan with UHC *unless* a signed waiver, indicating insurance coverage compliant with the ACA has been submitted to opt out. **All** students must submit a **Health Insurance Waiver/Enrollment form** during registration. Students who have submitted a waiver may later enroll.

Injury Insurance

The Injury Only premium is included in the general school fees and offers coverage to students taking six or more credit hours on campus during the school year (three or more credit hours during any summer session). This coverage is for students who are injured either on campus or on a school-sponsored event. The coverage limit is \$2500 per injury. Medical facilities should bill this insurance as primary.

For more information, visit www.southern.edu/risk, select Students, and then Undergraduate.

To enroll with UHC **or** to provide proof of coverage, visit www.southern.edu/forms.

For policy information on benefits, terms, and limits, visit www.uhcsr.com/southern.

Liability Coverage

Students are afforded the medical malpractice insurance provided through the University. This coverage is in place for students while enrolled in the University's medically related program during their required training at healthcare facilities in connection with the University and at various approved facilities. Students gainfully employed outside of our educational program are not protected with this coverage. Student nurses may purchase their own student malpractice insurance.

Integrity Policy

Honesty and integrity are always expected. Purposeful breaches of integrity with respect to academic or clinical issues will result in the student being subject to formal review and action by the SON and/or SAU. (Refer to the "Student Improvement Plan" in this handbook and the "Academic Honesty" policy in the SAU Catalog.)

SAU guidelines safeguard honesty and integrity. They include, but are not limited to, the following.

- There should be no collaboration on any course work unless directed otherwise by the professor.
- Exams (may also apply to classroom quizzes)
 - Instructors control the options of seating arrangements, moving, leaving the room, and stopping an exam for evidence of dishonesty.
 - All books, papers, notebooks, electronic devices, backpacks and personal belongings (including baggy jackets, hoodies, and caps) will be placed in a designated site as directed.
 - During computerized exams, the internet, other programs, and/or documents are not to be open unless specified by faculty. If any of these are open during exams, it will be considered an infraction of the integrity policy even if the information opened does not relate to the exam. (You are testing until you leave the exam room and turn in your scratch paper.)
 - Any information (electronic, written, or other) found on or in the immediate vicinity of the individual will be grounds for termination of the exam and a formal investigation.
 - **Any verbal or nonverbal communication between students during or immediately after an exam in the LRC may be grounds for formal action.**
 - Any activity that violates exam security, including writing and/or sharing exam content, will be considered an infraction of the integrity policy and grounds for formal action.
 - These exam rules apply to formal course examinations, as well as computerized practice exams, computer testing assignments and/or computerized testing related to remedial contracts.
 - Students should exit the building after completing the examination.
- **Written Assignments**
 - Students are expected to do their own work. The unauthorized use of artificial intelligence in a course is considered a violation of academic integrity. Any act of plagiarism (e.g., false documentation of sources, failure to document a source, or copying the work of another

person/source to meet course requirements) will be considered a violation of this policy. Turnitin and Grammarly are helpful resources for clarifying honest scholarship. Faculty may require that students upload papers to Turnitin on eClass.

- Assignments must be submitted by the published date/time.

- **Clinical Activities**

Integrity applies to the clinical aspect of nursing education. Expectations and potential consequences include but are not limited to the following.

- Perfect attendance and punctuality: Unexcused lab absence, failure to make proper arrangement for excused absence, or tardiness will be grounds for formal action.
- Preparation for clinical experience: Lack of preparation may constitute a clinical absence and may result in formal action.
- Punctuality in submitting assignments related to clinical lab; failure to comply will result in formal action and/or may result in clinical failure.
- Safe nursing care and safe performance of psychomotor and/or interpersonal skills: Depending upon the incident, a breach in safe care and performance may subject the student to immediate dismissal from the program.
- Patient confidentiality per current Health Insurance Portability and Accountability Act (HIPAA) guidelines.

- **Student Mailboxes**

- Each undergraduate student has a file folder mailbox identified by name in the northwest corner of AdventHealth Hall's first floor.
- Students are expected to respect the privacy of all other student mailboxes.
- Students who do **not** want course papers returned to their personal mailbox must notify the professor of each nursing course in writing.

Learning Resource Center Policies

Students will follow these Learning Resource Center (LRC) rules:

- Check out and return LRC equipment and learning resources. Repair and replacement fees will apply to damaged equipment and resources.
- Only water bottles with lids are allowed.
- Make appointments for taking exams in the LRC, unless the exam is done as a class.
- Maintain an atmosphere conducive to learning and testing.
- Place book bags and other belongings in the designated area provided to keep aisles clear and safe.

- Recognize that the LRC may be closed to all except those testing during exam administration.
- Log off and leave the area neat and clean when finished with computers.
- Ask for assistance with regards to printing in the LRC. First 10 pages of black and white printing are free; additional pages will incur a fee per LRC.
- Display honesty and integrity during testing, assignments, and equipment usage (Refer to the integrity policy in this handbook.)
- During testing, do not use electronic devices unless approved by the professor.
- Do not bring children into the LRC.
- Students with DSS accommodation are allowed to take ALL exams at DSS.

Professional Events

Professional nursing events, such as those listed below, are scheduled throughout the academic year for professional development and continuing education credit. Students can attend these meetings and may be required to attend as scheduled by the course professor.

The Florence Oliver Anderson Seminar Series is dedicated to excellence in nursing and is made possible by the generosity of the late Florence Oliver Anderson. Each year the SON invites nationally recognized experts to address the professional nurses in the community.

The SON, along with various SAU schools and departments, attends and participates in a campus research day as scheduled during the winter semester. The SON schedules an additional research day during the fall semester.

Dressing appropriately demonstrates your professionalism. Your BSN Coordinator will inform you about appropriate attire for each event.

Professional meeting behavior includes refraining from studying/reading or using mobile phones or other electronic devices.

Those who exhibit unprofessional behavior may be asked to leave the event and will be required to make up the meeting at the discretion of the faculty.

