Bachelor of Science in Nursing
2019-2020 Student Handbook

This handbook is intended to be used in conjunction with the Truett McConnell University Student Handbook and Catalog.
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Section I
Introduction
Dear Truett McConnell Nursing Student,

Welcome to The Truett McConnell University Rielin & Salmen School of Nursing!

You have been called to one of the most challenging and rewarding careers. You are about to begin an important journey as you prepare to become a nurse. Your journey will be exciting, intense, and rewarding. It will be filled with holy moments because nursing is a sacred profession. No other health care worker has the unique opportunity to minister to the physical, emotional and spiritual needs of people who are suffering. Throughout this journey you will grow spiritually, professionally, and personally through interactions with faculty, your fellow students, staff in clinical practice sites, patients, and their families. There will be peaks and valleys of your journey that will season you. “May the God of peace....equip you in every good thing to do His will, working in us that which is pleasing in His sight, through Jesus Christ, to whom be the glory forever and ever. Amen.” Hebrews 13:20-21.

Here at Truett McConnell University (TMU), nursing is a ministry of compassionate care in which faith and learning are integrated. We challenge nursing students to become compassionate, patient centered nurse leaders who will impact their communities and transform nursing care. Consistent with the mission and purpose of the University, our mission is to prepare competent professional nurses to integrate Christian faith and values with compassionate care to fulfill the ministry of the Great Commission.

It is the desire of the nursing faculty to prepare you for a successful and rewarding career in nursing. From the very beginning, we will be there to help you learn; we want to help you reach your goals. This Bachelor of Science in Nursing (BSN) Handbook is provided to assist you as you progress through our degree program. It contains information you will need to be an informed, engaged nursing student. You will need to refer to this Handbook in order to become familiar with major policies, procedures, and guidelines which apply to you. This Handbook is also available on the Truett McConnell website at www.truett.edu/nursing

We are honored that you have selected TMU to pursue your BSN degree and we are committed to your success. We are excited that you are here. It is our prayer that you will enjoy success in your academic endeavors, excel in compassionate care and moral leadership, grow in your knowledge of nursing as a ministry, and embrace the truth of Scripture as the foundation for those who are called to the nursing profession.

May you be richly blessed as you serve our Lord in this exceptional profession.

“The Spirit of the Lord GOD is upon [you], because the LORD has anointed [you] to bring good news to the afflicted; He has sent [you] to bind up the brokenhearted...” Isaiah 61:1

With Every Blessing,

The Nursing Faculty
Truett McConnell University
The Rielin & Salmen School of Nursing
Truett McConnell University (TMU) is a private Christian liberal arts and sciences university, operated under the auspices of the Georgia Baptist Mission Board. The mission of TMU is to equip students to fulfill the Great Commission by fostering a Christian worldview through a Biblically-centered education. The University is a growing Christian community dedicated toward merging the finest traditions of a liberal arts education with the growing demands for Christian professionals embodied in a curriculum that is Biblically-centered.

The Rielin & Salmen School of Nursing (RSSON) embraces the University’s mission upholding the commitment to the integration of academic excellence and spiritual formation, with the professional values and competencies essential to the discipline of nursing. Nursing graduates of TMU will advance the profession of nursing and have a global impact on healthcare by modeling moral leadership and evidence based practice, utilizing critical thinking and communication skills, and embodying the character and servanthood of Jesus Christ.
FALL SEMESTER 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>RSSON Admission Applications to eligible pre-nursing students</td>
<td>June - August</td>
</tr>
<tr>
<td>Payment Deadline for Returning Students</td>
<td>August 1</td>
</tr>
<tr>
<td>IE Day</td>
<td>August 9</td>
</tr>
<tr>
<td>Classes being on Campus/Alpharetta Instructional Site</td>
<td>August 14</td>
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<tr>
<td>Classes begin/Mandatory Nursing Orientation</td>
<td>August 14</td>
</tr>
<tr>
<td>Graduate Session A Begins</td>
<td>August 14</td>
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<tr>
<td>Late registration and drop/add</td>
<td>August 14-20</td>
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<tr>
<td>Convocation</td>
<td>August 20</td>
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<tr>
<td>RSSON Admission Application Deadline</td>
<td>September 1</td>
</tr>
<tr>
<td>Labor Day Holiday (staff holiday – classes meet*)</td>
<td>September 2</td>
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<tr>
<td>HESI Entrance Exams for RSSON</td>
<td>September 3, 10, 17, &amp; 24</td>
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<tr>
<td>Spiritual Emphasis Week</td>
<td>September 3 - 5</td>
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<tr>
<td>Last day to drop with grade of W: Online session A</td>
<td>September 9</td>
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<tr>
<td>RSSON New Student interviews</td>
<td>September 9 - 20</td>
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<tr>
<td>Constitution /Citizenship Day</td>
<td>September 17</td>
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<tr>
<td>White Coat Ceremony-Nursing</td>
<td>September 24</td>
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<tr>
<td>Fall Break (no classes)</td>
<td>September 30 - October 4</td>
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<tr>
<td>Last day to drop with grade of W: Graduate students</td>
<td>October 9</td>
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<tr>
<td>RSSON Acceptance Packets sent out</td>
<td>October 10</td>
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<tr>
<td>Online A term/Graduate Session A classes end</td>
<td>October 13</td>
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<tr>
<td>Online B term/Graduate Session B begins</td>
<td>October 14</td>
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<tr>
<td>Advising and registration for spring (current students only)</td>
<td>October 14 - November 1</td>
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<tr>
<td>Fall Enrollment Reporting Date</td>
<td>October 29</td>
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<tr>
<td>RSSON Approval of Acceptance Form Due</td>
<td>November 1</td>
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<tr>
<td>Last day to drop with grade of W: On Campus undergraduate students</td>
<td>November 6</td>
</tr>
<tr>
<td>Last day to drop with grade of W: Graduate session B</td>
<td>November 6</td>
</tr>
<tr>
<td>Last day to drop with grade of W: Online session B</td>
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<tr>
<td>Deadline for graduation application</td>
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<td>Thanksgiving Holiday (no classes)</td>
<td>November 25-29</td>
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<tr>
<td>Residential Classes end</td>
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<tr>
<td>Dead day</td>
<td>December 4</td>
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<tr>
<td>Online B term/Graduate Session B ends</td>
<td>December 8</td>
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<tr>
<td>Final exams</td>
<td>December 5,6,9, &amp; 10</td>
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<tr>
<td>IE Day</td>
<td>December 13</td>
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WINTERIM SEMESTER 2019

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>December 11</td>
</tr>
<tr>
<td>Drop/Add ends</td>
<td>December 11</td>
</tr>
<tr>
<td>Last day to drop with grade of W</td>
<td>December 25</td>
</tr>
<tr>
<td>Last Day of class/Final Exams</td>
<td>January 1</td>
</tr>
</tbody>
</table>
SPRING SEMESTER 2020

New student advising and registration  
IE Day  
Classes begin On Campus/Online/Alpharetta Instructional Site  
Graduate Session A begins  
Martin Luther King, Jr. Holiday (staff holiday – classes meet*)  
Late registration and drop/add  
Last day to drop with grade of W: Online session A  
Last day to drop with grade of W: Graduate session A  
Spring Break (no classes)  
Last day to drop with grade of W: Graduate students  
Online A term/Graduate Session A ends  
Online B term/Graduate Session B Begins  
Advising and registration for summer/fall (current students only)  
Acceptance packets mailed to BSN students  
Spring enrollment reporting date  
Last day to drop with grade of W: On Campus undergraduate students  
Last day to drop with grade of W: Graduate session B  
Last day to drop with grade of W: Online session B  
Easter Week (no classes)  
Staff Easter Holiday-Good Friday  
Honors Chapel  
Residential classes end  
Dead day  
Final exams  
Online B Term ends/Graduate Session B ends  
**Pinning Ceremony – School of Nursing**  
IE Day  
Graduation

SUMMER TERM 2020

Session 1

Memorial Day Holiday (staff holiday*)  
Advising and Registration  
On Campus Session 1 classes/Graduate Session A begins  
Late registration and drop/add: Session 1  
Last day to drop with grade of W: Graduate session A  
Last day to drop with grade of W: Session 1  
On Campus Session 1 classes end  
Graduate Session A ends  
Final exams
Session 2
Advising and registration
On Campus Session 2 classes begin
Graduate Session B begins
Late registration and drop/add: Session 2
Independence Day Holiday (staff holiday – classes meet*)
Last day to drop with grade of W: Graduate Session B
Last day to drop with grade of W: Session 2
On Campus Session 2/Graduate Session B ends
Final Exams

June 26
June 29
June 29
June 29 -30
July 4
July 13
July 20
July 23
July 24-26

Online Session
Online classes begin
Last day to drop with grade of W
Online classes end

June 1
June 29
July 26

* Professor’s Discretion

Highlighted areas indicate school of nursing dates
Section II
The Rielin & Salmen School of Nursing
Among the Anabaptist women of the 16th century, many engaged society in stark contrast from prior eras. Some Anabaptist women served as weavers, teachers, bakers, printers, and even, physicians. Particularly, the events of the time led to changes in the practice of midwifery and the standards concerning that act of service. Martha Rielin and Elizabeth Salmen were two Anabaptist women who ministered as nurse midwives.

Martha Rielin and Elizabeth Salmen were Anabaptists midwives in Germany, who believed in “believer’s baptism” and did not perform infant baptism. Anabaptist mothers who also believed in “believer’s baptism” did not want their infants baptized at birth even if they were sick or dying. Both of these women refused to participate in infant baptism even though they were threatened by summation to the governmental courts in Germany and were under extreme pressure from the Catholic Church. There are no records that indicate neither Martha Rielin or Elizabeth Salmen ever acquiesced to the courts.

Anabaptist midwives protected the wishes of Anabaptist mothers who did not want their infants baptized, and they represented a clear picture of dissent against a theological and governmental system that violated the biblical values of the Anabaptists. These women took the Scripture seriously and this influenced their decision making as they carried out the call God had placed on their lives.

The Rielin and Salmen School of Nursing has been named for these two steadfast women. As they ministered to the patients in their care, they were driven by God’s Word in defending Biblical truths. Our nursing faculty and students at Truett McConnell University strive to care for people through the living and breathing Word of God. The call to “love God” and “love our neighbor” is ever before us.

**RSSON Mission Statement**

The mission of TMU RSSON is to prepare competent professional nurses to integrate Christian faith and values with compassionate care to fulfill the ministry of the Great Commission.

**RSSON Philosophy**

Through the integration of faith and learning the TMU RSSON, Bachelor of Science in Nursing program adheres to the truth of the Bible as foundational. Biblical truth is the basis for those called to missions through the nursing profession and that truth grows in their knowledge of nursing as a ministry. The BSN program embraces TMU’s mission to uphold the commitment to being Biblically-centered and distinctively Baptist.

**Person**

The TMU nursing faculty believes that each person is created in God’s image. Therefore, each person possesses full dignity and is worthy of respect and love. The nursing faculty further believes that each person, as a unique creation of God, has the capacity to live in harmony with God, others, self, and the environment. Each person is responsible for God’s gifts of health and the environment, and is part of a larger group such as the family, the community, and the world.
The TMU nursing faculty believes that God has ordained the family as the foundational institution of human society. The faculty further believes that marriage is between a man and a woman united under God’s law. A family is critical to the development of Biblical values such as ethical principles, moral standards, individual integrity, and human dignity. These Biblical values influence the attitude, social, cognitive, and spiritual development of each person.

Dignity is bestowed on each person by being created in the image of God. The TMU nursing faculty believes in the sanctity of life. Each person has value, immeasurable worth, and dignity that must be honored. The compassionate care and ministry that professional nurses provide each person confirms this value.

A community is designed by God for groups of persons who have shared characteristics related to geography, interests, culture, religious beliefs, and/or size. TMU nursing faculty believes that Christian professional nurses must be able to communicate effectively and partner with the person, family, and the community in order to empower them to achieve their health care goals and live healthy productive lives.

**Environment**

The TMU nursing faculty believes that God created the world thus HE created the natural environment in which each person lives. The internal and external factors of the environment have the ability to affect a person’s behavior, perceptions, and health. In order to achieve the desired health outcomes, it is essential for the Christian professional nurse to have knowledge of cultures and resources which will enable interaction in an ever changing global environment. Professional nurses must be prepared to meet the health care demands of several cultures at one time as the influx of people from around the world come together many times in only one area, i.e., the hospital.

**Health**

The TMU nursing faculty believes that health is a state-of-well-being as related to body, mind, and spirit. A state of optimum health was originally created by God. However, a person’s perception of his/her own health to function optimally is based on a wellness-illness continuum. The Christian professional nurse guides a person to attain optimum health as identified from that person’s perspective. Living a life of faith and devotion to God are significant components of health in which a person should strive.

**Nursing**

Nursing is a professional practice discipline that participates in the promotion of health, prevention of disease, management of care, empowerment of a healthy life style, and the facilitation of compassionate care. Nursing is a dynamic profession that incorporates holistic care for persons unable to provide the quality of self-care needed. Holistic care is caring for the whole person and involves the mind, body, and spirit of the person God created. A Christian professional nurse partners with the person to mutually discuss the plan of care in order to facilitate decision making for health care delivery. Nursing provides compassionate care for the entire person.

The TMU nursing faculty believes that Christian professional nurses use the Servant Leadership Model of Jesus in caring for each person. Professional nurses maintain a ministry of compassionate care, even when the nurse’s personal beliefs do not coincide with those of the person needing care.
Nursing Education

The nursing profession requires the professional nurse to synthesize theoretical and experiential knowledge, and to apply social, cultural, technical, and interpersonal skills with the motivation to serve others with compassionate care. TMU nursing faculty adheres to nursing as a ministry. Thus, they profess that the nursing education received at TMU provides a higher purpose and meaning because it is built on the foundation of Biblical truths.

The TMU nursing faculty believes that nursing education is both an art and a science. Nursing education is provided through Biblical truths and a liberal arts education. Mutually effective working relationships between the faculty and the students make possible the integration of concepts into nursing practice. Nursing education prepares professional nurses to bring comfort to those who suffer, aide in healing the sick, and provide health care needs across the life span. The nursing curriculum is based on the knowledge, skills, and attitudes required for Christian professional nurses to effectively practice within the ever changing complex health care environment. The nursing faculty must model the role of the Christian professional nurse as well as be a mentor, counselor, advocate, and consultant to help facilitate a rich teaching/learning environment.

RSSON Goals

In developing the TMU RSSON program, the nursing faculty formulated the following goals on which to build the organizational framework.

- Recruit and retain qualified students who have the desire to serve God through the ministry of nursing.
- Cultivate the integration of faith and values with compassionate care from the foundations of Biblical truth, liberal arts education, and nursing education.
- Educate competent BSN student nurses in the application of knowledge and skills to advance the practice of professional nursing.
- Foster a Christian environment where students from diverse cultures achieve an education that supports their uniqueness where their faith flourishes.
- Provide a Christian education environment that advances the ability to critically think, effectively communicate, and positively display professionalism.
- Motivate BSN student nurses to participate and excel in a variety of teaching/learning activities to achieve competent clinical practice.
- Recruit qualified Christian nurse educators and professional staff committed to the mission and philosophy of TMU RSSON.

Organizational Framework for the BSN Curriculum

The Organizational Framework of the TMU RSSON is built upon a rich spiritual foundation that emphasizes a Christian worldview and a Biblically-centered curriculum. The framework elaborates on the nursing faculty’s beliefs about several
key concepts from the basic philosophy of person, environment, health, nursing, and nursing education. These key concepts are depicted on the Organizational Framework Model.

From a spiritual standpoint, the TMU nursing faculty believes that the cross represents the substitutionary death of Jesus Christ who rose again after three days, and made a provision for the redemption of each person from his/her sin. This is foundational for persons who believe in Jesus to be their Lord and Savior.

In the RSSON’s Organizational Framework, the Faculty understands the foundation to be composed of three tiers: Biblical Truths, Liberal Arts Education, and Nursing Education. In the center of the foundation stands the vertical beam of the cross representing the ministry of the Great Commission. The horizontal beam of the cross represents the Integration of Faith and Values with Compassionate Care. The Rays of the cross identify the other key concepts that formulate the RSSON curriculum. The four key concepts on the left are Professionalism, Teaching/ Learning, Communication, and Critical Thinking. The four key concepts on the right are Evidence-Based Practice, Health Care Delivery, Environment, and Cultural Diversity.

Biblical Truths are the primary foundation for those called to missions. Through the nursing profession, Biblical truths expand the student’s knowledge of nursing as a ministry. Since Biblical truths are authoritative, it is the benchmark for measuring every course in the curriculum. Upon the primary foundation of Biblical truths, the foundation is further supported by a thorough Liberal Arts Education and a solid Nursing Education.

As identified in the Bible, the Great Commission is a command to go and share about Jesus Christ. In Matthew 28:19-20 the Great Commission states, “Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age.” Thereby, the vertical beam represents the channel through which the TMU Christian professional nurse will be equipped to go and make disciples of all nations.

The TMU nursing faculty believes that the horizontal beam of the cross represents the Integration of Faith and Values with Compassionate Care. According to the Bible, faith means to trust and believe in God. Faith is the things hoped for and the confirmation of things not seen. Faith is the belief that nothing is impossible with God. Values are what each person holds to be true. Values may become commitments, and are God-given beliefs for human existence. To integrate faith and values would be to strengthen a person’s meaning and existence for life and health.

