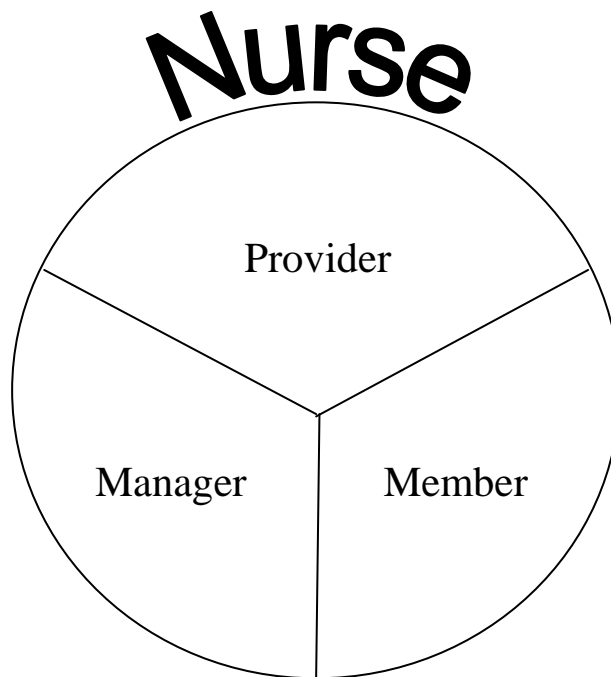


SOUTHERN ADVENTIST UNIVERSITY

SCHOOL OF NURSING



STUDENT HANDBOOK  
2009-2010

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SOUTHERN ADVENTIST UNIVERSITY ~ SCHOOL OF NURSING  
2009-2010 DIRECTORY

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Ahlfeld, Pam	2948	206	499-9994	pahlfeld	Undergraduate Program Coordinator, Transitions
Batson, Desi	2967	216		drbatson	MSN courses
Dedeker, Judy	2945	210	236-4109	dedekerj	Childbearing Family, AS Practicum, Fundamental/Adult I ASAP
Freeland, Bonnie	2968	215	240-7466	freeland	Informatics, MSN courses
Gadd, Holly	2961	208	396-3193	hgadd	Graduate Coordinator, MSN Courses
Gammenthaler, Pam	2939	205	396-2315	pgammenthaler	Child Health, Leadership/Management
Howard, Lorella	2951	203	344-6221	lhoward	Fundamentals I & II
Huse, Jaclynn	2987	209	396-2824	jhuse	Adult Health II
James, Barbara	2942	201	396-3938	bjames	Dean, Preparing to Meet the Firms, MSN Courses
Johnson, Cynthia	2953	218	322-7992	cindyj	Pharmacology, Pathophysiology, Transitions, Simulation
Johnson, Frances	2973	221	344-4373	francesj	BS Research, Critical Care of the Newborn, MSN courses
Krause, Dana	2964	214	396-9960	drkrause	Massage & Hydrotherapy, Skills/Simulation Lab (ph: 2969)
Liedke, Mike	2958	215		maliedke	MSN courses
Marlowe, Linda	2941	202	236-4452	lmarlowe	Admissions & Progressions, Preparing to Meet the Firms
Mayer, Sylvia	2943	222	650-3096	smayer	Community Health, Consortium Program Coordinator
Moniyung, Chris	2954	204	396-2689	cmoniyung	Adult Health III, Seminar
Showalter, Christy	2966	224	553-1927	cshowalter	Adult Health I, Simulation
Snyder, Beth	2950	207	396-9639	snyder	Nutrition
Valenca, Maria	2952	219		valencam	Mental Health
Wills, Jillian	2959	217	256-682-5599	jwills	Assessment, Transcultural Nursing, Research
Staff					
Assignment					
Allen, Kerry	2949	220	802-0730	kcallen	Clinical Coordinator, RN Refresher, AS Practicum
Cash, Conni	2940	200	396-4039	clcash	Secretary/Office Manager
Eaton, Victoria	2970	LRC	364-3377	vpeaton	LRC Assistant
Lechler, Linda	2970	LRC	236-4241	llechler	LRC Assistant
Hunt, Bonnie	2956	231	396-2772	bhunt	ASAP Coordinator
Proffitt, Diane	2957	221	238-9364	dproffitt	Secretary/MSN Enrollment Counselor
Saunders, Ruth	2974	LRC	476-9466	saunders	LRC Coordinator
nursing fax: 236-1940		email address: <a href="mailto:nursing@southern.edu">nursing@southern.edu</a>		web site: <a href="http://nursing.southern.edu">http://nursing.southern.edu</a>	

## ***I*** ***INTRODUCTION***

Welcome to Southern Adventist University's School of Nursing (SAU SON)!! We as faculty remain committed to the tradition of excellence in Christian nursing education that Mazie Herin and others pioneered in 1956. While knowledge and technology in health care have changed exponentially, principles of care and compassion exemplified by Christ have not changed.

Registered nurses constitute the largest healthcare occupation, with 2.5 million jobs! There are more new jobs expected to be created for RN's than for any other occupation. Nurses in today's changing health care environment are doing a wide variety of work in places outside the walls of the traditional hospital. The opportunities for nurses have broadened into a wide spectrum of potential practice settings. Nurses are also found in clinics, adult day care centers, schools, health insurance agencies, long term care centers, schools of nursing, home health care agencies, industries, and law firms, to mention a few.

We hope you are here for more than the education needed to land a secure job! A good nurse must exhibit a high level of knowledge, professional abilities, and ethical standards just as a member of any other profession does. An excellent nurse, however, needs even more. The nurse must have an *honest desire to care for others in need*. Within oneself, there must be an attitude of *personal commitment to serving others* with the understanding that *each human is a child of God*. The public notices very quickly the difference in a nurse who exemplifies these attitudes as opposed to the nurse who is just putting in time to collect a paycheck.

Your SON faculty members desire that you become the best nurse you can possibly be. The program which you are about to begin will help you achieve this goal.

If you are joining the program at the baccalaureate level, we congratulate you on the decision to continue your nursing education. You will find opportunity to grow in professionalism and expand the knowledge base you currently have.

This handbook will serve as a guide for both programs--Associate Degree and Baccalaureate Degree. Keep it for reference throughout your educational experience.

***Best Wishes for Your Success!!!***

## ***II***

### ***MISSION STATEMENT***

The mission of the School of Nursing is to provide a Christian learning environment that values academic excellence and fosters personal and professional growth to meet the diverse needs of individuals, families, and communities.

## ***III***

### ***PHILOSOPHY***

God created each person with physical, psychological, developmental, sociocultural and spiritual components integrated into perfect health and wholeness.

Health is a dynamic state of well-being throughout the life cycle that reflects adaptation to internal and external stressors in the environment.

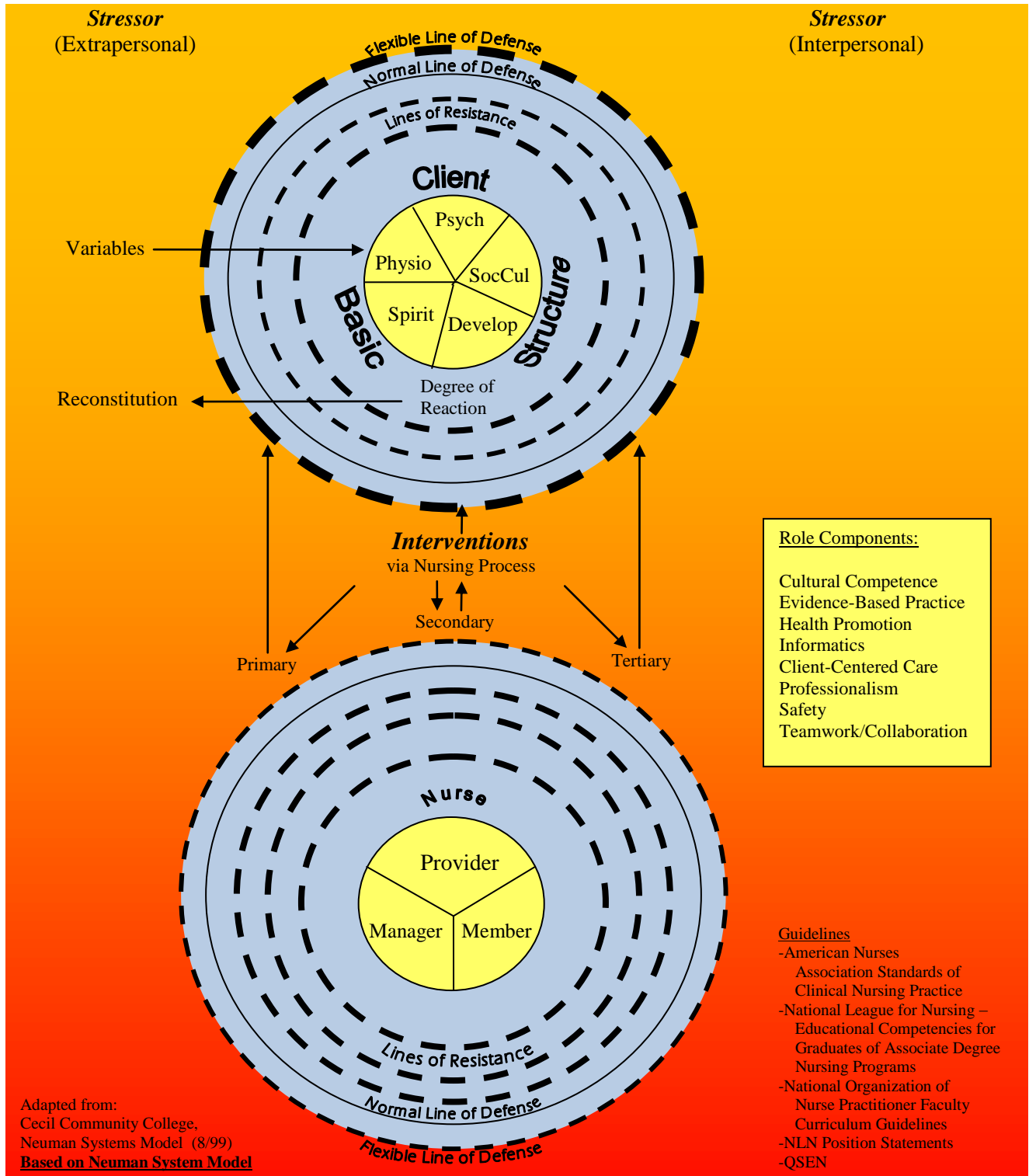
Sin resulted in changes which adversely affect each individual's health and environment.