Sabbath Policy

SAU and the SON believe in honoring the Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday. The SON respects the personal beliefs of each student enrolled in nursing, and the freedom to make personal choices about when and how to worship. It is the policy of the SON, however, regardless of personal belief, that the student upholds the values of SAU and the SON in this respect and not schedule course-related clinical practice during the Sabbath hours. Exceptions may apply for church-sponsored, mission-focused volunteer activities in which the student functions in a professional role.

Student Files

All student files are in the nursing offices. Please check with the administrative assistants for the procedure to review your file.

Student Organizations

Student Government

Opportunities for students and faculty to share information and give feedback regarding the nursing program is provided. A formal venue for this dialogue is planned each semester at Forum. Forum is open to all students enrolled in each respective program.

SON committees/subcommittees are open to attendance by students. Students may obtain a schedule of meeting times and the name of the committee chair from the SON office manager. If a student desires to attend a particular committee, he/she should notify the committee chair. If individual student names or confidential issues are discussed, the visiting student will be asked to leave for that portion of the meeting.

SON Nursing Club

There are two main goals established by the Constitution for the Southern Adventist University (SAU) School of Nursing Club. These two goals are as follows:

1. To have an organization led by nursing majors with the goal of uniting both nursing majors and non-nursing majors at SAU through social events
2. To become active members on campus and in the surrounding Chattanooga community through outreach focused both on helping those in need and displaying the life of Christ through service opportunities

Both nursing majors and non-nursing majors may join the SON Club for a \$5 fee. Officers must be enrolled in the nursing program/courses.

Officer Positions and Responsibilities:

President- The job of the president is to conduct officer meetings and guide the officers through a productive year. This person must keep track of important dates, the club book, and scheduled events. The president must also make sure each officer is fulfilling their duties according to the responsibilities listed in the Constitution. The president will work closely with each officer to assist in completion of his or her work. He or she will be responsible for representing the club for the Southern student body. In the case of the SON club being asked to participate in a school event, it is the job of the president to represent the club and inform the officers of the latest results. Ultimately, the president is responsible for being the advocator of the SON club.*

Vice President- The job of the vice president is to assist the president with whatever needs may arise. In the case of the president being unable to attend an officer meeting or to finish out their term, the vice president will temporarily take over for the president and reside as the president if this person is unable to complete the school year.*

Secretary- The job of the secretary is to take minutes during each officer meeting. These minutes should include a list of the officers' present or absent, as well as the topics discussed during the meeting. Each set of minutes should be emailed to the office of Student Life and Activities within a day of the meeting. Minutes are to be uploaded to the club's Google Docs drive and stored there for future reference. All sponsors, club officers and faculty support secretary will have access to this Google

drive. In addition to writing the minutes, the secretary will be accountable for creating any lists, sign-up sheets, or various announcements or documents needed. *

Treasurer- The job of the treasurer is to keep an accurate description of the SON club account. All withdrawals and transfers should be accurately documented. The treasurer will also oversee purchasing items for club events, as well as keeping track of receipts for the items purchased. All receipts should be copied, labeled, and entered the club book for safekeeping. Each month the treasurer will print out a copy of the club account and file it in the club file. The treasurer will also oversee collecting club dues and keeping the officers abreast with account changes. In addition to these responsibilities, the treasurer will be responsible for emailing all new club members and providing information about club dues. The treasurer must also attend the first joint meeting with all the club treasurers. *

Outreach Coordinator - The job of the outreach coordinator is to lead the club members in spiritual activities. This position has been created with the goal of reaching out to the surrounding community both in Collegedale and in Chattanooga. This person will be responsible for planning community service opportunities for the club to participate in. Working alongside the Pastor, the Outreach coordinator will help plan club vespers and encourage members to grow spiritually with Christ.

Pastor - The job of the pastor is to lead the club members in spiritual activities. This person will help plan club vespers including finding a speaker, music leaders, and location for the event. Each meeting will be conducted with word of prayer to invite Christ to guide us through our decisions.

Public Relations- The job of public relations is to keep the club members informed of upcoming events. This person will be expected to send emails to all members informing them of activities they can be involved in. They will also be responsible for advertising through posters or through other effective methods. Regarding effectively communicating events to both club and non-club members, the office of public relations will have the option of assigning each officer to a specific nursing level, in which that officer will be responsible for announcing events. *

Social Vice- The job of social vice is to plan social events for the club members to participate in. This person will be responsible for constructing party themes, ideas, and delegating party responsibilities to the rest of the officers. Each party idea suggested must receive the majority vote of the officers, as well as the approval of the sponsors. Once an idea is voted into motion, the social vice must communicate with the public relations officer so adequate advertising can begin. The social vice is not responsible for advertising for parties; instead, this role should be delegated to the position of public relations. Together the social vice and public relations officers must work together to increase club participation.*

*All officers will be responsible for assisting with parties and events, with both the set-up and take down for events.

(Excerpted from School of Nursing Club Constitution, 2022-2023)

SON Nursing Honor Society

Sigma (formerly Sigma Theta Tau International) is a professional nursing honor society whose purpose is to promote research, scholarship, and leadership in the profession. Rho Iota is Southern Adventist University's chapter of Sigma and was established in 2002. The Rho Iota chapter of Sigma encourages and supports scholarship during research day and beyond among students, alumni, and faculty at Southern Adventist University and engages in community outreach opportunities throughout the academic school year. Membership is by invitation only to undergraduate students who are enrolled in

a baccalaureate (prelicensure BSN or RN-BSN) program, who demonstrate academic excellence, are ranked in the top 35% of their class, and have completed at least 50% of the nursing curriculum.

Transportation

Students provide their own transportation to and from the clinical setting or plan to share this expense with fellow students. Occasionally, a bus or van will be provided at SON expense for a school-sponsored trip/event.

Tickets and Fines

Tickets and/or fines received are the driver's responsibility.

Seatbelt Use/Cellphone Use

Tennessee law requires that seat belts be worn by drivers and passengers and that drivers refrain from using cellphones while driving.

Automobile Insurance

All students who own/drive autos for clinical experiences must have automobile liability insurance. Refer to SAU insurance policy.

