Bachelor of Science in Nursing 2025-2026 Student Handbook

This handbook is intended to be used in conjunction with the
Truett McConnell University Student Handbook and Catalog.

Faculty reserves the right to make changes to policy and procedures and subject to change
at the discretion of RSSON faculty to accommodate program, instructional, and/or learner needs.
Students will be notified in writing about any deviations or addendums to the BSN Handbook.

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Section I Introduction

Welcome Message from the Nursing Faculty

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, however, you will find your faith in the Lord strengthened and your calling worth the journey. *"Now may the God of peace, who brought up our Lord Jesus, that great Shepherd of the sheep, through the blood of the everlasting covenant, make you complete in every good work to do His will, working in you what is pleasing in His sight, through Jesus Christ, to whom be glory forever and ever. Amen."* Hebrews 13:20-21 (NKJV)

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 full partners in your learning and will strive 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 the TMU RSSON BSN Student Handbook in order to become familiar with policies, procedures, and guidelines applicable for nursing students. The TMU RSSON BSN Student Handbook is also available on the Truett McConnell University 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 and blessed 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 Me[you], because the LORD has anointed Me [you] to bring good tidings to the poor (afflicted); He has sent Me [you] to heal the brokenhearted, To proclaim liberty to the captives, and the opening of the prison to those who are bound; To proclaim the acceptable year of the LORD, and the day of vengeance of our God; To comfort all who mourn, to console those who mourn in Zion, to give them beauty for ashes, the oil of joy for mourning, the garment of praise for the spirit of heaviness; that they may be called trees of righteousness, the planting of the LORD, that He may be glorified." Isaiah 61:1-3 (NKJV)

With Every Blessing,

The RSSON Faculty of Truett McConnell University

Overview of Truett McConnell University

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.

TMU & RSSON Academic Calendar   2025-2026

FALL SEMESTER 2025

RSSON Admission Applications to eligible pre-nursing students	June – August
Payment Deadline for Returning Students	July 1
Move-in Day	August 16
BLS/CPR for Nursing Juniors 12-4pm	August 18
Classes begin On-Campus/Online Graduate Session A	August 19
Classes begin/Mandatory Nursing Orientation - Tuesday	August 19
Late registration and drop/add	August 19-25
Senior Nursing students Skills Day 9-12 noon	August 21
Convocation	August 26
Labor Day Holiday (staff holiday – classes meet*)	September 1
RSSON Admission Application Deadline	September 2
Spiritual Emphasis Week	September 2, 3, & 4
Last day to drop with grade of W: Online Session A/Graduate Session A	September 16
White Coat Ceremony-Nursing @ 6pm in Odell Hall	September 16
CCNE on-site visit at RSSON	September 17, 18 & 19
Constitution /Citizenship Day	September 17
Sophomore Interview dates for new Nursing students	Sept. 23, 30 & Oct. 17
Job Fair for Nursing students – SWC – 11:30 am – 1:30 pm	October 1
FALL BREAK	October 2-3
10th Annual Northeast GA Trauma Symposium for Nursing Seniors	October 3
Online A term/Graduate Session A classes end	October 12
Online B term/Graduate Session B begins	October 13
RSSON Acceptance Packet sent out	October 24
Advising and registration for spring (current students only)	October 20 - November 17
RSSON Approval of Acceptance Form Due	November 1
Global Missions & Health Conference, Louisville, KY	November 6, 7 & 8
Deadline for Spring 2026 graduation application, Friday	November 14
Payment deadline for Winterim 2025/Spring 2026 due	November 14
Last Withdrawal Day (with a grade of W): Online B Term	November 14
THANKSGIVING Break	November 24-28
Payment Due for Returning Students	December 1
RSSON Christmas Party with Faculty & Staff at 11:30 – 1:00 pm	December 4
Last Day before Finals/Residential classes end - Friday	December 5
TMU Dead Day	December 8
HESI Exit #1 Seniors	December 8
RSSON Dead Day (Break between Finals)	December 10
Final Exams	December 8, 9 & 11, 12

WINTERIM SEMESTER 2025

Classes Begin - day	December 13
Drop/Add ends	December 17

Last day to drop with grade of W	**December 23**
Last Day of class/Final Exams	**January 9, 2026**

SPRING SEMESTER 2026

HESI A2 #1 Sophomores at 9 am, Monday	**January 12**
New student advising and registration	**January 13**
Classes begin On Campus/Online/Graduate Session A Begins Tuesday	**January 13**
Late registration and drop/add	**January 13-19**
Martin Luther King, Jr. Holiday (staff holiday – classes meet*)	**January 19**
RSSON Hospital Sim	**January 20**
HESI Exit #2 Seniors	**February 4**
Last day to drop with grade of W/Online session A/Graduate Session A	**February 10**
HESI Exit #3 Seniors	**March 4**
SPRING BREAK	**March 5-6**
Last withdrawal day (with grade of W: All on campus students	**March 10**
Online A term/Graduate Session A ends	**March 13**
Online B term/Graduate Session B Begins	**March 14**
Advising and registration for summer/fall (current students only)	**March 16 – April 13**
GOOD FRIDAY (staff holiday)	**April 3**
EASTER BREAK	**April 6 - 10**
Last drop day with grade of W: On Campus undergraduate students	**April 10**
Last day to drop with grade of W: Graduate and Online Session B	**April 10**
HESI A2 #2 Sophomores	**April 13**
Honors Chapel	**April 14**
RSSON Hospital Sim	**April 14**
HESI Exit #4 Seniors	**April 29**
Residential classes end	**May 1**
Dual Enrollment Payment Due Date	**May 4**
TMU Dead day - Monday	**May 4**
TMU Final exams – Tuesday - Friday	**May 5 - 8**
Online B Term/Graduate Session B ends	**May 8**
Commencement - Saturday	**May 9**
Pinning Ceremony @ 5:30 pm	**May 9**

SUMMER TERM 2026

Memorial Day Holiday (staff holiday*) Monday	**May 25**
Classes Begin - On Campus Session 1/Graduate Session A - Monday	**June 6**
Last day to drop with grade of W: On-Campus/Online Session	**June 6**
Online classes end	**July 31**

* Professor's Discretion
Highlighted areas indicate School of Nursing dates

Section II
The Rielin & Salmen School of Nursing

Martha Rielin and Elizabeth Salmen

Among the Anabaptist women of the 16th century, many engaged societies 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 nor Elizabeth Salmen ever acquiesced to the courts.

Anabaptist midwives may have considered the deeds of the Hebrew midwives, Shiphrah and Puah (Exodus 1:15-21) as justification for their own artfulness. They 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 "loves 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 lifestyle, 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 Core Values

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 I**ntegration 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 sensitive competent care. The focal point of cultural diversity is the ability to provide compassionate patient-centered nursing care across cultural boundaries, considering where the person lives, along with the situations encountered from the person's health problems.

Truett McConnell University
Rielin & Salmen School of Nursing
Organizational Framework

Truett McConnell University School of Nursing
Organizational Framework

Ministry

Integration of Faith and Values with
Compassionate Care

The Great Commission

Professionalism
Teaching/Learning
Communication
Critical Thinking

Evidence Base Practice
Health Care Delivery
Cultural Diversity
Environment

Nursing Education

Liberal Arts Education

Biblical Truths
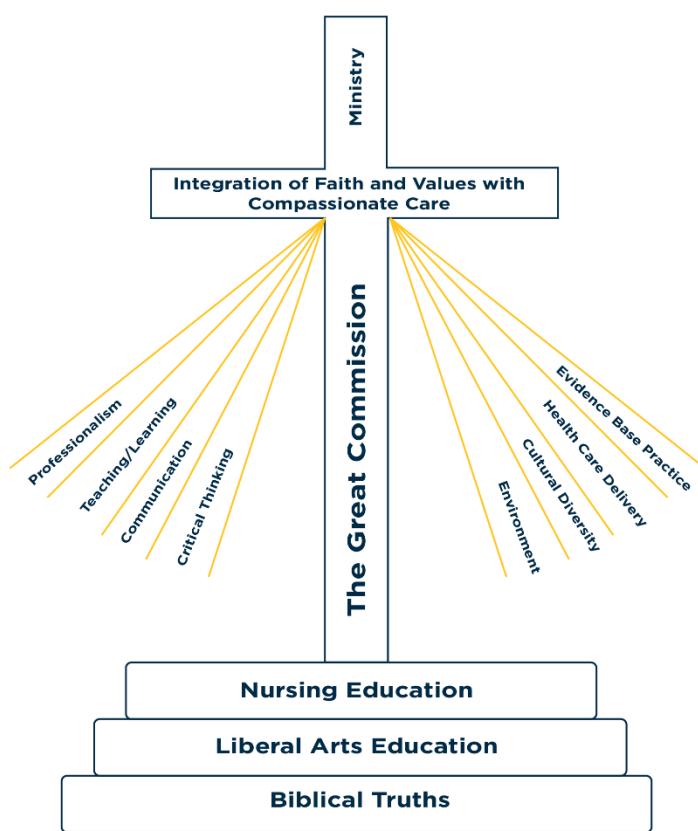
Nursing Performance Competency Standards

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 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.

Nursing Performance Critical Competencies		
Concept	Level I Competency-Junior Nursing Student	Level II Competency-Senior Nursing Student
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

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 professional nurse is accountable for professional standards in the practice of nursing published in the *American Nurses' Association (ANA) Code of Ethics for Nurses with Interpretive Statements (2015).*

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*.