Nursing involves interaction with client systems and their environment(s) to assist in retaining, attaining and maintaining their highest level of wellness.

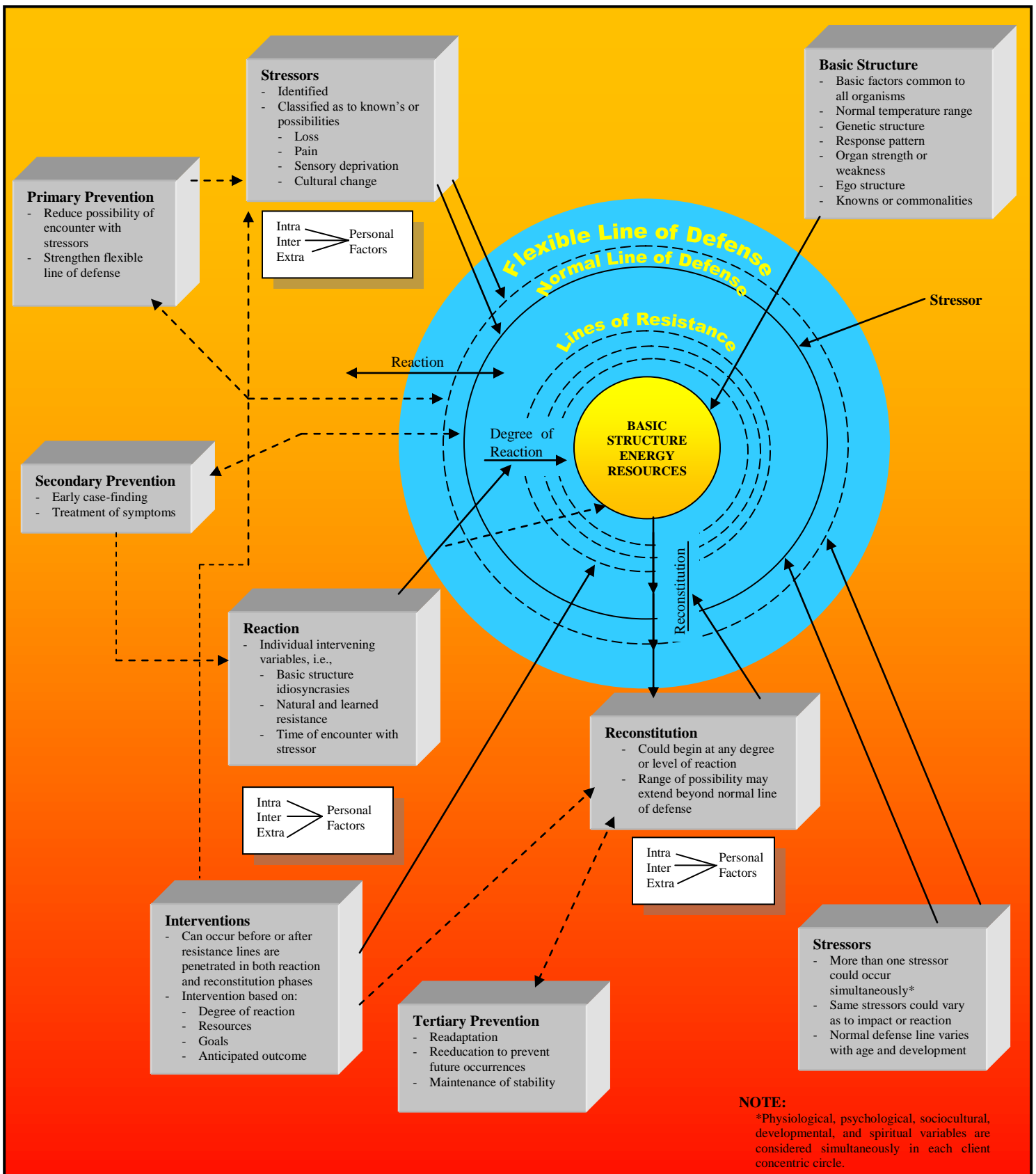
Nursing education empowers the student to provide wholistic caring service, following the example of Christ.

IV

SAU CLIENT CARE MODEL



The Neuman Systems Model. Original diagram copyright © 1970 by Betty Neuman.



## ***DEFINITIONS***

God:	The Supreme Being, the Higher Power, Creator and Sustainer of all life.
Humankind:	Individuals created in the image of God as a composite of physiological, psychological, developmental, sociocultural, and spiritual components with the capacity to reason and to act.
Physiological:	Bodily structure and function.
Psychological:	Mental processes and relationships.
Developmental:	Growth and maturation processes.
Sociocultural:	Combined social and cultural functions.
Spiritual:	A belief system and/or personal relationship with a higher power.
Wholeness:	The dynamic, interdependent interaction of physiological, psychological, developmental, sociocultural, and spiritual components that promotes optimal wellness.
Health:	A manifestation of energy available to preserve and enhance client system integrity. A dynamic state of well-being throughout the life cycle.
Environment:	All internal and external factors or influences surrounding the identified client or client systems.
Nursing:	A profession in which the nurse creates linkages among client, health, and environment to retain, attain, and maintain optimal wellness.
Patient:	One who is dependent on the health care systems to cope with their stressors.
Client:	Individual capable of independent decision making with regard to their own health care.
Client Systems:	An individual, group, or community requiring or seeking nursing intervention.
Wellness:	Optimal health.
Nursing Education:	The creation of a learning environment that fosters critical thinking, professional decision making, and practical skills.

## ***V. PROGRAMS OF STUDY***

### ***NURSING ROLE COMPONENTS***

#### **CULTURAL COMPETENCE**

A sensitivity to the difference in culture in clients and acting in a way that respects traditions and values while performing activities and procedures necessary for the client's well-being.

#### **EVIDENCE-BASED PRACTICE**

Complex, conscientious consideration of client physiologic, psychological, developmental, sociocultural and spiritual variables and current data regarding health, illness, treatment benefit vs. harm, the strength of research evidence for a given practice, and the degree of certainty regarding research findings in an effort to provide high-quality, effective, individualized care in a rapidly changing healthcare environment.

#### **HEALTH PROMOTION**

Health promotion is educating and empowering individuals, families, and communities to make lifestyle choices that prevent disease, improve well-being, and actualize health potential. Nurses serve as advocates of health when they engage in building healthy public policy.

#### **INFORMATICS**

Nursing informatics is a specialty that integrates nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. ANA, 2008

#### **CLIENT CENTERED CARE**

Client centered care is specialized care for the individual, family, or community that uses the nursing process, based on the unique (developmental, psychological, physiological, sociocultural, and spiritual) variables that make up the basic client structure. Intrapersonal, interpersonal, and extrapersonal stressors are considered and applied through primary, secondary, and tertiary care.

#### **PROFESSIONALISM**

A set of roles and behaviors that includes integrity, accountability, critical thinking, collaborative relationships, clear communication, advocacy, legal and ethical practice, community and professional involvement, and life-long learning adopted by the nurse for the purposes of effectively providing service and accomplishing nursing goals.

#### **SAFETY**

Care that minimizes risk of harm to clients and providers through both system effectiveness and individual performance.

## TEAMWORK AND COLLABORATION

Teamwork and collaboration is the shared planning, decision-making, problem solving, goal setting and assumption of responsibilities by those who work together cooperatively with open communication. The nurse practices as an active member of the professional healthcare team to provide safe and effective client centered care.