AS and BSN (Pre-licensure) Program Addendum

Students enrolled in the AS, BSN pre-licensure, and RN to BSN programs will have concurrent nursing classes. There are 3 categories of nursing courses and associated policies. See the following tables.

Category 1: Core - Primary Pre-Licensure Courses

<i>Core Nursing Courses</i>	
NURS 120	Fundamentals of Nursing
NURS 200	Adult Health 1
NURS 220	Mental Health**
NURS 300	Adult Health 2
NURS 322	Childbearing Family**
NURS 400	Adult Health 3
NURS 420	Child Health**
**Specialty Courses	

Category 2: Supporting – Reinforcing Courses

<i>Supporting Nursing Courses</i>	
NURS-103	LPN-RN Perspectives
NURS 105	Intro Healthcare Informatics
NURS 115	Health Assessment I
NURS 203	Nursing Enrichment
NURS 315	Health Assessment II
NURS 335	Prof Dev in Nursing
NURS 345	Nursing Pharmacology
NURS 355	Pathophysiology
NURS 385	Applied Statistics Health Prof
NURS 446	Pop/Comm Health Nursing
NURS 450	Nursing Leader & Management
NURS 485	Research Methods
NURS	Any UD Nursing Electives

Category 3: Culminating – NCLEX & Graduation Prep Courses

<i>Culminating Nursing Courses</i>	
NURS 425/426	Capstone Clinical
NURS 432	Capstone Seminar
NURS 440	Preparation for Licensure

*Unfinished cognates should be completed at SAU once accepted to the SON unless petition is granted.

Course Failure

A grade of “C+” or lower is considered a nursing course failure. A student who fails any NURS course may repeat that course one time as space is available and with approval from the Admissions & Progressions Committee. When repeating any NURS course, the student must obtain an overall course grade of 82%. In addition, an 82% in the test category for NURS courses: 120, 200, 220, 300, 322, 400, and 420 is required. Failing the same NURS course for the second time results in out-of-program (OOP) status. Failing any three different NURS courses results in out of program (OOP) status. Re-application to the nursing program will be considered on an individual basis.

Course Withdrawal

The SON strongly discourages course withdrawals. However, a student may withdraw from a NURS course by the withdrawal date published on the SAU calendar. A non-medical withdrawal from a course that a student previously failed will be considered a failure. A student cannot withdraw from a course that they have previously failed.

Repeating the course will be considered as space is available and with approval from the Admissions and Progressions committee. Stipulations may apply directed study, remedial work, clinical refresher, or other as determined. A student who withdraws is encouraged to continue attending class; however, no clinical hours, tests, or quizzes may be completed after withdrawal from a course. Students who withdraw from courses and/or the nursing program for any reason should inform the Director of Admissions and Progressions.

Medical Withdrawal

Medical withdrawals are an option for a student who needs to withdraw from all courses in a semester due to a significant medical issue. A complete medical withdrawal is handled through the records department and in conjunction with the academic administration associate vice president. If a student is granted a medical withdrawal, the student must obtain medical clearance to return to the nursing program. Stipulations may apply such as directed study, remedial work, clinical refresher, or other as determined.

International Students

University policies related to international student status vary from those of U.S. students. It is imperative that the student consult with their international nursing advisor and the International Student Services Coordinator.

Out of Program (OOP)

The opportunity to reapply to the nursing program is based on the reasons for failure or withdrawal, recommendations of the course professors, space availability, admission score, length of absence, and the approval of the Admissions and Progressions Committee.

Progression/Graduation Policy

Students in their **final** AS or BSN semester have a variable class and clinical lab schedule over the entire semester. For this reason, these students should take only nursing courses, apart from online courses. Consult with a nursing advisor before registering for this important final semester.

Any student who is not successful in a nursing course in their final semester of a pre-licensure nursing program will not be eligible to graduate and will receive an incomplete in NURS 432 Capstone Seminar a Fail in NURS 440 Preparation for Licensure.

Eligibility for Progression

To be eligible for progression into the next level, the student must have:

- Met all prerequisites.
- B- or higher in each nursing course taken for the first time.
- 82% or higher overall grade in any repeated nursing course that is not pass/fail.
- 82% or higher test average in any repeated core nursing course.

- Completed standardized tests.
- Achieved satisfactory clinical performance.
- Demonstrated cooperative and responsible behavior.
- Completed all remedial improvement plans.
- All AS students are required to complete all AS general education and cognates prior to level 4.
- Pre-licensure BSN students should complete all gen education and cognate courses from sequence.

Students who have taken all general education and cognates for the AS and RN-BSN programs may take BSN completion nursing classes early as follows:

- Level 2 AS students may take Nursing Pharmacology (NURS 345) and Pathophysiology (NURS 355). Several upper division nursing electives are also available throughout the program.
- Level 3 AS students may take Health Assessment II (NURS 315) and Professional Development in Nursing (NURS 335). Several upper division nursing electives are also available throughout the program
- Level 4 AS students should only take Adult Health III (NURS 400), Child Health (NURS 420), Capstone Clinical - AS (NURS 425), Capstone Seminar (NURS 432), and Preparation for Licensure (NURS 440). Additional nursing or general education and cognate courses are not recommended.
- Applied Statistics (NURS 385) may be taken at any level.

Request of Major Request/Changing Nursing Pathways

Nursing students are accepted into either the AS, 5-semester BSN, or 6-semester BSN pre-licensure pathway. Nursing students must request approval from the Admissions and Progressions Committee before requesting a change of major through the records department. Send an email with this request to the SON UG Director of Admissions. Changing majors from AS to BSN or vice versa affects the degree audit for graduation, finances, internal SON processes, and preparation for NCLEX.

Nursing majors should declare AS nursing only during their first semester at SAU and then add an RN-BSN or switch to pre-licensure BSN if either of those programs better suits their needs.

Majors:

AS.NUR2/AS Nursing

BSN.NUR4/BSN Nursing RN-BSN – on-campus RN-BSN completion

BSN.NURC/BSN Nursing-Consortium - online discounted RN-BSN completion

BSN.NURS/BSN Nursing, Pre-Licensure

Eligibility for Graduation

The following GPAs are required for graduation.