Board of Nursing Approval and Program Accreditation

Truett McConnell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Truett McConnell University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Truett McConnell University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

TMU RSSON BSN program received initial approval from the Georgia Board of Nursing on July 19, 2012, and has been granted full approval.

The baccalaureate degree in nursing program at Truett McConnell University is accredited by the Commission on Collegiate Nursing Education http://www.ccneaccreditation.org.

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F: 202.887.8476
http://www.aacnnursing.org/ccne-accreditation

Section III
The Baccalaureate of Science in Nursing Program

Overview of the BSN 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 the National Council Licensure Examination-RN (NCLEX-RN®) to become a Registered Nurse.

BSN Program Outcomes

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.

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.

The RSSON Baccalaureate of Science in Nursing program prepares the graduate to:

- **Program Outcome 1:** Provide ethical, culturally sensitive, compassionate, safe and holistic evidence based nursing care for individuals, families and communities throughout the life span based on a synthesis of knowledge from the humanities, and natural, behavioral and social sciences.
- **Program Outcome 2:** Apply knowledge of the health care system to improve nursing practice and health care delivery using analysis and application of clinical reasoning and current evidence based practice to enhance the provision of patient, family, and community-centered care.
- **Program Outcome 3:** Demonstrate advocacy through altruism, recognizing the patient or significant other as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs, leading to improved health services for clients and for society.
- **Program Outcome 4:** Engage in effective communication in personal, professional, and electronic interactions that supports decision-making, promotes collaboration, mitigates errors, and models the role of the professional Christian nurse while demonstrating respect for patient's preferences, values, and needs.
- **Program Outcome 5:** Demonstrate leadership of professional nursing with local, national, and global communities involving vulnerable populations from a biblical perspective.
- **Program Outcome 6:** Engage in a lifelong commitment to learning through a recognition and pursuit of spiritual, personal and professional goals and values within a Christian worldview.
- **Program Outcome 7:** Model the transformation from student nurse to graduate/professional nurse, by integrating the principles of the Great Commission, through reflective practice, servanthood, and God's calling on the personal, spiritual and professional life.

Program Outcome 1: Provide ethical, culturally sensitive, compassionate, safe and holistic evidence-based nursing care for individuals, families and communities throughout the life span based on a synthesis of knowledge from the humanities, and natural, behavioral and social sciences. *Ephesians 4:2-5 (ESV) With all humility and gentleness, with patience, bearing with one another in love, eager to maintain the unity of the Spirit in the bond of peace. There is one body and one Spirit—just as you were called to the one hope that belongs to your call—one Lord, one faith, one baptism…*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will:	The student will:	The student will:	The student will:
Integrate theoretical and empirical knowledge from the humanities, and natural, behavioral and social sciences into nursing. (PO1/S1/SLO1) Identify the roles of the nurse including educator, clinician, leader, researcher, mentor, and advocate. (PO1/S1/SLO2) Identify the historical context of nursing. (PO1/S1/SLO3) Use clinical reasoning, decision-making, and problem solving in providing holistic care to well adults. (PO1/S1/SLO4) Define critical thinking and the essential relationship to nursing. (PO1/S1/SLO5) Identify more than one solution when solving a problem. (PO1/S1/SLO6) Identify objective and subjective data and understand differing interpretations. (PO1/S1/SLO7)	Apply theoretical and empirical knowledge from the humanities, behavioral, social sciences and nursing practice in the nursing care of adults with physiological and psychological changes. (PO1/S2/SLO1) Demonstrate the roles of the nurse as an educator, clinician, mentor, and advocate in clinical setting with adults, children and families. (PO1/S2/SLO2) Apply clinical reasoning, decision making and problem solving in providing holistic care to adults, children, families, and communities. (PO1/S2/SLO3) Investigate various alternatives to healthcare needs when addressing a patient concern, utilizing therapeutic communication practices. (PO1/S2/SLO4) Demonstrate caring concepts and an awareness of cultural influences in nursing practice. (PO1/S2/SLO5)	Analyzes theoretical and empirical knowledge from the humanities, behavioral and social sciences and nursing practice in organizing, planning and providing nursing care. (PO1/S3/SLO1) Integrates clinical reasoning & judgment, decision-making, and problem solving in providing nursing care to adults & children, families and communities. (PO1/S3/SLO2) Demonstrates all nursing roles within the context of community health in primary, secondary and tertiary care settings. (PO1/S3/SLO3) Proposes creative solutions to health care needs of populations and evaluates the plan of care. (PO1/S3/SLO4) Demonstrates cultural awareness and sensitivity with inclusion practices when planning care for individuals and groups with psychosocial, physical or	Synthesize theoretical and empirical knowledge from the humanities, behavioral, social and natural sciences and nursing practice in organizing, planning and providing nursing care. (PO1/S4/SLO1) Analyze care of individuals and groups with complex health care needs in the acute-care and community setting while integrating critical thinking skills. (PO1/S4/SLO2) Synthesize nursing roles into the care of individuals with complex health care needs. (PO1/S4/SLO3) Analyze solutions to address individual needs identified in the clinical environment in collaboration with the nursing staff. (PO1/S4/SLO4) Analyze the impact of cultural awareness and cultural sensitivity and barriers that exist in providing nursing care with the ability to implement

Relate self-awareness to cultural influences on assessment and health promotion. (PO1/S1/SLO8) Demonstrate assessment knowledge and skills for well adults and children in the skills laboratory setting. (PO1/S1/SLO9) Apply knowledge and skills of assessment with adults, children, families, and communities in a secondary and tertiary setting. (PO1/S1/SLO10) Use the components of the nursing process in the care of well adults. (PO1/S1/SLO11) Identify the components of collaboration as critical to holistic care. (PO1/S1/SLO12) Demonstrate cultural awareness and sensitivity for the completion of the health history, assessment, and therapeutic communication while addressing psychosocial, physical, and mental health needs of individuals. (PO1/S1/SLO13)	Apply the nursing process to sick adults, children, and families. (PO1/S2/SLO6) Demonstrate use of the nursing process in identifying all care components. (PO1/S2/SLO7) Demonstrate physiologic and psychosocial components of nursing practice with hospitalized adults, children, and families. (PO1/S2/SLO8) Demonstrate skills in collaboration with at least one other health care professional. (PO1/S2/SLO9)	mental health needs. (PO1/S3/SLO5) Integrates the nursing process when planning care for children, adults, families, and groups in the community setting. (PO1/S3/SLO6) Demonstrates physiologic and psychosocial components of nursing practice with well and chronically ill adults, children, and families in the acute-care and community setting. (PO1/S3/SLO7) Demonstrates inter-professional collaboration with multiple health care providers. (PO1/S3/SLO8)	plans of care accordingly. (PO1/S4/SLO5) Synthesize the components of the nursing process with individuals who have complex health care needs. (PO1/S4/SLO6) Evaluate and revises nursing care plans utilizing evidenced-based practice models. (PO1/S4/SLO7) Analyze physiologic and psychosocial components of nursing practice with well and chronically ill adults, children, and families who have complex health care needs in the acute-care and community setting. (PO1/S4/SLO8) Analyze the impact of inter-professional collaboration with multiple health care providers on the individual plan of care and expected outcomes. (PO1/S4/SLO9)

Program Outcome 2: Apply knowledge of the health care system to improve nursing practice and health care delivery using analysis and application of clinical reasoning and current evidence-based practice to enhance the provision of patient, family, and community-centered care. *Proverbs 1:2-5 (ESV) To know wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity; to give prudence to the simple, knowledge and discretion to the youth--Let the wise hear and increase in learning, and the one who understands obtain guidance..."*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will:	**The student will:**	**The student will:**	**The student will:**
Identify the role of the nurse as an educator, clinician, leader, researcher, mentor, and advocate and the influence of the nurse's role within the health care system. (PO2/S1/SLO1)	Demonstrate the role of the nurse as an educator, clinician, and advocate in the health care system. (PO2/S2/SLO1)	Analyze research methodology to improve the health of individuals, families, groups and communities. (PO2/S3/SLO1)	Appraise research methodology to evaluate and improve the health of individuals, families, groups, and communities. (PO2/S4/SLO1)
Identify current and emerging trends in nursing and the historical context of these issues. (PO2/S1/SLO2)	Apply current and emerging trends in nursing and evidenced-based practice in the care of children, individuals, and families in the clinical practice setting. (PO2/S2/SLO2)	Analyze epidemiological techniques to evaluate the health of a community. (PO2/S3/SLO2)	Compare epidemiological techniques and data to evaluate health outcomes of individuals. (PO2/S4/SLO2)
Identify strategies for developing a culture of safety and competency while incorporating the nursing process, health assessment, documentation, and information technology. (PO2/S1/SLO3)	Apply the integration of nursing science and information science in nursing informatics. (PO2/S2/SLO3)	Analyze health care models in the US and other countries and the impact on individual and system-based health care delivery. (PO2/S3/SLO3)	Evaluate health care needs of a community or clinical practice site. (PO2/S4/SLO3)
Identify the legal, ethical and practice standards for nursing. (PO2/S1/SLO4)	Apply the principles of nursing informatics to identify needs of individuals in the health care system. (PO2/S2/SLO4)	Analyze the health care needs of individuals, families, groups and communities. (PO2/S3/SLO4)	Appraise the art of caring and support patient-centered care in a technologically dependent healthcare system. (PO2/S5/SLO4)
Identify factors that affect the health care delivery system. (PO2/S1/SLO5)	Demonstrate principles of healthcare information privacy with the integration of informatics, communication, and patient care support systems in the utilization of the electronic health record. (PO2/S2/SLO5)	Analyze legal, ethical, and practice standards for nursing care related to the clinical practice setting. (PO2/S3/SLO5)	Appraise health care systems to improve the delivery of health care to individuals, families, groups, and communities. (PO2/S6/SLO5)
Use indicators of health and wellness in the care of well adults. (PO2/S1/SLO6)		Compares the health care delivery policies and their impact on access to health care and health outcomes. (PO2/S3/SLO6)	
Use evidence-based practice and research methodology to improve the health of well adults. (PO2/S1/SLO7)	Apply legal, ethical and practice standards for nursing care related to the clinical practice setting. (PO2/S2/SLO6)	Propose interventions to address a health care need identified within the community. (PO2/S3/SLO7)	