**NURSING EDUCATION UNIT OUTCOMES  
NURSING ROLE COMPONENTS, &  
CURRICULUM LEVEL OUTCOMES**

Nursing Education Unit Outcomes

The graduate will:

- 1. provide care for the client, using the nursing process in collaboration with clients, families and health team members, to diagnose and treat the client's response to actual or potential stressors.**

Role components\*

\*roles components may apply to other outcomes

**a. Cultural competence**

Curriculum level outcomes

- i. Level I/II (AS first year)
  1. Recognize approaches to Christian caring for culturally diverse clients
- ii. Level III/IV (AS second year)
  1. Demonstrate Christian caring into nursing care for culturally diverse clients
- iii. Level V (BS)
  1. Integrate Christian caring into nursing care for culturally diverse clients, families, and communities
- iv. Level VI (MSN)
  1. Practice Christian caring in a culturally diverse society

**b. Evidence-based practice**

Curriculum level outcomes

- i. Level I/II (AS first year)
  1. Provide evidence-based basic nursing care to meet needs of clients with common, predictable stressors
- ii. Level III/IV (AS second year)
  1. Provide evidence-based nursing care to meet needs of individuals and families with common and more complex predictable stressors
- iii. Level V (BS)
  1. Participate in research opportunities with supervision
  2. Utilize research findings by providing evidence-based, clinically competent care to individuals, families and communities
- iv. Level VI (MSN)
  1. Develop outcomes measurements to assess continuity, comprehensiveness, and efficiency of care, active management, accountability, satisfaction, health status, costs, and management of interactions
  2. Participate in research planning, data gathering and analysis,

- and dissemination of research evidence
- 3. Model evidence-based, clinically competent healthcare practices in clinical, educational, and administrative settings and roles

**c. Health promotion**

Curriculum level outcomes

- i. Level I/II (AS first year)
  - 1. Recognize relationships between lifestyle choices, health and disease
- ii. Level III/IV (AS second year)
  - 1. Incorporate principles of health and wellness into teaching plans for clients and families
- iii. Level V (BS)
  - 1. Emphasize prevention and wellness care in nursing practice for clients and families
- iv. Level VI (MSN)
  - 1. Advocate for preventive health in the practice setting and public policy arena

**d. Patient-centered care**

Curriculum level outcomes

- i. Level I/II (AS first year)
  - 1. Utilize the NSM, with faculty direction, as a framework for client care
  - 2. Utilize the nursing process to diagnose and treat client responses to common predictable stressors
  - 3. Utilize beginning level therapeutic communication skills with clients
- ii. Level III/IV (AS second year)
  - 1. Apply the NSM as a framework for nursing care of clients and families
  - 2. Apply the nursing process to diagnose and treat client and family responses to common and more complex predictable stressors
  - 3. Apply therapeutic communication skills with clients, families and multidisciplinary health team members
- iii. Level V (BS)
  - 1. Incorporate NSM as framework for care of clients, families, and communities
  - 2. Formulate a plan of care using the nursing process to care for clients, families, and communities
  - 3. Establish therapeutic relationships with clients, families, and communities
- iv. Level VI (MSN)
  - 1. Interpret the unique variables of clients, families, and communities as the basis for specialized patient care

2. Practices therapeutic relationship-centered care with clients, families and communities

**e. Safety**

Curriculum level outcomes

- i. Level I/II (AS first year)
  1. Recognize safety hazards in the healthcare setting
  2. Implement safe care
- ii. Level III/IV (AS second year)
  1. Follow established protocols for client safety
  2. Promote a safe environment for client and family care
- iii. Level V (BS)
  1. Create a culture of safety in the care setting
  2. Describe processes used in understanding causes of error and allocation of responsibility and accountability
- iv. Level VI (MSN)
  1. Apply national patient safety resources, professional initiatives, and regulations to a safe practice culture

**2. manage the nursing care of individuals and groups of individuals with actual or potential stressors to system functioning, within a variety of practice settings.**

Role components\*

\*role components may apply to other outcomes

**a. Informatics**

Curriculum level outcomes

- i. Level I/II (AS first year)
  1. Recognize the use of fundamental information management and computer technology skills in health care
  2. Utilize existing information systems for basic educational and client care activities
- ii. Level III/IV (AS second year)
  1. Utilize fundamental information management and computer technology skills in healthcare
  2. Use existing information systems for basic and more complex client care activities
- iii. Level V (BS)
  1. Integrate a variety of communication, nursing, and information technologies in safe and confidential care of clients, families and communities
- iv. Level VI (MSN)
  1. Manage a variety of communication, nursing, and information systems and technologies to effectively deliver education and healthcare

**b. Teamwork and collaboration**

Curriculum level outcomes

- i. Level I/II (AS first year)

1. Cooperate with peers, nursing personnel, and specified multidisciplinary health team members in the provision of nursing care
  2. Organize the nursing care of a client experiencing common, predictable stressors
  - ii. Level III/IV (AS second year)
    1. Collaborate with peers, nursing personnel, and specified multidisciplinary health team members in the provision of nursing care
    2. Coordinate the nursing care of clients experiencing common and complex stressors
  - iii. Level V (BS)
    1. Collaborate with multidisciplinary health team members and other professional groups in the provision of care to clients, families and communities
    2. Implement management strategies for clients and groups in a variety of settings
  - iv. Level VI (MSN)
    1. Facilitate balanced consideration of individual, professional, system, and societal needs in healthcare decision making
    2. Improve health care system operations and accountability
- 3. consistently fulfill the role of member of the discipline of nursing as evidenced by lifelong learning, care, integrity, accountability, and professional conduct and involvement.**

Role components\*

\*role components may apply to other outcomes

**a. Professionalism**

Curriculum level outcomes

- i. Level I/II (AS first year)
  1. Comply with the profession's ethical and legal framework
  2. Assume responsibility for acquiring nursing knowledge and skills
  3. Comply with the policies and procedures of affiliated practice settings
  4. Exhibit a caring attitude and professional behavior
  5. Support client's rights
  6. Describe the functions of professional nursing organizations
  7. Participate in community service activities
- ii. Level III/IV (AS second year)
  1. Incorporate the profession's ethical and legal framework into personal practice
  2. Demonstrate initiative for professional development

3. Practice accountability for policies and procedures of affiliated practice settings
  4. Incorporate a caring attitude and professional behavior in provision of nursing care of clients and families
  5. Assume the role of client advocate
  6. Acknowledge the impact of professional organizations on nursing practice
  7. Participate in community service activities
- iii. Level V (BS)
1. Exhibit ethical and legal behaviors in all professional activities
  2. Expand professional development
  3. Exemplify compliance with the policies and procedures of affiliating practice settings
  4. Practice with a caring attitude and professional behaviors when working with clients, families, and communities
  5. Promote access to healthcare services through effective advocacy
  6. Participate in activities of professional organizations
  7. Assist in organization and implementation of community service activities
- iv. Level VI (MSN)
1. Integrate ethical and legal behaviors in all professional activities
  2. Value professional development
  3. Promote accountability with the policies and procedures of affiliating practice settings
  4. Model a caring attitude and professional behavior
  5. Expand access to healthcare services through effective advocacy
  6. Participate in activities of professional organizations related to areas of specialty
  7. Utilize professional skills in community outreach and service

**ASSOCIATE DEGREE IN NURSING**

COURSE #	✓	COURSE TITLE				SEM HRS
<b>Cognates</b>						
CHEM 111		Survey of Chemistry I		pre-req to NRSNG 106		3
BIOL 101		Anatomy and Physiology I		pre-req to NRSNG 106		4
BIOL 102		Anatomy and Physiology II		pre-req to NRSNG 126/130		4
NRNT 125		Nutrition		co-req to NRSNG 106		3
PSYC 128		Developmental Psychology		co-req to NRSNG 126/130		3
BIOL 225		Basic Microbiology				4
<b>General Ed</b>						
NOND 101		Southern Connections				1
ENG 101		College Composition I				3
ENG 102		College Composition II				3
RELB/T		Area B religion				3
RELB/T		Area B religion				3
COMM 135		Introduction to Public Speaking				3
MATH		Area A-2 math		(if ACT < 22)		(3)
CPTE 100		Computer Concepts				1
CPTE 106		Intro to Spreadsheets				1
PEAC 225		Fitness for Life				1
Nursing Year One	✓	Course No	Course Title	Classroom Hrs	Clinical Clock Hrs	Total Credit Hours
Level I		NRSNG 106	Fundamentals I	45	45	4
		NRSNG 107	Fundamentals II	45	45	4
Level II		NRSNG 126	Adult Health I	45	45	4
		NRSNG 130	Mental Health	45	45	4
Summer*		NRSNG 191	Nursing Practicum		120	1
Year Two						
Level III		NRSNG 212	Childbearing Family	49	34	4
		NRSNG 226	Adult Health II	41	56	4
Level IV**		NRSNG 240	Computers in Nursing	--	---	1
		NRSNG 231	Child Health	49	34	4
		NRSNG 305	Adult Health III	49	34	4
		NRSNG 309	Nursing Seminar	46	74	4

\*NRSNG 191 is taken the summer following Level II for fall admissions to NRSNG 106; it is taken the summer following Level III for winter admissions to NRSNG 106.

\*\*Students may only take nursing courses (including most BS nursing electives) during Level 4

Total AS Cognate Hours= 21	Total AS Gen. Ed. Hours= 19 (22)	Total AS Nrsng Hrs= 38	Total AS Hrs= 78 (81)
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BACCALAUREATE DEGREE IN NURSING

COURSE #	✓	COURSE TITLE	SEM HRS
<b>Cognates</b>			
CHEM 112		Survey of Chemistry II	3
SOCI 349		Aging & Society (W)	3
RELT 373		Christian Ethics	3
<b>General Ed</b>			
RELB/T		Area B Religion	3
HIST		Area C-1 History	3
		Area C/D (History/Language/Literature/Fine Arts)	3
PEAC		P.E.	1

Nursing Level V	✓	Course No	Course Title	Classroom Hrs	Clinical Clock Hrs	Total Credit Hours
1 <sup>st</sup> Sem		NRSG 316	Applied Statistics for Health Prof	45		3
		NRSG 322	Transitions in Professional Nursing	45		3
		NRSG 328	Nursing Assessment	30	30	3
		NRSG 340	Community Health (W)	45	90	5
			Nursing Electives			3
2 <sup>nd</sup> Sem.		NRSG 389	Nursing Pharmacology	45		3
		NRSG 434	Pathophysiology	45		3
		NRSG 485	Nursing Leadership & Management	30	30	3
		NRSG 364	Transcultural Nursing	30		2
		NRSG 497	Research Methods (W)	45		3

AS Hours= 79 (81)	BS Nursing Hrs= 31 (39)	BS Cognate Hrs= 9	BS Gen Ed Hrs= 10
Total Hours=128 (131)			

12/08

## EVALUATION

- A. To help ensure and maintain a quality nursing program, students are required to complete a number of evaluations during their programs of study

EVALUATION	SCHEDULE
Teacher/Course	course completion (online)
Clinical Assistant	clinical course completion
Preceptor (if applicable)	clinical course completion
Clinical Agency	selected clinical course completion
End of Program	program completion

- B. It is an advantage to be recognized as a graduate of a school that has an excellent reputation for the education of nurses to meet the realities of nursing practice. To assist the SON to maintain and improve this reputation, graduates will be asked to complete alumni surveys one year after completion of all programs of study (AS, BS, MSN).