Nursing	2.7
Nursing Cognate	2.0
Overall University	2.5

Failure to meet all program requirements will delay release of transcript to any state's board of nursing.

RN Licensure/ NCLEX-RN® Exam

The School of Nursing will discuss and assist with NCLEX-RN® applications in the Prep for Licensure course which is taught in the last semester of the program. It is the student's responsibility to complete the application and meet all deadlines as required. A listing of the addresses and phone number of each state's Board of Nursing is available at the National Council State Boards of Nursing website (ncsbn.org).

The national application for licensure fee (Pearson Vue) is \$200. The Tennessee Board of Nursing has an application fee of \$140.00. Other state licensure application fees vary from \$60 - \$350. Tennessee requires the student to respond to the questions about behaviors listed below. Although an affirmative answer to one of these questions does not automatically mean you will be denied licensure, it may mean the State Board will not consider you eligible even if you pass the NCLEX-RN® exam. Each case is considered on its individual merit.

- Have you ever been denied or had a nursing license, certificate or registration disciplined (revoked, suspended, placed on probation, or reprimanded), or voluntarily surrendered in any state of jurisdiction?
- Have you ever been convicted of or pleaded guilty to a misdemeanor or felony other than a minor traffic violation? If yes, you must explain briefly and submit a certified copy of the warrant and judgment or conviction papers and evidence of completion of fines, restitution, probation, and a self-letter that describes circumstances that resulted in arrest and conviction.

Tennessee Board of Nursing (TBON) Policy

The Tennessee State Board of Nursing (TBON) and other State Boards reserve the right to deny licensure in their states if the applicant has an unresolved felony on record in any state. The SON reserves the right to deny admission to or remove students from the nursing program who have records of misconduct, legal or otherwise, that may jeopardize their professional performance. The TBON requires a background check, with the TBON approved vendor, paid for by the applicant and completed within 12 months of application for licensure.

Testing Policies

Unit Exam and Final Exam:

Due to the high stakes testing in the nursing program, all exams will be edited and reviewed by another faculty member before exams are given. Final exam questions will be comprised of 70-75 new questions representing the important course concepts learned throughout the semester.

After exams are taken by students, all exams will be reviewed, using statistical analysis, by an additional faculty member before exam scores are released to students. No exams may be retaken. Unit exam scores will be recorded to the hundredth place.

Exam scores will not be immediately available. After completing exams, students are asked to leave the testing area (2nd floor of AdventHealth Hall and other testing areas). Sharing and discussing questions violates the confidentiality statement that students have agreed to prior to taking the exam. Exam scores will be available in eClass.

Exam Review:

- a. Students will be allowed to review missed exam questions once in the LRC/designate

Any data-collecting or note-making capability, including, but not limited to, paper, whiteboards, and electronic devices such as smartphones, Fitbits, Apple Watches, notes, and textbooks are not allowed during a test review.

- b. Each course professor will schedule a two-week timeframe for students to review missed questions from the exam in the LRC/designated location. Students will need to sit at the same testing station where they took the exam. The review is not required, but it will only be available during the two-week timeframe.
- c. Students who score less than 80% on the first exam must visit the course professor before the next exam to review and discuss test-taking strategies. Students who score less than 80% on subsequent exams are highly recommended to meet with the course professor. Faculty will not review individual questions with students. A student may request to meet with the course professor to enhance exam-taking skills with the use of practice questions similar to, but not actual exam questions. The topics missed from the final examination will not be shared with the class.
- d. After attending the review, students may choose to review missed concepts with the course professor(s) but will not be allowed to view the missed questions a second time. The exam will not be reopened for review once the review period is over.
- e. The final exam is NOT open for review.

Make-Up Exams:

Unexcused absences for exams not taken as scheduled may be subject to having a 5% penalty imposed (this includes being tardy 10 or more minutes after the start of an exam). Students who arrive late for an exam will not be given any extended time beyond the allotted scheduled time for the exam. Requests to reschedule exams due to illness must be accompanied by a note from a healthcare provider (it is the student's responsibility to see and/or communicate with a healthcare provider within 24 hours of the scheduled exam). The 5% penalty may not be imposed with timely communication (at least 2 hours before the exam starts). Exams should be rescheduled and taken within 72 hours of the original exam time unless there are extenuating circumstances. Students who do not show up for an exam without notifying the course professor before the exam will receive a 15% deduction and may need to meet with the student issues committee.

A written request for exam rescheduling must be made with the instructor. (See the "Forms" section at the end of this manual, Appendix C). Make-up exams for any reason will be a different version.

All requests for rescheduling will be placed in the student's file. A student who repeatedly requests to reschedule (2 requests within a semester, 3 within the program) may be referred to the Student Issues Committee, and a Student Improvement Plan (SIP) may be initiated and become a permanent part of the student's file.

A final comprehensive exam is given at the end of the course on a single date and time. It must be taken during the scheduled time. If rescheduled, a fee may be imposed according to the SAU policy regarding final exams – see SAU Catalog.

Standardized Examinations:

Students are required to take standardized examinations throughout the program. These exams allow students and faculty to evaluate student progress and readiness for the National Council Licensure Examination (NCLEX-RN®).

Medication Administration and Calculation (MAC) Exam:

Students must demonstrate proficiency in calculating medications before entering the clinical setting. Students must pass a medication administration and calculation (MAC) test with a score of 100% each semester to be eligible to attend clinical. Students will access the MAC test through either the Nursing Learning Resource Center (LRC) testing system OR the approved Disability Support Services (DSS) center. Testing conditions are consistent with all nursing examinations. Communication between students regarding the contents of the MAC exam is considered an infraction of the integrity policy, and the students involved will be subject to the disciplinary process as stated in the SAU Student Handbook. The exam has 10 questions. Points will be awarded within the test score based on the score of the first attempt. The MAC exam grade will be entered into the testing category, and each question will equal half a test question point (10 MAC questions = 5 test points).