	Apply research methodology to improving the health of individuals, families or groups. (PO2/S2/SLO7)		

Program Outcome 3: Demonstrate advocacy through altruism, recognizing the patient or significant other as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs, leading to improved health services for clients and for society. *Matthew 25:34-40 (ESV) Then the King will say to those on his right, 'Come, you who are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.' Then the righteous will answer him, saying, 'Lord, when did we see you hungry and feed you, or thirsty and give you drink? And when did we see you a stranger and welcome you, or naked and clothed you? And when did we see you sick or in prison and visit you? And the King will answer them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.'*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will: Recognize the concept of advocacy as part of the holistic approach to patient care with well adults. (PO3/S1/SLO1) Identify health care issues in current events and the importance of client advocacy. (PO3/S1/SLO2) Recognize the role of the nurse advocate and promotion of health care practice to improve health outcomes for individuals, families, and communities. (PO3, S1, SLO3) Recognize the importance of self-awareness and self-management in	**The student will:** Demonstrate the role of advocate in care of family, children, groups, and communities in a variety of settings. (PO3/S2/SLO1)	**The student will:** Examine the role of the nurse advocate in the care of the individual, children, family, and community groups in a variety of settings. (PO3/S3/SLO1) Analyze nursing research to identify the factors that create barriers to overall health and wellness. (PO3/S3/SLO2) Propose and evaluate implementation of strategies to improve the health of adults, children, families, and communities. (PO3/S3/SLO3)	**The student will:** Participate in activities to improve health care services. (PO3/S4/SLO1) Analyze the role of the nurse in the development of health care policies leading to improved health care services for clients and society. (PO3/S4/SLO2) Appraise the role of the nurse advocate for policy changes that promote health for individuals, families and groups. (PO3, S4, SLO3) Assess health care policies and issues in practice and

			within the global
professional interactions while providing competent care. (PO3, S1, SLO4)			community. (PO3/S4/SLO4)

Program Outcome 4: Engage in effective communication in personal, professional, and electronic interactions that supports decision-making, promotes collaboration, mitigates errors, and models the role of the professional Christian nurse while demonstrating respect for patient's preferences, values, and needs. *Psalm 19:14 "Let the words of my mouth and the meditation of my heart be acceptable in your sight, oh Lord, my rock and my Redeemer."*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will: Identify therapeutic communication skills in the patient interview, health history, and physical assessment. (PO4/S1/SLO1) Recognize effective communication with peers, faculty and small groups. (PO4/S1/SLO2) Identify a variety of written and verbal communication strategies to glean accurate information from patients/clients. (PO4/S1/SLO3) Identify the Christian worldview as it applies to interactions with patients, families, communities, and the health care team. (PO4/S1/SLO4) Discuss how personal faith and values are integrated in compassionate care for a nursing ministry. (PO4/S1/SLO5)	**The student will:** Apply effective communication practices with individuals, families and members of the interdisciplinary health care team. (PO4/S2/SLO1) Demonstrate therapeutic communication skills in case-based scenarios, simulation, and clinical experiences. (PO4/S2/SLO2) Use appropriate technology for obtaining and presenting health information with value of individual privacy. (PO4/S2/SLO3) Demonstrate appropriate communications skills during patient interactions in the acute care setting. (PO4/S2/SLO3)	**The student will:** Analyze therapeutic communication skills in practice with individuals, families, groups, and communities in a variety of clinical environments. (PO4/S3/SLO1) Differentiate therapeutic and non-therapeutic communication strategies individuals, families and members of the interdisciplinary health care team. (PO4/S3/SLO2) Constructs a research paper, which demonstrates use of competent writing skills utilizing the expected expectations and format. (PO4/S3/SLO3) Examine communications skills in the use of technology for improving patient care and presenting relevant information. (PO4/S3/SLO4) Appraise personal reflection of Christian faith and values while	**The student will:** Evaluates the use of therapeutic communication techniques that create positive outcomes for the nurse as a leader. (PO4/S4/SLO1) Analyze communication skills in the process of prioritization and delegation of nursing care. (PO4/S4/SLO2) Evaluate effective communication with individuals, families, groups, and communities in a variety of clinical environments. (PO4/S4/SLO3) Evaluate effective communication with members of the interdisciplinary health care team that promotes positive health outcomes. (PO4/S4/SLO4) Compose Capstone Project with the appropriate use of

		communicating with patients, families, and the interdisciplinary healthcare team in a supportive and holistic manner. (PO4/S3/SLO5)	competent writing and communication skills, reflective practice, integration of compassionate care, and Christian faith and values utilizing the course expectations and format. (PO4/S4/SLO5) Synthesize a variety of technological methods for improving patient care and presenting relevant information. (PO4/S4/SLO6)

Program Outcome 5: Demonstrate leadership of professional nursing with local, national, and global communities involving vulnerable populations from a biblical perspective. *Philippians 2:1-4 "Therefore if you have any encouragement from being united with Christ, if any comfort from his love, if any common sharing in the Spirit, if any tenderness and compassion then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind. Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of to the interests of others (NIV).*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will: Describe basic concepts of leadership (delegation, priority setting, and problem solving) when caring for well adults. (PO5/S1/SLO1) Identify the leadership role of the nurse in advocacy and health care policy. (PO5/S1/SLO2)	**The student will:** Apply concepts of reflective practice and conflict resolution to the clinical practice arena. (PO5/S2/SLO1) Demonstrate the role of an effective team member of the interdisciplinary care team. (PO5/S2/SLO2) Identify the role of nursing within the local, national, and global community by participating in medical	**The student will:** Analyze therapeutic goals for providing quality care in collaboration with individuals, families and groups. (PO5/S3/SLO1) Analyze concepts of reflective practice and conflict resolution in various practice settings and with differing populations. (PO5/S3/SLO2)	**The student will:** Appraise the role of the nurse leader of nursing in the interdisciplinary team and perform a self-evaluation of preferred leadership styles. (PO5/S4/SLO1) Evaluate the role of the nurse leaders as a change agent within the health

Identify the steps and methods of delegation consistent with the Standards of Practice and the Nurse Practice Act. (PO5/S1/SLO3) Identify nurse leaders in the local community, state and US. (PO5/S1/SLO4) Identify the concept of accountability in patient care practice. (PO5/S1/SLO5) Describe steps in the change process. (PO5/S1/SLO6) Identify the role of leadership in professional nursing practice by role modeling core values with integrity. (PO5/S1/SLO7)	mission trips. (PO5/S2/SLO3) Identify the functions of the nurse leader in leadership and management within the health care setting. (PO5/S2/SLO4) Apply factors that contribute to quality of care in an inpatient and outpatient setting. (PO5/S2/SLO5) Demonstrate the role of accountability by accurately reporting information and preparing for clinical assignments. (PO5/S2/SLO6)	Examine the role of the nurse leader within the student group for selected projects or other guided situations. (PO5/S3/SLO3) Demonstrate effective priority setting and delegation within the clinical arena. (PO5/S3/SLO4) Differentiate the need for change through the use of research findings and application. (PO5/S3/SLO5) Applies the principles of accountability in the care of families, groups and with the community. (PO5/S3/SLO6)	care environment. (PO5/S4/SLO2) Assess human, fiscal, and material resources required for the provision of care. (PO5/S4/SLO3) Analyze the factors that impact leadership, motivation, delegation, and prioritization within the health care team. (PO5/S4/SLO4) Appraise the role of coaching, mentoring and staff development and the relationship to effective leadership. (PO5/S4/SLO5) Evaluate leadership theories and concepts with the applicability to nursing practice. (PO5/S4/SLO6) Construct a personal and professional leadership plan as a component of the Professional Portfolio to enhance professional practice. (PO5/S4/SLO7) Analyze the nurse's role as a leader in community outreach in both the domestic and global community. (PO5/S4/SLO8) Synthesize the concept of accountability into professional practice with groups of patients. (PO5/S4/SLO9)