## VI.

### ***PROFESSIONAL STANDARDS***

Our School of Nursing (SON) wishes to portray to the public and our clients an attitude and sense of professional appropriateness, dignity, and respect.

#### **ACCOUNTABILITY:**

Accountability is key in the nursing profession. Students must be accountable for their attitudes and behaviors. A high level of professionalism is expected by faculty, peers, and clients.

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 right to learn.

As a SON student, we expect you to conduct your life in a manner that will not bring criticism to yourself, the SON program or the University. The clients, families and public we serve have a right to expect professional behavior during clinical sessions. In any public setting you may have contact with your client's relatives and/or friends. Your conversation and the attitudes you display have an effect on those around you. We request you to observe the following:

1. Hold in strict confidence any information found in a medical record or given to you by a client or family member. The discussion of a client's diagnosis and/or treatment, or other clinically related topics must be very carefully guarded. Use of electronic devices (ie PDAs, cell phones, etc) for storage of identifiable client information (including pictures) is prohibited.
2. Treat all clients with respect and dignity. Do not approach treatment with a frivolous attitude which may be disturbing to the client as well as to family members and/or significant others.
3. Graciously refuse any gifts from clients, families, and/or significant others
4. Reflect a willingness to learn and accept instruction in a manner that is consistent with Christian principles.
5. Assume responsibility for learning (i.e., preparing for classes and clinical assignments). Assume initiative to meet deadlines in completing class and clinical assignments.
6. Demonstrate respectful classroom and clinical decorum. Be punctual to class both at the beginning of class and after breaks. During class and clinical time, power off cell phones, MP3 players, and pagers; remove headsets. Avoid distracting behaviors. Do not bring babies or children to class. Observe SAU dress code.

7. Assume initiative to provide the SON with required documentation of immunizations, CPR, criminal background check, drug screening, and Joint Commission inservices.
8. Stay current on information posted on bulletin boards, student boxes, SON newsletter (Vital Signs), e-class, and e-mail (southern address).
9. 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.

### **APPEARANCE:**

#### SON Dress Code:

The clients 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 code in classes and clinical labs. Guidelines are provided in SAU student handbook and academic planner.

#### Skills Lab Attire:

Your skills lab instructor will inform you in advance regarding appropriate attire for that particular skills lab activity.

#### Clinical Attire:

All SON students should appear as an excellent example of personal cleanliness, immaculate grooming, and appropriate clinical attire. See the Associate and Baccalaureate sections of the SON Student Handbook, Uniform Policy for details.

#### Nursing Dedication:

Appropriate wear for the associate graduate includes white clinical pants; clean, white, flat clinical nursing shoes; white top with a collar; and student lab jacket. The baccalaureate graduate should wear modest, professional business attire (i.e., dress or pantsuit for ladies; suit or dress slacks with sports coat for men). Hair should be styled simply. All graduates should follow the SAU dress code in regards to jewelry.

### **ATTENDANCE:**

Socialization into the profession of nursing is best accomplished by class and clinical attendance. It is expected that students will be present and on time to all required classes and clinical experiences. Course outlines will define the specific policy for each course. The student is to communicate any unforeseen changes in scheduling or program to persons affected by the change (i.e., clinical lab assistant, teacher, classmate, parent, guardian, and advisor).

### **CELL PHONES AND OTHER PERSONAL ELECTRONICS:**

Cell phone use policies promote a positive learning environment and demonstrate respect for others. All cell phones/MP3 players must be silenced and powered off during classes, skills lab, LRC, clinical experiences, and required professional meetings. Text messaging during these

appointments is also inappropriate. During quizzes or tests, use of any electronic devices not approved by the professor is considered cheating.

### **CONVOCATIONS:**

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

### **CPR CERTIFICATION POLICY:**

Students must maintain **current** American Heart Association Healthcare Provider CPR certification throughout the nursing program. Proof of certification must be provided to the SON office. Students who fail to meet deadlines for providing the SON office with proof of CPR certification cannot attend clinical labs and may be subjected to a fine of \$5 (cash) for each day past the stated deadline. Lab make-up fees will also apply. Progression in the nursing program may be delayed. Costs are \$45 for initial certification and \$25 for recertification.

### **CRIMINAL BACKGROUND CHECK POLICY:**

All students are required to have a criminal background check which includes the following:

1. Seven-year multi-county/multi-state criminal background
2. Social Security verification
3. HHS/OIG GSA report
4. Sexual Offender Registry
5. Patriot Act

Students will submit signed release forms authorizing the SAU Human Resource Department to complete the background check.

### **HEALTH INSURANCE:**

Students must have health insurance and are responsible for having their own individual or family insurance policies. Insurance may be purchased through Southern Adventist University or through another insurance company and a copy of insurance card provided to UHC.

### **IMMUNIZATIONS:**

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

1. Measles, Mumps, Rubella Vaccine: Two doses of combined vaccine, the last being after 1980, or proof of immunity to each by titer.

2. Diphtheria, Tetanus, Pertussis Vaccine: Childhood series of 4 doses, and Tetanus Diphtheria booster within the past ten years.
3. Hepatitis B Vaccine: 3 doses *or* 2-dose series of Recombivax® HB (licensed for children aged 11-15 years).
4. TB skin test (PPD) done within last calendar year. If TB skin test is positive, chest x-ray is required. If chest x-ray is positive, proof of a full course of treatment is required. Follow up chest x-rays are required every 5 years.
5. Chicken pox vaccine or other evidence of immunity.

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

Failure to provide proof of immunizations to the SON by stated deadlines will prevent the student from attending clinical labs and may subject the student to a fine of \$5 (cash) per day past the deadline. Lab make-up fees will also apply. Progression in the program may be delayed.

#### **JOINT COMMISSION REQUIREMENTS:**

Agencies utilized for clinical labs require that all nursing students receive yearly Joint Commission (JCAHO) inservices. This orientation may be completed through the SON via the Tennessee Clinical Placement System (TCPS) or at the student's workplace. Students who complete the requirement at their workplace must provide the SON with proof of orientation. Date of completion and appropriate agency signature must be included. Students who fail to provide proof of orientation by the stated deadlines cannot attend clinical labs and may be subject to a fine of \$5 (cash) for each day past the stated deadline. Lab make-up fees will also apply. Progression in the nursing program may be delayed.

#### **PROFESSIONAL EVENTS:**

Professional nursing events are scheduled throughout the academic year to which the public is invited for professional development and continuing education credit. Students also have the opportunity to attend these meetings.

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 nursing experts to address the professional community.

Tennessee Legislative Summit (see BS addendum)  
Campus Research Symposium (see BS addendum)

1. All students are required to attend meetings as scheduled by each course/professor.
2. Attire at all meetings shall be professional at all times. T-shirts, tight-fitting tops, bare midriffs and shoulders, cleavage, mini-skirts, stilettos, jewelry, hoodies, jeans, shorts, caps, and flip-flops are not professional attire and are not acceptable. Dressing appropriately demonstrates your professionalism.
3. Backpacks, books, magazines, or other reading material are not to be taken into the meeting area. Cell phones, laptops, beepers, and PDAs should be off.
4. Breaks are to be taken only during the regularly scheduled seminar breaks. Students leaving early, taking excessively long breaks, talking, or engaging in other disruptive behavior will be required to make up the meeting.
5. Those who exhibit unprofessional behaviors as listed above will be required to make up the meeting at the discretion of the faculty.

#### **SABBATH POLICY:**

SAU and the SON share the belief 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 uphold the values of SAU and the SON in this respect and **not** schedule course-related clinical practice during the Sabbath hours.

#### **STUDENT FILES:**

All student files are located in the nursing offices. You may need to have access to your file occasionally. Please check with the administrative assistants for the procedure to utilize your file.

## ***VII.***

### ***FEES***

#### **SPECIAL FEES:**

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

Regular tuition charges and fees cannot cover the cost of professional nursing education. Lab (nursing) fees for each course are identified in the *SAU Undergraduate Catalog*.

#### **LIABILITY COVERAGE:**

Students are protected with malpractice insurance provided through Risk Management of the General Conference of Seventh-day Adventists. This coverage applies only to school-related assignments. Students gainfully employed are not protected with this coverage.

## **VIII.**

### ***GRIEVANCE PROCEDURE***

1. 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 the *University Catalog* or the Discipline section of the *SAU Student Handbook*.
2. There must be documentation from the student and faculty member that initiation of the grievance procedure is justified.
3. A formal request must be initiated by the student that identifies the problem and provides a rationale for initiating the grievance procedure.
4. 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.
5. 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.
6. 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.

## ***IX***

### ***INTEGRITY POLICY***

Honesty and integrity are expected at all times. 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 (see *SON Student Handbook*, Student Improvement Plan and *SAU Catalog*, Academic Honesty).

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

- A. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
  
- B. Tests (may also apply to classroom quizzes)
  - 1. The instructor(s) controls the options of seating arrangements, moving, leaving the room, and stopping an exam for evidence of dishonesty.
  - 2. All books, papers, notebooks, electronic devices and personal belongings (including caps) will be placed in a designated site away from the testing area.
  - 3. 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 test. (You are considered to be testing until you leave the testing room and turn in your scratch paper.)
  - 4. Any information found on or in the immediate vicinity of the individual will be grounds for termination of the testing and formal action.
  - 5. Any verbal or nonverbal communication between students during a testing situation will be grounds for termination of the testing and formal action.
  - 6. Any activity that violates test security, including discussion or copying of questions and/or answers, or bookmarking of tests to avoid a random test, will be considered an infraction of the integrity policy and grounds for formal action.
  - 7. Numbers 1-6 above apply to formal course examinations as well as computerized practice testing, computer testing assignments and/or computerized testing related to remedial contracts.
  