The score from the 1st MAC test taken is counted as the test score. If a 10/10 (100%) score is not achieved, the student should remediate inside of the MAC test. Additional resources are available with ATI and other online sources. If a student does not receive a score of 10/10 on the second attempt, they will be required to meet with the faculty member. If the student is unsuccessful after a 4th attempt, they will be required to meet with their advisor and program coordinator.

Integrity Policy:

Honesty and integrity are always expected. Purposeful breaches of integrity with respect to academic or clinical issues will result in the student being subject to formal review and action

by the SON and/or SAU. (Refer to the “Student Improvement Plan” in this handbook and the “Academic Honesty” policy in the SAU Catalog.)

SAU guidelines safeguard honesty and integrity. They include, but are not limited to, the following:

- There should be no collaboration on any coursework unless directed otherwise by the professor.
- Tests (may also apply to classroom quizzes)
- Instructors control the options of seating arrangements, moving, leaving the room, and stopping an exam for evidence of dishonesty.
- All books, papers, notebooks, electronic devices, backpacks, and personal belongings (including baggy jackets, hoodies, and caps) will be placed at a designated site as directed.

- During computerized testing, the internet, other programs, and/or documents are not to be open unless specified by faculty. If any of these are open during testing, it will be considered an infraction of the integrity policy, even if the information opened does not relate to the exam. (You are testing until you leave the testing room and turn in your scratch notes.)
- Any information found on or in the individual's immediate vicinity will be grounds for termination of the exam and formal action.
- Any verbal or nonverbal communication between students during or immediately after a testing situation will be grounds for formal action.
- Any activity that violates exam security, including discussion or copying of questions and/or answers or bookmarking exams to avoid a random exam, will be considered an infraction of the integrity policy and grounds for formal action.
- These test rules apply to formal course examinations, as well as computerized practice testing, computer testing assignments, and/or computerized testing related to remedial contracts.

The following guidelines apply to LRC testing:

- Caps/hats are removed
- Backpacks are stowed away from the computer terminals or under the desk
- A method for notetaking will be provided; care should be taken to avoid allowing those nearby to see your notes. All notes will be submitted to the LRC staff.
- Trips to the bathroom/water fountain are discouraged during testing. A personal water bottle is allowed in the LRC. No additional time will be provided during exams for bathroom and water breaks.
- Questions during the exam are not allowed. However, should a question arise regarding technical issues (inability to hear audio or view images, for example), please see one of the LRC staff immediately before going to the next question.
- Exams are to be completed in the time allotted (unless the student has an official accommodation).
- Smartphones, exercise accessories, and watches of any kind are not allowed in the testing area.
- Students may be asked to empty and turn pockets inside out, pull up sleeves, etc., before entering and/or before leaving the testing room.
- Students may be asked to raise slacks/pants legs above the ankles and asked to pull up long sleeves above the wrists or any other reasonable inspection if staff/faculty deems it appropriate.

Paper and Pencil Testing Protocols, along with Scantron:

The answer the student selects as their correct response to an exam question **MUST** appear on the Scantron answer sheet (or specified answer field) for the student to receive credit for the answer. No

credit will be given for answers circled or otherwise marked on the exam booklet. No credit will be given if a single answer is required and more than one answer is selected.

In all exam-taking settings, students are responsible for the accuracy of the answers marked on their Scantron answer sheet or exam before handing it to the proctor when finished with the exam. Any scrap paper needed will be provided by the instructor. All scrap paper must be turned in to the instructor.

Please note the date and time for the last exam on the class schedule. Plan to take this exam at the scheduled time. Make work and vacation plans accordingly. If rescheduled, a cash processing fee may be assessed according to the testing policy published in the University Catalog. SAU Academic Administration will grant approval for a variance from the published exam schedule only in cases of verified serious illness or a death in the immediate family. In case of exceptional and unavoidable circumstances, Academic Administration may approve a variance in consultation with the professor of this course.

RN-BSN Completion Program Addendum

Policies

Admission

Students who are currently in the SAU Clinical Nursing Program (AS) are already accepted into the Baccalaureate program. Admission of transfer students will be considered on an individual basis.

Progressions: Refer to AS section of handbook

See the SAU Catalog for additional admission and progression policies.

RN-BSN Nursing Admission (Campus and Online)

SAU graduates of the AS program – seamlessly continue to complete senior BSN classes

Nursing students in the AS Nursing Program graduate with an AS Degree at the end of the junior year. No additional acceptance is required to enter and complete senior BSN classes in any of the two RN-BSN pathways. All SAU School of Nursing policies apply.

Non-SAU AS or Diploma graduates seeking BSN degree - Rolling Admission

RN-BSN candidates may apply to the **University** and to the **School of Nursing (SON)** anytime. There is no specified end date. The applicant may then enter classes at the next available class start date pending acceptance by the School of Nursing and SAU.

RN-BSN Baccalaureate Degree (Transfer Student)

Minimum requirements for admission to the baccalaureate nursing program are as follows.

- Acceptance to Southern Adventist University.
- Application to the School of Nursing
- A cumulative grade point average of 2.5 on a 4.00 scale. Grade of “C” (2.00) is required in each nursing and cognate course for progression. (A cumulative GPA of 2.50 on a 4.00 scale is required for graduation.)
- An interview with the appropriate BSN program coordinator or designee, if requested.

- Documentation of clinical experience (satisfactory work performance recommendation), and/or RN Update or additional clinical experience MAY be required.
- Nursing Credits: Transfer students who are graduates of ACEN accredited AS, Diploma Nursing Programs will have 30 credits of associate degree level nursing, and 13 credits of upper division nursing (NURS 400, 420, 425, 430, 440) placed in escrow upon entrance to the BSN program. After successfully completing 10 semester hours of BSN Nursing Courses at Southern, these credits held in escrow will be placed on the transcript as accepted credits toward a BSN degree with a major in nursing. A standard charge for transfer students of \$520 applies.

Clinical

Students must complete the allotted clinical laboratory experiences to pass the course. It is the student's responsibility to attend scheduled clinical. Failure to attend clinical is considered an unexcused absence and may result in the any of all the following: a) \$10 per hour with a maximum of \$100 fee for reasons other than verified illness or death in the family; b) a Student Improvement Plan (SIP); c) a deduction in the student's clinical grade. It is the student's responsibility to notify the appropriate person (faculty, clinical coordinator, and clinical faculty/clinical instructor) prior to the missed excused/unexcused clinical. A student with multiple absences may be delayed or halted in progression. (Refer to the Student Improvement Plan in this handbook).