Program Outcome 6: Engage in a lifelong commitment to learning through a recognition and pursuit of spiritual, personal and professional goals and values within a Christian worldview. *2 Timothy 3:16-17 (HCSB) "All scripture is inspired by God and is profitable for teaching, for rebuking, for correcting, for training in righteousness, so that the man of God may be complete, equipped for every good work."*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will: Identify personal strengths, limitations, and values consistent with lifelong learning and pursuit of spiritual, personal and professional growth. (PO6/S1/SLO1) Recognize the importance of self-reflection of spiritual, personal, and professional values through education and scholarship. (PO6/S1/SLO2) Identify a commitment to health promotion in the care of well adults in the health care setting. Identify the use of technology to enhance evidence-based nursing practices. (PO6/S1/SLO3) Identify the purpose and components of life-long learning in the profession of nursing. (PO6/S1/SLO4)	**The student will:** Demonstrate compassionate, evidence-based nursing care grounded in spiritual, personal, and professional values within the care of the individual, families, and groups. (PO6/S2/SLO1) Apply health promotion techniques in the care of vulnerable populations at the individual level. (PO6/S2/SLO2) Recognize the professional commitment to the pursuit of spiritual, personal and professional nursing practice and scholarship. (PO6/S2/SLO3)	**The student will:** Compare various methods for nursing research and scholarship to enhance professional and personal growth. (PO6/S3/SLO1) Analyze nursing research and compare to current nursing practice and healthcare trends. (PO6/S3/SLO2) Examine effective teaching strategies within the community health environment while respecting client and family preferences. (PO6/S3/SLO3) Appraise nursing research and current trends in emerging health care issues. (PO6/S3/SLO4) Examine principles of research and effective scholarship with research assignment. (PO6/S3/SLO5)	**The student will:** Evaluate effective teamwork, collaboration, leadership principles, delegation, and prioritization within a clinical setting. (PO6/S4/SLO1) Construct personal and professional goals related to life-long learning, incorporating the Christian worldview as a component of the Professional Portfolio. (PO6/S4/SLO2) Evaluate methods for effective teaching and learning within the clinical arena. (PO6/S4/SLO3) Assumes responsibility to maintain current knowledge in spiritual, personal, professional values by articulating a plan for lifelong learning. (PO6/S4/SLO4)

Program Objective 7: Model the transformation from student nurse to graduate/professional nurse, by integrating the principles of the Great Commission, through reflective practice, servanthood, and God's calling on the personal, spiritual and professional life. *Romans 12:1-2 (NKJV) "I beseech you therefore, brethren, by the mercies of God, that you present your bodies a living sacrifice, holy, acceptable to God, which is your reasonable service. And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God."*

Junior	Year	Senior	Year
Semester I	Semester II	Semester III	Semester IV
The student will: Identify the role of leadership in professional nursing practice by role modeling core values with integrity (PO7/S1/SLO1)	**The student will:** Integrate therapeutic communication skills for the benefit of transitioning learned skills and behaviors into the calling of service in the clinical environment (PO7/S2/SLO1**)**	**The student will:** Analyze the role of the nurse in the child/family dynamic in an acute care setting and integrate faith and reflective practice (PO7/S3/SLO1)	**The student will:** Construct personal and professional goals, related to life-long learning, incorporating the Christian worldview as a component of the Professional Portfolio. (PO7/S4/SLO1) Appraise the role of coaching, mentoring, and staff development and the relationship in effective leadership. (PO7/S4/SLO2)

BSN Program of Study

Freshmen Level Spring Semester_____

NU 100 Nursing Discipleship I, 0   0 Hours

Sophomore Level Fall Semester_____

NU 200 Nursing Discipleship II , 0   0 Hours

Sophomore Level Spring Semester_____

NU 250 Introduction to Professional Nursing, 3   3 Hours

Junior Level Fall Semester_____

NU 305, Health Assessment, 4

NU 310, Nursing Fundamentals** 5

NU 335, Pathophysiology & Pharmacology I, 4

NU 360, Mental Health Nursing** 4   17 hours

Junior Level Spring Semester_____

NU 345, Pathophysiology & Pharmacology II, 4

NU 350, Maternal Health Nursing** 4

NU 370, Adult Health Nursing I** 6

                                         15 Hours

Senior Level Fall Semester_____

NU 410, EBP & Nursing Research, 3

NU 452 Pediatric Health Nursing** 4

NU 470, Adult Health Nursing II** 6   13-15 Hours

NU 460 Gerontologic Nursing, 2 **Elective**

Senior Level Spring Semester_____

NU 430, Vulnerable Population & Global Health Nursing** 4

NU 440, Leadership in Nursing Practice** 5

NU 480, Senior Seminar and Nursing Capstone** 4   13-15 Hours

NU 490, Critical Care Nursing, 2 **Elective**

Total Nursing Hours 60-64   Total BSN Hours   123-130

NOTE: Nursing students may need greater than 4 semesters to complete pre-requisites prior to entering the Junior level nursing courses and the nursing program in the fall semester.

** Denotes 144-180 Clinical, Lab, Simulation, and /or Practicum Hours each semester for a total of 648 clinical hours for the BSN Program.

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 RSSON Simulation Education Center, 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.

NU 100 NURSING DISCIPLESHIP I
Credit: 0 Semester hours
Prerequisite/Corequisite: TM 100; Pre-Nursing Major

The course will provide an introduction to Christian discipleship and professional mentorship at TMU for pre-nursing students while establishing supportive faculty and student collegial relationships. Emphasis will be placed upon spiritual growth and development as well as living out the Christian life in the university environment. Areas include financial stewardship, success strategies, orientation to campus life, and the utilization of physical resources at TMU. Additionally, the development of Christ-honoring study skills and time management will be introduced in this course. This course will incorporate aspects of living out your calling within the profession of nursing. This course is designed for freshmen level students and will augment the freshmen course, TM 100.

NU 200 NURSING DISCIPLESHIP II
Credit: 0 Semester hours
Prerequisite: TM 100 (can be taken concurrently) or NU 100; Pre-Nursing Major

The course will provide a sequential course for Christian discipleship and professional mentorship at TMU for pre-nursing students while establishing supportive faculty and student collegial relationships. Emphasis will be placed upon spiritual growth and development as well as living out the Christian life in the university environment. Pursuant of spiritual, personal, and professional calling will be sought through seeking Biblical truths, professional integrity, and the pursuit of God's standard of success. Additionally, further development of Christ-honoring study skills and time management skills will be continued in this course. This course will incorporate aspects of living out your calling within the profession of nursing while also participating with upper level nursing students in campus and community outreach. This course is designed for sophomore level students and will augment the introductory courses TM 100 and NU 100

NU 250 INTRODUCTION TO PROFESSIONAL NURSING
Credit: 3 Semester hours
Prerequisite: Pre-Nursing major with eligibility for enrollment/conditional admission into the Nursing Program.
Co-requisite: None

An introductory course to the foundations of professional nursing practice. Nursing students are introduced to concepts of professional nursing such as professionalism, critical thinking, ethics in healthcare, QSEN standards, Scope of Practice, cultural diversity, nursing process, medical terminology, and medication math. Course includes an introduction to APA

writing style and use of library resources for evidence-based research in healthcare. The student will begin to develop an understanding of the role of the professional nurse through a Christian worldview. This course will provide a foundation for future nursing courses. This is a required course for entry into the nursing program; however, students must also complete the pre-requisite core courses and meet all admission requirements for nursing in order to continue in the RSSON BSN Program. Prerequisite: Acceptance to the TMU RSSON BSN program.

NU 305 HEALTH ASSESSMENT
Credit: 4 Semester hours (3 didactic credit hours and 1 clinical credit hour, requires 36 clinical hours)
Prerequisites: Completion of All Liberal Arts Courses, NU 250 and admission into the Nursing Program
Co-requisites: NU 310, NU 335, and 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. Requires a $150.00 instructional technology fee and a $50.00 practicum fee.

NU 306 HEALTH ASSESSMENT
Credit: 3 Semester hours (2 didactic credit hours and 1 clinical credit hour, requires 36 clinical hours)
Prerequisite: Completion of Application for Special Student Status at TMU and Georgia RN Licensure

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. Requires a $50.00 practicum fee.

NU 310 NURSING FUNDAMENTALS

Credit: 5 Semester hours (3 didactic credit hours and 2 clinical credit hours, requires 72 clinical hours)
Prerequisites: Completion of ALL Liberal Arts Courses, NU 250 and admission into the Nursing Program
Co-requisites: NU 305, NU 335, and 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 $150.00 instructional technology fee and a $50.00 practicum fee.

NU 335 PATHOPHYSIOLOGY & PHARMACOLOGY I

Credit: Semester hours (4 didactic credit hours)
Prerequisites: Completion of All Liberal Arts Courses, NU250 and admission into the Nursing Program
Co-requisites: NU 305, NU 310, and 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. Requires a $150.00 instructional technology fee.

NU 345 PATHOPHYSIOLOGY & PHARMACOLOGY II
Credit: 4 Semester hours (4 didactic credit hours)
Prerequisites: NU 250, NU 305, NU 310, NU 335, NU 360
 Co-requisite: NU 350, NU 370, and 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. Requires a $150.00 instructional technology fee.