- C. Written Assignments
  - 1. Students are expected to do their own work. Any act of plagiarism, i.e. 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. The University subscribes to *turnitin* as a helpful resource for clarifying honest scholarship. Faculty may require that students send papers to *turnitin* prior to submitting them in class.
  - 2. Assignments must be submitted by the requested due date/time.

D. Clinical Activities

Expectations include, but are not limited to:

1. Perfect attendance and punctuality. Unexcused lab absence, failure to make proper arrangement for excused absence, or tardiness will be grounds for formal action.
2. Preparation for clinical experience. Lack of preparation may constitute a clinical absence and may result in formal action.
3. Punctuality in submitting written assignments related to clinical lab. Failure to comply will result in formal action and/or may result in clinical failure.
4. 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.
5. Client confidentiality per current Health Insurance Portability and Accountability Act (HIPAA) guidelines.

## X

### ***LEARNING RESOURCE CENTER POLICIES***

A. Student will:

1. *Check out and return* LRC equipment and learning resources. Repair and replacement fees will apply to damaged equipment and resources.
2. *Not bring* food or drink, other than water, into the LRC. Water bottles with lids are allowed.
3. *Make appointments* for taking tests in the LRC unless the test is done as a class.
4. *Maintain* an atmosphere conducive to learning and testing.
5. *Place* book bags and other belongings on the shelves provided to keep aisles clear and safe.
6. *Recognize* that the LRC may be closed to all except those testing during test administration.
7. *Log off* and leave area neat and clean when through with computer or video player usage.
8. *Pay* 10 cents cash per copy for printing or 50 cents cash per copy for color. Charge is 5 cents (copy) or 29 cents (color copy) if using personal I. D. cards charged at Information Services. Printouts required for LRC assignments are free.
9. *Display honesty and integrity* during testing, assignments, and equipment usage (see *SON Handbook*, Integrity Policy).
10. *Avoid use* of all electronics (i.e., cell phones, MP3 players, or PDAs) during testing.
11. *Not bring* children into the LRC.

## XI

### *STUDENT IMPROVEMENT PLAN*

The Student Improvement Plan (SIP) is intended to help the student identify and correct areas of concern and to promote a higher standard of professionalism. The process is initiated following an infraction of one or more policies contained in the *SON Student Handbook* or an identified academic and/or clinical deficiency. A student may be dismissed from the SON without going through all steps of the SIP if the faculty deem the infraction serious enough (i.e. a breach of integrity in testing or violation of HIPAA from the clinical setting). There are three steps in the SIP which may be applied at any time and remain in effect throughout the associate and baccalaureate programs.

- Step I:           Written documentation (SIP form) and a conference with faculty
- Step II:          Same as Step I; a letter of probation
- Step III:         Dismissal from the School of Nursing

When a faculty member deems it necessary for a student to enter the SIP, the appropriate form (attached) must be completed and signed as indicated. The student will be invited to a conference to review and discuss the SIP.

If a student enters the SIP, documentation shall be retained in the records. A letter describing the SIP may be sent to the parents according to SAU policy.

#### 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 (see *SON Handbook*, Grievance Procedure).



SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING

**STUDENT IMPROVEMENT PLAN FOLLOW-UP**

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Faculty Signature                      Date                      Student's Signature                      Date

Student Comments: \_\_\_\_\_

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## *XII*

### *SKILLS LAB POLICIES*

- A. Student will:
1. Make appointments for use during normal Skills Lab hours.
  2. Leave lab in proper order (including beds -- only change linen when necessary, but leave bed neatly made).
  3. Meet labs punctually or arrange ahead of time for alternate appointment. Any lab missed without excuse will be subject to a \$20.00 per hour fine.
  4. Check out and in materials borrowed from lab. Late fees/replacement fees will apply.
  5. Apply CDC Guidelines in the event of exposure (forms are available).

### *XIII*

#### *STUDENT ORGANIZATION*

##### **STUDENT GOVERNMENT:**

1. The following meetings are held a minimum of once per academic semester: AS Food, Fun and Forum and BS Dean's Forum. These forums are open to all students enrolled in the respective program. Students are given important information regarding their nursing program and are also encouraged to bring questions and comments for discussion with the faculty.
2. In the AS program, the Student/Faculty Forum is the formal venue for student representatives to communicate with faculty. Selected faculty meet with elected student representatives from each level in a forum setting at least once per semester. These student leaders are the voice for their level both in obtaining from and returning information to their respective classmates. Topics include any area(s) of concern, reinforcement of strengths, and suggestions for enhancing the AS program.
3. SON committees are open to attendance by students. Committees are as follows: Faculty Development; Faculty Search; Missions; Recruitment; Student Events; Student/Faculty Forum; Research, Associate Program; Baccalaureate Program; Graduate Program.

Students may obtain a schedule of meeting times as well as the name of the committee chair from the SON secretary. 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:**

The SON encourages and supports a formal student organization. The SON Club sponsors activities of both a spiritual and social nature to enrich the lives of busy nursing students.

##### **SON NURSING HONOR SOCIETY:**

The nursing honor society was established in 1999 under the auspices of Sigma Theta Tau International. Its purpose is to promote research, scholarship, and leadership in the profession. Membership is open to baccalaureate and graduate nursing students, faculty, alumni and nurses in the community who hold a baccalaureate degree or higher. Students must be in the upper 35% of their graduating class to be invited into membership. The society sponsors educational offerings and Research Day annually. Full charter into Sigma Theta Tau was approved November 2001. In 2002, the nursing honor society was established as the Rho Iota Chapter of Sigma Theta Tau International.

## **TENNESSEE STUDENT NURSE ASSOCIATION:**

The purpose of the Tennessee Association of Student Nurses, District IV, is to aid in the preparation of student nurses for the assumption of professional responsibilities. Membership is encouraged.

The organization serves as a channel of communication between student nurses and the various units of the American Nurses' Association and the National League for Nursing.

The Student Nurses' Association also promotes high education and professional standards. It provides for the broadening of its members' horizons by providing opportunity for the exchange of ideas between students and professional nurses.

## *XIV*

### *TRANSPORTATION*

Students provide their own transportation or make arrangements to share this expense with fellow students in the same course/clinical. Occasionally, a bus or van will be provided, at SON expense, for a school-sponsored event.

A. Tickets and Fines

1. Tickets and/or fines received are the driver's responsibility.
2. Tennessee law requires that seatbelts be worn by drivers and passengers.

B. All students owning/driving autos for clinical experiences must have automobile liability insurance. Refer to SAU insurance policy.

*ASSOCIATE DEGREE PROGRAM ADDENDUM***GRADING POLICIES**

General guidelines are used to determine grade levels. A nursing course grade of 78% or above is passing. The School of Nursing does not accept grades of C or below in nursing courses. Therefore, if a grade of C or below is received, the course, **including both theory and clinical components**, must be repeated. A passing grade must be achieved in both clinical and theory for successful completion of a nursing course. If a student receives a C or less in the theory portion of a course, and passes lab, he or she will have a P recorded as the lab grade. The student must repeat the class and clinical lab.

## A. Theory Grading Policy

The student will be graded by the following method:

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

All Exams	80-85%
Quizzes/Assignments	15-20%
2. Unit tests and final exam must be passed with a cumulative 78% average. Quizzes and other assignments will then be factored in to determine the final grade.

## B. Course Withdrawals:

When a student is failing and requests to withdraw before the course has ended, the following policies are applicable:

1. A student may withdraw from a nursing course on or prior to the mid point of the course without it being considered as a nursing failure. One course withdrawal is allowed. No tests may be taken after withdrawal from a course. A student cannot withdraw from a class that has been previously failed.
2. If a student withdraws after the mid point of a course, a "WF" will be recorded on the course summary sheet. The withdrawal constitutes a nursing course failure and will halt progression within the nursing program.
3. Students who withdraw from courses and/or the nursing program for reasons other than course failure should inform the Admissions and Progressions coordinator. Also an appointment should be made with the advisor or course faculty for an exit

interview.

C. Letter Grade Distribution

Percentages

A	94 - 100	C	76 - 77
A-	90 - 93	C-	74 - 75
B+	87 - 89	D+	70 - 73
B	84 - 86	D	66 - 69
B-	81 - 83	D-	62 - 65
C+	78 - 80	F	00 - 61

**COURSE SCHEDULE/SEQUENCE**

Students who are in Level 4 have a variable class and clinical lab schedule over the entire semester. For this reason, Level 4 students may only take nursing courses (this includes some BS nursing electives) with the exception of online courses.

**ASAP (Assisting Students to Achieve Professionally)**

ASAP is an academic assistance program provided by the SON that is available to all students in the AS 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. AS graduates preparing for NCLEX-RN examination may utilize the ASAP program.

Participation in ASAP is voluntary unless mandated as part of the Student Improvement Plan, probationary status, or by course teacher. It is the student's responsibility to schedule appointments with ASAP staff.

**TESTING:**

A. Dosage Calculation Test

Safety of the client is paramount in nursing practice. The nursing literature reports that the majority of nursing errors occur in medication administration. It is imperative that nursing students assume personal responsibility for maintenance of math skills throughout the nursing curriculum. The dosage calculation testing serves as a means for continued assessment by students and faculty of these important required skills. The following policy pertaining to dosage calculation applies.