If the student experiences an injury and/or surgery which limits full participation in clinical activities (e.g., inability to walk without crutches due to non-weight bearing status), it is the student's responsibility to notify the course faculty and clinical instructor and submit a health care provider statement specifying the degree of physical restriction and the recommended duration of the limitation or the date the student may return to full participation in clinical activities.

- Students are not allowed to attend clinical if they worked past midnight before a clinical lab experience day. This could constitute a clinical failure. It is recommended that students not work the night before classes, which could jeopardize academic success in classes. Adequate rest is required prior to starting a night shift seminar clinical and/or attending a full day of classes. Therefore, a student should not attend a night shift clinical following a full day of taking classes or attend a full day of classes and then go straight to a night shift obligation.
- Students must inform the course lead faculty and Clinical Coordinator if taking any prescribed or OTC medication that may impair their clinical judgment while caring for patients.
- SAU and the SON share the belief in honoring the sacred hours of the biblical Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday.
- The SON respects the personal beliefs of each student enrolled in nursing, and the freedom to make personal choices about when and how to worship. It is the policy of the SON, however, regardless of personal belief, that the student upholds the values of SAU and the SON in this respect and **not** schedule course-related clinical practice during the Sabbath hours.*

*Exceptions may apply for church-sponsored, mission-focused volunteer activities in which the student functions in a professional role. Faculty approval must be obtained prior to the event.

Clinical Attire--Students are expected to dress professionally and to abide by the agency dress code in all clinical areas to which they are assigned.

- While in any clinical area, students will wear a photo identification badge provided for SON baccalaureate students. Students should comply with requirements in this handbook (Uniform Policy section). Hair should be clean, neat, and worn off the collar; radical hair styles are not acceptable. Principles of modesty and excellent hygiene are expected.
- The uniform for RN to BSN clinical labs consists of SAU green scrubs and green lab jacket or black softshell jacket (optional) and SAU/SON photo identification badge. When students are in clinical labs in which business attire (with or without lab jackets) is appropriate, attire should follow the standards of modesty and professionalism. The following may not be worn jewelry, jeans, leggings, sweatpants, shorts, miniskirts with or without leggings, flip flops, tank tops, tight-fitting and revealing styles, bare midriffs and shoulders, torn or frayed clothing, halter tops, and/or clothing with printing. Beards should be neatly trimmed. Shoes must be clean, closed toe, and a neutral color (white, black, brown, or gray). No bright or neon colors are allowed, including shoelaces.
- The student uniform is intended for clinical practice only and should not be worn for employment purposes. The uniform should be laundered after attending clinical and should be neat and ironed prior to the next scheduled clinical. It is recommended that students not wear uniforms routinely in the community.

Grading/Evaluation

An overall grade of 80% and above is considered passing. The SON baccalaureate program does not accept grades of C+ or below. A passing grade must be achieved in both clinical and theory for successful completion of a nursing course. There will be no rounding of grades.

Professional Responsibility

It is the student's responsibility to review course schedules and syllabi. The student should be aware of semester requirements (such as FOA and Research Day) in all courses from the first date of class until the final exam date. It is unacceptable to skip professional events like FOA and Research Day because the student did not review the course syllabi or the SAU handbook. It is considered unprofessional to ask a professor to accommodate with due date extensions or exam rescheduling (including the final exam) except in extenuating circumstances.

Attendance at all scheduled classes is expected – see attendance policy. The student should notify the course faculty as soon as possible if extenuating circumstances (i.e.: illness, death in the family) prohibit attendance.

Students are strongly encouraged to avoid working the night prior to AM classes since this could impact the student's ability to fully engage in class and thus jeopardize the course grade.

Late work is not accepted in any nursing course. Exceptions are made on an individual basis in emergent situations. The student should notify the course faculty as soon as possible if extenuating circumstances (i.e.: illness, death in the family) prohibits timely submission of assignments.

December graduates or other graduates taking NCLEX during the academic school year, are encouraged to take NCLEX at the end of January or by the first 3 weeks into the semester. Individual accommodation must be made with the Professor prior to taking NCLEX.

Each student will be given one excused absence per class for NCLEX preparation. Absences must be arranged ahead of time with the faculty.

FORMS

Appendix A Southern Adventist University School of Nursing

Drug Testing Authorization and Release

I consent to random drug testing and specimens of urine and/or hair to be taken and tested by a laboratory designated by the School of Nursing (SON) to determine current or prior use of prescription and/or illicit drugs per the policy in the SON undergraduate handbook which states:

*By enrolling at Southern, all students agree to random drug testing (may include testing for illicit drugs, nicotine and/or alcohol, marijuana, including THC from CBD oils,). The SON has a zero-tolerance policy with respect to illicit drug use. A drug screen will be required of any new student accepted into the undergraduate nursing programs. A drug screen will also be required for an enrollment lapse of one semester or more. Students may be screened at any other time for random testing, reasonable suspicion or evidence of alcohol or drug use. The student requiring random testing for reasonable suspicion or evidence of alcohol or drug use will be responsible for laboratory cost. Violation and positive drug screens will result in disciplinary action up to and including dismissal.
(SAU Undergraduate Catalog, p. 225)*

I understand that the SON will require such testing upon admission to the nursing program, if there is a lapse in progression greater than one semester, and at any other time for random testing, reasonable suspicion or evidence of alcohol or drug use.

I hereby consent to all such tests and agree to cooperate in the taking and testing of urine and/or hair specimens. I understand that the results of these tests will be used to determine my compliance with the SON policies and will be used as the basis for disciplinary action, up to and including dismissal from the nursing program. I understand that refusal to give consent for testing or cooperate in giving any necessary specimens requested by the SON will result in permanent dismissal.