Compassionate Care is patient-centered care and values the patient as a full partner in achieving optimal health outcomes. Compassionate patient-centered care is based on the respect for patient’s preferences, values, and needs. Compassionate patient-centered care stems from the Christian professional nurse’s faith, defines and shapes nursing practice, and supports the understanding of the role of the professional nurse. Integrated with compassionate care is faith and values that in combination will provide excellent professional nursing care for each person.

The Rays of the cross on the left identify key concepts that continue to formulate the RSSON’s Organizational Framework. These four key concepts are professionalism, teaching/ learning, communication, and critical thinking.

Professionalism is defined as the consistent demonstration of leadership skills and core values, which include moral, ethical, and legal conduct. Professionalism is evidenced by inter-professional nursing practice in collaboration with education and practice disciplines to achieve optimal health and wellness for each person. Professionalism reflects the conduct, goals, qualities, behaviors, and/or characteristics of the Christian professional nurse. The professional nurse must practice within biblical, legal, ethical, and regulatory parameters as well as incorporate holistic care for all persons.
**Teaching/Learning** is a dynamic process involving active participation in an environment that is relevant, supportive, and engages a variety of learning styles. Teaching/learning opportunities include clinical experiences, simulation experiences, and classroom activities that are designed to develop, refine, and integrate knowledge and skills into professional nursing practice. Through the teaching/learning process the student will develop a knowledge base for compassionate care, gain insights based on Biblical truths and evidence-based practice, and develop skills in identifying new ways of thinking to achieve meaningful outcomes.

The nursing faculty is committed to excellence in teaching from a Biblical worldview. Faculty and students must share responsibility for the teaching/learning process. The faculty serves to facilitate learning by being a mentor, coach, consultant, counselor, advocate, and role model. The role of the BSN student is to successfully assimilate and apply all teaching criteria to achieve graduation. The BSN student is responsible for actively engaging in learning activities. The teaching/learning process is a collaborative effort in which both faculty and students are active participants. This relationship is built on mutual trust, respect, and accountability.

**Communication** is the interactive process within nursing and inter-professional teams that fosters teamwork, collaboration mutual respect, and shared decision making to achieve quality patient care. Essential communication skills include the use of critical listening, reading, technology, verbal, nonverbal, and written media. It is the Christian professional nurses’ responsibility to collaborate and communicate with all other members of the health care team, and to focus on quality care for each person. Effective professional communication demonstrates compassionate care, cultural awareness, and is directed toward promoting positive outcomes which will establish trusting relationships. The Christian professional nurse utilizes therapeutic communication which involves active listening, verbal and nonverbal empathetic responses, assertiveness skills, and mutual goal setting.

**Critical Thinking** is a logical process that utilizes cognitive skills which guides nursing practice in the provision of patient-centered care. Critical thinking is a goal-directed process of questioning, analyzing, synthesizing, interpreting, making inference, inductive and deductive reasoning, and applying intuition and creativity. Critical thinking is also the mental process of actively and skillfully conceptualizing and evaluating information to reach an answer or conclusion. Critical thinking in nursing is supported by the principles of the nursing process, problem solving, and the scientific method which require decisions to be made from evidence-based practice based on Biblical truths.

The Rays of the cross on the right identify key concepts that continue to formulate the RSSON’s Organizational Framework. These four key concepts are evidence-based practice, health care delivery, environment, and cultural diversity.

**Evidence-Based Practice** in nursing is a problem-solving approach to determine clinical decisions, use the best evidence available, and blend both the science and the art of nursing to achieve the ultimate outcome for each person. Evidence-based practice utilizes current nursing knowledge and research findings to guide the practice of nursing. Optimal safe nursing care is provided when the Christian professional nurse incorporates best practice measures to plan and guide the delivery of patient-centered health care, and maintain the cultural and personal values of each person. Employing best practice techniques include assessing and identifying the evidence, critically analyzing that evidence, designing practice changes, identifying and diffusing the barriers, implementing the changes, and evaluating the particular change for improved outcomes.

**Health Care Delivery** is a method by which healthcare is provided to include health promotion, disease and injury prevention across the life span that will assist the person toward optimal functioning. Informatics is incorporated to
communicate, manage knowledge, mitigate error, and support decision making in monitoring outcomes of care processes. In the delivery of health care, Christian professional nurses are grounded in a Biblical worldview, educated in the nursing process, and have the knowledge to treat human responses to actual and potential health problems. Health care delivery systems are designed to meet the needs of the person, the professional nurse, groups, and communities.

The Environment is viewed as the setting in which the person, family, group, and the community exist and interact. The environment can consist of internal and external surroundings, circumstances and influences, and persons. The nurse continually assesses the environment to initiate quality and safety improvement measures. The Christian professional nurse must become increasingly aware of a person’s environment, and how it affects their health and level of wellness in order to provide the best delivery of health care.

Cultural Diversity is the range of human variation to include age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, economic status, native language, and geographical background. Culture affects how a person views health, illness, treatment, death and dying, and maintaining optimal health. The Christian professional nurse must possess the knowledge and skills to understand cultural diversity, and to provide culturally appropriate competent care. The focal point of cultural diversity is the ability to provide compassionate patient-centered nursing care across cultural boundaries, taking into account, where the person lives, along with the situations encountered from the person’s health problems.
Nursing Performance Competency Standards

Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors. The RSSON has designed Performance Competency Standards which support a lifestyle of disciplined scholarship, professional practice, and Christian discipleship. These Nursing Performance Competency Standards emphasize the concepts identified in the American Association of Colleges of Nursing, The essentials of Baccalaureate education for professional nursing practice, (2008) to include “patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment”.

The students at TMU RSSON are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for providing competent, compassionate, safe nursing care, and for the knowledge and skills necessary to give this care.

The Nursing Performance Competency Standards apply to all students enrolled in the RSSON, and include extracurricular activities, programs, events, and also, activities affiliated with, sponsored by, or sanctioned by the RSSON.

The RSSON has defined the following concepts and competency standards that must be achieved by all students before graduating.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Level 1 Competency</th>
<th>Level 2 Competency</th>
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| Critical Thinking             | • Apply critical thinking concepts and skills in the provision of quality nursing care  
                                 | • Demonstrates clinical reasoning in the delivery and management of patient-centered care                                                                                                                                                                      | • Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice  
                                 | • Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes                                                                                                                                              |
| Professionalism               | • Promote the image of nursing by modeling the core values of practice excellence, communicating the knowledge, skills, and attitudes of the nursing profession  
                                 | • Incorporate ethical principles and codes to protect the rights of patients and to effect quality patient care outcomes  
                                 | • Discuss the leadership role of the professional nurse within the healthcare environment                                                                                                                                                                  | • Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development  
                                 | • Analyze ethical and legal issues related to the health care for vulnerable patient populations  
                                 | • Collaborates with multiple disciplines in coordinating patient care                                                                                                                                                                                   |
| Communication                 | • Apply basic principles of effective communication techniques to produce positive professional working relationships  
                                 | • Initiates effective written and verbal communication with patient and health care team                                                                                                                                                                      | • Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care  
                                 | • Incorporate effective communication and collaborative strategies when working with interprofessional teams to deliver, compassionate patient-centered care |
| Teaching/Learning             | • Participate in the teaching/learning process with faculty, patients, and families                                                                                                                                                                                      | • Provide teaching and learning activities that promote health progression and injury prevention                                                                                                                                                                  |
| Evidence Based Practice       | • Describe the general components of the research process and participate in data collection and other research activities                                                                                                                                              | • Integrate research-based evidence, clinical judgment, and patient and family preferences in planning, implementing, and evaluating outcomes of care                                                                                                                                 |
| Health Care Delivery          | • Promote, maintain, and restore people’s health and provide end-of-life care using evidence-based nursing knowledge  
                                 | • Demonstrate effective use of information management tools to monitor outcomes of care processes                                                                                                                                                           | • Discuss the implications of socio-cultural, economic, legal and political factors impacting healthcare delivery and practice  
                                 | • Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making                                                                                                                                                      |
| Cultural Diversity           | • Discuss the influence of age, culture, social, and environmental variables on the patient’s health and health care needs  
                                 | • Provide patient-centered care with sensitivity and respect for the diversity of the human experience                                                                                                                                                      | • Develop plan for care of culturally diverse vulnerable populations  
                                 | • Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values                                                                                                                                 |
| Environment                   | • Ensure a safe environment for patient, families and the health care team  
                                 | • Seek information about quality improvement activities in the care setting  
                                 | • Demonstrate effective use of standardized practices and technology that support safety and quality                                                                                                                                                        | • Demonstrate effective use of technology and nursing practices that support safety & quality  
                                 | • Participate in analyzing data to monitor the outcomes of care to improve the quality and safety of health care setting  
                                 | • Utilize information technology to communicate the planning and provision of patient care                                                                                                                                                                |
| Compassionate Patient-Centered Care | • Provide patient-centered compassionate care based on respect for patient’s preferences, values, and expressed needs                                                                                                                                            | • Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model                                                                                                                                 |
School of Nursing Accreditation

Truett McConnell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award a Bachelor of Science in Nursing Degree with a Minor in the Great Commission. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Truett McConnell University.

TMU RSSON BSN program received initial approval from the Georgia Board of Nursing on July 19, 2012. “At least 80% of all graduates must pass the licensing examination (NCLEX-RN) as first-time writers within one calendar year of the graduation date for full approval to be granted by the Georgia Board of Nursing.”

The baccalaureate degree in nursing program at Truett McConnell University is accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org/ccne-accreditation).

Georgia Board of Nursing
Professional Licensing Boards Division
237 Coliseum Drive
Macon, Georgia 31217
P: 844.753.7825
F: 877-371-5712

Commission on Collegiate Nursing Education (CCNE)
655 K Street, Suite 750
Washington, DC 20001
P: 202.887.6791
F: 202.887.8476
http://www.aacnnursing.org/ccne-accreditation

1 Georgia Board of Nursing, 410-3-.02-(d).
Section III

The Baccalaureate Program
Overview of the Curriculum

The TMU RSSON BSN program provides a broad professional preparation in a liberal arts education based on the biological, physical and behavioral sciences, and the humanities with the integration of the Christian worldview. The nursing program requires the completion of prerequisites prior to courses within the nursing major. Graduates of the BSN Nursing Program receive a Bachelor of Science in Nursing degree. Graduates are qualified to take the state board licensure examination National Council Licensure Examination-RN (NCLEX-RN) to become a Registered Nurse.

Code of Ethical Conduct

As a Biblically-centered institution, TMU has established the rules and policies of student conduct based on Biblical truths, moral standards, and ethical principles. It is the responsibility of the individual student to maintain high professional and ethical principles.


The ANA House of Delegates approved the following nine provisions of the new Code of Ethics for Nurses:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.
The RSSON believes that ethical principles are a necessary guide to professional development. In addition to learning academic theory and clinical skills, nursing students have a responsibility to adhere to the statements within the Code of Ethics that provide guidance in the personal development of an ethical foundation while caring for patients in a variety of health care environments.

A breach of professional standards and/or ethical conduct will warrant dismissal from the course and/or the nursing program.

Nursing students are required to adhere to the Standards of Student Conduct in Section V of the TMU Student Handbook.
Program of Study: BSN Curriculum Courses

Sophomore Level Spring Semester

NU 250 Introduction to Professional Nursing, 3 3 Hours

Junior Level Fall Semester

NU 305, Health Assessment, 3
NU 310, Nursing Fundamentals** 5
NU 335, Pharmacology & Pathophysiology I, 3
NU 360, Mental Health Nursing** 5 16 hours

Junior Level Spring Semester

NU 345, Pharmacology & Pathophysiology II, 3
NU 350, Maternal Health Nursing** 5
NU 370, Adult Health Nursing I** 6
NU 375, Nursing Informatics, 1 15 Hours

Senior Level Fall Semester

NU 410, EBP & Nursing Research, 3
NU 452 Pediatric Health Nursing** 5
NU 470, Adult Health Nursing II** 6 14 Hours
NU 460 Gerontologic Nursing, 2 Elective

Senior Level Spring Semester

NU 430, Vulnerable Population & Global Health Nursing** 5
NU 440, Leadership in Nursing Practice** 5
NU 480, Senior Seminar and Nursing Capstone** 4 14 Hours
NU 490, Critical Care Nursing, 2 Elective

Total Nursing Hours 62  Total BSN Hours 130

NOTE: Nursing students may need 5 semesters to complete the pre-requisites and 5 semesters to complete the Nursing courses plus an International or North American Spring Break trip their Junior year, thus, ten semesters maximum, two of which are in the summer.

** Denotes 120-360 Clinical practice hours off campus per semester.
The course syllabus provides essential information about planning academic achievements and expectations for that course. The Nursing Fundamentals course is enhanced by teaching and evaluation sessions in the Learning Resource Lab, where the student has the opportunity to safely master crucial competencies for clinical practice. Throughout the program, the didactic and clinical courses are interrelated and built upon each other. In addition, courses to advance knowledge critical to professional nursing are incorporated throughout the program. Ethical conduct, responsibility, and accountability are constant requirements throughout the program. As students progress through the program, their knowledge increases, skills become more complex, and practice expectations gradually increase in relation to competencies.

**Course Descriptions**

**NU 250 INTRODUCTION TO PROFESSIONAL NURSING**

Credit: 3 Semester hours  
Prerequisite: Acceptance to the TMU RSSON BSN program  
Co-requisite: NA

An introductory course to the foundations of professional nursing practice. It will introduce prospective nursing students to concepts such as medical terminology, the nursing process, professionalism/etiquette, critical thinking skills, ethics in healthcare, QSEN standards, scope of practice, cultural diversity, introductory medication math, informatics, introduction to APA writing style, and library resources for evidence based research. The student will begin to develop an understanding of the role of the professional nurse through a Christian worldview. The content of this course will prepare the student with nursing basics for first year nursing courses. This is a required course for nursing entry but does not grant admission to the RSSON BSN program.

**NU 305 HEALTH ASSESSMENT**

Credit: 3 Semester hours  
Prerequisite: Acceptance to the TMU RSSON BSN program  
Co-requisite: NU 310, NU 335, NU 360

This course emphasizes health assessment of the whole person's physical, psychological, social, and spiritual dimensions that stress nursing skills and the nursing process. This practicum course utilizes experiential learning to provide the student nurse with the knowledge and skills necessary to perform a comprehensive health assessment utilizing the skill of history taking, inspection, auscultation, percussion, and palpation. Normal assessment finding, frequent variations from normal, abnormal assessment findings will also be introduced. This course is designed to introduce the beginning nursing student to selected skills utilized in nursing practice and health assessment. The student will build on the basic knowledge of human anatomy and physiology. The course emphasizes the skills required for history taking, physical assessment, communication, documentation, and critical thinking to prioritize, plan, and guide care of the patient. Students will practice
psychomotor, cognitive, and affective skills necessary to safely and effectively perform health assessments and implement nursing care. Application of clinical assessment and reasoning is assessed in the laboratory setting utilizing case studies and hands-on assessment skills. Both cultural and ethnic factors impacting health care beliefs and practices will be explored. Experiential learning and active participation in hands-on lab experiences will enhance the learning of this essential clinical skill.

**NU 310 NURSING FUNDAMENTALS**

Credit: 5 Semester hours  
Prerequisite: Acceptance to the TMU RSSON BSN program  
Co-requisite: NU 305, NU 335, NU 360

Founded on biblical truths, this comprehensive course provides an introduction to theories, concepts, and values of the profession of nursing based on the integration of faith, values, and compassionate care and provides the foundation for clinical practice. Basic principles and nursing skills are introduced to enable students to recognize and begin to apply the nursing process, identify and encourage optimal health practices, and predict and provide appropriate nursing interventions in caring for the physical, psychological, social, and spiritual needs of all patient populations.

Foundational in nursing practice is the introduction of basic principles promoting optimal health for the person, family, and community. Evidence based practice related to human response to illness will be explored as well as professional standards of nursing practice. Implementing holistic patient-centered care that reflects the integration of communication and collaboration skills, critical thinking, spirituality, cultural diversity, legal/ethical issues is further explored. The lab component of the course focuses on comprehension and beginning technical competency of nursing skills used to assess, implement, and evaluate nursing care. The clinical practicum experience provides students with an opportunity to implement holistic patient-centered care that reflects the integration of Biblical truths, compassion, communication, critical thinking, cultural sensitivity, and spirituality, all within the framework of the nursing process. This experience will occur in a long-term healthcare facility.

Requires a $35.00 participations fee.

**NU 335 PATHOPHYSIOLOGY & PHARMACOLOGY I**

Credit: 3 Semester hours  
Prerequisites: Acceptance to the TMU RSSON BSN program  
Co-requisite: NU 305, NU 310, NU 360

A combination course of the study of pathophysiology and pharmacology with emphasis on the nursing process, the first course in a two-sequence course preparation. This course includes the study of human diseases and the mechanisms that govern them, providing a comprehensive nursing approach to common alterations in body systems. Mechanisms and theories related to the development of disease and alterations in body function of individuals throughout the life span are presented. This course focuses on etiology, clinical
presentation, implications, and appropriate treatment of the disease processes emphasizing nursing application. The course is organized with the inclusion of the nursing process, and consistently examines pathological conditions, and the rationale for nursing interventions within the framework of nursing practice. Including in this course, is a comprehensive focus on pathophysiology and the relationship of pharmacologic and non-pharmacologic regimens in patient care and nursing clinical practice. Focus of this course includes pharmacologic therapeutics used to treat the patient in a holistic manner. The course reviews general principles, theories, and facts about medications and administration. Principles of pharmacologic mechanisms of action, indications, side effects, and patient education are utilized to facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific medication information is examined in relation to assessment, nursing diagnosis, planning process, patient monitoring, interventions, patient education and evaluation of safe and effective medication therapy. Dosage calculation instruction will be an essential element to assure safe administration of all medications in the clinical setting.