1. Nursing students will be required to take a dosage calculation test at the beginning of NRS 126 and subsequent semesters in the AS program prior to participating in clinical experiences. NRS 106/107 students should refer to the course syllabus

for requirements and policies pertaining to dosage calculation testing.

2. Passage at the 100% level is required. Students will have opportunity to take the test for a total of three (3) times. Failure to achieve 100% after the first and second attempt will require the student to complete required remediation. Remediation contract(s) are under “Forms” section of this handbook
3. The student will not be permitted to attend clinical experiences in the nursing course unless 100% is achieved by three testing attempts. Clinical fines will apply to any missed clinicals incurred due to the testing process (See Clinical Guidelines--Absence Policy).
4. Students who do not achieve 100% proficiency in three testing attempts will be considered unsafe and therefore unable to participate in clinical practice in the clinical lab course in which the math deficiency occurred. The student will withdraw from the course, resulting in a grade of “W.” The “W” will be considered a nursing course failure.
5. For readmission into the nursing program, the student should refer to policies outlined in “Re-entry into Course/Program.”
6. A student in Section A of nursing courses who is not successful on the dosage calculation test, requiring class withdrawal may progress to the course registered for in Section B of the semester unless a previous nursing class failure has occurred. The dosage calculation test is required prior to clinical attendance in accordance with this policy. Failing to achieve 100% passage of the dosage test in three testing attempts in this or subsequent AS nursing courses will result in the student’s withdrawal from the nursing program.
7. Suggested preparation/remediation for dosage calculation exam(s) includes but is not limited to:
  - a. Dosage Calculation Online Computer Program (Pro-Calc) Instructions for use are posted at [nursing.southern.edu](http://nursing.southern.edu). Click on Resources-On campus, then the link to Online ProCalc Practice. Call the SON or LRC for the institution code
  - b. Kee, J.L., Hayes, E.R. & McCuiston, L.E. Medications and Calculations. *Pharmacology* (Current Edition) Philadelphia: Saunders.

#### B. Reviewing of Missed Questions on Computer Tests

Missed test questions will be available for personal review in the LRC for limited specified times after the last person has completed that test. No writing materials or electronic devices may be present as missed questions may not be copied. Students wishing a review of specific missed test questions will make an appointment with the instructor up until the next test is given or at the discretion of the faculty. Final exam

questions are not open for review.

C. Make-Up Tests

Tests not taken as scheduled may have a 5% penalty imposed. A written request for re-scheduling of tests must be made with the instructor (see form). Make-up tests may be of a different form.

D. Challenge of a Nursing Course

A student who wants to waive a course must petition the SON faculty and if approved, will challenge both theory and practice. The examination will be planned by the faculty (See University Catalog for recording fee).

E. HESI Examinations

Students are required to take HESI examinations at the end of Levels II and IV. These are standardized tests which allow students and faculty to evaluate student progress and readiness for the National Council Licensure Examination (NCLEX).

Students who fail to achieve the minimum required score on the HESI mid-curricular exam will have a contract issued. Progression may be held until contracts are completed.

Students failing to achieve the minimum required score on the HESI exit exam will have a contract issued. After contract completion, the student must retake the HESI at his/her expense. Failure to achieve the minimum score on the second exam will result in a second contract. Transcripts will not be released to state boards of nursing until the contract is completed.

**PROGRESSION/GRADUATION POLICY:**

The faculty believes it is important that students be aware of their strengths and weaknesses early in the program so that 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.

A. Eligibility for Progression:

After completion of a nursing course to be eligible for progression into the next nursing course the student will have:

1. a nursing GPA of at least 2.3 before progressing to the next level.
2. met all prerequisites.

3. completed standardized tests.
4. achieved satisfactory clinical performance.
5. demonstrated cooperative and responsible behavior.
6. completed all remedial contracts.

**B. Consequences of Ineligibility for Progression/Graduation:**

1. Graduation GPA: The following GPA's are required for graduation:  
2.3 Nursing  
2.0 Nursing Cognate  
2.5 Overall University
2. Failure to meet all program requirements will delay release of transcript to any state's board of nursing.
3. 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 now requires a background check completed within six months of application for licensure paid for by the applicant.

**REMEDICATION:**

The remediation process is intended to help the student make up deficiencies in nursing skills, knowledge, or the application of knowledge. This process may be implemented any time a student's weakness is identified in the Associate Degree level. Remediation is especially helpful in ensuring the student's readiness for NCLEX-RN. The process of remediation is as follows.

- A. Identification of weak area as indicated by the following:
  1. Scores on standardized exams.
  2. Clinical experience.
  3. Other.
- B. Setting up a remediation contract which consists of:
  1. Description of weaknesses or area of difficulty.
  2. Goals for improvement.
  3. Prescribed remediation activities.
  4. Date for completion of remediation activities.
  5. Appropriate signatures.

- C. Failure to fulfill remediation contract in the specified manner and/or time necessitates implementation of the SIP. A final transcript will **not** be released to the State Board of Nursing until the remediation contract is complete.

#### **RE-ENTRY INTO COURSE/PROGRAM:**

- A. The student will fill out a re-application form and schedule an interview with the Admissions and Progressions coordinator and/or program coordinator requesting re-entry into the nursing program or to repeat a nursing course. The re-entry application will be reviewed by the nursing admission/progression committee and AS faculty.
- B. When approved for readmission/repeating a nursing course, the student will be admitted to nursing course(s) on a space available basis only.
- C. Validation of knowledge and skills will be required for acceptance of prior nursing credits if there has been a lapse of time greater than two years.
- D. **Course Repeats**  
One nursing course may be repeated.

If a student fails a Level 2 or 3 Section B nursing course in the fall semester, he/she must repeat the course in the Section B winter semester. The student must register for the course in conjunction with his/her advisor or the Admissions/Progression Coordinator.

If a student is unable to progress due to a second nursing failure in the third or fourth semester, he/she may reapply one time to restart the program. Re-admission to the nursing program will be considered on an individual basis and also depends on available space. No withdrawals or failures are allowed after the student restarts.

#### **NCLEX EXAM/RN LICENSURE:**

The School of Nursing will distribute Tennessee licensure and NCLEX applications in the last semester of the program. It is the student's responsibility to make application and meet all deadlines as required. Students desiring a license in another state must contact and comply with that state's requirements for application. 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 web site. The national application for licensure fee (PearsonVue) is \$200. Tennessee licensure application is \$148. Other state licensure application fees vary. Tennessee requires the student to respond to the following behaviors. 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 exam. Each case is considered on its individual merit.

1. 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?

2. Have you ever been convicted of or plead 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.

## ***CLINICAL GUIDELINES***

### **ATTENDANCE:**

Allotted SON hours for clinical laboratory experience must be met for each course. It is the student's responsibility to notify the appropriate clinical lab assistant of any anticipated clinical absence in a timely manner. If the student fails to notify the clinical lab assistant prior to a clinical experience, it is considered an unexcused absence. If ill, students must bring a note indicating that they were seen by the university health service or their healthcare provider for the absence to be considered excused. If the student experiences an injury and/or surgery which limits full participation in clinical activities (i.e., inability to walk without crutches due to non-weight bearing status), it is the student's responsibility to notify the course faculty and/or clinical lab assistant as soon as possible. The student should submit to the faculty 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.

Arrangements for make-up of all clinical absences must be made on the first day upon return to school routine. All unexcused clinical absences (including observation) are made up as arranged by the clinical lab assistant and at the expense of the student at \$20 per hour paid at the SON office prior to the clinical experience. The progression of a student with absences or unpaid make-up fees may be delayed or halted (see Student Improvement Plan). Students are not allowed to work past midnight before lab days. Students must inform the clinical lab assistant if taking any prescribed or OTC medication that may impair their clinical judgment while caring for clients.

### **INCLEMENT WEATHER GUIDELINES:**

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

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

### **GRADING:**

The grading of the clinical experiences is on a pass/fail basis. In case of a clinical failure, if the theory grade is passing, the semester grade is recorded as a D. Therefore, the course, including both theory and clinical components, must be repeated. Clinical evaluations are scheduled at the midterm and end of course.

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

1. Student's Responsibilities. The student's responsibilities are to:
  - a. make appointments to practice skills in the skills lab.
  - b. satisfactorily demonstrate and/or perform skills at the appointed time in skills lab and/or during the clinical experience
  - c. bring skills check list to each skills lab and hospital clinical.
  
2. Faculty Responsibilities. The faculty responsibilities are to:
  - a. provide theory and practice time on campus and/or clinical experience for specified skills.
  - b. submit the clinical evaluation with the individual computerized grade record for the student file.
  
3. Skills Evaluation. The student is expected to be prepared. Lack of preparation which results in poor skill performance requires repeat. It is the student's responsibility to arrange repeat demonstrations and provide evidence of such to the clinical instructor. Three failures of any one skill evaluation results in a progression review.
  
4. Written Assignments. The student is expected to satisfactorily complete assigned clinical written assignments.
  - a. *Clinical Plan of Care.* Each course involving hospital experience requires the student to complete written worksheets for assigned clients based on the nursing process. Satisfactory on each written clinical assignment is required to pass clinical.
  - b. *Observations.* Many courses include clinical days in which the student is involved in an observation experience. Forms are provided and must be completed and signed by agency staff for these experiences and will count toward the clinical evaluation.
  - c. *Major Client Assignment.* Most courses require one major assignment which requires in-depth study of a client's condition and care. Each course uses a format based on the nursing process.

#### **MEDICATION ADMINISTRATION:**

Medication administration is a serious responsibility with many considerations for client safety. The following drug policy applies. The preparation and administration of all medications and blood products must be verified by an instructor or a hospital staff nurse as to the correct drug dose, client, physician's order, action of medication, route, and documentation.