NU 350 MATERNAL HEALTH NURSING
Credit: 4 Semester hours (2 didactic credit hours and 2 clinical credit hours, requires 72 clinical hours)
Prerequisites: Successful completion of NU 250, NU 305, NU 310, NU 335, NU 360
Co-requisites: NU 345, NU 370, and 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 $150.00 instructional technology fee and a $50.00 practicum fee

NU 360 MENTAL HEALTH NURSING

Credit: 4 Semester hours (2 didactic credit hours and 2 clinical credit hours, requires 72 clinical hours)
Prerequisites: Successful completion of NU250 and admission into the Nursing Program
Co-requisites: NU 305, NU 310, and 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 $150.00 instructional technology fee and a $50.00 practicum fee.

NU 370 ADULT HEALTH NURSING I

Credit: 6 Semester hours (4 didactic credit hours and 2 clinical credit hours, requires 72 clinical hours)
Prerequisites: Successful completion of NU 250, NU 305, NU 310, NU 335, NU 360
Co-requisites: NU 345, NU 350, and NU 375

This course 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 $150.00 instructional technology fee and a $50.00 practicum fee.

NU 399 Special Topics in Nursing
Credit: 1 - 3 Semester Hours
Prerequisite: None
Corequisite: 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 (2 didactic credit hours and 1 credit hour of faculty-guided research)
Prerequisites: Successful completion of NU 300 level courses.
Co-requisites: NU 452, NU 470, and NU 460 (Elective)

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. Requires a $200 instructional technology fee.

NU 430 VULNERABLE POPULATIONS & GLOBAL HEALTH NURSING
Credit: 4 Semester hours (2 didactic credit hours and 2 clinical credit hours, requires 72 clinical hours)
Prerequisite: Successful completion of NU 300 level courses, NU 410, NU 452, and NU 470.
Co-requisite: NU 440, NU 480, and NU 490 (Elective)

This course will focus on the care of populations and the provision of care for persons, groups, communities, and populations. Students apply their nursing education, skills, and knowledge from a Christian Worldview. It will provide the student with a broad introduction to programs, systems and policies affecting global health. Students will explore facets of the global health care delivery system, health care economics and the political process and its impact on the health of individuals and populations. A variety of clinical settings are utilized to allow students to apply the knowledge of the classroom to the community around them covering the life spans from children to older adults. Requires a $200.00 instructional technology fee and a $50.00 practicum fee.

NU 440 LEADERSHIP IN NURSING PRACTICE
Credit: 5 Semester hours (2 didactic credit hours and 3 clinical credit hours, requires 108 clinical hours)
Prerequisite: Successful completion of NU 300 level courses, NU 410, NU 452, and NU 470.
Co-requisite: NU 430, NU 480, and NU 490 (Elective)

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 $200.00 instructional technology fee and a $50.00 practicum fee.

NU 452 PEDIATRIC HEALTH NURSING
Credit: 5 Semester Hours (2 didactic credit hours and 3 clinical credit hours, requires 72 clinical hours)
Prerequisite: Successful completion of NU 300 level courses.
Co-requisite: NU 410, NU 470, and NU 460 (Elective)

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 $200.00 instructional technology fee and a $50.00 practicum fee.

NU 460 GERONTOLOGIC NURSING
Credit: 2 Semester Hours (2 didactic credit hours)
Prerequisite: Successful completion of NU 300 level courses and RSSON eligibility for Elective courses.
Co-requisite: NU 410, NU 452, and 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. Requires a $200.00 instructional technology fee.

NU 470 ADULT HEALTH NURSING II
Credit: 6 Semester hours (4 didactic credit hours and 2 clinical credit hours, requires 72 clinical hours)
Prerequisite: Successful completion of NU 300 level courses.
Co-requisite: NU 410, NU 452, and NU 460 (Elective)

Adult Health Nursing II is the second 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 $200.00 instructional technology fee and a $50.00 practicum fee.

NU 480 SENIOR SEMINAR AND NURSING CAPSTONE
Credit: 4 Semester hours (3 didactic credit hours and 1 credit hour faculty-guided research and capstone project).
Prerequisite: Successful completion of NU 300 level courses, NU 410, NU 452, and NU 470.
Co-requisite: NU 430, NU 440 and NU 490 (Elective)

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. Requires a $500.00 instructional technology fee and a $50.00 practicum fee.

NU 490 CRITICAL CARE NURSING (ELECTIVE)
Credit: 2 Semester Hours (2 didactic credit hours)

Prerequisite: Successful completion of NU 300 level courses and RSSON eligibility for Elective courses.
Co-requisite: NU 430, NU 440, and 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. Requires a $200.00 instructional technology fee.

Section IV
BSN Degree Requirements and Graduation

Nursing Awards

During the pinning ceremony, nursing students who have demonstrated outstanding achievement within the nursing program will be honored with a distinguished award. Nursing faculty will nominate students who have demonstrated outstanding achievement and Christian leadership in the nursing program. The awards and an explanation of each are as follows:

Servant Leadership Award

This award is presented to a senior nursing student 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: Junior and Senior

This award is bestowed upon one junior and one 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.

Toni O. Barnett 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.

Florence Nightingale Clinical Excellence 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. The student exemplifies excellence within the Nursing Major while meeting life and educational challenges with dignity, respect, and with a Christian worldview.

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. RSSON Dress Code is required.**

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 Chair of Nursing. **All junior and senior nursing students are required to attend. RSSON Dress Code is required.**

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 caps 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.

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/georgia-board-nursing 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 Chair 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.

Nursing Faculty and Staff

Faculty

Heather Ayers DNP, APRN, CPNP-PC	Chair of Nursing Associate Professor	706.865.2134 x 6000	hayers@truett.edu
Lisa LaPree DNP, MSN, RN	Associate Professor Simulation Lab Coordinator	706.865.2134 x 6005	llapree@truett.edu
Kelly Edwards MSN, RN	Associate Professor	706.865.2134 x 6004	kedwards@truett.edu
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Macy Slate MSN, RN	Assistant Professor	706.865.2134 x 6009	mslate@truett.edu

Staff/Clinical

Harriet Dollar	ACEMAPP/Lab Coordinator	706.865.2134 x 6008	hdollar@truett.edu
Estine Uys	Administrative Assistant	706.865.2134 x 6001	euys@truett.edu

Section V
Academic Standards Policies & Procedure

The admission process requires an application to and acceptance from TMU prior to applying to the Rielin and Salmen School of Nursing (RSSON). Transfer students must meet the admission requirements of TMU and provide official transcripts from all previously attended institutions, including prior nursing education and other supporting documentation as requested.

Applicants who have attended another upper-level nursing education program are required to disclose on the nursing application, and to submit a letter of eligibility from the director of the previous nursing program. Failure to disclose this information may lead to dismissal, even after enrollment, from the TMU BSN program. Transfer students who have been dismissed from another nursing education program are ineligible for admission to the BSN program.

Students must have a minimum overall GPA of 3.0, calculated by RSSON as indicated on the following conversion scale. Applicants must have a C or better in all pre-requisite courses at the time of application.

RSSON Grading Scale	
Grade	**Grading Scale**
A	90-100
B	80-89.99
C	75 – 79.99
D	60-74.99
F	0-59.99

Applicants must meet the expected HESI A2 entrance cumulative score of 78 or above as an admission requirement for entry into the BSN program. Provisional acceptance considered for HESI A2 scores of 75-78 pending completion of required remediation. Maximum of 2 attempts in one calendar year. Refer to the HESI A2 Admission Assessment Policy for further explanation.

BSN Sophomore level nursing course, NU 250, Introduction to Nursing, is required Spring semester after provisional acceptance and prior to Fall entry. Successful completion of this course is required as part of the provisional acceptance with completion of all RSSON prerequisites for Fall entry into the BSN program but does not guarantee continued progression in the BSN program.

Specific health requirements outlined by the RSSON are required to meet the stipulations of the clinical site partnerships utilized in the BSN program.

Application Process:

If you are a current TMU student and wish to apply to the School of Nursing, follow the steps below.

STEP 1: Submit the following items to the TMU School of Nursing:

- A completed and signed School of Nursing Application form (download and print).
- A $25 non-refundable application fee
- A two-page biographical sketch, which is a personal account discussing significant events and influences that have affected your life.
- A one-page typed paper explaining your answers to the following questions:
  - Why do you want to be a registered nurse?
  - Why did you choose the BSN program at Truett McConnell University?
- Submit three BSN Program References

Applicants must submit three references from qualified people to give pertinent information about you. Please do not include a relative. The reference must be someone who has known you for more than one year. References must be received prior to the posted deadline.

Submit in person or mail to: Truett McConnell University, Rielin & Salmen School of Nursing, 100 Alumni Drive Cleveland, GA 30528.

STEP 2: Complete the HESI A2 Admission Assessment Examination

- Refer to the HESI A2 Admission Assessment Policy at https://truett.edu/academics/schools/nursing/admissions-to-school-of-nursing/hesi-a2-admission-assessment-policy/
- Students will receive a score for each content exam as well as a composite score. Students must score a minimum of 78% on the composite score, including the math, reading comprehension, vocabulary and general knowledge, and science content examinations for consideration of admission into RSSON. Each exam requires a grade of 78% or better on each individual examination to receive priority admission. Provisional acceptance considered for HESI A2 scores of 75-78 pending completion of required remediation. Maximum of 2 attempts in one calendar year. Refer to the HESI A2 Admission Assessment Policy for further explanation.
- HESI A2 examination dates will be offered yearly during the spring semester and at the discretion of the nursing faculty.
- Your completed application packet must be received in the RSSON office no later than September 1 of the previous anticipated entry year. RSSON is not responsible for delays with postal services. Late applications will not be accepted.