**NU 345 PATHOPHYSIOLOGY & PHARMACOLOGY II**

Credit: 3 Semester hours  
Prerequisite: NU 305, NU 310, NU 335, NU 360  
Co-requisite: NU 350, NU 370, NU 375

A combination course of the study of pathophysiology and pharmacology with emphasis on the nursing process, the second course in a two-sequence course preparation. This course includes the study of human diseases and the mechanisms that govern them, providing a comprehensive nursing approach to common alterations in body systems. Mechanisms and theories related to the development of disease and alterations in body function of individuals throughout the life span are presented. This course focuses on etiology, clinical presentation, implications, and appropriate treatment of the disease processes emphasizing nursing application. The course is organized with the inclusion of the nursing process, and consistently examines pathological conditions, and the rationale for nursing interventions within the framework of nursing practice. Including in this course, is a comprehensive focus on pathophysiology and the relationship of pharmacologic and non-pharmacologic regimens in patient care and nursing clinical practice. Focus of this course includes pharmacologic therapeutics used to treat the patient in a holistic manner. The course reviews general principles, theories, and facts about medications and administration. Principles of pharmacologic mechanisms of action, indications, side effects, and patient education are utilized to facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific medication information is examined in relation to assessment, nursing diagnosis, planning process, patient monitoring, interventions, patient education and evaluation of safe and effective medication therapy. Dosage calculation instruction will be an essential element to assure safe administration of all medications in the clinical setting.
NU 350 MATERNAL HEALTH NURSING
Credit: 5 Semester hours
Prerequisite: NU 305, NU 310, NU 335, NU 360
Co-requisite: NU 345, NU 370, NU 375

This course provides a comprehensive approach to the childbearing maternal client. The primary focus is on the holistic nursing care of culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods. The effects of acute and chronic illness on human growth and development during pregnancy require the nursing student to be an effective communicator in educating the family on health promotion, disease and injury prevention, and safety issues. Current knowledge revealing how genetics and genomics play a key role in human disease is explored. Utilization of the nursing process to identify and meet the needs of the childbearing family across the lifespan, the student will develop the skills required to deliver safe and quality health care and grow into the role of a Christian professional nurse. This course builds on the concepts of previous nursing courses with an emphasis on women’s health including both maternity health and healthy newborn with common newborn issues. Students will explore the concepts of health promotion, disease prevention, and alterations in health related to women. Emphasis is on holistic care of childbearing families. Management and planning of the nursing process will include concepts from a variety of culturally diverse populations. The clinical experience occurs in various clinical settings which may include both inpatient and outpatient facilities.

Requires a $35.00 participation fee

NU 360 MENTAL HEALTH NURSING
Credit: 5 Semester hours
Prerequisite: Acceptance to the TMU RSSON BSN program
Co-requisite: NU 305, NU 310, NU 335

This course examines the constructs of mental health and mental illness. Students will utilize physiology, pathophysiology, and pharmacology knowledge to promote health, prevent injury and illness, and manage acute and chronic conditions in mental health clients. Factors are analyzed that contribute to the development, expression, and course of mental illness, to include genetics, cognitive functioning and developmental level while evaluating spiritual, social, and physical environments. Integration of the Christian worldview, faith and values, professional standards, compassionate care, ethical and legal parameters, therapeutic communication skills, and critical thinking are utilized to enhance improved client outcomes as priorities. Emphasis is on promoting holistic care with a focus on the psychological, spiritual, cultural, and physical functioning of individuals, families, groups, and communities. The practicum provides nursing students the opportunity to conduct a comprehensive mental health assessment including, physical, psychosocial, spiritual, psychological factors that affect mental health. The student will utilize concepts of evidence-based prevention and intervention strategies, and evaluate patient outcomes for persons, families, and groups across the lifespan. Selected psychological, spiritual, cultural, health promotion, stress and coping, are applied to manage the mental health conditions of people from diverse backgrounds. Students
will evaluate client and family data, personal health care records, laboratory and other healthcare components to build upon an evidence-based practice model and emphasize diagnostic reasoning, critical thinking, problem solving, and decision-making. This experience occurs in various clinical settings including inpatient and outpatient mental health facilities.

Requires a $35.00 participation fee

**NU 370 ADULT HEALTH NURSING I**

Credit: 6 Semester hours  
Prerequisite: NU 310, NU 305, NU 335, NU 360  
Co-requisite: NU 345, NU 350, NU 375

Adult Health Nursing I is the first of the two-sequence Adult Health didactic instruction courses, which will introduce the student to the professional foundations, and clinical principles of adult health nursing with a focus on medical-surgical nursing. Building upon prior knowledge and comprehension, this course focuses on the synthesis of knowledge and the application of nursing skills in providing holistic care to the adult patient, and their families with common health conditions. An emphasis is placed on providing compassionate patient-centered care from a Christian worldview while applying professional standards of practice. Students utilize the nursing process with a focus on safe, evidence-based practice to promote high quality and culturally sensitive health care. This course addresses nursing care issues from a pathophysiologic, psychosocial, and spiritual context. The course integrates the nursing process with health promotion, disease and injury prevention, and illness and disease management of common acute and chronic illnesses. Students will be presented with current information, which will allow them to think critically, creatively, and compassionately. The student will apply previously learned psychomotor and cognitive nursing skills with the application of the nursing process in health promotion, disease prevention, and nursing care of the non-complex acute and chronically ill patients. The student will begin to develop a holistic, creative, compassionate, and culturally sensitive approach to patient care from a Christian worldview while maintaining evidenced-based professional standards of practice. The clinical experience occurs in various clinical settings which may include both inpatient and outpatient facilities.

Requires a $35.00 participation fee.

**NU 375 NURSING INFORMATICS**

Credit: 1 Semester Hour  
Prerequisite: NU 305, NU 310, NU 335, NU 360  
Co-requisite: NU 345, NU 350, NU 370

This course will prepare the student to utilize informatics and health care technologies in the management of individuals, groups and organizations for the improvement of patient outcomes. Students will gain an appreciation of the competencies in the application of nursing informatics and apply the relevance of those competencies to their everyday practice as a nurse. Students will examine the issues related to the protection of
the privacy, confidentiality, and security of health information and consider the potential wide array of social networking tools in communicating health related information.

**NU 399 SPECIAL TOPICS IN NURSING (ELECTIVE)**
Credit: 1-3 Semester hours
Co-requisite: Varies dependent upon semester

This elective course allows nursing faculty to offer a special topic of interest to our nursing students, giving additional preparation to practice as professional nurses. Credit of 1 to 3 semester hours may vary with each semester offered.

**NU 410 EVIDENCED-BASED PRACTICE & NURSING RESEARCH**
Credit: 3 Semester hours
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 375
Co-requisite: NU 452, NU 470, Elective/NU 460

The purpose of this course is to promote an evidence-based approach for safe and effective nursing practice. Students will use information literacy skills to access and evaluate the best available evidence in the areas of research methods, critical appraisal, and the utilization of research to guide nursing practice and synthesize research findings for the development of evidence-based implications of care. Analysis and critique of qualitative and quantitative research, including ethical implications, will be emphasized. This course prepares the student to understand how evidence based practice improves patient outcomes, promotes patient safety, and demonstrates cost-effectiveness. Utilization of research databases and clinical technology will be integrated throughout the course. Theoretical and conceptual frameworks will be appraised and research ethics will be explored.

**NU 430 VULNERABLE POPULATIONS & GLOBAL HEALTH NURSING**
Credit: 5 Semester hours
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 375
Co-requisite: NU 440, NU 480, Elective/NU 490

This course evaluates the theories and practice of vulnerable populations, including community, public health nursing, and modern health care needs of vulnerable populations. The course will differentiate the models of community-based nursing practice and public health practice, encompassing patient needs of individuals and communities across the globe, including indigent populations. The focus of care is on populations and the provision of care for persons, groups, communities, and populations. The course emphasizes health promotion and disease prevention using the public health sciences of epidemiology, environmental health, health policy, community assessment, and community interventions with a focus on disaster management, rural and migrant health, and vulnerable populations. Exploration of cultural, ethical, environmental, legal, and
economic factors that affect nursing and health care delivery will be emphasized. Students apply their nursing education, skills, and knowledge from a Christian Worldview.

Requires a $35.00 participation fee.

**NU 440 LEADERSHIP IN NURSING PRACTICE**

Credit: 5 Semester hours  
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 375, NU 410, NU 452, NU 470  
Co-requisite: NU 430, NU 480, Elective/NU 490

This course focuses on appraisal of leadership roles and responsibilities, and leadership and management functions in the practice of quality nursing care. The course emphasizes organizational effectiveness, and patient safety while distinguishing roles and responsibilities in the practice of quality nursing care. Emphasis on the development of self-awareness, communication skills, leadership skills, and effective management principles of the professional nurse within the constructs of the transformational servant leadership with a Christian Worldview. Included in this course is the senior practicum clinical experience, which is designed to prepare the student for role transition, and is a mentored experience, planned collaboratively with the student, a faculty member, and a professional registered nurse. Emphasis during the practicum is on application of advanced nursing concepts and skills; leadership skills and management principles, and personal, professional, and spiritual growth. The practicum clinical experience occurs in various clinical settings which may include both inpatient and outpatient facilities.

Requires a $35.00 participation fee.

**NU 452 PEDIATRIC HEALTH NURSING**

Credit: 5 Semester hours  
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 375  
Co-requisite: NU 410, NU 470, Elective/NU 460

This course provides a comprehensive approach to the childrearing family. The primary focus is on the holistic nursing and culturally competent care of children and the family unit during the childrearing span with a focus on care of children from birth through adolescence. The effects of acute and chronic illness on growth and development require the nursing student to be an effective communicator in educating the family on health promotion, disease and injury prevention, and safety issues. In using the nursing process to identify and meet the needs of the childrearing family across the lifespan, the student will develop the skills required to deliver safe and effective quality health care and grow into the role of a Christian professional nurse. The clinical experience occurs in various clinical settings which may include both inpatient and outpatient facilities.

Requires a $35.00 participation fee.
NU 460 GERONTOLOGIC NURSING (ELECTIVE)

Credit: 2 Semester Hours
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360
Co-requisite: NU 410, NU 452, NU 470

The purpose of this course is to integrate and apply the student’s knowledge and experiences in adult health to the specialized care of an older adult. Emphasis in this didactic course includes the understanding of the unique needs in the aging population, health promotion and self-care. Using the nursing process the student will identify responses of the older adult to pathological conditions while encouraging a level of function that promotes quality of life. The student will work within the framework of holistic patient-centered care that reflects the integration of Biblical truths, compassion, communication, cultural sensitivity, and a Biblical worldview.

NU 470 ADULT HEALTH NURSING II

Credit: 6 Semester hours
Prerequisite: NU 305, 310, 335, 345, 350, 360, 370, 375
Co-requisite: NU 410, NU 452, Elective/NU 460

Adult Health Nursing II is the second of the two-sequence Adult Health didactic instruction courses. NU 470 will focus on the synthesis of knowledge and the application of nursing skills in providing holistic care to the adult patients with acute and chronic health conditions. Students will build upon their foundational knowledge to develop an understanding of the management of complex patient care and the aging process utilizing an integrated interdisciplinary and collaborative approach. Nursing informatics and clinical technology will be integrated throughout the course. Students will utilize the nursing process to assist patients in health promotion, disease and injury prevention, and disease management of acute and chronic illnesses. Emphasis will be placed on complications and co-morbidities, including social and environment risks that challenge nursing care delivery. Learning will be facilitated to include the skill, knowledge, and attitudes necessary to collaborate with patients and other healthcare partners to deliver safe and evidence-based care. The focus will be on reasoning critically, creatively, and compassionately. An emphasis is placed on providing compassionate patient-centered care from a Christian worldview while applying evidence-based standards of practice. Students explore caring for patients and families experiencing loss, grief, bereavement, and the dying process. The clinical experience occurs in various clinical settings which may include both inpatient and outpatient facilities.

Requires a $35.00 participation fee
NU 480 SENIOR SEMINAR AND NURSING CAPSTONE
Credit: 4 Semester hours
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 375, NU 410, NU 452, NU 470
Co-requisite: NU 430, NU 440, Elective/NU 490

A comprehensive capstone course designed to prepare senior level nursing students for graduation and to excel on their National Certification Licensing Exam (NCLEX)®, and transition from a student to a professional graduate nurse. This course integrates previous learning experiences with biblical truths to critically examine current and emerging trends, and issues in nursing and health care. The course includes professional learning and networking hours that will prepare the students for the role of the professional nurse. The student will be expected to synthesize and apply theories, concepts, knowledge, skills, and abilities from previous didactic instruction and clinical experiences. NCLEX® preparation will include strategies such as case studies, active learning experiences, critical thinking, clinical reasoning, decision-making, prioritization, and delegation in conjunction with clinical scenarios and NCLEX® style questions. Preparation will include practice exams and exit exams with evaluation of the performance of the student to determine a remediation plan for success. This course will equip graduates to become Christian professional nurses to fulfill the Great Commission. The clinical experience will include various settings and will incorporate hours including but not limited to networking, continuing education hours, Capstone preparatory hours, and RSSON sponsored nursing/medical mission trips.

NU 490 CRITICAL CARE NURSING (ELECTIVE)
Credit: 2 Semester Hours
Prerequisite: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 375, NU 410, NU 452, NU 470
Co-requisite: NU 430, NU 440, NU 480

This course synthesizes nursing knowledge and skills acquired in previous courses in the provision of nursing care to the critically ill patient with complex health care needs. The student will gain an overview of advanced monitoring and equipment used in the critical care setting, with an understanding of the basic and complex principles involved in the assessment, planning, and implementation of nursing interventions for patients with emergent conditions and those in critical care. Emphasis is on evidence-based, competent and compassionate, patient-centered care for critically ill patients and their families. Spiritual care, grief and bereavement, ethical, and legal issues encountered in the critical care setting are addressed.
Section IV
Graduation and Degree Requirements
Graduation Requirements

The commencement celebration is held at the end of the spring semester. Students will be given information regarding graduation during their senior year related to fees, ordering cap and gowns, RSSON graduation pins, invitations, and diplomas. In order to graduate TMU requires a graduation fee which must accompany the graduation application. The fee is non-refundable. Please refer to the TMU Student Handbook.

Nursing Awards

Senior nursing students are honored at a pinning ceremony that recognizes the students who have demonstrated outstanding achievement in nursing. Nursing faculty and students will submit names of students they believe have achieved or demonstrated outstanding work in the nursing program. These awards and an explanation of each are as follows:

Christian Leadership Award
This award is presented to an individual who exemplifies true Christian leadership. While leadership among the nursing profession is expected, true Christian leadership engages all and is representative of the One true leader, Jesus Christ. As Jesus Christ was an exemplar of true leadership by becoming the ultimate servant, His mission and vision of a leader is clear. Christian leaders are required to dedicate their lives to God’s calling. Leaders are confirmed by a call on their life, a God-given talent, supernatural protection by God, a divine mission, and an ordainment from God to reflect His glory and proclaim the truth (Isaiah 49:1-3). God sees true leadership as a reflection of His Son Jesus and demands the proclamation of the good news of peace and salvation of Jesus Christ (Isaiah 52:7).

Nursing Student of the Year
This award is one of the highest honors bestowed upon a junior and senior nursing student. The candidate must give evidence of outstanding professional behavior, enhance the quality of life through compassionate care of patients, and display servant leadership toward patients, colleagues, and faculty. The selection is made by the entire nursing faculty. The student will have a minimum of a 3.5 cumulative GPA at the conclusion of the final semester.

Nursing Leadership Award
This award is presented to the senior nursing student who excels in the nursing leadership role both in the clinical setting and the didactic classroom. The candidate will display leadership in community service, professional leadership within the college, and demonstrate potential to make a difference in the nursing profession. The student will have a minimum of a 3.0 cumulative GPA at the conclusion of the final semester.

Nursing Servanthood Award
This award is presented to the senior nursing student who exercises appropriate clinical judgment, understands the reasoning behind specific nursing policies and standards of care, and accepts responsibility for continued development of the nursing profession while continuing their journey of Christian ministry and development of self. The student will have a minimum of a 3.0 cumulative GPA at the conclusion of the final semester.
Additional criteria for the above awards include:

1. Exemplifies excellence within the Nursing Major while meeting life and educational challenges with dignity, respect, and with a Christian worldview.
2. Reflects the organizational framework of the TMU RSSON.

**White Coat Ceremony**

The White Coat Ceremony is held during the fall semester for students to publicly declare their intent to pursue the nursing profession. All junior nursing students enrolled in the first semester of the nursing course will be eligible to participate in the ceremony. **All junior and senior nursing students are required to attend.**

**Pinning Ceremony**

Pinning is a special nursing ceremony to give graduates their TMU RSSON pin and to recognize students who have achieved nursing awards. All senior students are required to participate in this ceremony. However, if a student is unable to attend due to an emergency, they may pick up their nursing pin from the Dean of Nursing. **All junior and senior nursing students are required to attend.**

**Application for Licensure**

Successful completion of the Bachelor of Science in Nursing degree entitles the graduate to take the National Council Licensure Examination for RNs (NCLEX-RN), and with a successful score, become a registered nurse.

The student is referred to the Georgia Board of Nursing website: [https://sos.ga.gov/index.php/licensing/plb/45](https://sos.ga.gov/index.php/licensing/plb/45) to complete the Information Sheet for Licensure by Examination as a Registered Professional Nurse for Graduates of Georgia Board of Nursing Approved Nursing Programs and Traditional Nursing Education Program. The NCLEX-RN application and registration must be completed according to the instructions outlined on the website. The student is responsible for ensuring that all information required to apply for licensure by examination is received by Georgia Board of Nursing.