## UNIFORM POLICY:

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

A. Uniform for men and women

1. The student is required to purchase from Dove Professional Apparel:
  - a. V-neck cardigan lab jacket with SON insignia attached to the center of the upper left pocket.
  - b. Hunter green polo shirt
  - c. White pants (you have the option of purchasing the pants from a uniform store as long as they are professional nursing pants, not scrubs).
2. White closed-toe shoes, white hose or socks (socks must cover ankles).

B. Miscellaneous Items (Required on a daily basis)

Bandage scissors and penlight

Stethoscope

Watch with second hand

Black pen

Identification badge (supplied by the School of Nursing) and badge buddies

C. The student uniform is intended for clinical practice only and is not worn for employment purposes. For aseptic purposes, the uniform should be changed as soon as possible upon returning to campus and laundered regularly.

D. 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.

E. The following is unacceptable when in uniform:

1. Jewelry (as per *Southern Adventist University Student Handbook*)
2. Visible body art or piercings
3. Excessive makeup/colored fingernail polish/acrylic nails
4. Perfume (perfume may make a client nauseous)
5. Decorative barrettes, decorative combs, or ribbons
6. Chewing gum
7. Cell phone; headset
8. Extreme hair color

F. General appearance and manners when in uniform:

1. Uniform must be clean and pressed; shoes must be clean.

2. Skirt must be of modest length.
  3. Hair should be arranged simply and neatly. Long hair must be held back away from the face to avoid interference with vision, and/or contamination of the hair or the client. Mustaches should be neatly trimmed and not droop or hang over the upper lip. Beards should be conventional and neatly trimmed.
  4. Fingernails should be short and clean.
  5. Good daily personal hygiene must include an effective deodorant and mouthwash.
  6. Appropriate neutral colored undergarments that are not visible through the student uniform must be worn.
  7. Students utilizing each facility must abide by the grooming code of that institution.
- G. For certain courses or specified clinical labs within a course, clothing other than the SON uniform may be appropriate. Students should follow the direction of the course faculty and/or course outline.

Clothing worn to clinical labs (with or without a lab jacket) is expected to follow the standards of modesty and professionalism. Students must avoid wearing jeans, shorts, flip-flops, tank tops, tight fitting and revealing styles (no cleavage should show), bare midriffs and shoulders, mini skirts, torn or frayed clothing, clothing with printing, and/or extreme or childish hairstyles (i.e., “pig-tails”). Also refer to E above for items to avoid.

### **INFECTION CONTROL POLICY:**

The School of Nursing is in agreement with the University policy which states commitment to acting with Christian compassion toward anyone with a communicable disease. SAU and the SON are also committed to protecting the members of its community from exposure to communicable diseases. The University’s position is that practicing universal contamination precautions, abstaining from intravenous drug use, and from sexual relations outside of marriage are the most effective ways to avoid exposure to communicable diseases. A plan with detailed procedures to accomplish these goals has been officially established and is published in the University’s Policy and Procedures Manual and is also on file in the office of the Vice President for Student Services.

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 in the course of nursing practice.

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 (CDC) and 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 for Nurses states, "The nurse provides services with respect for human dignity and their uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems." In accordance with the Code, the SON believes nursing professionals including faculty and students have a fundamental responsibility to provide care to all clients assigned to them and that refusal to care for clients with infectious diseases including HIV, HBV, or AIDS is contrary to the ethics of the nursing profession. Reasonable precautions are exercised in order to protect faculty and students as they provide client care.

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

1. current information on the modes of acquiring and transmitting infectious diseases in the clinical setting;
2. isolation techniques related to the prevention of specific infectious diseases;
3. thorough instruction in standard precautions to minimize transmission of infections;
4. supervised practice in the nursing skills lab prior to clinical experience;
5. close supervision and monitoring of initial clinical experiences; and
6. fit-testing of N-95 respiratory particulate masks which is required yearly.

Students must demonstrate mastery of standard precautions 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 sharps container, without recapping, is taught and practiced in all settings.

Faculty are responsible to give reasonable help for ensuring that:

1. students utilize procedures for handling accidental exposure to violations of safety guidelines in the care of clients with infectious diseases;
2. equipment and supplies are available to the students to minimize the risk of infection; and
3. disinfectant and disposal procedures of the agency are followed (i.e., infection control manuals, Material Safety Data Sheets).

It is essential that faculty address students' fears, misinformation, or prejudices in regard to caring for clients with infectious diseases. In those instances where students are apprehensive or refuse to participate in caring for those clients, 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 client care. Students with any transmissible infection are not assigned to clients. Pregnant students are not assigned to HIV positive clients due to the

risk of infection with cytomegalovirus. Decisions regarding the client care responsibilities of HIV positive students and faculty are made on a case-by-case basis.

A. Personal Protective Equipment

The SON contracts with health care facilities to provide safe learning experiences. It is the obligation of each clinical lab assistant 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 lab assistants 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. The individual with facial hair who requires respiratory protection has the following options: remove the interfering facial hair, wear a positive pressure powered respirator, or seek a different assignment where respiratory protection is not required.

B. Continuation

If a student should become infected and symptomatic so that he or she is 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. In the case of a student, the Admissions and Progression Committee makes a recommendation to the Dean.

C. Standard Precautions and Body Substance Isolation

Standard precautions apply to all body fluids.

The following recommendations apply:

1. **All** blood and body fluids from **all** clients are considered potentially infectious regardless of the client's diagnosis.
2. Wash hands and other skin surfaces before and after client contact even when gloves are used.
3. Personal protective equipment appropriate for the procedure being performed must be worn when anticipating exposure (i.e., gowns, gloves, face shields or masks, eye protection, and resuscitation equipment).
4. Personal protective equipment are available for use in the clinical settings.
5. **DO NOT** recap or manipulate needles or sharps in any way!!! Place immediately in puncture resistant container after use.
6. Health care workers with exudative lesions should refrain from direct client care.

D. Exposure

If a student has an actual exposure to blood or other high risk body fluid or tissues, 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 lab assistant, complete a "Student Occurrence Report", and seek immediate services as do employees of the clinical facility. 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.

If an accidental exposure occurs, students should follow the CDC guidelines for occupational exposure (guidelines & forms are available in Skills Lab and UHC): if needle stick, test for HIV to establish seronegativity first, then in specific circumstances retest at six weeks, three months, six months, one year.

A significant occupational exposure is defined as:

1. a needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.
2. a mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluids
3. a cutaneous exposure involving large amounts of blood or prolonged contact with blood - especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Follow-up Testing Fees:

The student should expect to use their personal health insurance to cover expenses incurred. The UHC does not submit claims to personal health insurance companies.

Follow-up Notification:

The UHC will be responsible for notifying the student when follow-up lab work is recommended. If the individual has left the area prior to completing follow-up recommendations, a certified letter will be mailed to the individual with follow-up recommendations. It will be left up to the individual to complete the recommendations.

## XVI.

### *BACCALAUREATE DEGREE PROGRAM ADDENDUM*

#### **POLICIES**

##### A. Admission & Progression

See the SAU Catalog for Admission & Progression policies. Applicants who have not actively practiced nursing within the last five years will be considered on an individual basis.

##### B. Attendance

Students will be made aware of the policy for excused absences both in the clinical area and theory at the beginning of each course. Any missed work or absences that are not excused will be discussed with the individual instructors.

1. Theory: Attendance at all scheduled classes and conferences is expected.
2. Clinical: Allotted clock hours for clinical laboratory experience will be met for each course. The student will notify the professor when an absence is going to be unavoidable. Students are expected to make arrangements for make-up of all clinical absences the first day upon return. Clinical absences will be made up as arranged by the professor and agency. A fee of \$50 will be charged for re-scheduling clinical appointments for reasons other than verified illness or death in the family. The progression of a student with absences may be delayed or halted. Students must inform their professor if taking any prescribed or OTC medication that may impair their judgment during clinical time.

Students complete clinical laboratory hours:

- a. for one course at a time.
- b. only during student time (not while "on the clock" for employment purposes).
- c. other than during Sabbath hours (sundown Friday until sundown Saturday).

##### C. Clinical Attire

1. 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. The student should order this badge from the SON secretary. Students should avoid jewelry, visible body art or piercings, excessive make-up, brightly colored fingernail polish, acrylic nails, chewing gum and/or extreme or childish hairstyles (i.e., "pig-tails"). Principles of modesty and excellent hygiene are expected.

2. The uniform for Community Health and Senior Practicum clinical labs consists of **navy** scrubs and white lab jacket with the SON insignia. The photo identification badge for Community Health will contain the student's first name only (provided by SON).
3. 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 should be avoided: jeans, leggings, 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. Also refer to #1 above. Beards should be neatly trimmed.
4. The student uniform is intended for clinical practice only and should not be worn for employment purposes.

D. Grading/Evaluation

Any nursing course grade below 75% is considered not 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.

1. Theory Grading Policy  
Tests, quizzes, class participation, and daily assignments will be used as evaluation tools in computing course grades. The theory grade is computed from total points.

2. Clinical Grading Policy

Clinical performance is evaluated individually in each baccalaureate clinical area. Students must achieve a minimum of 75% in clinical written work as well as "satisfactory" clinical performance as determined by course faculty and/or preceptor.

3. Letter Grade Distribution:

A	=	94-100	C	=	75-78
A-	=	91-93	C-	=	72-74
B+	=	88-90	D+	=	69-71
B	=	85-87	D	=	66-68
B-	=	82-84	D-	=	63-65
C+	=	79-81	F	=	62 & below

4. Exit Exam

The baccalaureate student will take the HESI ADN-BS examination before graduation and must achieve a score of 800 or above. If the student has a score of 799 or below remedial work will be assigned. The student's grade in NRSG 485 Leadership will not be released until this requirement is met.