I authorize the laboratory to disclose all pertinent information, including test results, to its employees and to the employees of the SON involved in the testing process. I hereby release the SON and the laboratory or laboratories conducting the tests and all of their officers, directors, employees, representatives, agents, affiliated organizations and attorneys from any and all claims liabilities or actions arising out of negligence relating to the collection and testing of my urine and/or hair, communication of results, excluding gross or intentional negligence.

I understand that this consent will be in effect throughout the duration of my attendance in the undergraduate nursing program (Associate and Bachelor programs) at Southern Adventist University, School of Nursing.

Student Signature _____ Date _____

Printed Name _____

Appendix B
Southern Adventist University
School of Nursing

Protected Health Information, Confidentiality, and Security Agreement

Background Protected health information (PHI) includes patient information based on examination, test results, diagnoses, response to treatment, observation, or conversation with the patient. This information is protected, and the patient has a right to the confidentiality of patient care information whether this information is in written, electronic, or verbal format. PHI is individually identifiable information that includes, but is not limited to patient's name, account number, birthdate, admission and discharge dates, photographs, and health plan beneficiary number.

- Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Although patient identification is removed, all healthcare information must be protected and treated as confidential.
- Students enrolled in school programs or courses, and responsible faculty are given access to patient information. Students have access to protected health information during the clinical rotations in healthcare facilities.
- Students and responsible faculty may be issued computer identifications (IDs) and passwords to access protected health information.

Policies

Initial each individual policy upon review.

- _____ 1. It is the policy of the school/institution to keep protected health information confidential and secure.
- _____ 2. Any or all protected health information, regardless of medium (paper, verbal, electronic, image, or any other) is not to be disclosed or discussed with anyone outside those supervising, sponsoring, or directly related to the learning activity.
- _____ 3. Whether at the school or at a clinical site, students are not to discuss protected health information, in general or in detail, in public areas under any circumstances. This would include places such as hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.
- _____ 4. Unauthorized removal of any part of original medical records is prohibited. Students and faculty may not release or display copies of protected health information. Case presentation material will be used in accordance with healthcare facility policies.
- _____ 5. Students and faculty shall not access data on patients for whom they have no responsibilities or a "need-to-know" the content of protected health information concerning those patients.
- _____ 6. A computer ID and/or password are assigned to individual students and faculty. Student and faculty are responsible and accountable for all work done under the associated access.
- _____ 7. Computer IDs or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person's computer ID or password.
- _____ 8. Students agree to follow each healthcare facility's privacy policies.
- _____ 9. Breach of patient confidentiality by disregarding the policies governing protected health information is grounds for dismissal from school and/or institution.

By my signature below:

- I agree to abide by the above policies and other communicated policies at clinical sites. I agree to keep protected health information confidential.
- I understand that failure to comply with these policies will result in disciplinary action.
- I understand that the confidentiality and security of protected health information is protected through federal and state laws, so unwarranted disclosure of patient information is in violation and may result in civil and criminal penalties.

Name of student (printed)

Signature of student

Date

Signature of Parent or Legal Guardian if student under age of 18

Date

Appendix C

**Southern Adventist University
School of Nursing
Reschedule Exam Form**

Directions:

Student – Meet with the course professor and complete together.

Faculty – Make a copy of this form for the LRC staff (if indicated) and submit the original to the student's file.

Student Name	Student ID#	Date Request Submitted									
Nursing Course and Number											
Reason for request: ☐ Illness: Requires note from Healthcare Provider (attach note to this form) ☐ Final Exam Conflict: _____ ☐ Other: _____											
Refer to Undergraduate Handbook for policies and procedures											
Student Signature: _____											
Faculty Use Only: <table><tr><td>Faculty Approval</td><td>☐ Yes</td><td>☐ No</td></tr><tr><td>5% penalty to be imposed</td><td>☐ Yes</td><td>☐ No</td></tr><tr><td>Placed in student file</td><td>☐ Yes</td><td>☐ No</td></tr></table> Faculty Signature: _____			Faculty Approval	☐ Yes	☐ No	5% penalty to be imposed	☐ Yes	☐ No	Placed in student file	☐ Yes	☐ No
Faculty Approval	☐ Yes	☐ No									
5% penalty to be imposed	☐ Yes	☐ No									
Placed in student file	☐ Yes	☐ No									

Appendix D
Southern Adventist University
School of Nursing

Student Improvement Plan

The Student Improvement Plan (SIP) is intended to help students identify, improve, and correct areas of concern and to promote a high standard of professionalism. The process will be initiated following an identified academic and/or clinical deficiency or infraction of one or more policies contained in the SON Undergraduate Handbook.

Procedure:

1. **Identify the concern/documentation:** The specific behavioral, clinical, academic, or professional performance issue will be identified, and objective documentation will be gathered (instructor notes, evaluations, checklist, incident reports, communication records, etc.).
2. **Meeting:** When a faculty member deems a SIP may be necessary for a student, the student will be asked to meet with the professor of that class and/or with the program coordinator to review and discuss the area of concern. The student will be asked to share their perspective on the situation. After this meeting, it may be determined to involve the Student Issues Subcommittee.

*Prior to meeting with the student, the faculty member may request consultation or review by a UG Program Coordinator and/or dean.

3. **SIP Document:** The SIP is based on the area of concern. Goals for improvement, required actions, and a timeline will be established. The document will be signed by the student and faculty member(s). The **consequences** of the SIP process may include referral to the Student Issues Committee, clinical removal, probation, course failure, or dismissal from the program.

*Prior to the student's signature, obtain the signature of a UG Program Coordinator.

4. **Implement/Monitor:** Necessary resources or referrals will be implemented. Progress will be monitored regularly.
5. **Follow-up/Evaluation:** Follow-up of required actions will be documented. The student's progress will be reviewed, feedback provided, and documentation will include whether the student successfully met the goals, needs continued monitoring, or requires escalation to the Student Issues Subcommittee.
6. **Documentation:** A copy of the SIP will be given to the student. The SIP form will be retained in the student/departmental files throughout the entire nursing program.

A student may be suspended from the School of Nursing *pending and/or during* the immediate investigation. Suspension means that the student may not attend class and/or meet clinical appointments.