The application procedures, materials, and related information about the requirements of the Georgia Board of Nursing will be discussed during the last semester of the nursing program. The student will submit required documents to the Georgia Board of Nursing after grades are posted for the final semester, and after the Dean of Nursing grants authorization that the student has met all course requirements to graduate with the BSN degree. Once the graduate’s completed application materials have been examined and accepted, the graduate will receive authorization to schedule a time to take the NCLEX-RN examination. The student is strongly encouraged to take the NCLEX-RN as soon as possible after graduation. Postponement could jeopardize the student’s score.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
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<tbody>
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</table>
Section V

Academic Standards


**This is Academic Progression and Evaluation**

Preparation for the professional practice of nursing requires the acquisition and application of knowledge identified in the TMU RSSON Concepts, Goals, Objectives, Learning Outcomes and Performance Competency Standards. The RSSON faculty supports a learning-centered environment in the BSN Program to develop the ability for critical thinking and intellectual growth. The student is challenged to:

- Actively participate in class and practicum forums
- Work collaboratively with classmates, faculty, and clinical practice instructors
- Integrate theoretical knowledge to nursing practice experiences
- Develop a beginning personal vision of a professional nurse

The student must demonstrate progression by meeting the following criteria:

- A course grade below 75 is unacceptable, and will result in repeating the course or dismissal from the nursing program.
- Successful completion of pre-nursing core courses defined as a grade of “C” or better according to the RSSON Grading Scale
- Successful completion of required nursing courses as defined by a grade of “C” or better must be completed sequentially
- Demonstrate appropriate communication with patients, peers, faculty, and other health care personnel
- Complete class and practicum requirements, including provision of safe nursing care in the clinical setting, and meet class and clinical attendance guidelines
- Display honesty and integrity in all academic and professional matters
- Demonstrate professional conduct and ethical behavior as stated in the Performance Standards

Evaluation strategies in theory and clinical courses are clearly articulated in the course syllabi. The strategies are diverse and may include: written mid-term and final examinations, quizzes, oral participation, a systematic literature search, case studies, nursing care plans, group presentations, concept mapping, process recordings, and written papers.

The RSSON faculty is committed to helping the student achieve success in the nursing curriculum. The faculty monitors the academic progression of each student and informs students about strategies for success, college resources, and assistance. The faculty will notify students at risk for not successfully progressing through the program. The student is responsible for seeking assistance when experiencing academic difficulty. In an effort to improve performance, the student and faculty will initiate a learning contract which identifies specific learning outcomes that are not satisfactory.

Failure to meet course requirements will result in the student earning a grade of ‘F’ for the course. Failure of 2 or more courses within the nursing program will result in dismissal from the nursing program. A student may repeat one nursing course only **once**. If the student is not successful in any repeated nursing courses, the student will be dismissed without the option of seeking readmission to the TMU RSSON program.
Advanced Placement

Advanced placement is not an option in the TMU RSSON at this time.

Recruitment

Recruitment of students for the RSSON at TMU will follow the TMU recruitment policy. Recruitment shall be by word of mouth, advertisements in the local papers, TMU website, brochures, career and college fairs at local schools and homeschool events. Potential students will need to contact the Dean of Nursing or faculty to answer any questions they may have regarding the BSN program.

Extenuating Circumstances

Changes in personal circumstances or major health issues may prevent the student from progression in the nursing program. The student is encouraged to seek advice and counsel from a TMU RSSON Faculty member to discuss a plan for program completion. Examples of extenuating circumstances may include, but not limited to, a documented sudden illness, death in family, hospitalization, or family emergency.

Independent Study

According to the TMU Catalog in the section, Academic Standards, students may receive credit for course work by studying independently under the close supervision of a regular faculty member through special circumstances (refer to the TMU Catalog Independent Study). Due to the nature of the nursing courses it will be difficult for students to accomplish independent study in the nursing courses.

International Study

Nursing students are encouraged to explore other cultures, health care delivery systems, and most importantly experience nursing as a profession on a global basis. During the nursing program, the BSN student will have the opportunity to travel internationally to practice basic nursing skills overseas, in various venues.

International students interested in academic study at TMU must submit the documentation requirements outlined in the TMU Catalog, Section: International Students. A nursing student applicant who has graduated from an international nursing education program must be evaluated and comply with the requirements identified by the Georgia Board of Nursing.

Academic Integrity

The TMU RSSON expects students to be honest in all of their academic endeavors. The student is expected to adhere to the ANA Code of Ethics for nurses and the Standards of Practice for Professional Nurses. Cheating, plagiarism, forgery, fraudulent access and use of testing resources, or other unethical forms of academic misconduct are not tolerated. It is the responsibility of each student to ensure their academic pursuits are conducted with utmost integrity.
Cheating of any kind will be handled directly by the Faculty member and will result in a grade of ‘0’ or dismissal from the course with a grade of ‘F’. If cases of cheating are referred to the Vice President of Academic Services, the student may be suspended or expelled from TMU. Any nursing student who copies or falsifies a report for any assignment, clinical project, term or research paper without doing the required work will result in a grade of ‘0’.

If faculty suspects cheating during an exam, the student will be asked to stop the exam and immediately schedule an appointment with the Dean and the faculty member. If this occurs, the student should leave quietly and professional behavior is expected. Any student who has been determined by faculty to have cheated on a nursing exam will receive a zero for the exam. A second occurrence of cheating will result in dismissal from the nursing program.

All watches, phones off, all belongings at the designated area (students may obtain belongings after completion of exam and collaborative testing). Bathroom privileges are discouraged during an exam and while waiting for collaborative testing (if applicable). However, if bathroom privileges are necessary, the student will forfeit the ability to participate in collaborative testing.

Students may be required to submit papers in the online classroom through ‘Turnitin’. A ‘similarity report’ is generated through ‘Turnitin.’ Only papers with a similarity equal to or less than 20% will be accepted by the faculty. Any similarity greater than 20% will be accepted at the discretion of the faculty. Keep in mind it takes a minimum of 2 hours after submission to receive the ‘similarity report.’

The following grading rubric identifies the grading scale that is used to evaluate all nursing courses.

<table>
<thead>
<tr>
<th>School of Nursing Grading Scale</th>
<th>TMU Grading Schedule</th>
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<tr>
<td>Grade</td>
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<td>A</td>
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Each nursing course syllabus includes grading practices and passing requirements that are reviewed at the beginning of every course. Program progression and advancement is based on academic grades in each course, and a ‘satisfactory’ standing is mandatory for the practice component of all clinical courses prior to progression to the next level. **Students must achieve an average grade of 75 or higher on course exams in order to pass the**
course. If the exam average is 74.99 or lower, it will not be rounded to a 75. Grades from other assignments will only be added if the student has a quiz and exam average of 75 or greater. A course grade below 75 is unacceptable and will result in repeating the course, or dismissal from the nursing program. Students who do not receive a grade of 75 or above will fail the course, regardless of other assignment grades or clinical competency evaluation.

The penalty for late assignments will be a 5% deduction per day until day 7. After the 7th day, no assignments will be accepted and will result in a grade of zero.

All Satisfactory/Unsatisfactory assignments need to be completed. Any assignment not submitted will result in an incomplete for the course. Incomplete assignments must be completed prior to the start of the following semester or it will result in dismissal from the nursing program.

Clinical Grading

Clinical experience is graded as Satisfactory, Needs Improvement, or Unsatisfactory.

- Satisfactory - Safe and successful completion of all clinical experiences.
- Needs Improvement - Functions independently with certain skills, but requires supportive cues with other skills.
- Unsatisfactory – Unsafe nursing practice resulting in course failure.

Students must earn a satisfactory in the practicum component of each course. The student, who receives an unsatisfactory for the practicum, will receive a failing grade for the course. Practicum grades are either pass or fail.

Class Attendance

Class attendance is vital to the success of the nursing student. The student is expected to attend all classes and to participate in class discussions. Punctual attendance is required for each class. Absences can negatively impact the grade in any nursing course or clinical/simulation experience. An absence from a class may require additional work in order to validate learning of the missed content. Students are responsible for content in the course syllabi and all policies related to attendance. Three tardies are equal to one absence. For each absence, the student will receive a 5-point deduction from class participation. The student is responsible for notifying the course coordinator of tardies or absences from class by email 1 hour prior to the start of class. The student is responsible for notifying the clinical instructor by phone call and followed by email 1 hour prior to start of clinical or lab. Failure to notify appropriately will result in a 5-point deduction in class participation grade. Clinical absence will require a make-up assignment.

A student is responsible for any missed content. Extreme emergencies of hospitalization, death of an immediate family member, or physical impairment, may be excused absences, and will be considered on an individual basis.

Professional Expectations

Professional conduct is expected at all times, including respectful communication, competent personal and professional development, compassionate practice, respect and dignity for all people, and adherence to the Code
for Ethics for Nurses with Interpretative Statements (ANA, 2015) which guides nursing practice and articulates the moral foundations of nursing. Incivility of any kind will not be tolerated. Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) states that nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect.” Similarly, nurses must be afforded the same level of respect and dignity as others (ANA, 2015a). Thus, the nursing profession will no longer tolerate violence of any kind from any source. All registered nurses and employers in all settings, including practice, academia, and research must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of registered nurses; and to ensure optimal outcomes across the health care continuum. This position statement, although written specifically for registered nurses and employers, is also relevant to other health care professionals and stakeholders who collaborate to create and sustain a safe and healthy interprofessional work environment. Stakeholders who have a relationship with the worksite have a responsibility to address incivility, bullying, and workplace violence.

Laptop computers may only be used for note-taking during class. If a student is caught using the internet, playing games, etc. he/she will be asked to leave the class at that time.

Appropriate street clothes may be worn for classroom experiences only:

- Modest attire is to be worn; tight fitting clothing, bare midriffs, low necklines, strapless tops, thin-strap tops, and miniskirts are not permitted.
- Any clothing which exposes a bare midriff, back, chest, or underwear are prohibited.
- Tattoos must be covered.
- Students are to be well groomed.

Failure to comply with the above requirements may result in an unexcused absence or negative evaluation.

Covered drinks only are allowed in the classroom and lab. Please also discard liquids prior to trash disposal.

Assignments and Examinations

All assignments are expected on the designated due date. Extensions must be negotiated with the appropriate faculty member prior to the scheduled date of submission. Late submission of assignments will result in grade reduction.

Students are required to take all examinations on the date and time scheduled. If extenuating circumstances preclude a student from taking an exam, turning in an assignment, attending a class, or a clinical experience on the scheduled date, the student must notify the faculty member responsible for the class or clinical, prior to the scheduled assignment or class, and provide a written explanation of the absence. The student is responsible for arranging any make-up with the faculty member responsible for the class or clinical within three (3) days of the absence or a ‘0’ will be awarded for the missed assignment.
Unexcused absences, missed assignments and exams, without permission of the faculty, will result in a grade of ‘0’ for a final grade on the assignment. The faculty reserves the right to determine if a student can make up an exam or quiz.

**BSN Program Testing**

RSSON has implemented an External Testing and Remediation Policy which consists of utilization of Health Education Systems, Inc. (HESI) standardized testing throughout the nursing program. These standardized external exams are administered during specific didactic or clinical related courses to assist students in identifying areas of “knowledge gaps” and provides a recommended plan for remediation to mitigate the “knowledge gap”. HESI Specialty Course Exams will be administered in the appropriate courses. A percentage of the student’s grade for the course will be based on the exam results on the HESI Exam. Each course syllabi will indicate the percent of the grade that will be awarded based on HESI Exam. Students will have two opportunities to take the exam and the highest exam grade will be used to calculate the percentage.

**Writing Standards for the School of Nursing**


Correct citation of reference material is required; breaches may constitute plagiarism and are subject to academic discipline.

**Academic Grievance/Grade Appeal Policy**

Faculty members welcome the opportunity to work closely with students to facilitate active learning and support in meeting the course objectives. Students of the TMU RSSON must follow the procedures for resolving grievances of an academic nature in accordance with TMU Catalog on Academic Grievance Appeal and Academic Grade Appeal Instruction.

**Disciplinary Policy**

The standards of student conduct and the campus judicial system are in keeping with the regulations outlined in Section VI: Disciplinary Procedures of TMU Student Handbook. Students enrolled in the RSSON must adhere to the procedures outlined therein.

**Dismissal Policy**

Students who are unable to successfully complete program/course requirements will not be permitted to continue in the program. Students may be dismissed from the RSSON when any of the following occur:

- Inability to attain a grade of 75 in any required course in the Nursing major
• Withdrawal from, or earn a grade of incomplete, in any required course in the Nursing major
• A pattern below expectations and/or “unsatisfactory” performance in the clinical setting
• Engage in any act which is a violation of the Standards of Behavior identified in the TMU Student Handbook
• Failure to exhibit professional and ethical performance standards
• Experience physical, behavioral, psychological or other difficulties which interfere with the ability to meet academic objectives and professional competency standards.

Faculty reserves the right to dismiss a student from clinical areas if the student is ill, unprepared, late, or deemed to be a risk to patient safety. Dismissal from a clinical experience, excluding an excused absence, is deemed an unexcused absence (See Clinical Attendance Policy).

Course/Clinical Failure

Students enrolled in the RSSON are accountable for professional standards in the practice of nursing published in the American Nurses’ Association Code of Ethics for Nurses and/or the Rules of the Georgia Board of Nursing. Any deviations from these standards will constitute clinical failure.

An unsatisfactory rating as measured on the Student Clinical Performance Evaluation tool will denote clinical failure and subsequent course failure. For example, students must pass both class and clinical in order to progress in the nursing program. Students must achieve an average grade of 75 or higher on course quizzes and exams in order to pass the course. If the exam average is 74.99 or lower, it will not be rounded to a 75. Grades from other assignments will only be added if the student has a quiz and exam average of 75 or greater. For determination of final course grade, refer to the Grading Scale.

When a student’s clinical performance endangers patients or is deemed unsafe, the student will be removed without prior warning from the clinical area, resulting in failure of the practicum and theory course. A meeting will be arranged with the student, clinical instructor, course coordinator and Dean of Nursing to determine if the student will be allowed to progress in the BSN program.

If a nursing course is not successfully completed, academic progression in the nursing program will be affected and the student may need to withdraw from the nursing program for an entire academic year based on the course offering schedule. It will be the student’s responsibility to notify the dean in writing of their desire to re-enter the nursing program. As part of their re-entry, they will be required to complete an updated application and health screen/background check.

Social Networks

The TMU RSSON adheres to the Principles for Social Networking which is linked to the ANA Code of Ethics for Nurses established by the American Nurses Association (2011). Any nursing student found guilty of breaking one of these principles may be dismissed from the nursing program at TMU. These Principles are:
1. Nurses must not transmit or place online any identifiable patient information. Remember standards of professionalism are the same online as in any other circumstances. (see the ANA Code of Ethics)
2. Nurses must observe ethically prescribed professional patient-nurse boundaries. Do not share or post information or photos gained through the nurse-patient relationship.
3. Nurses should understand that patients, families, colleagues, institutions, and employers may view postings. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online. Do not make disparaging remarks about patients, family members, employers, faculty, peers, or co-workers, even if they’re not identified.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities. Do not take photos or videos of patients on personal devices, to include cell phones, and smart watches.
6. Nurses should participate in developing institutional policies governing online contact. Promptly report a breach of confidentiality or privacy.

**Communication Devices**

No taping of lectures or presentations is permitted without instructor consent. All personal electronic devices will be disabled/muted during class time. Personal usage of these devices is prohibited during classroom and clinical activities. Use of computers during class time will be exclusively utilized for appropriate course activities. Emergency situations should be directed to the faculty person in charge. Students not in compliance may be dismissed and charged with an unexcused absence. During exams, all electronic devices will be turned off and placed in an identified area in front of the classroom. These include but are not limited to: phones, iPads, iPods, & Apple watches.

Communication with Faculty Members: Each faculty member will indicate in the syllabus hours they are available for phone calls, text or email. When students text or email faculty after 5 pm faculty members may or may not respond until the next day.

**Computer Technology Requirements**

TMU’s RSSON uses a variety of technologies to enhance and support student learning and assessment activities. All nursing students are required to have access to a laptop for class work and proctored assessments throughout their academic career.

Computer system requirements are based on technology used in the RSSON and minimum requirements are as follows:

- Windows: Windows 10
- Browsers: Google Chrome, Mozilla Firefox 14, & Safari (Internet Explorer is not supported)
- Adobe Acrobat Reader X or higher
- Adobe Flash Player 11 or higher
Google Chromebooks are currently not supportive of some of the instructional and educational applications utilized by RSSON.

**Background Check and Drug Screening Policy**

The TMU Alcohol and Drug Policy (published in the TMU Student Handbook) prohibit the use, possession, or distribution of alcoholic beverages and/or other drugs on or off campus. The University reserves the right to use all legal means necessary to enforce its regulations and applicable laws. This may include breath tests, drug testing, and involving law enforcement in searches.

Clinical facilities require that all students who engage in clinical experiences must complete a criminal background check and drug screening. **Students are not permitted at any clinical facility without successfully completing the background check, and drug screening.** The cost of the criminal background check and the drug screen will be the responsibility of the student with results that are acceptable to clinical agencies.

The background checks are to be conducted by InfoMart Advantage, a firm specializing in background checks for healthcare workers and students. Background checks must be completed within 45 days prior to the beginning of the first clinical rotation at the facility.