Submit in person or mail to: Truett McConnell University, Rielin & Salmen School of Nursing, 100 Alumni Drive Cleveland, GA 30528.

An interview will be conducted with each student after the application has been reviewed and considered complete. You will be contacted with a date and time for your interview. Applicants are encouraged to wear appropriate attire for an interview.

After you have been accepted into the nursing program and have received your Letter of Acceptance into the RSSON, the following must be completed prior to the beginning of classes and clinical:

- Clinical documentations
- CPR: Certification in Cardiopulmonary Resuscitation from the American Heart Association (AHA

- Health Examination Form with current immunization history
- Driver's license and proof of auto insurance
- Proof of health insurance
- Annual malpractice/liability insurance
- Background Check and Drug Screen

Disclaimers: According to our clinical site agreements with the hospitals and other sites, a background check and drug screening is required prior to your first clinical experience. Failure of either the background check or drug screening may result in immediate dismissal from the nursing program. A minimum age of 18 years of age is required prior to beginning clinical experiences.

The policy for TMU and the RSSON in the admission of students, hiring of employees, or the operation of any program or activity, is not to discriminate basis of the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Acceptance in and/or Program completion of the Martha Rielin and Elizabeth Salmen School of Nursing does not guarantee licensure.

Academic Progression and Evaluation Standards

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 academic progression by meeting the following criteria:

- Successful completion of required nursing courses as defined by a grade of 75 or better must be completed sequentially to satisfy pre-requisites for other nursing courses.
- An average of all exams must be equivalent to a grade of 75 or greater prior to adding additional course requirements for the overall course grade. Failure to do so will result in failure of the course.
- A course grade must be equivalent to a numeric grade of 75 or greater or failure to do so will result in failure of the course with a requirement to repeat the course for academic credit and program progression.
- If a student fails more than 1 course, this will result in dismissal from the nursing program.
- Demonstrate appropriate communication with patients, peers, faculty, and other health care personnel
- Complete class and clinical 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, etc.

The RSSON faculty is committed to helping students 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 course faculty will initiate a classroom and clinical performance evaluation (if applicable), and if needed 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 and Course Transfer

Advanced placement and course transfer are not an option in the TMU RSSON currently.

Student 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 Chair 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 progressing 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.

RSSON Grading Criteria

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

RSSON Grading Scale	
Grade	Grading Scale
A	90-100
B	80-89.99
C	75 – 79.99
D	60-74.99
F	0-59.99

TMU Grading Schedule	
Grade	Grading Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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 course failure and a requirement to repeat the course for program progression. If the course failure is the second course failure in the nursing program, the result is 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.

RSSON Clinical Grading Rubric

Clinical experience is graded as Proficient (4), Satisfactory (3), Needs Improvement (2), or Unsatisfactory (1).

Proficient = 4

A student who earns a grade of proficient (4):

- Demonstrates proficient competencies in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities
- Consistently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Independently functions using the nursing process with minimal guidance.
- Consistently applies critical thinking when developing a nursing care plan with minimal guidance.
- Consistently applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Continuously engages in self-direction to learning.
- Continuously demonstrates improvement in performance, skills, attitudes and self-directed learning.

Satisfactory = 3

A student who earns a grade of satisfactory = 3:

- Demonstrates satisfactory competence in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities.
- Frequently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Functions satisfactorily using the nursing process with minimal to moderate guidance.
- Frequently applies critical thinking when developing a nursing care plan with moderate guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Occasionally engages in self-direction to learning and seek appropriate assistance.
- Demonstrates improvement in performance, skills, attitudes, and self-directed learning.

Needs Improvement = 2

A student who earns a grade of needs improvement = 2:

- Adequately demonstrates knowledge of professional nursing practice and requires moderate assistance in applying knowledge with skills.
- Safely functions using the nursing process with minimal to moderate guidance.
- Applies critical thinking when developing a nursing care plan with moderate to extensive guidance.

- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills with moderate to extensive assistance.
- Requires some direction in identifying and utilizing learning opportunities.

Unsatisfactory = 1

A student who earns a grade of unsatisfactory = 1:

- Requires extensive guidance for the performance of standard nursing practice, education, research, health policy/public health when caring for individuals, families, local, regional, and global communities.
- Persistently demonstrates gaps and deficiency in knowledge of professional nursing practice and requires constant supervision and assistance in applying knowledge and skills.
- Is frequently unprepared, unable to identify his or her own learning needs, and demonstrates no interest in learning.
- Persistently requires some direction to learning and seek appropriate assistance.

Students must earn a satisfactory or above in the practicum/clinical component of each course. The student who receives an unsatisfactory for the practicum/clinical, will receive a failing grade for the course. Practicum/Clinical grades are either pass or fail. Refer to the Junior and Senior Clinical Performance Evaluation.

Attendance Policy

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 **unexcused** absence. 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. **Refer to Professionalism Rubric**.

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.

Excused and Unexcused Absences

Didactic (Class) Absence:

- Medical Related Illness/Sickness Absence with medical documentation, virtually present = present
- Medical Related Illness/Sickness Absence with medical documentation, not virtually present/absent = excused absence
- Medical Related Illness/Sickness Absence with no medical documentation, virtually present = unexcused absence with professionalism deduction

- Personal/Professional Related Absence, not medical related = unexcused absence with professionalism deduction
- TMU Related Absence, First 2 absences per course are considered = TMU excused absences, after 2nd absence, considered = unexcused absence with professionalism deduction

  - All attempts should be made to attend virtually if possible and will be considered present. (Maximum of 2 absences allowed).

Clinical/Lab/Simulation Absence:

- Medical Related Illness/Sickness Absence with medical documentation = excused absence, requiring clinical make-up at 1:1 ratio
- Medical without documentation and/or Personal clinical absence = unexcused absence, requiring clinical make-up at 2:1 ratio and professionalism deduction
  - **2 Unexcused clinical absences, related to personal and/or medical without documentation, result in clinical failure and course failure.**
- Lack of clinical preparedness (clinical/lab/simulation) and not within RSSON clinical dress code will result in dismissal from clinical and an unexcused absence requiring clinical make-up at 2:1 ratio and Professionalism Grade deduction.
- TMU Related clinical absence = excused clinical absence requiring clinical make-up at 1:1 ratio for first 2 TMU related clinical absences, after 2nd clinical absence, TMU-related clinical absences will be considered excused requiring clinical make-up at 2:1 ratio

Class/Lab/Simulation Tardy:

- Any time after class/lab/simulation start time is considered tardy.
  - Notify professor of anticipated tardy.
  - Professionalism deduction
- 2 clinical tardies equals an unexcused absence for clinical course.

Clinical Tardy:

- Tardy (any time after start time as defined by clinical instructor) without notification to clinical instructor/course coordinator results in unexcused clinical absence.
- Students must be present by 6:45 am or start of shift report/unit huddle report.

Professional Conduct and Civility Policy

Professional Conduct:

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* (ANA, 2025) which guides nursing practice and articulates the moral foundations of nursing. Incivility of any kind will not be tolerated. *Code of Ethics for Nurses* (ANA, 2025) 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.

Covered drinks **only** are allowed in the classroom and lab. Please also discard liquids prior to trash disposal. Food items or snacks must not be distracting from the learning environment and must be discarded appropriately.

Professional etiquette in the nursing classroom is expected which includes but is not limited to:

- Students are expected to behave in a professional manner to all clients, staff, faculty, and other students. This behavior includes mutual courtesy, honesty, ethical actions, and responsible interpersonal communication skills. Behavior that interferes or inhibits learning will be addressed by the SON faculty.
- The faculty may remove a disruptive student at his or her discretion. A student is expected to be ready, responsible and responsive during the classroom experience. Any disruption or unprofessional behavior will be addressed by the SON faculty.
- Electronic devices (including cell phones) may only be used on silent mode, and should only be utilized during breaks, unless the instructor designates otherwise.
- Children or guests will not be allowed in the classroom except in extreme circumstances and with prior permission from the faculty.

RSSON Dress Code:

Appropriate street clothes may be worn for classroom experiences only:

- Modest attire is to be worn; tight fitting clothing or bare midriffs or backs, low necklines, strapless tops, thin-strap tops, and miniskirts are not permitted. **No shorts are permitted.** Skirts/dresses/capris are permitted if **at knee-length or below**.
- Any clothing which exposes a bare midriff, back, chest, or underwear are prohibited.
- Students are to be well groomed, with clean skin, hair, nails, and neat in appearance.
- Clothing should be clean, freshly laundered and with a pleasant odor.
- No pajamas or slippers are permitted.

Failure to comply with the above requirements may result in an unexcused absence and/or a professionalism grade deduction. Repeated violations to RSSON Dress Code may result in a change to dress code.

Students who must attend classroom experiences via online attendance for extenuating circumstances must adhere to RSSON dress code and present in a professional manner (sitting upright at a table and not lying in bed, etc.). Video

camera is expected to be always visualized during lecture and discussion. Students may be required to mute microphone except to pose questions or concerns.