E. Professional Events

1. The Tennessee Legislative Summit (Capitol Hill Day)

This event occurs in Nashville each academic year during the winter semester. This event provides the baccalaureate student with the important opportunity to learn firsthand about the legislative process and increase awareness of the importance of nurses becoming politically active. All BS nursing students must attend .

Failure to attend the Summit will result in a penalty that will include but is not necessarily limited to make-up of the hours as specified by the undergraduate coordinator. A fee and make-up work may also be required for students arriving late at any scheduled event.

2. Campus Research Symposium

Each winter semester, the SON along with various SAU schools and departments attend and participate in a campus research symposium. BS nursing students have the opportunity to hear cross-disciplinary research presentations from their nursing and university peers. A featured speaker participates as well. Research students will be required to present a poster.

Attendance at the research symposium is required by all nursing students who are in enrolled in a BS nursing class. Failure to attend will result in a penalty that will include but is not necessarily limited to make-up of the hours as specified by the faculty. A fee and make-up work may also be required for students arriving late at any scheduled event.

See Professional Events section in handbook for information on appropriate attire and behavior.

F. Infection Control Policy

(See Infection Control Policy in Associate Degree Addendum)

G. Mission Trips and Clinical Lab Hours

Students who participate in SON-related mission trips may receive eight (8) clinical lab hours applied to NRSG 340 Community Health Nursing.

H. Senior Portfolio

Senior Portfolio contains a collection of representative materials that document and provide evidence of scholarly activity. It contains the highlights of your baccalaureate coursework. All students who graduate from the BS program are required to submit a completed portfolio in NRSG 485 Nursing Leadership and Management. Rationale and instructions for the portfolio as well as the notebook cover page are posted at [nursing.southern.edu](http://nursing.southern.edu). Click on Resources-On campus, then the link to 'Portfolio Guide.'



**SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
Student Occurrence Report**

Student Name \_\_\_\_\_ ID \_\_\_\_\_

Date/Time of occurrence \_\_\_\_\_ Location of occurrence \_\_\_\_\_

Description of occurrence \_\_\_\_\_

\_\_\_\_\_

Cause(s) of occurrence \_\_\_\_\_

\_\_\_\_\_

Date/Time reported \_\_\_\_\_

Name/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 \_\_\_\_\_

Signature of clinical lab assistant \_\_\_\_\_

Signature of health care provider \_\_\_\_\_

Date \_\_\_\_\_

Note: Copy to be placed in student file and sent to UHC if exposure.

SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
DOSAGE CALCULATION REMEDIATION CONTRACT, LEVELS 2, 3, AND 4

Name \_\_\_\_\_

Date \_\_\_\_\_

For Remediation #1 and #2:

\_\_\_\_\_ May not attend clinical labs until 100% is achieved on Pro-Calc test for each level

\_\_\_\_\_ Pay \$20/hour to SON Office for clinical labs missed during test/remediation process

**Remediation #1-For the student who has not achieved 100% on Pro-Calc Test, first attempt each semester**

\_\_\_\_\_ Have a remediation session with Bonnie Hunt or other faculty member (Optional)

\_\_\_\_\_ Do Pro-Calc practice testing in the Learning Resource Center (LRC) as follows:

Do Self-tests

Do 5 questions from each type of problem at 100%

Do one random test (all required types checked) of 15 problems at 100%

Submit printouts to LRC staff

**Remediation #2-For the student who has not achieved 100% on Pro-Calc Test, second attempt**

\_\_\_\_\_ Have a remediation session with Bonnie Hunt or other faculty member (required)

\_\_\_\_\_ Do Pro-Calc practice testing in the Learning Resource Center (LRC) as follows:

Do Self-tests

Do 10 questions from each type of problem at 100%

Do one random self test of 20 (all required types checked) problems at 100%

Submit printouts to LRC staff

\_\_\_\_\_ Perform a clinical simulation in the skills lab to include checking doctor's orders, preparing medications (including performing necessary drug calculations) and administering the drugs safely and correctly to a patient. (This will not be the same drugs and calculations on student's Pro-Calc tests.) Arrange a time with the Skills Lab Coordinator.

**Over**

\_\_\_\_\_ May retake ProCalc test at LRC and make 100% after completing above three items

\_\_\_\_\_ Must withdraw from nursing class if 100% not achieved on Pro-Calc Test, third attempt (refer to Dosage Calculation Policy in the SON Undergraduate Handbook)

\_\_\_\_\_ If 100% achieved on the third attempt Pro-Calc, student must complete following assignments:

1. Write Occurrence Reports (forms are in the SON Undergraduate Handbook) for each of the missed drug problems on Pro-Calc first and second tests (as if you had given the drug(s) incorrectly in the hospital)
2. For each of the missed problems, research the medications involved and write up the following information:

Name of drug:

Classification:

Action:

Uses:

Normal dosage range:

Expected and/or desired effect:

Side Effects:

Toxic Effects:

What might have happened to the patient had you given the drug dosages you had arrived at? (Be specific with details)

\_\_\_\_\_ The above two assignments are to be submitted to course professor or Undergraduate Coordinator within two weeks of contract assignment

**Faculty/Staff involved in the above contract(s) should initial appropriate areas above and sign below**

Name, title, date \_\_\_\_\_

Name, title, date \_\_\_\_\_

Name, title, date \_\_\_\_\_

Name, title, date \_\_\_\_\_

\_\_\_\_\_ *Student Signature*

\_\_\_\_\_ *date*

**SOUTHERN ADVENTIST UNIVERSITY  
STUDENT INFORMED CONSENT**

1. Unless noted below, I authorize the faculty and staff of the School of Nursing to share and discuss my academic progress with my parents/legal guardians as well as such additional information from my records that the faculty and staff deem appropriate.  
\_\_\_\_ **NO**, I *do not* authorize the SON faculty/staff to share information with my parents/legal guardians.
2. Unless noted below, I authorize the faculty and staff of the School of Nursing to return papers to my student mailbox located in Herin Hall.  
\_\_\_\_ **NO**, I *do not* authorize the SON faculty/staff to return papers to my student mailbox.
3. I authorize the faculty and staff of the School of Nursing to share and discuss my academic progress with the Learning Success Services, as well as such additional information from my records that the faculty and staff deem appropriate. I understand and have been advised that any special accommodations for testing by the School of Nursing must be approved by the Learning Success Services.
4. I authorize the faculty and staff of the School of Nursing to share and discuss my academic progress with any prospective employer requesting a reference.

**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 eliminate 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 give and receive injections and venipuncture in practice situations by other nursing students, all under the supervision of a nursing instructor at the SON.

I further understand that the known major risks of injections and venipuncture include phlebitis, vessel leakage, and infection.

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 a student injection or venipuncture.

**POLICIES AGREEMENT**

I agree to be responsible for and comply with the policies in the *SAU School of Nursing Student Handbook* found at [www.nursing.southern.edu](http://www.nursing.southern.edu)

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

NAME (please print): \_\_\_\_\_ ID # \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_  
(required if student is under the age of 18)

**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 his or her 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 are exposed 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. Student 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 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 STATE AND FEDERAL LAWS, SO UNWARRANTED DISCLOSURE OF PATIENT INFORMATION IS IN VIOLATION OF LEGAL AUTHORITY, AND MAY RESULT IN CIVIL AND CRIMINAL PENALTIES.**

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT/LEGAL GUARDIAN IF STUDENT IS UNDER 18

STUDENT/FACULTY AT SOUTHERN ADVENTIST UNIVERSITY



## Release, Indemnity & Assumption of Risk Agreement 2009-10 School Year

As a student of Southern Adventist University (“the University”), I desire to be allowed to accompany and participate in all activities sponsored by Southern Adventist University from August 28, 2009-May 1, 2010. Although one or more employees of the University will be in charge of the activity, the exposure for risks and harm will be greater than and different from those which may be anticipated ruing activities on the campus of the University. I also recognize that it is not possible to closely supervise and control the conduct of those participating in these activities. In consideration of the University permitting me to participate in these sponsored activities, I hereby assume the risk of injures to my person and property while engaged in these activities and release and discharge the University, its respective officers, directors, employees and agents from any claims, causes of action, costs, obligations or financial responsibility resulting from or arising out of any incident, injury or accident occurring while I’m traveling to or attending or participating in any such activities.

If the University is held financially responsible to the undersigned for any such incident, injury, or accident, I hereby agree to indemnify and hold the University harmless from any such responsibility, including costs, damages, and attorneys fees incurred by the University.

Notwithstanding the foregoing, nothing contained herein shall absolve the University from liability for injury arising out of the gross negligence or intentional misconduct of University employees or agents.

I will cooperate with those in charge of the activity at all times and will follow the guidelines, if any set forth for the activity.

I agree to maintain health insurance coverage for myself during the period referenced above. I agree to notify a University representative supervising any such activity of any physical or medical limitations or conditions that will require special assistance or attention. I further authorize supervising University personnel to consent to emergency medical treatment on my behalf, and I hereby release the University and its representatives from liability for any such treatment, its result, or its cost.

Printed Name \_\_\_\_\_ Student id# \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**For Student Under 18 Years of Age:**

I have read the above Release, Indemnity & Assumption of Risk Agreement signed by my child and join in and agree to be bound by this agreement, and further agree not to participate in any lawsuit against the University, its officers, directors, employees or agents as a result of any injury, damage or claim which might arise on my behalf or on behalf of my child as a result of my child’s participation in any such activity.

Date: \_\_\_\_\_  
Parent or Legal Guardian

Date: \_\_\_\_\_  
Parent or Legal Guardian

Parent Contact Information: Email Address \_\_\_\_\_

Fax # \_\_\_\_\_