**Substance Abuse**

**Policy**

All students enrolled in the RSSON at TMU agree to abstain from the use, possession, or distribution of alcoholic beverages, illegal drugs, and all forms of tobacco or E-cigarettes as addressed in the TMU Student Handbook, Sections III: TMU Policy, and V: Standards of Student Conduct. The presence or use of drugs or alcohol, which interferes with the judgment or motor coordination of nursing students in a health care setting, poses an unacceptable risk for patients, colleagues, the RSSON, and affiliating clinical sites.

TMU is committed to maintaining a safe, healthy, lawful and productive working environment for all employees and students. The University’s alcohol and drug prevention program and policy are intended to educate members of the University community about the health risks associated with the use and abuse of alcohol and other drugs, and about the resources available for counseling and therapy.

The RSSON endeavors to provide a safe academic environment for students. The RSSON cooperates with clinical sites to provide for the safe care of their patients during nursing students’ experiences in their facilities, whether they are observing and/or practicing. The RSSON, in cooperation with affiliating clinical agencies, require nursing students to allow those agencies to drug test the student in accordance with their policies and to disclose any drug testing results to the Dean of Nursing.
Purpose

TMU and the RSSON prohibit the use, possession, or distribution of alcoholic beverages and/or drugs. The University reserves the right to use all legal means necessary to enforce its regulations and applicable laws. These may include breath tests, drug testing, and involving law enforcement in searches.

The purpose of this policy is to ensure a safe, healthy, academic environment. This policy is enacted in accordance with the Position Statement on the subject of Substance Abuse in Nursing Education published by the American Association of Colleges of Nursing, and, also, with the standards set forth in Georgia’s Registered Professional Nurse Practice Act (Title 43. Chapter 26, Article 1).

Procedures

Through educational efforts, the RSSON provides students with information about the effects of alcohol and other drugs and provides information about counseling services. Students are educated in the identification of suspicious behavior and the symptoms of drug and alcohol abuse. The following shall serve as examples of behavior which can form reasonable suspicion: changes in attitude or performance level, disorientation, slurred speech, odor of alcohol/tobacco, excessive absences and/or tardiness, unexplained disappearances while on duty, mood swings, or imprudent judgment.

Students who participate in the clinical experience are subject to the rules and regulations of the Host Practice Facility. This may include drug and/or alcohol testing. If there is a reasonable suspicion that a student has used drugs or alcohol while engaged in clinical activities, such tests may be administered. A student who refuses to undergo testing shall be presumed to have violated this policy.

Nursing students are required to adhere to the procedures stated in this policy. Failure to comply with the stated procedures will result in dismissal from TMU and the RSSON.

Sexual Assault

It is the policy of the RSSON at TMU to comply with the policy set forth in the TMU Student Handbook under Section IV: Public Safety/Security. The policy discusses: the definition, frequency and prevalence, emergency procedures and reporting options, jurisdiction, college hearing process and disciplinary sanctions, rights of the victim, education, prevention programs, and reports (see the TMU Student Handbook). The victim should immediately report any sexual assault to the authorities and go to an emergency room facility. The Rape Response 24-hour Crisis Intervention number is 1-800-721-1999. The Rape Response service is free and confidential and provides 24/7 crisis intervention, emergency room support, information and referral, court accompaniment, and medical aftercare.

Remember: Consent Matters - Don’t Shower - Preserve Evidence - Get Information - Get Help!

Emergency Procedures

Nurses can assist individuals, families, communities, and populations in minimizing the health consequences of emergencies. If a disaster, mass casualty, or other emergency situation ensues, junior nursing students may
provide basic nursing care to victims. Senior nursing students have sufficient skills and experience to provide valuable assistance at the scene of a mass casualty incident. Also, nursing students play a key role in assisting with maintenance of proper sanitation measures, controlling of infectious disease, and performing basic health care.

Nurses recognize the physical and the psychosocial impact of disasters on the well-being of individuals, families, and communities and will collaborate with other health care professionals to develop an intervention plan to meet the needs of a defined population. Nurses deal not only with the physical stresses of a disaster, but also the fear, dangers, stress, and uncertainties that result from a disaster. For additional information, please refer to the TMU Student Handbook, Section VII: Emergency Procedures.
Section VI
Clinical Standards
In addition to academic achievements, nursing students in the RSSON must possess certain functional abilities and skills to achieve the knowledge and levels of competency necessary for both nursing education and practice. These functional abilities include the following skills: observational, psychomotor, intellectual-conceptual, integrative and quantitative, behavioral and social requirements. These skills are required to effectively implement nursing care.

The clinical experience provides the student with opportunities for building clinical reasoning and to practice nursing competently and compassionately. The clinical experience is designed to build nursing knowledge, enhance nursing practice and patient safety, and improve the health outcomes of patients, families, and communities. The professional nurse possesses the skills to provide safe care that is age and culturally appropriate.

The student must assume personal responsibility for being in good physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care. Students will perform designated skills and achieve competencies prior to beginning their clinical experiences.

Students who are admitted into the nursing program are expected to meet the following essential qualities.

<table>
<thead>
<tr>
<th>Functional Abilities/Skills</th>
<th>Student Demonstrated Competency</th>
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| **Observational Skills**                                | • Visualize information from written documents, oral presentations, demonstrations, and observation within a variety of settings  
• Observe the physical status and patient’s response to nursing interventions to determine condition and effect of therapy  
• Respond effectively to verbal requests and needs of patient and health care team  
• Perceive non-verbal communication indicators and describe pertinent data to health care team  
• Possess visual acuity to identify markings and inscriptions on syringes, thermometers, etc.                                                                                                                                                                                                 |
| **Psychomotor Skills**                                  | • Perform assessment techniques and clinical procedures  
• Execute motor movements required in providing quality care and upholding patient safety standards  
• Maneuver a patient and/or clinical equipment as required  
• Withstand physically taxing activities required to perform nursing care activities. Perform precision movements to carry out nursing interventions, e.g., catheterization, venipuncture, parenteral injections, medication administration |

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<thead>
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</tr>
</thead>
</table>
| **Observational Skills**                                | • Visualize information from written documents, oral presentations, demonstrations, and observation within a variety of settings  
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• Respond effectively to verbal requests and needs of patient and health care team  
• Perceive non-verbal communication indicators and describe pertinent data to health care team  
• Possess visual acuity to identify markings and inscriptions on syringes, thermometers, etc.                                                                                                                                                                                                 |
| **Psychomotor Skills**                                  | • Perform assessment techniques and clinical procedures  
• Execute motor movements required in providing quality care and upholding patient safety standards  
• Maneuver a patient and/or clinical equipment as required  
• Withstand physically taxing activities required to perform nursing care activities. Perform precision movements to carry out nursing interventions, e.g., catheterization, venipuncture, parenteral injections, medication administration |
### Functional Abilities/Skills

<table>
<thead>
<tr>
<th>Intellectual-Conceptual, Integrative, and Quantitative Skills</th>
<th>Student Demonstrated Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must be able to integrate didactic knowledge into clinical practice; effective problem solving requires each of the skills Listed</td>
<td>• Assess patient accurately using complex monitors and equipment</td>
</tr>
<tr>
<td></td>
<td>• Synthesize information from the patient, medical record, and verbal reports to provide a comprehensive nursing care plan that meets the needs of the patient</td>
</tr>
<tr>
<td></td>
<td>• Utilize critical thinking skills in all problem solving activities</td>
</tr>
<tr>
<td></td>
<td>• Measure, calculate, analyze, interpret, integrate, and evaluate a variety of data from patient, family, medical history, diagnostic testing in planning nursing interventions</td>
</tr>
<tr>
<td></td>
<td>• Analyze and evaluate relevant and information when making care planning and delivery decisions about patients with complex health problems</td>
</tr>
</tbody>
</table>

### Behavior and Social Skills

| Student must possess the coping skills and intellectual abilities to: develop effective therapeutic relations, establish and maintain professional boundaries, exercise sound clinical judgment and demonstrate emotional stability | • Adapt to ever-changing environments, display flexibility, and function effectively during stressful situations to meet the demands of the profession |
| • Develop therapeutic relationships with patients, families, and the health care team |
| • Complete all nursing responsibilities attendant to the care of the patient |
| • Adhere to professional behaviors of confidentiality, respect, patient’s rights, valuing of people’s differences |
| • Reflect on own practice and identify learning needs and goals to improve academic achievement |
| • Demonstrate openness to critical appraisal by peers, and faculty, utilizing the appraisal to improve performance |
| • Accountable and responsible for nursing actions and professional conduct |

### Clinical Practice Guidelines

The TMU Nursing Students’ Clinical Practice is based on the American Association of Colleges of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice, and the Georgia Board of Nursing Rules and Regulations. Students are responsible for performing in accordance with these standards. Nursing students will demonstrate professional behavior during all clinical experiences in all settings.

Additional practice guidelines students are expected to be familiar with include:

- The American Nurses’ Association Scope and Standards of Practice
- The American Nurses’ Association Standards of Professional Nursing Practice and Performance
- The American Nurses’ Association Code of Ethics for Nurses
- The Joint Commission National Patient Safety Goals
- National Student Nurses’ Association Code of Ethics
• Georgia Board of Nursing, Georgia Registered Professional Nurse Practice Act
• Clinical setting policies and procedures
• Course specific clinical objectives and policies

**Safe Practice Responsibilities**

In compliance with the Nurse Practice Act, the student must demonstrate appropriate knowledge, skills, and ability to meet standards for safe clinical practice. It is within this context that students can be disciplined and/or dismissed from the nursing program for practice that threatens the safety of a patient, family member, or other health care provider or behavior that is unprofessional. The following are examples of safe practice measures:

- Students must attend the scheduled clinical facility orientation. Students who miss this scheduled orientation will not be permitted to attend the assigned clinical, which may result in a delay of the clinical experience until another clinical assignment becomes available.
- Students must adhere to all policies and procedures of the clinical setting.
- Students will notify the faculty of any condition(s) on the clinical unit that may adversely affect the student, or their performance.
- Students will report any changes in the patient’s health status immediately to instructor and team leader.
- Students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to the faculty.
- Clinical instructor supervision is required to administer all procedures, treatments, and medications.
- Students will remain at the clinical site during the assigned shift.
- Students will not take verbal orders from any health care personnel.

Unsatisfactory performance, unsafe practice, or unprofessional behaviors may result in removal of the student from the clinical setting, clinical warning, or failure based upon the professional judgment of the faculty.

**Learning Resource Center**

The Learning Resource Center (LRC) is a facilitative educational environment designed for the instruction and practice of new and/or complex clinical nursing skills. The lab provides equipment and supplies to achieve the objectives of the LRC. The skills sequence and curriculum have been developed by the course faculty to meet the objectives. The lab experiences are scheduled by the course faculty. The lab will be scheduled during office hours.
Policies and Procedures Specific to the Learning Resource Center

Applicable to ALL Students Using the Lab

General Information

1. The lab activities focus on the application of scientific principles. The student must be prepared for the lab experience by reading, viewing, and completing all assigned activities specifically required for the skills module prior to attending the lab experience. The required assignments will be listed in the course syllabus.

2. The Learning Resource Center experiences will be an essential portion of the nursing courses. As such, attendance will be mandatory and cannot routinely be made up. If an emergency occurs and the student is unable to attend a LRC experience, the student will have to follow specific guidelines given by the clinical instructor/course coordinator. Failure to follow the guidelines may result in an unsatisfactory evaluation for the day. Extenuating circumstances will be evaluated on a case by case basis at the discretion of the course instructor.

3. The student is required to assume the role of the nurse and their ability to do so will impact on the performance evaluation.

4. The lab resources will be available to students during their nursing school experience. Additional lab experiences may be provided by contacting the clinical instructor or course coordinator for skills counseling and coordination.

Skills Evaluation Procedure

The student skill competencies will be evaluated to ensure they meet the standards and criteria set by the course. Evaluation is on a pass/fail basis for skill competencies in the lab setting. The evaluation incorporates critical skills learned throughout the semester. The evaluation is performed by faculty members with the evaluation tool which provides instructions and criteria for grading (See Appendix B). The tool lists the critical elements based on the standards of care which must be performed for successful progression. Below is a list of some criteria:

- Group practice will be allowed and scheduled with the clinical instructor or course coordinator.
- Coaching or prompting is not allowed during the evaluation check-off.
- Skills should be performed within a suggested time period.
- Only people directly involved in the evaluation experience are allowed to be present during the evaluation.
- All check-offs are done individually not as a group.
- Students are evaluated based on the criteria set forth by the tool.
- Students must show up at their scheduled time for check-off or the student fails the specific evaluation.
- Students who are unsuccessful in passing the check-off will have two additional attempts which must be scheduled with the clinical instructor or course coordinator.
- A remediation plan will be developed with the student and instructor to help increase their chances for success on the second attempt. It will be a signed document between the instructor and student with a
specific written plan and outcome. Follow up with the student will be scheduled and a copy maintained in the student record.

- The check-off must be completed within seven working days of the initial attempt at evaluation.
- A different faculty member may re-evaluate the student.
- In the event of a third attempt, two faculty members must be present for the evaluation process.
- If the student is unsuccessful on their third attempt, it will be a failure for the course, if after midterm. If evaluation is prior to midterm the student may withdraw from the clinical course.
- Students are expected to maintain their individual skill competency list.

**Evaluation**

The clinical instructor evaluates student proficiency in all required skills on a pass/fail basis. Clinical facilities expect students to maintain their proficiency in the clinical setting. The learner is ultimately responsible for attending to his/her own level of learning and safe clinical practice. The faculty will guide, teach, and counsel the students. Students who need additional counseling or assistance should make an appointment with the clinical instructor or course coordinator. Lab times will be scheduled to provide the students with adequate time for practice of the specific skills. If remediation and/or retesting is needed, it must be completed within seven working days of initial evaluation.

**Open Lab**

The LRC will be scheduled during academic hours for students to practice clinical skills. Supplies are provided for student use and must be checked out of inventory. Students may only practice the skills formerly taught in the Skills Lab. The students are not allowed to practice on each other for any invasive procedures, such as injections, intravenous techniques, catheter insertions, etc. No supplies are to be removed from the LRC. Students are encouraged to view the skills modules then practice in small groups with faculty supervision if available upon request by appointment.

**Drug Calculation Competency**

The ability to accurately perform calculations specific to the safe administration of medications is a continuous sequence throughout the BSN curriculum. Beginning in the second semester and each subsequent semester, all students will take a drug calculation quiz and must achieve a 90% or above to pass the quiz. Students who fail the quiz must take advantage of remediation. The student will be allowed to take the drug calculation quiz 2 additional times within a designated time period, and must pass in order to progress in the course practicum and administer medications. Failure to achieve a 90% or above on the 3rd quiz within a designated time period will result in student withdrawal from the program. Students may attend clinical but cannot administer medications in the clinical setting until the drug calculation quiz has been successfully completed within a designated timer period. A remediation plan will be written by the dean and student with every unsuccessful attempt. The plan will include areas of concern, success strategies, and a scheduled follow-up quiz date. The plan will be signed by the student and dean and a copy maintained in the student file.

The drug calculation quiz will be consistent in the testing of calculation skills and not pharmacology. Students may use the provided calculators while taking the quiz. The use of calculators to assist with drug calculations on the clinical unit will be decided by individual clinical instructors. Students who experience difficulty with drug
calculations at any point in the nursing curriculum may be referred to the dean for remediation. Remediation may occur in various formats which may include, but is not limited to, practice quizzes provided by the dean, practice with a medication calculation textbook, simulation exercises, or skills case studies.

Clinical Preparation

Students are expected to perform designated skills and achieve competencies prior to beginning their clinical experiences. Students will be prepared for their clinical experience by demonstrating the ability to:

- Complete a comprehensive care plan for a designated patient assignment
- Discuss assigned patient’s medical diagnosis, pathophysiology involved, signs and symptoms, related pharmacology, significance of laboratory and diagnostic test data
- Describe nursing interventions with expected outcomes
- Evaluate nursing care
- Successful completion of skills check-offs

Unprepared for a clinical includes inadequate preparation to discuss and deliver patient care, incomplete pre-clinical activities, and/or inappropriate dress. The student may be dismissed from the clinical experience if a faculty member determines the student is not prepared to provide safe care, or the student acts in an unprofessional manner. If dismissed from the clinical setting the student will receive an unexcused absence which may result in a clinical warning and/or clinical failure.

Clinical/Simulation Performance Progression and Evaluation

Clinical performance is an essential component of the educational process in nursing. Clinical objectives are defined for each nursing practicum course and are located in the course syllabi. A student’s clinical performance is evaluated by the clinical faculty in each course. Clinical evaluations with faculty and a student are conducted twice a semester, and/or as performance warrants.

Clinical evaluation is based on the student’s preparedness and performance in the clinical/simulation experience. A variety of methods are used to evaluate students’ clinical performances throughout the program. In the clinical practice courses, evaluative methods may include:

- Pre-conference dialogue between clinical instructors and students related to practice assignments
- Conversations and feedback between clinical instructors and students about how the student is progressing in providing nursing care
- Pre/Post conferences in which students and the clinical instructor meet to review practice challenges
- Written care plans analyzing patient needs and nursing care that are graded by clinical instructor
- Clinical course papers addressing clinically-related topics that are graded by clinical instructor
- Clinical log journals in which students reflect on their progress and share their self-evaluative reflection

Throughout all courses, students and faculty are expected to assume an active role in evaluation. Faculty provides feedback to students on an ongoing basis. Students are expected to identify their own needs and to be self-directed in seeking help, and/or requesting additional experiences if needed. Students are encouraged to
discuss their learning needs with nursing faculty as they progress from one course to the next and throughout each course.