A student can be removed from the nursing program for a serious error.

If a student accumulates more than 2 SIPs, the student will be referred to the Student Issues Subcommittee for a meeting.

Procedures for Appeal

A student who believes that his/her rights have been infringed upon or that he/she has been treated unjustly with respect to his/her academic program or any portion thereof shall be entitled to a fair and impartial consideration of his/her case (refer to the "Grievance Procedure" section of this handbook).

Student Picture
(Optional)

Appendix E
Southern Adventist University
School of Nursing

Student Occurrence Report

Student's name _____ ID # _____

Date/time of occurrence _____ Location of occurrence _____

Description of occurrence _____

Cause(s) of occurrence _____

Date/time reported _____

Name and title of person occurrence was reported to _____

Immediate action taken _____

Follow-up care needed _____

Recommended dates for follow up _____

Recommendation(s) for prevention of further occurrences _____

Comments _____

Signature of student _____ Date _____

Signature of clinical instructor _____ Date _____

Signature of health care provider _____ Date _____

Note: A copy of this form must be placed in the student's file and sent to UHC if exposure occurred.

Appendix F
Southern Adventist University
School of Nursing

Waiver of Liability – Policies Agreement – Agency Partnership Agreement

Name (please print): _____ ID#: _____

Local or Cell Phone Number _____

Waiver of Liability
(Communicable Diseases and Invasive Procedures)

I understand that nursing students work around a variety of microorganisms during clinical laboratory experiences. While the Southern Adventist University School of Nursing teaches infection control practices that control or minimize sources of infection and help protect clients and health care workers from disease, I understand that nursing students are still at risk for acquiring infections. These include, but are not limited to hepatitis, tuberculosis, and HIV.

I also understand that it is a part of the Nursing Program at Southern Adventist University for nursing students to practice various invasive procedures with other nursing students, all under the supervision of a nursing instructor at the SON. I further understand that there are risks involved with these procedures.

Understanding the foregoing, I hereby agree to release Southern Adventist University, its employees and instructors, and to hold the same harmless against any injury or damage I may suffer as a result of exposure to communicable diseases during clinical laboratory experiences or as a result of invasive procedures.

Policies Agreement

I agree to be responsible for and comply with the policies in the *SAU School of Nursing Undergraduate Handbook* available on the nursing website.

Agency Partnership Agreements

_____ I agree that my contact information (name and/or email) may be shared with prospective employers.
_____ My contact information may not be shared.

MY SIGNATURE SIGNIFIES THAT I AGREE TO BE RESPONSIBLE FOR THE ABOVE POLICIES:

Student's signature Date

Parent/guardian's signature Date
(Required if the student is under the age of 18.)

Appendix G

Southern Adventist University - School of Nursing Student Clinical/Skills Readiness Action Plan

Student Name _____ **ID** _____ **Date:** _____

Circle Course: FUND Assess 1 AH1 MH AH2 OB AH3 PEDS **Referred by:** _____

Brief explanation for referral:

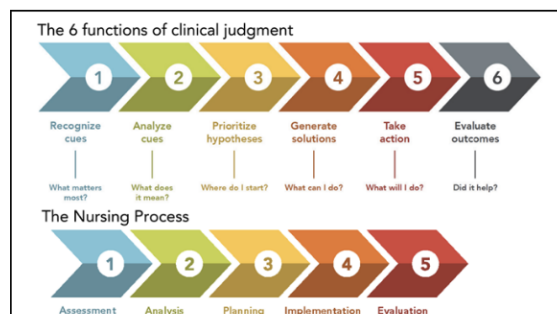
✓	Area of Concern and Goals for improvement	Date completed	Supervising faculty/instructor
	Head to toe assessment		
	Medication calculation		
	Medication administration – IVP		
	Medication administration – IVPB		
	Medication administration – Primary fluids		
	Injections (IM,Subq)		
	Nursing Skills/other:		
	•		
	•		
	•		
The 6 functions of clinical judgement		Date completed	Activity completed (sim, case study, skills)
	Recognize cues – “what matters most?” Ex:		
	Analyze cues – “What does it mean?” Ex:		
	Prioritize hypotheses – “Where do I start?” Ex:		
	Generate solutions – “What can I do?” Ex:		
	Take action: “What will I do?” Ex:		
	Evaluate outcomes “did it help?” Ex:		

Once completed, return to course lead faculty for review and signature.

Course lead professor: review and signature:

Date: _____

*Complete form and take a picture and email to kcallen@southern.edu AND lead teacher. Arrangements will then be made with the student to schedule a time.



**Physical Assessment Check off
Southern Adventist University
School of Nursing**

Student Name _____ Date _____

Basic Head-to-Toe Assessment Check-Off

Introduction	Self-introduction and reason for visit	
Wash Hands	Water/Soap or Hand Sanitizer	
Identify Patient	(x2)	
NEURO/Orientation	A/O x3 (#4 if institution requires)	
	PERRLA	
	Follows commands	
Pain Assessment	Scale ____/10 (OLDCARTS, if any pain present)	
Cardiac/Integumentary	Mucous Membranes	
	Color	
	Temperature	
	Capillary Refill	
	Skin Turgor	
	IV Site	
	Heart sounds: "S1, S2" (APE To Man)	
	Heart rate (fast/slow, regularity)	
	Pulses (radial and pedal)	
	Presence of edema/skin breakdown	
Pulmonary	Lungs: Anterior (4-6 places)	
	Lungs: Posterior (6-8 places)	
	Lung sounds: clear, bilateral	
	Respiratory effort (depth, use of accessory muscles)	
	Respiratory rate (fast/slow)	
GI/Abdomen	Inspection: contour, shape, lesions, symmetry	
	Auscultation: 4 quadrants	
	Light palpation	
GU/Elimination	Inquire about bowel and bladder elimination	
	Characteristics	
	I&O's	
Extremities	Muscle Strength (abduction, adduction, plantarflexion, dorsiflexion, squeezing fingers)	
	Symmetry (comparing both sides)	
Comments:		

Assessment completed, all components included and organized head to toe process

Observer: _____