For special occasions (Pinning Ceremony and White Coat Ceremony, etc.), during presentations in class, and off-campus representing the SON, the following attire is required:

- Dresses/Skirts: Modest Dress which includes no bare midriff, back or plunging necklines or any clothing that exposes undergarments. Knee length or maximum 3" above knee. Sleeveless must be at least 3" in width. No spaghetti strap camisole without a cardigan or jacket is allowed.
- Bottoms/Pants: Dress slacks/capris. No denims are permitted.
- Tops/Shirts: At least 3" in shoulder length. No midriff showing.
- Shoes: Dress shoes. No tennis shoes, flip flops, Chaco-like shoes, or slippers are permitted.
- Faculty reserve the right to determine if attire is permissible for special occasions.

Communication Policy:

Communication regarding academics, nursing classes, and/or clinical issues should be communicated via email only. Any type of communication or correspondence between students and faculty should be professionally mannered and mutually respectful.

Communication with Faculty Members: Each faculty member will indicate in the syllabus, available office hours for opportunities to meet with faculty and times available for phone calls, text and/or email. When students communicate with faculty after 5 pm during the week and during weekend hours, faculty members may or may not respond until the next business day. Please reserve 'after hours' communication for emergent purposes only.

No taping of lectures or presentations is permitted without the instructor's consent. All personal electronic devices will be disabled/muted during class time. Personal usage of these devices is prohibited during classroom and clinical activities. The use of computers during class time will be exclusively utilized for appropriate course activities.

 Faculty reserve the right to designate the classroom a "phone-free" zone which will require students to place phones and/or electronic devices in designated areas. Emergency situations should be directed to the faculty person in charge. **During exams and after completion of "collab", all electronic devices will be turned off and placed in a designated area provided by the course coordinator. These include but are not limited to phones, tablets, watches, & any other electronic device.** Students not in compliance may be dismissed and given an unexcused absence.

Civility Policy:

RSSON faculty uphold the professional nursing standards of the ANA Code of Ethics, moral rightness, and the accountability to the calling the Lord has placed on our lives, including honesty, integrity, and the ability and willingness to seek civility in all personal and professional interactions, within the classroom, the practice environment, and all interactions with students, staff, and other faculty. This standard is extended to all practice sites, community outreach, and any experience a student, a staff member, or a faculty member is involved. Any breeches of civility, among faculty, staff, and students, are considered unacceptable, unprofessional, and do not represent the calling upon our lives to serve others in the nursing profession and to love one another as Christ loves the church. Breeches of civility will be

considered as failure to comply with policy and will be referred to RSSON faculty. Any coercion or disclosure of grades is considered uncivil and unprofessional behavior and will not be tolerated in the School of Nursing.

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.

Papers and Projects Assignments: Late submission of assignment will result in a 5-point deduction per day late up to 3 days after the due date. After the 3rd day, the student will receive a "0" on the assignment and an incomplete in the class if not submitted by the end of course.

EAQs: Completion due at the discretion of the faculty. If not completed, the grade will result in zero "0".

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

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 absence**, and provide a written explanation of the absence. The student is responsible for arranging any make-up assignment or examination time with the faculty member responsible for the class or clinical **prior to the absence**. Examinations must be completed within three (3) days of the absence at the discretion of the faculty.

Unexcused absences missed assignments and exams, without permission of the faculty, will result in a grade of '**0**' for the missed assignment or examination. The faculty reserves the right to determine if a student can reschedule the exam or quiz.

If a student is tardy to an examination, being greater than 15 minutes past the beginning of class or the exam has begun, the student may be required to reschedule the examination on an alternate date at the discretion of the faculty and will automatically forfeit 'Collab'.

Academic Integrity Policy

The TMU RSSON expects students to be honest in all 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. Additionally, failure to report any known or suspected violation of academic integrity misconduct constitutes academic integrity misconduct and violation of the Academic Integrity Policy of RSSON.

Nonexclusive examples of academic integrity misconduct include:

- fraud, deceit, or dishonesty in an academic assignment, text, or examination
- use or consultation of unauthorized or inappropriate materials (e.g. notes, books, etc.) on assignments, tests, or examinations
- unauthorized discussion of a test or exam during or after administration
- copying content on an assignment, test or examination for another individual
- obtaining a test or examination or answers to a test or examination before administration of the test or examination
- studying from an old test or examination whose circulation is prohibited by the faculty member.
- use or consultation of unauthorized electronic devices or software (e.g., calculators, cellular phones, computers, tablets, smart watches, etc.) in connection with assignments or during tests or examinations.
- use of paper writing services or paper databases
- permitting another individual to contribute to or complete an assignment, or to contribute to or take a test or examination on the student's behalf
- unauthorized submission of the same or substantially similar work, assignment, test, or exam to fulfill the requirements of more than one course or different requirements within the same course.
- tampering with, disabling, or damaging equipment for testing or evaluation
- use of material produced by another person without acknowledging its source
- falsification or fabrication of data/information for an assignment, on a test or exam or in a clinical assignment
- request for special consideration from faculty members based upon false information or deception
- fabrication of a reason (e.g., medical emergency, etc.) for needing an extension on or for missing an assignment, test or examination
- intentionally or knowingly aiding another student to commit an academic ethics violation
- allowing another student to copy from one's own assignment, test, or examination
- making available copies of course materials whose circulation is prohibited (e.g., old assignments, tests, or examinations, etc.)
- sharing paper mill/answer bank websites or information with other students
- intentionally damaging the academic efforts of another student
- use of electronics in any way to gain an unfair advantage on an assignment, test, or examination

Academic Integrity of any kind will be handled directly by the faculty member and the Chair and will result in a grade of '**0**' or dismissal from the course with a grade of '**F**'. If cases of academic integrity 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 <u>any</u> assignment, clinical project, term or research paper without doing the required work will result in a grade of '**0**'.

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 25% will be accepted by the faculty. Any similarity greater than 25% 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.'

TMU Institutional Academic Misconduct Policy

Cheating (giving or receiving aid not approved by the instructor) will be handled directly by the faculty member concerned. However, if a student cheats or plagiarizes, the faculty member must report the incident to the Vice President for Academic Services. The minimal penalty for a first offense is to receive a "0" for the assignment/quiz/test; the minimal penalty for a second offense is failure of the course; the minimal penalty for a third offense is removal from school. The incidents will be cumulative from all courses and all previous semesters/years at TMU. The Office of Academic Services will keep records of all offenses. The following items have been identified as the more common forms of cheating and/or plagiarizing; however, other forms of cheating and/or plagiarizing may be identified by the individual instructors:

•Asking for information from another student during a test situation.

•Copying answers from another's paper during a test situation.

•Knowingly allowing someone to copy from one's paper during a test situation.

•Using sources other than those permitted by the instructor in a test situation.

•Copying material exactly or essentially or paraphrasing from outside sources and omitting appropriate documentation and punctuation (plagiarism).

•The use of AI tools, software, or services for completing written and other assignments contrary to the extended policy found in the current course catalog and/or what might be specified by the professor in this syllabus.

•Copying or falsifying a report for a laboratory, clinical project, or assignment without doing the required work.

•Changing answers on a returned, graded test or assignment in order to have the grade revised.

•Obtaining in any manner a copy, in part or in whole, of a test which has not yet been released or given by an instructor. Not stopping as instructed in a timed test or writing situation.

•Submitting work actually prepared outside class as work required to be done during class time.

BSN Program Testing and Exam Policy

BSN Testing Policy

All BSN program exams are proctored by faculty and RSSON will utilize testing software to monitor examinations, including the ability to pause or cease the examination. All BSN program exams are proctored by faculty and RSSON will utilize testing software to monitor examinations, including the ability to pause or cease the examination. TMU RSSON may utilize recording of examinations and reserve the right to review recordings to ensure exam integrity is maintained. RSSON reserves the right to adjust the testing environment to ensure academic integrity.

The proctor will provide scratch paper and calculator. The student is expected to bring a writing instrument to the testing room only. No outside items are allowed in the testing room.

Students will be required to leave personal belongings in designated and locked areas. Students are not allowed to access any **prohibited personal items** at any time during the exam. Hats, scarves, gloves, blankets, sweatshirts (hoodies), and coats are not allowed in the testing room, however provision may be granted for specific religious/cultural apparel. Any large jewelry or other accessories (including watches) are to be removed prior to entering the testing room.

> **Prohibited personal items** include but are not limited to:
> - Any educational, test preparation or study materials
> - Cell/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, or any other electronic devices

During testing, all watches are to be removed and all phones (airplane mode or off) and belongings are to be placed in the designated area. Students may obtain belongings after completion of exam and collaborative testing.

Collab/Collaborative testing: The RSSON utilizes a collaborative testing option for both the ability to add extra credit and as an exam review. Collaborative testing is at the discretion of the faculty and may require additional classroom time to complete. Students are expected to adhere to the course schedule for alternate testing times to accommodate collaborative testing. Students are expected to adhere to the RSSON Academic Integrity Policy and to refrain from discussing the exam prior to completion of collaborative testing. **Discussing an exam may result in the forfeit of the ability to participate in collaborative testing.** Collab grading will be allotted as follows: 85-100: 1 point. Collaborative testing is scheduled by faculty discretion. Bathroom privileges are allowed prior to the exam and highly discouraged during an exam.

If faculty suspects academic misconduct (Please refer to RSSON Academic Integrity Policy in the BSN Student Handbook), the student will be asked to stop the exam and immediately schedule an appointment with the Chair 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 a breach of academic integrity may be assigned a zero for the exam of reference. A second occurrence will result in dismissal from the nursing program. Please refer to the Academic Integrity section.