Clinical performance is evaluated using the “Student Clinical Performance Evaluation” tool (refer to Appendix B: Clinical Forms). Clinical performance outcomes will be documented as either “satisfactory”, “needs improvement”, “unsatisfactory”, or “not observed”. Clinical evaluation is an ongoing process expressed through informal conversations and observations of the student. The student participates in the evaluation process by reviewing the tool and adding comments if desired. The student signs and dates the tool indicating that the student has reviewed the evaluation. Feedback from licensed personnel from the clinical setting may also be obtained and included in the evaluation process. It is the student’s responsibility to have their experiences checked off by the clinical instructor.

The student whose performance in the clinical/simulation experience meets the established criteria will be considered “satisfactory” for the clinical component of the course, and will be able to progress through the program.

**Evaluation Terms:**

- **Satisfactory** performance is defined as functioning independently with minimal supervision, requiring occasional supportive cues. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills with utilization of the learning consistent with course objectives.
- **Needs Improvement** performance is defined as functioning independently with certain skills, but requires supportive cues with other skills. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills on most days, but needs assistance at times.
- **Unsatisfactory** performance is defined as functioning dependently, requiring continuous supportive cues. Student demonstrates unsafe and inadequate application of the nursing process, communication and/or psychomotor skills.
- **Not observed** indicates the instructor did not observe the student performing the specific task.

The student should strive to demonstrate all performance objectives in each clinical rotation. A student who demonstrates a pattern of unsatisfactory performance will be at risk of clinical failure.

**Clinical Locations**

The RSSON continues to strengthen the practice partnerships in the region. Over the course of the BSN program, students will acquire a strong practice foundation, and will be sought after as new graduates by many of the practice facilities.

Clinical experiences for nursing students take place in a wide range of health care facilities. Clinical placements may include hospitals, public health departments, mental health agencies, counseling centers, long-term and rehabilitation facilities, rape response, hospice care, urgent care, physician offices, and others.
As a result of the various clinical course locations, nursing students will be required to travel in surrounding areas for clinical experiences. Students are responsible for their own transportation to clinical sites. Students are also required to provide their own automobile insurance.

**Student Uniform and Dress Code**

The RSSON has adopted the following dress code requirements for students engaged in clinical or simulation lab settings. Students must comply with approved clinical attire requirements as a part of safety and professional expectations.

- Nursing students are expected to wear student uniforms and/or lab coats when providing nursing care, unless a different dress code is specifically defined by a clinical unit.
- A lab coat over professional attire must be worn during visits to the clinical areas whenever care will not be given. Identification should always be visible. Lab coats must be worn upon entry and exit of clinical facilities.
- Additional requirements related to attire or behavior in the clinical setting may be made by any faculty member responsible for class or clinical instruction.
- Students will be asked to leave the clinical site if the faculty or facility determines the attire is not appropriate for the clinical setting. Failure to adhere to the following dress requirements will result in removal from the clinical site. Dress code violations will be reflected in the student’s clinical evaluation.
- The following items are considered inappropriate attire and should not be worn to any clinical site: t-shirts, tank tops, shorts, skirt above the knee, jeans, tight fitting or suggestive clothing, flip flops, sneakers, sandals, athletic wear, leggings, bare midriffs or low-cut garments (low-cut necklines or low-rise pants).
- Undergarments are not to be displayed at any time.

### Uniform and Dress Code Requirements for Clinical Placements

<table>
<thead>
<tr>
<th>Uniform:</th>
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<tbody>
<tr>
<td>Navy scrubs (matching top and bottom), without patterns or decorations</td>
</tr>
<tr>
<td>White Lab coat (jacket length)</td>
</tr>
<tr>
<td>White shirts to wear under scrubs (optional), without patterns or decorations</td>
</tr>
<tr>
<td>White cardigan sweaters (optional), without patterns or decorations</td>
</tr>
<tr>
<td>White or black long sleeve T-shirts may be worn underneath scrub top.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Shoes:</th>
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</thead>
<tbody>
<tr>
<td>White, preferably a nurse shoe; comfortable, with closed toe and closed, low heel (all-white athletic shoes are acceptable)</td>
</tr>
<tr>
<td>White or navy hose or socks, without patterns or decorations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hair:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No unnatural hair color</td>
</tr>
<tr>
<td>Clean, pulled back out of face, off of the collar</td>
</tr>
</tbody>
</table>
Modifications or additions to the Uniform and Dress Code policy may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical site.

### Clinical Attendance

Attendance at clinical sites and learning labs is required. The hours committed to clinical practice are essential for preparation to practice as a professional nurse; therefore, absences are unacceptable. Clinical experiences are designed to integrate theoretical content with clinical practice. The clinical experiences provide a means of supervised practice of selected skills. This hands-on experience is invaluable.

Absences are excused on an individual basis at the discretion of the clinical coordinator. It is the responsibility of the student to promptly call the clinical instructor and email the clinical coordinator in the event of an unavoidable absence at least one hour prior to the clinical experience.

A student who comes to the clinical site with deficiencies in understanding or knowledge which, in the judgment of the instructor, could jeopardize patient care will be removed from the clinical setting for that day and may be dismissed from the course.
**Excused Absence**

An excused clinical absence requires permission of the clinical coordinator for reasons such as extreme emergencies of hospitalization or death of immediate family members. Excused absences require appropriate documentation from the student. Absences are excused at the discretion of the clinical coordinator and Dean of the RSSON.

**Unexcused Absence**

An unexcused clinical absence is an absence from the scheduled clinical site without permission of the clinical coordinator. One unexcused clinical absence will result in lowering of the course professionalism grade by 10 points. Two unexcused clinical absences may result in student dismissal from the course. The outcome of absences will be determined by the clinical coordinator and Dean of the RSSON.

**Clinical Tardiness**

Tardiness is considered unprofessional behavior. Arriving any time after the designated start time is considered tardy, and will result in an unexcused clinical absence and/or clinical warning. A nursing student considered tardy may be sent home at the discretion of the clinical instructor. One unexcused clinical absence will result in lowering of the course professionalism grade by 10 points. Any unexcused clinical absence will require make-up.

A student is considered tardy if they fail to notify the instructor upon arrival at any alternate clinical site where the instructor is not readily available. If the instructor has to call to find the student, the student will be considered tardy. Three tardies will count as an unexcused absence. One unexcused clinical absence will result in lowering of the course professionalism grade by 10 points. Any unexcused clinical absence will require make-up.

**Clinical Remediation**

A ‘Satisfactory’ grade must be achieved in all components to pass the clinical practicum course. The Student Clinical Performance Evaluation tool is utilized to document clinical performance. Refer to this tool located in Appendix B.

If a student receives an ‘Unsatisfactory’ or ‘Needs Improvement’ in any component, the student, clinical instructor and/or faculty will develop a remediation plan based on the area of concern. The remediation plan is documented on the Performance Improvement Plan and Outcome tool located in Appendix B.

**Clinical Practice Make-Up**

Students will be required to make-up any excused or unexcused clinical absences at the end of the semester as outlined in the plan of study for each individual course. Inability to make-up any missed clinical experiences will result in a failure to complete the course and withdraw/fail from the program.

**Performance Challenges**

If a clinical instructor observes that a student’s clinical performance is not meeting professional practice requirements, and/or course outcomes, the student is immediately informed that their performance is not
meeting the standard and a performance improvement plan will be initiated to address the issue. The plan is developed by the student and instructor which will include clear expectations for improved student performance within a specific timeframe. Outcomes will be documented on the “Performance Improvement Plan and Outcome” tool (refer to Appendix B: Clinical Forms).

When a student encounters a challenge in practice performance, the goal of the RSSON faculty is to work in partnership with the student and to put resources in place so that the student can meet the clinical competencies required in the course. As needed, students are referred to the Learning Resource Center for additional practice. When the student has mastered a skill, faculty will inform the student when that skill may be performed independently. Supervision of all skills is required unless otherwise directed by the faculty; no skills are performed independent of faculty presence.

A student may be placed on clinical warning at the discretion of the instructor based upon unprofessional or unsafe clinical behavior(s) or deficiencies identified in the Clinical Performance Functional Abilities/Skills section. The unacceptable behavior(s) must be corrected before the end of the semester. Failure to do so will result in a clinical failure.

### Patient Confidentiality and Use of Medical Records

The TMU RSSON supports patients’ rights to confidentiality and privacy, and therefore, adheres to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations. The nursing care delivered to the patients and all patient interactions are discussed with faculty, students, and health care personnel within the context of the clinical experience; and should always conform to strict confidentiality even after the relationship with the clinical setting has ended.

Patient information or clinical situations should never be discussed while communicating on social media platforms. Social networks are not considered professional. Professional contact with patients should be limited to the professional setting.

Students must follow agency policies regarding use of and access to electronic medical records. Unauthorized retrieval of medical records is prohibited.

Violations of patient confidentiality are considered a breach of the American Nurses’ Association Code of Ethics, and the National Student Nurses’ Association Code of Ethics. A breach of confidentiality is considered a major offense and will be referred to the Dean of Nursing for review and/or dismissal.

### Occupational Safety and Health Administration (OSHA)

All BSN students are responsible for reviewing and maintaining clinical skills in accordance with the Centers for Disease Control. Each clinical facility requires different modules be completed, some of those modules are: Safety Orientation, Blood Borne Pathogens, Infection Control, Managing Healthcare Stress, and Hazardous Materials. Before beginning the clinical experience, students are expected to read the OSHA guidelines listed below:
• A general explanation of the epidemiology, modes of transmission, and any symptoms of blood-borne pathogens
• A general explanation of the Exposure Control Plan and means by which you may obtain a copy of the standards
• An explanation of the methods for recognizing tasks which may include exposure to blood, and ways to reduce/prevent exposure through employment of engineering controls, work practices, and personalized protective equipment (PPE)
• Information on the types, proper use, location, removal, handling decontamination, and proper disposal of PPE
• Explanation of the procedure to follow if any exposure incident occurs, including the method of reporting the incident
• Information on post-exposure evaluation and medical follow-up that is provided following an exposure incident
• An explanation of signs/labels and color-coding per facility.

Malpractice/Liability Insurance Policy

The RSSON carries a blanket policy through an independent carrier and it is the responsibility of the student to pay the required premium fee to the RSSON each year prior to the first day of class. All clinical facilities require that students carry current malpractice/liability insurance.

• Failure to demonstrate evidence of active malpractice/liability insurance will prevent the student from attending the clinical experience. Inability to fulfill this clinical course responsibility may lead to failure of the clinical course.
• Malpractice/Liability insurance may be obtained through the RSSON Administrative Assistant.

Expanded Medical Policies for the School of Nursing

Infectious Disease Policy
• The clinical sites utilized by the RSSON for clinical practice experiences have a written policy or plan for infection control designed to minimize or eliminate exposure to infectious diseases.
• The clinical site will make the infection control plan available to the RSSON through ACEMAPP.
• The clinical site’s infection control plan will include:
  ♦ Implementing the infection control plan.
  ♦ Reviewing and updating the changes to the infection control policy and procedures.
  ♦ Dealing with and documenting occupational exposure.

Standard Precautions and Isolation Practices
All students will follow standard precautions and isolation procedures as defined by the CDC and the clinical site policy and procedures to minimize exposure to infectious diseases. If a student has a productive cough or fever greater than 100.5 °F they will not be allowed at the clinical site.
Injury, Accidental Exposure, Post Exposure, and Follow-Up

Providing nursing care to the patient with infectious disease remains one of the greatest challenges and concerns of the nursing profession. These diseases presently include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HVB), methicillin-resistant staphylococcus aureus (MRSA), vancomycin-resistant enterococci (VRE), and tuberculosis (TB). The TMU RSSON shares the concern for the safety of the student and the patient and as such has developed this policy for accidental exposure of injury. The student caring for a possible infectious disease patient is encouraged to address questions or concerns at any time to the clinical instructor or course coordinator.

The TMU RSSON is not responsible for any personal injury or exposure. Injuries or exposures and the resulting treatment are the direct responsibility of the student. Students are required to complete an Incident and/or Accidental Exposure Report (See Appendix B) within 24 hours of experiencing or observing an injury, or accidental exposure such as a finger stick, falls, back strain, splash of blood or body fluids, etc.

- Clinical sites utilized by the RSSON for practice experiences will have written post-exposure plans including follow-up of the exposed faculty, instructor, or student. Those plans may include, testing of the source patient, anti-body or antigen testing, counseling, illness reporting, and safe and effective post-exposure prophylaxis according to the CDC recommendations.

- In the event of a significant exposure to blood or body fluids according to the definition from the CDC, the student will:
  - Immediately and thoroughly wash or rinse the exposed area
  - Report the incident to the clinical instructor who will
    - Immediately report the incident to the appropriate representative within the clinical site
    - Assist with the facilitation of the steps for the follow-up as outlined in the policies and procedures for the clinical site.
  - Fill out facility incident report immediately.

NOTE: All cost of testing and/or treatment after incident, injury, or exposure will be the student’s responsibility or insurance carrier.

Post-Surgical Return to Clinical

If a student is enrolled in a practicum course and that student is required to have surgery they must provide a verification form from their surgeon allowing them to return to clinical activities without restrictions. The return to the clinical site must not impact their recovery. In addition, students returning to clinical with a walking cast must adhere to the policies of the clinical site.

Student Pregnancy Policy

For the safety of the pregnant student, awareness of the potential risks related to specific learning experiences in the clinical settings should be discussed; such as, but not limited to, communicable diseases, exposure to radiation, strenuous activity, toxic substances, and the potential for bodily harm. The student should consult with the course coordinator prior to the beginning of the clinical experience for guidelines of the clinical site related to pregnant mothers. The student is responsible for presenting a statement of release allowing the expectant mother to continue in the program. Permission from their attending physician is required allowing participation
in clinical following delivery of the newborn. Nursing mothers who return to the classroom and clinical site must discuss their needs with the course coordinator.

**Inclement Weather Closure**

In the event of inclement weather, University officials determine the closure of the campus. All clinical experiences are to be considered canceled in the event the college is closed. Clinical experiences may begin before the University authorities make decisions regarding class cancellation, or conditions affecting the University may not impact activity at the clinical site. If this happens, the faculty and Dean of Nursing will make the decision to cancel the clinical experience, if necessary.

For additional information, refer to the TMU Student Handbook.
Section VII
Policy & Procedure Manuals
Introduction – Philosophy

The goal of the RSSON Simulation Lab is to provide a safe learning experience that promotes successful understanding in all aspects of nursing care. The RSSON faculty and administration are here to make the student’s clinical experience educational and enlightening and to serve in the best interest of the student. Simulations and case scenarios are designed to help the student develop problem-solving and decision-making skills. The Simulation Lab will attempt to include all environmental factors to make the students’ learning experience realistic and authentic. For enhanced learning, all students are expected to come to the lab prepared for pre-briefing activities. The faculty will provide students with positive feedback and debriefing of their performance, while students will self-analyze their performance and use critical thinking during the reflection process.

General Information

The Simulation Lab is located in room 119 in Brown Hall. The Simulation Lab simulates a hospital setting that is fully equipped to practice all clinical skills. The center has a high fidelity SimMan 3G manikin, one high fidelity SimMom manikin, one SimNewbie, and one NurseAnne manikin. Each manikin is equipped with their own computer monitor to simulate a hospital monitor. The Simulation Lab contains a crash cart with a defibrillator and suction machine as well as a medication administration cart.

The RSSON Simulation Lab is open only to students who sign up with the SimLab Coordinator for additional time. The Simulation Lab is used as a clinical rotation site.

Simulation

What is Simulation?

Simulation is an attempt at replicating reality. In healthcare education, simulation tries to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice. The simulation lab environment allows students to participate in life-like situations. Simulation can also be used as a teaching method to help assess a student's skill acquisition. Simulating real-life experiences for students in a safe environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment skills. Practicing in such an environment will increase the probability that those skills will be used in the real-world setting.

Simulation Scenarios

Simulating case scenarios in the Simulation Lab involves active participation for all students. All students and faculty will adhere to the simulation center rules (see attached). Manikins are to be used with respect and treated as if they were live patients. The simulation lab is a learning environment. Students involved in simulated scenarios should have everyone’s respect and attention. Situations simulated in the lab are to be
used as a learning tool and no discussion of the actions of fellow students should take place outside of the lab. A debriefing session will be provided for all simulation experiences. After the debriefing session, the student should fill out an evaluation form to give them the opportunity to reflect on the situation and to provide constructive criticism for further enhancement of the simulation.

**What is Debriefing?**

The debriefing session involves the immediate feedback and a reflective critical thinking analysis and communication tool for participants of the simulation exercise. The purpose of the debriefing assessment provides an intense post conference and active evaluation process driven by instructors and peers. The focus of the debriefing should be on positive aspects and should allow the student to answer critical thinking questions.

**General Lab Guidelines**

**Lab Conduct/Behavior**

1. All users of the centers space must act in a manner that does not disturb the academic activities occurring in the lab.
2. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users.
3. All faculty, staff and students must complete the Simulation Lab orientation prior to using the equipment.
4. No eating or drinking is allowed in the Simulation Lab. No gum or candy either. Drinks are allowed in the debriefing room only. Individuals with identified medical conditions that required exceptions should discuss this with the SimLab Coordinator.
5. Use of the computers is restricted to assigned classroom work and not for personal use.
6. Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the center.
7. Any equipment malfunction or abuse must be reported to the Simlab Coordinator immediately.
8. Adherence to the dress code is expected. You must be in uniform to participate in any activity in the Simulation Lab.
9. All beds should be lowered to the ground with the bed rails down after each use. Linens should be properly placed back on the manikin after each use as if caring for a real patient. If linens are soiled, they should be removed and placed in hamper for cleaning. Clean linens should be placed on the bed for the next simulation day.
10. Do not remove the manikin from the bed unless instructed to do so.
11. Smoking is prohibited in the Simulation Lab.
12. All electronics including cell phones, cameras, camera phones, and video recorders are prohibited during simulations.

**Confidentiality**

In order to preserve the realism of the scenarios used in the Simulation Lab and to provide an equitable learning experience for each student, all persons using the Simulation Lab will be required to sign a confidentiality
agreement (see attached copy of confidentiality agreement). Because every simulation has the possibility of being recorded, manikin accessibility will be treated like a real patient. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students agree to report any violations to the faculty or instructor.

**Dress Code**

Students participating in the Simulation Lab will adhere to the same clinical dress code as they would for the other facilities. Students performing mandatory clinical skills in the laboratory are expected to come prepared with proper clinical attire, stethoscope, and a watch with a second hand. Students without proper attire will be sent home and counted as absent for the clinical day. Students performing make-up work must also wear clinical attire.

**Equipment Use**

1. All students and faculty wanting to use the Simulation Lab must have proper orientation to the equipment.
2. The doors of the lab will be locked at all times.
3. Any student wishing to use the lab must notify the SimLab Coordinator and sign in on the attendance book.
4. When working with the manikins, students must wash their hands and wear gloves.
5. Supplies and equipment must not be taken out of the lab unless requested by an instructor.
   **Under no circumstances may needles or syringes be removed from the Simulation Lab.**
6. Equipment should be disposed of appropriately. (sharp’s containers, biohazard trash containers)
7. Computers and video equipment are for class purposes only.
8. Students will have proper orientation to the crash cart and the defibrillator.

**Communication**

All electronics are prohibited during any lab experiences. All classes in the Simulation Lab will be scheduled with the SimLab Coordinator prior to the beginning of the semester.

**Inventory & Supplies**

Supplies needed for each simulation will be provided. Personal clinical supplies such as stethoscope, penlight, and calculator are the responsibility of the student and will not be provided. When supplies are running low, the Simulation Lab faculty should be notified. All supplies should be returned to the same cabinet in which they were found. Unless soiled, all linens should be refolded and placed back in the cabinet. All soiled linens should be placed in the linen hamper for cleaning. Many supplies are reusable and should be restocked when not being used.

Needles/sharps are to never be reused under any circumstance and should be disposed of in the sharps containers. Many supplies will have expiration dates and are intended for practice, but all students should
check for expiration dates on their supplies.

Clean-Up

The Simulation Lab faculty will clean up after the use of the Simulation Lab. The Simulation Lab should be left in the manner in which it was found, so that the following class may enjoy the lab experience. Beds should be remade and left in the lowest position with the bed rails down, unless bed linens are soiled. Manikins are to be left in the bed or on chairs unless working on a skills assignment (i.e. lifting, moving, etc.). Curtains should be placed back up against the wall and bedside tables are to be placed at the foot of the bed. Any bedpans, urinals, or basins need to be washed, dried and placed in the bedside drawers. When leaving, the lab needs to be locked with the lights turned off.

The Simulation Lab manikins are to be cleaned by the SimLab Coordinator. Please do not put soap and water on these manikins. All injection pads should only be injected with air and no fluids. Any spray used for lubrication of the manikins needs to be used sparingly and the SimLab Coordinator will be monitoring any use of water to lubricate tubes. No IV Fluids will be administered to the manikins without the approval of the Simlab Coordinator. When using NG tubes with manikins, do not use any water down the tube or to lubricate the tube for placement.

Media/Videos

The Simulation Lab has the capability of displaying a variety of media. The Simulation Lab has multiple cameras and microphones set up in the room, which can record any activity in the room. The recording equipment should not be used unless proper training has been provided. All recordings will be saved to a backup hard drive. Recordings in the Simulation Lab are for educational purposes and debriefing opportunities with the appropriate faculty, staff and students. The confidentiality agreement signed by students protects privacy and discourages inappropriate discussion of video contents or student’s performance in the simulation scenarios. Any viewing or publication outside of the classroom, such as posting on YouTube, is unacceptable and unethical and will result in disciplinary action from the RSSON. Students and faculty should conduct themselves professionally as in the clinical setting since all interactions can be recorded. All recorded media will be kept on file in the Simulation Lab.

SAFETY GUIDELINES

Infection Control

Participants in simulated scenarios need to be mindful of all standard precautions and transmission specific precautions (contact, droplet, airborne). Any piece of equipment that comes in contact with simulated patient body fluids are considered contaminated and need to be handled appropriately. Gloves will be worn with all manikin interaction and non-sterile gloves should be disposed of in non-biohazard trash cans. If a sharps container is full, please inform the Simlab coordinator so that it may be replaced.

Latex Warning

Students and faculty need to know that some of the equipment in the Simulation Lab contains latex. Those with
a known sensitivity/allergy to latex need to contact the SimLab coordinator. Every effort will be made to replace equipment with latex-free substitutions. All users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex gloves. Please be sensitive to those with sensitivity or allergies when removing your gloves as well. If you do have an allergy, please keep medications with you for the allergy.

“Clean” Needle Stick Guidelines

In accordance with the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly. In the event of a “clean” needle stick, the Simulation Lab faculty should be notified immediately, so first aid can be provided. The SimLab coordinator should be notified so that an incident report form can be filled out by the coordinator and reported to the Dean of the RSSON. Complications from a “clean” needle stick may include: tenderness, minor bleeding or bruising, and infection.

Physical Safety

All students should be instructed on safe handling techniques prior to practice and demonstration. Any person should use caution when practicing lifting skills and should not lift a manikin or heavy object without assistance. The wheels of all equipment (beds, wheelchairs, stretchers, etc.) are to be locked during practice and after use.

There is a first aid kit located in the Simulation Lab above the sink if needed. There should be no running in the halls, and any accident or injury needs to be reported immediately to faculty. The SimLab coordinator will complete all incident reports.

References


Laerdal International/US. www.laerdal.com

Policy and Procedure Manual: Simulation Center for Interdisciplinary Clinical Education Missouri Southern State University. www.mssu.edu/academics/health-sciences/simulation-center/
Truett McConnell University
Rielin & Salmen School of Nursing
Simulation Lab Confidentiality Agreement

As a patron of the Simulation Lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

I agree to adhere to the following guidelines:

- All patient information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of RSSON policy.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of hospital policy and may be a violation of HIPAA and other state and federal laws.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The professor running the scenario should have everyone’s respect and attention. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- The simulation manikins are to be used with respect and be treated as if they were live patients.
- No Betadine, no ink pens (near the manikin), 22G IV or smaller for IV starts.

Signature: __________________________________________________________________

Printed Name: ___________________________________ Date: _______________________

Instructor: _______________________________ Course of Study: __________________
Truett McConnell University
Rielin & Salmen School of Nursing
Injury/Incident Report Form

Name of Student/Faculty ________________________________________________________

Date of Incident/Exposure _______________       Time of Incident/Exposure _____________

Date Reporting Incident/Exposure ______________________    Time ___________________

Place of Incident/Exposure ______________________________________________________

Witness to Incident/Exposure (Include name and any contact information you may have).
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Description of the Incident/Exposure (Please be specific and factual. Use back of paper if additional
space is needed). _______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Did the Student/Faculty Require Medical Care?  ___ Yes    ___ No

If Yes, Please Specify Where and the Extent of Care____________________________________
______________________________________________________________________________
______________________________________________________________________________

Did the Student/Faculty Require Missed Days from Class/Clinical/Work?  ___ Yes   ___ No

If Yes, please explain and include the date of return ___________________________________
______________________________________________________________________________

Follow up Required ______________________________________________________________

Signature of Person Reporting Incident/Exposure ______________________________________

Signature of Person Completing Report ______________________________________________

Date Completed _________________________________________________________________
# Simulation Lab Equipment Reservation Request Form

## Personal Details

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Phone number</td>
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<tr>
<td>Work (Ext)</td>
<td></td>
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<tr>
<td>Email address</td>
<td></td>
</tr>
<tr>
<td>Designation</td>
<td></td>
</tr>
</tbody>
</table>

## Department of the requester

<table>
<thead>
<tr>
<th>Purpose of Loan</th>
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<tbody>
<tr>
<td>Expected number of users (max)</td>
<td></td>
</tr>
<tr>
<td>Expected date of activity</td>
<td></td>
</tr>
<tr>
<td>Expected time of activity</td>
<td></td>
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</tbody>
</table>

## Needs training for equipment usage?

- [ ] Yes
- [ ] No

## For Simulation Center Only: Equipment Information

<table>
<thead>
<tr>
<th>Item Name &amp; Description</th>
<th>Course Number</th>
<th>Quantity</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Used</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>New</td>
</tr>
</tbody>
</table>
### Terms of Equipment Loan

- Equipment loaned to be used at TMU grounds only.
- Requester/borrower is solely responsible for equipment during loan period.
- Requester/borrower is not allowed to extend existing loan period.
- Another individual or department is not allowed to use equipment without permission from Simulation Lab Coordinator.
- Equipment is to be returned in good operating condition.
- Equipment is to be returned within the specified loan period.
- If equipment is damaged, stolen or lost, the requestor/borrower may be responsible for the cost of repair or replacement.
- Expected replacement costs required during the loan period will be determined and scheduled beforehand.

### Loan information

| I have read and understand the terms of this equipment loan | ☐ |
| Loan begin date | |
| Loan end date | |
| Equipment condition checked by simulation staff with Borrower | ☐ |

<table>
<thead>
<tr>
<th>Name of Borrower</th>
<th>Name of simulation staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of borrower</th>
<th>Signature of simulation staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment Return Information</td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td></td>
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<tr>
<td>Date returned</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
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<tr>
<td>Returned by</td>
<td></td>
</tr>
<tr>
<td>Received by</td>
<td></td>
</tr>
<tr>
<td>Equipment returned in original state?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>If No, describe:</td>
<td></td>
</tr>
</tbody>
</table>
The Nursing lab provides nursing students with learning resources to meet educational goals. The lab provides a realistic, simulated clinical environment to practice and demonstrate competency of select nursing skills.

Within the clinical lab are six adult low fidelity manikins and one child. Each is placed on one of the six hospital beds and one stretcher. A skill bag will be given to each student at the beginning of class, it will contain items needed to learn and practice skills. These resources are used to create an atmosphere of care for patients in a safe environment that points to learning. All information related to lab performance, patient safety, and rationales are considered testable material as they apply to the theory and the holistic approach to patient care in a variety of patient care environments. Nursing labs are recognized as clinical areas.

The purpose of the clinical lab is to promote learning in a safe manner so that students have the opportunity to learn, practice, and become novice nurses. The skills learned will then be used and built upon in hospital clinical rotations and classroom times. Each opportunity creating a foundation for the student to become a professional nurse.

**Student General Behavior in the lab Guidelines:**

- Safety guidelines set in Simulation lab will be followed in the clinical lab.
- Each student will sign a confidentiality statement for clinical lab and rotations
- Students should wear lab coats/uniform when in the lab for class or for self-practice.
- Eating is **NOT ALLOWED** in the labs. Drinks are allowed with lids.
- Students must make an attempt to keep the lab as quiet as possible during teaching/practice time.
- Ink permanently stains the manikins; it is recommended that only pencils be used inside the lab.
- Povidone Iodine (betadine) permanently stain the manikins. DO NOT use betadine on the manikins or the training models.
- Manikins should be treated like people. Do not misuse the manikin or leave the manikin exposed.
- Students are not allowed to sit or put any personal items on the beds, stretchers or wheelchairs unless practicing that particular skill under supervision.
- Students must respect instructions by lab personnel and equipment at all time.
- Leave the lab in the condition you found it. Place all the chairs back, make the bed and return all supplies to the area you found them
- **Latex Allergy, Medical Condition:** please notify an instructor if you need specialized accommodations.
- Use of Lab Skills bag
  - Practice and skills check off during the duration of your program.
  - Keep supplies well maintained/ they will be used for the entire length of the program. Do not throw the items away after a sign off.
  - Bring lab skills bag to every practice and sign off.
Write your name on the tag.
Do not open packages until instructed in the lab.

Nursing Lab Services

- **Appointments:**
  - Check calendar outside room 113 for available days.
  - All appointments are scheduled by completing the request form (found in folder outside lab coordinator’s office): the form may be emailed (rsmith1@truett.edu) or given to lab coordinator.
  - No appointments will be made during scheduled classroom hours
  - A confirmation email will be sent within 24 hours.
  - Notify the laboratory personnel as soon as possible if you are unable to keep an appointment.

- **Referrals:**
  - Student may receive a referral from clinical or lab instructor.
  - Student makes an appointment for the following items:
    - Remediation of a check off skill
    - One on one lab time with an instructor
  - Appointments are made following the instructions listed above under “Appointments”.

**Equipment Safety Guidelines:**

- All electrical equipment in the labs will be checked by the lab personnel using the manufacturer guidelines.
- The lab personnel must check that the lab area is free of any trip hazard from cords and cables.
- Any worn or damaged electrical cords must be removed from service.
- Students should only use the specialized equipment under the supervision of trained faculty.
- Any faculty noticing any damage or fault in the equipment must notify the lab coordinator.
- Any faulty electrical equipment must be clearly marked and removed from service.
- The lab coordinator will notify facilities or manufacturer of any equipment that needs maintenance or repair.

**Sharp disposal Guidelines:**

- Needles should not be recapped, removed from disposable syringes or manipulated by hand.
- The person using the sharps must dispose them into a sharp box immediately after and at the point of use. Never leave them for someone else to clear away.
- Never leave the sharps protruding from the bin.
- Sharps containers should be securely sealed when they are ¾ full to prevent overfilling.
- Non-sharps should not be placed in the sharps containers.
- No attempt should be made to retrieve items from a sharps container or to press down on sharps to create space in the container.
- Sharps containers should be assembled properly with the lid firmly locked onto the container.
The sealed sharps containers are stored in a safe storage area pending final disposal.

Confidentiality Statement The Rielin & Salmen School of Nursing

As a student of The Rielin & Salmen School of Nursing, you will have access to confidential information during your clinical experiences (this includes clinical lab). Confidential information includes client/student information, employee information, financial information, other information relating to your duty as a student and information proprietary to other companies or persons. You may have access to some or all of this confidential information through the computer systems of the clinical lab, facilities, or through your student activities.

Confidential information is protected by strict policies of the clinical facilities and by federal and state laws particularly the Health Insurance Portability and Accountability Act. The intent of these laws and policies is to assure that confidential information that is patient’s protected health information of individually identifiable information provided to students orally or contained in patient medical records or maintained on the facility’s electronic information system will remain confidential.

As a student, you are required to comply with the applicable policies and laws governing confidential information. Any violation of these laws will subject the student to discipline, which might include, but is not limited to, dismissal as a student and to legal liability.

In addition to this statement, Truett McConnell University and each clinical facility may require you to sign an additional statement.
CONFIDENTIALITY AGREEMENT

As a student in The Rielin & Salmen School of Nursing, I understand that I will have access to confidential information.

I agree that:

- I will use confidential information only as needed to perform my legitimate duties as a student.
- I will not discuss client/other student information outside of the clinical area and will confine any discussions to the educational conference.
- I will safeguard and not disclose any access codes or authorizations that allow me to access confidential information.
- I will make every effort to de-identify client information so that it cannot be connected back to the client to whom it relates.
- I will not remove from the facility any facility generated client protected health information or individually identifiable information.
- I will be responsible for my misuse or wrongful disclosure of confidential information and for my failure to safeguard any authorization to access confidential information. I understand that my failure to comply with this agreement may also result in my termination as a student.

___________________________________________
Signature      Date

___________________________________________
Print name
Section VIII
Support Services
To encourage academic success, TMU offers a variety of campus services to include academic and student services. The campus life program is an important part of the total educational experience of the student. TMU encourages growth of the whole person. To that end, the college offers a variety of services to support student success, as well as programs designed to assist students in developing life skills, and service to God and to others.

Please refer to the TMU Student Handbook for specific information.

Academic Advisement

Upon enrollment, pre-nursing students are assigned to academic advisors who assist them not only in their course of study and course progression, but also help students to utilize the resources available in the college. Each semester before registration, students will meet with their advisor to review progress, evaluate goals, plan future courses, and/or discuss career options.

As a nursing major, the BSN student will meet with the RSSON Dean of Nursing or assigned nursing faculty, who will be available by appointment throughout the year to assist with nursing curriculum advisement. Both the student and faculty advisor have a joint responsibility to ensure that a student’s course of study and degree requirements are outlined and identified. The advisor guides the student through the BSN program curriculum, monitors course progress, and provides career assistance. The ultimate responsibility for academic progress belongs to the student who initiates contact and makes appointments to meet with nursing faculty and registers for required courses.

During the nursing program a student may have a concern or issue that may require assistance. This could be a concern about personal health, an assignment grade, a communication conflict, or some other personal challenge. Students are encouraged to deal with concerns/issues immediately with the assistance of a faculty person.

The TMU RSSON faculty maintains office hours each week that are available for students to provide counsel, direction, and advisement. Each faculty member has office hours posted on the outside of their office door for students to sign up for appointments. Students are encouraged to meet with faculty to discuss any issues or concerns they may have early in the course, and if indicated, to develop a plan for performance improvement.

Accommodations

TMU provides reasonable accommodations, upon request, to qualified students identified as having disabilities. The Office of Special Support Services provides a variety of accommodations and reasonable aids for students with documented physical impairments or learning disabilities. Students with documented disabilities who require accommodation(s) must register with this office. For additional information, students are referred to the TMU Student Handbook and may contact the Office of Special Support Services at 706.865.2134.
The RSSON’s practice is to provide equitable educational opportunities for students with documented disabilities, and is committed to providing access for students with disabilities. If you need assistance in acquiring special accommodations, please contact your academic advisor.

**Counseling Services**

Professional counseling services are provided for students who require assistance in addressing and overcoming personal and interpersonal difficulties that interfere with the pursuit of academic objectives. Students are encouraged to seek help from the faculty who will refer students to community resources for counseling and crisis intervention.

**Financial Aid**

The Office of Financial Aid offers assistance by helping students obtain funds for educational expenses by promoting grants, scholarships, loans, and employment opportunities for qualified deserving students who would normally be deprived of an education because of inadequate financial means. For eligibility and application requirements, please refer to the TMU Catalog or schedule a meeting with Financial Aid.
Section IX

Student Professional Activities
There are a variety of clubs and organizations on campus to which a student may belong. Students have opportunities to participate in, lead, and start new organizations to meet the needs of the student interest. Students may be involved in Student Government Association, Baptist Collegiate Ministries, and Campus Activities Board just to name a few. (See the TMU Student Catalog for further information about student organizations under Campus Life). Because the involvement in student organizations and activities contributes to the holistic development of the nursing student, the faculty and staff encourage and support the student’s endeavors. Holding an office in an organization promotes the development of leadership skills and instills a responsibility to the college and community. It is the policy of the RSSON to be congruent with all policies of TMU as outlined in the student handbook (refer to the TMU Student Handbook Section III: Student Policy). There are some organizations and clubs which will be specific to the RSSON and are as follows:

**National Student Nurses’ Association (NSNA) and Georgia Association of Nursing Students (GANS)**

NSNA is the professional organization for nursing students. Total school enrollment in NSNA provides every student membership at the national, state and local levels. GANS, the state level of membership, allows the students to participate in a professional organization and encourages leadership skills as well as socialization within the profession of nursing. Joining the NSNA at $35/year or $70/2 year automatically enrolls the student into a membership in GANS. There are certain codes of conduct both in the academic and clinical setting set forth by NSNA.

**Baptist Nursing Fellowship (BNF)**

The BNF organization encourages health professionals to serve on missions and Baptist Women Mission Union supports the ministry. Anyone in a health profession ministry may join. The National Baptist Nursing Fellowship (BNF) includes the state of Georgia organization. The fee for students to join the National and/or Georgia BNF is $15/year. It is the desire of the RSSON faculty to initiate a BNF chapter on the TMU campus in the near future. The website to join the GA BNF is: [http://gabaptist.org/womensministry/] and the national BNF is: [http://www.wmu.com/?q=article/national-wmu/baptist-nursing-fellowship]

**Nurses Christian Fellowship (NCF)**

The NCF provides a network to bring the message of Jesus Christ and the Christian worldview to the area of nursing education and practice. NCF has programs and resources available to equip nurses and students for ministry through nursing. Groups meet to encourage one another through bible studies, outreach and prayer. Membership for each full-time nursing student is $35/year. Membership is open to nurses and nursing students in the U.S. who annually affirm the purposes and doctrinal basis of the NCF.
Standing Committees

Students from each class will select a representative to the RSSON Faculty Committee. The meetings are held monthly and the student representatives will join faculty for a portion of the meeting to discuss the curriculum and evaluation, program and policies, progression and retention, and the learning resource center. Students will have the opportunity to serve on potential subcommittees within the nursing program regarding peer review, awards, hospitality, and planning for the graduation and the pinning ceremony. The students will be elected and/or assigned by the professors to each committee. Each student assigned to a committee will display exemplary communication and leadership skills as well as an excellence in academic work. Student representatives may ask their classmates for information to bring to the meetings and students may convey information to RSSON faculty by contacting their student representative.
Appendix A

Clinical Forms
Truett McConnell University Rielin & Salmen School of Nursing

Student Clinical Performance Evaluation

Student Name ______________________________                Semester ____________________

Clinical Site ________________________________                 Course Number _______________

Mid Semester Evaluation Date _________________                Final Evaluation Date ___________

Faculty Evaluation ___________________________                Self Evaluation ________________

Key

S – Satisfactory functions independently with minimal supervision, requiring occasional supportive cues. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills with utilization of the learning consistent with course objectives.

NI – Needs Improvement functions independently with certain skills, but requires supportive cues with other skills. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills on most days but needs assistance at times.

U – Unsatisfactory functions dependently, requiring continuous supportive cues. Student demonstrates unsafe and inadequate application of the nursing process, communication or psychomotor skills. The evaluator must comment on any items rated unsatisfactory. An unsatisfactory rating on any one element at final evaluation denotes clinical failure and course failure.

NO – Not observed indicates the instructor did not observe the student performing the specific task.

Criteria for Passing Clinical

Mid semester - A ‘Satisfactory’ grade must be achieved in all components to pass the clinical practicum course. If a student receives an ‘Unsatisfactory’ in any component before or by mid-term, the student, clinical instructor and/or faculty will develop a performance improvement plan based on the area of concern. The performance improvement plan will include a follow up time to discuss progression.

Final - A satisfactory will be achieved in all components of the evaluation in order to pass the clinical course.

Performance Improvement Plan and Outcome – This plan will be initiated for a student who receives an Unsatisfactory and Needs Improvement in any clinical competency at mid semester and/or at final semester to facilitate student learning and progression in the program. The nursing faculty suggests resources and activities designed to assist the student to achieve the identified areas for improvement. This plan is a written agreement between the student and the nursing faculty and becomes part of the student file. To satisfactorily complete a course in which there is a Performance Improvement Plan and Outcome the student must complete all the conditions of the plan at a satisfactory performance level within the timeframe specified.
# Student Clinical Performance Evaluation Tool

<table>
<thead>
<tr>
<th>Concept and Critical Competency</th>
<th>Mid Semester</th>
<th>Final</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking - Level I</strong></td>
<td>S  NI  U  NO</td>
<td>S  NI  U  NO</td>
<td></td>
</tr>
<tr>
<td>● Apply critical thinking concepts and skills in the provision of quality nursing care</td>
<td></td>
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<tr>
<td>● Demonstrates clinical reasoning in the delivery and management of patient-centered care</td>
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<tr>
<td><strong>Critical Thinking – Level II</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>● Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes</td>
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</tr>
<tr>
<td>● Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism – Level I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Promote the image of nursing by modeling the core values of practice excellence, communicating the knowledge, skills, and attitudes of the nursing profession</td>
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<td></td>
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<tr>
<td>● Ethical/Legal - Incorporate ethical principles and codes to protect the rights of patients and to effect quality patient care outcomes</td>
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<td></td>
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<tr>
<td>● Leadership - Discuss the leadership role of the professional nurse within the healthcare environment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism – Level II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development</td>
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<td></td>
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<tr>
<td>● Ethical/Legal - Analyze ethical and legal issues related to the health care for vulnerable patient populations</td>
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<td></td>
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<tr>
<td>● Leadership – Collaborates with multiple disciplines in coordinating patient care</td>
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<td></td>
</tr>
<tr>
<td><strong>Communication – Level I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Apply basic principles of effective communication techniques to produce positive professional working relationships</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>● Initiates effective written and verbal communication with patient and health care team</td>
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<td></td>
</tr>
<tr>
<td><strong>Communication – Level II</strong></td>
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<tr>
<td>● Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care</td>
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<tr>
<td>● Incorporate effective communication and collaborative strategies when working with</td>
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interprofessional teams to deliver, compassionate patient-centered care

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<tr>
<th>Concept and Critical Competency</th>
<th>Mid Semester</th>
<th>Final</th>
<th>Comments</th>
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<tr>
<td><strong>Teaching/Learning – Level I</strong></td>
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<tr>
<td>● Participate in the teaching/learning process with faculty, patients, and families</td>
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<tr>
<td><strong>Teaching/Learning – Level II</strong></td>
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<tr>
<td>● Provide teaching and learning activities that promote health progression and injury prevention</td>
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<td><strong>Evidence Based Practice – Level I</strong></td>
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<tr>
<td>● Describe the general components of the research process and participate in data collection and other research activities</td>
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<tr>
<td><strong>Evidence Based Practice – Level II</strong></td>
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<tr>
<td>● Integrate research based evidence, clinical judgment, and patient and family preferences in planning, implementing, and evaluating outcomes of care</td>
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<tr>
<td><strong>Health Care Delivery – Level I</strong></td>
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<tr>
<td>● Promote, maintain, and restore people’s health and provide end-of-life care using evidence based nursing knowledge</td>
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<tr>
<td>● Demonstrate effective use of information management tools to monitor outcomes of care processes</td>
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<tr>
<td><strong>Health Care Delivery – Level II</strong></td>
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<tr>
<td>● Discuss the implications of socio-cultural, economic, legal and political factors impacting healthcare delivery and practice</td>
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<td>● Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making</td>
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<td><strong>Cultural Diversity – Level I</strong></td>
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<tr>
<td>● Discuss the influence of age, culture, social, and environmental variables on the patient’s health and health care needs</td>
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<tr>
<td>● Provide patient-centered care with sensitivity and respect for the diversity of the human experience</td>
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<tr>
<td><strong>Cultural Diversity – Level II</strong></td>
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<tr>
<td>● Develop plan for care of culturally diverse vulnerable populations</td>
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<tr>
<td>● Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</td>
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<td><strong>Environment – Level I</strong></td>
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<tr>
<td>● Safety - Ensure a safe environment for patient, families and the health care team</td>
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<tr>
<td>● Quality Improvement - Seek information about quality improvement activities in the care setting</td>
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- Informatics - Demonstrate effective use of standardized practices and technology that support safety and quality

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<td>Informatics</td>
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<tr>
<td>Compassionate Patient-Centered Care – Level I</td>
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<tr>
<td>Provide patient-centered compassionate care based on respect for patient’s preferences, values, and expressed needs</td>
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<tr>
<td>Compassionate Patient-Centered Care – Level II</td>
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<tr>
<td>Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model</td>
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Identify Your Strengths, Areas of Improvement, and Goals

**Strengths:**

**Areas of Improvement:**

**Goals:**
### Mid Semester Evaluation

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### Final

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<td>Instructor Signature</td>
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Performance Improvement Plan and Outcome

Course __________________________

Areas of Concern ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Performance Improvement Plan

The skills, knowledge, and competencies that must be demonstrated to meet the course objectives:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Recommendations and Timeframe - May include suggested resources and activities:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Outcome (met/not met)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructor’s Signature __________________________ Date _________________

Student’s Signature __________________________ Date _________________

Date of Follow-up Conference __________________________

Outcome

Follow up conference. Please check one of the following:

____ Has overcome concerns and now meets the objectives of the course

____ Has not overcome the concerns and does not meet the objectives of the course

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructor’s Signature __________________________ Date _________________

Student’s Signature __________________________ Date _________________

____ Copy to Student                                      ____ Copy to Student File
Truett McConnell University Rielin & Salmen School of Nursing

Incident and/or Accidental Exposure Report

Name of Student/Faculty _______________________________________________________

Date of Incident/Exposure __________________   Time of Incident/Exposure _____________

Date Reporting Incident/Exposure ______________________    Time ___________________

Place of Incident/Exposure ______________________________________________________
_____________________________________________________________________________

Witness to Incident/Exposure (Include name and any contact information you may have).
_____________________________________________________________________________
_____________________________________________________________________________

Description of the Incident/Exposure (Please be specific and factual. Use back of paper if additional
space is needed). _______________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Did the Student/Faculty Require Medical Care?  ___ Yes    ___ No  If Yes Please Specify Where and the
Extent of Care. _________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Did the Student/Faculty Require Missed Days from Class/Clinical/Work?  ___ Yes  ___ No  If Yes Please
Explain to include date may return. ___________________________________________
____________________________________________________________________________

Follow up Required _____________________________________________________________

Signature of Person Reporting Incident/Exposure _____________________________________

Signature of Person Completing Report _____________________________________________

Date Completed _______________________________________________________________
Statement of Informed Consent

I hereby agree to follow Universal Precautions while I am a student at TMU RSSON. I understand these precautions protect me, my patients, my family members, and other health care professionals from infections and/or communicable diseases.

If I should be involved with a needle stick or other incident while caring for a patient, I agree to follow the latest information from the Center for Disease Control and Prevention and immediately report incident to clinical instructor or course coordinator. Records of the occurrence will be maintained in the RSSON office and will be considered privileged and confidential.

I understand the physical examination form required by the RSSON must be completed and/or updated before attending any clinical experiences. Current immunizations must be maintained throughout the course of my clinical experiences related to TMU RSSON.

I understand nursing involves the study and care of patients across the life span and these patients will be ill or well. By participating in the care of these patients, I may be exposed to infectious and communicable diseases. I understand that should I be exposed to or develop an infectious or communicable disease while acting as a caregiver in my clinical experience, the testing, diagnosis, and treatment will be at my own expense. I agree to inform the RSSON of any changes in my health status, such as contraction of a communicable and/or infectious disease, or pregnancy. I understand that a change in my health status may increase my health risk in relation to giving care for patients with bacterial and viral diseases. I agree to seek sound medical advice for changes in my health status.

____________________________________________                           ____________________________
Signature                                                                                                            Date
Validation of Standards for Admission to the Nursing Program

I have read the Standards for Admission to the RSSON Program and hereby validate that I am capable of meeting the full scope of academic and clinical requirements as stated in this handbook which include the Clinical Performance Functional Abilities Skills for Admission and Progression.

___________________________________________
Print Name

___________________________________________                               ___________________________
Signature                                                                                                              Date
Appendix B

Other Forms
Complaint Form

This form will assist you in filing a complaint with the Truett McConnell University Rielin & Salmen School of Nursing. You are not required to use this form; a letter with the same information is sufficient. However, all information on this complaint form must be provided, whether or not the form is used.

1. **State your name and address:**
   - Name: ________________________________________________________________________
   - Address: ______________________________________________________________________
   - Telephone Number: Home _______________ Work _____________ Cell _______________

2. **Describe in detail your complaint below to include suspected cause and any person involved.**
   - Please use additional sheets if necessary and attach a copy of written materials pertaining to your situation.
     - Date of Occurrence ____________________________________________________________

3. **Please list any witnesses to the incident of your complaint that we may contact for additional information to support or clarify your complaint.**
   - Name: ___________________________________ Name: ________________________________
   - Address: _______________________________ Address: _______________________________
   - Telephone Number: Home _______________ Telephone Number: Home _______________
   - Work _________________________________ Work _________________________________
   - Cell _________________________________ Cell _________________________________

4. **Do you have any other information that you think is relevant to our investigation of your complaint?**
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________

5. **What do you see is the solution to your complaint? How do you propose this solution should take place?**
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________

Please sign and date this complaint form below. We cannot acknowledge the receipt of a complaint if it has not been signed.

___________________________________________________                    _________________________
Signature of Person Filling this Complaint                                                           Date
Class Performance Improvement Plan and Outcome

Course __________________________

Areas of Concern Related to:

Grades ____________________________

Absences __________________________

Performance Improvement Plan

The knowledge, and competencies that must be demonstrated to meet the course objectives:

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Recommendations and Timeframe - May include suggested resources and activities:

___________________________________________________________________________________

___________________________________________________________________________________

Outcome (met/not met)

___________________________________________________________________________________

___________________________________________________________________________________

Instructor’s Signature ____________________________ Date ____________________________

Student’s Signature ____________________________ Date ____________________________

Date of Follow-up Conference ____________________________

Outcome

Follow up conference. Please check one of the following:

____ Has overcome concerns and now meets the objectives of the course

____ Has not overcome the concerns and does not meet the objectives of the course

Comments:

___________________________________________________________________________________

___________________________________________________________________________________

______________________________________________________________________________

Instructor’s Signature ____________________________ Date ____________________________

Student’s Signature ____________________________ Date ____________________________

_____ Copy to Student

_____ Copy to Student File
Clinical Performance Improvement Plan and Outcome

Course __________________________

Areas of Concern ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Performance Improvement Plan

The skills, knowledge, and competencies that must be demonstrated to meet the course objectives:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Recommendations and Timeframe - May include suggested resources and activities:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Outcome (met/not met)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructor’s Signature __________________________ Date _________________
Student’s Signature __________________________ Date _________________
Date of Follow-up Conference __________________________

Outcome

Follow up conference. Please check one of the following:

____ Has overcome concerns and now meets the objectives of the course
____ Has not overcome the concerns and does not meet the objectives of the course

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructor’s Signature __________________________ Date _________________
Student’s Signature __________________________ Date _________________

____ Copy to Student                                      ____ Copy to Student File
References and Resources


Commission of Collegiate Nursing Education, (2018). *Standards for accreditation of baccalaureate and graduate degree nursing programs*.

Georgia Board of Nursing, (2011). *Georgia registered professional nurse practice act*, Title 43, Chapter 26, Article I. http://sos.georgia.gov/plb/rn/

Health Insurance Portability and Accountability Act (HIPAA) and the Patient Self Determination Act http://www.nihtraining.com/cc/ippcr/current/downloads/Bonham121106


Truett McConnell University, *Student handbook*, (2019-20), and *Catalog*. (2019-20).

United States Department of Labor, Occupational Safety and Health Administration. www.osha.gov
WHILE THAT ANSWER IS CORRECT, IT ISN’T THE MOST CORRECT.

NURSING SCHOOL FRIENDS CODE

#262

NEVER LET YOUR FRIENDS EAT CHOCOLATE ALONE ON VALENTINES DAY