BSN Examination Policy

RSSON exams are scheduled according to faculty, course, and testing lab availability. Exams are administered as scheduled unless prior arrangements have been discussed with faculty and course coordinator. Exams will be administered primarily utilizing computer-based testing platform or software or printed examinations when deemed appropriate by faculty.

For each course, each course exam will consist of a minimum of 50 questions and final or cumulative exams will consist of a minimum of 100 questions. For each course examination, time will be allotted to 1 minute and 30 seconds per question. For example, a 50-question examination will be allotted 75 minutes and for a 100-question examination, then 150 minutes will be allotted. For each course examination, there will be a maximum of 5 drug calculation competency questions (excluding the Semester Drug Calculation and Medication Math Competency exams).

Of the course examinations, there will be a progression of learning utilizing Bloom's taxonomy over the program of study. There will also be a progression of mastery of select-all-that-apply (SATA) or multiple-response (MR) questions, and alternate -item question types. There will be no partial credit allotted for SATA questions. The progression of SATA questions assists in preparation of national licensure examination.

To fully prepare TMU graduates for the NCLEX-RN ®, RSSON students will have alternate-item questions in each course exam. The NCLEX-RN ® NGN format was implemented in April 2023. These questions are best for preparation of students for clinical judgment questions that will be encountered on the national licensure exam. The following question types can be expected on exams: Multiple Response/SATA>7 options; Drag and Drop, Drop Down, Highlight, Matrix, Bow-Tie, Trend and Case Study Questions that will incorporate multiple choice and/or multiple response options.

These question types are incorporated in course exams to strengthen clinical judgment and prepare the RSSON graduate for national licensure.

Semester 1/Junior 1:
- 5-10% NGN questions
- Maximum of 10% SATA ($\leq$5)
- Maximum of 5 drug calculation questions

Semester 2/Junior 2:
- 10-15% NGN questions
- Maximum of 10% SATA ($\leq$5)
- Maximum of 5 drug calculation questions

Semester 3/Senior 1:
- 15-20% NGN questions
- Maximum of 10% SATA ($\leq$5)
- Maximum of 5 drug calculation questions

Semester 4/Senior 2:
- 20-25% NGN questions
- Maximum of 10% SATA ($\leq$5)
- Maximum of 5 drug calculation questions

BSN Exam Review & Remediation Policy

Any student scoring 78 or below will be required to attend group exam remediation offered by the faculty. The group remediation will be held at the discretion of the faculty by the next scheduled class period. The student will be able to review only missed questions and ask for the faculty clarification in the group setting. Any student scoring 75 or below on a course exam will be provided with an individual remediation plan based on their exam performance, to be completed within one week of the exam review. The remediation plan will be faculty-guided, student-assigned and will include specific content areas and identified areas of weakness and knowledge gaps.   Further meetings with the faculty may be requested on an as-needed basis by the student.

RSSON HESI External Testing and Remediation Policy

 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 provide a recommended plan for remediation to mitigate the "knowledge gap". During the final semester, HESI Exit Exams will be administered in NU 480, Senior Seminar & Nursing Capstone. Costs for these exams are included in the nursing student fees. Utilization of adaptive quizzing and remediation of content will aid in preparation for the HESI Specialty and Exit exams.

HESI Specialty (Course) Exams:

All students are **required** to take proctored exams as specified in **Table I**. Exam administration schedules will be published in the course syllabi. **Students should strive to achieve the established benchmark score of 900 for each exam**. HESI Specialty exams will comprise **10% of course (exam) grade and the greater grade of the two scores will be allotted to each individual course grade.**

Standard HESI Exam Grade Conversion Score: HESI examination scores comprise 10% of course grades in the following courses: NU 305, NU 310, NU 335, NU 345, NU 350, NU 360, NU 370, NU 430, NU 440, NU 452, and NU 470. The allotted HESI grade is 10% of the overall HESI score. For example, a HESI score of 920 would allocate 92% for the HESI course grade which would comprise 10% in each assigned course.

Table I. HESI Specialty (Course) Examinations

Course	HESI Exams
NU 310 Nursing Fundamentals	HESI RN Fundamentals NGN Exam*
NU 305 Health Assessment	HESI RN Health Assessment NGN Exam
NU 335 Pathophysiology/Pharmacology I	Customized HESI Exam
NU 345 Pathophysiology/Pharmacology II	Customized HESI Exam
NU 350 Maternal Health Nursing	HESI RN Maternity NGN Exam
NU 360 Mental Health Nursing	HESI Psychology/Mental Health NGN Exam
NU 370 Adult Health Nursing I	Customized HESI Exam*

NU 410 Nursing Research	HESI RN Research Exam (at discretion of faculty)
NU 430 Vulnerable Populations and Global Health Nursing	HESI Community Health NGN or Management/Community NGN Exam
NU 452 Pediatric Health Nursing	HESI RN Pediatric NGN Exam
NU 440 Leadership in Nursing Practice	HESI RN Management NGN Exam
NU 460 Gerontologic Nursing	HESI RN Gerontology NGN (at discretion of faculty)
NU 470 Adult Health Nursing II	HESI Customized Exam*
NU 480 Senior Seminar & Nursing Capstone	HESI Critical Thinking Specialty Exam HESI CAT (Computer Adaptive Test) Exam HESI Exit NGN Exams (minimum of 4/maximum of 5) Additional Standardized Exams (at discretion of faculty)

Failure to achieve the established benchmark score on the **FIRST** proctored exam demonstrates a knowledge gap that will require remediation. The student will initiate remediation immediately after the first proctored exam following the individualized remediation plan. **Completion of the remediation packet is due prior to any subsequent attempt of each exam or by designated due date per course coordinator**.   If the student has not completed the remediation in its entirety, the student will not be eligible to test at the scheduled time and will be required to reschedule the repeat examination. **A delay in completion of a scheduled HESI examination, due to incomplete remediation, will result in a reduction of the student's professionalism grade by 30%.**

Remediation is **recommended** on all scores at 900 and above, however remediation and retake are not required for course exams for a score of 900 or greater. Remediation is **required** for all scores less than 900 and must be completed prior to the second attempt of any assigned HESI examination and/or before the subsequent semester for the following courses: NU 310, NU 335, NU 345, NU 370, and NU 470.

Refer to **Table II** for the requirements for remediation based on each exam score. The **SECOND** proctored retake exam will be scheduled with faculty. Failure to achieve the established benchmark score on the **SECOND** proctored exam demonstrates a continued or identified knowledge gap that will require remediation.

The courses designated with an asterisk **(*), NU 310, NU 370, and NU 470** have been identified as predictors for HESI Exit examination success. Students are required to complete remediation regardless of scores on first and/or second attempt. An individualized remediation plan is designed for the student based on the HESI Exit remediation packets.

If the HESI Score is 849 or less, the student will continue remediation immediately following the second proctored exam utilizing an individualized remediation plan developed by the faculty and student. Remediation of the second exam (NU 310, NU 370 and NU 470) is required prior to NU 480 Senior Seminar & Nursing Capstone course, which is the course in which the HESI Exit exams are required to be completed. Additional remediation of assigned HESI specialty (course) examinations may be assigned based on individual students' scores and areas of strengths and weaknesses prior to the HESI Exit examinations in NU 480 course.

Table II. HESI Specialty (Course) Examination Remediation

HESI Proctored Exam #1	Remediation Requirements After Proctored Exam #1	HESI Proctored Retake Requirement	Remediation after Proctored Exam #2
900 or above	A minimum of two (2) hours of HESI Remediation and two (2) hours Adaptive Testing (customized quizzing) each week are	No Retake Required	Not Required; Recommended

	highly recommended but *not required with Mastery level of Proficient.* ***NU 310, NU 370 and NU 470 remediation required prior to HESI Exit #1**		***NU 310, NU 370 and NU 470 remediation required prior to HESI Exit #1**
850-899	A minimum of four (4) hours HESI Remediation and four (4) hours Adaptive Testing each week are highly recommended but *two (2 hours) are required with Mastery level of Proficient.* Students are required to complete all remediation requirements assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the <u>second</u> proctored exam.	Proctored Exam Retake Required	Recommendation of a minimum of two (2) hours of weekly remediation activities and *Mastery of Proficient*. ***NU 310, NU 370 and NU 470 remediation required prior to HESI Exit #1**
849 and below	A minimum of six (6) hours HESI Remediation and six (6) hours Adaptive Testing each week are highly recommended but *four (4 hours) are required with Mastery level of Proficient*. Students are required to complete all remediation requirements as assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the <u>second</u> proctored exam. **Faculty and students will collaborate to develop an individualized remediation plan based on areas of strengths and weaknesses.**	Proctored Exam Retake Required	Recommendations of a minimum of four (4) to six (6) hours of weekly remediation activities and *Mastery of Proficient*. ***NU 310, NU 370 and NU 470 remediation required prior to HESI Exit #1**

<u>**NU 480 Senior Seminar & Nursing Capstone**</u> have additional requirements with HESI Exit Scores including the HESI course grade allocation for NU 480, which is a **30% course grade allocation**. The standard for this course is determined based on national licensure readiness predictors and the SON performance on the national licensure examination. Refer to NU 480 course requirements for further information and <u>Table III</u>.

<u>**HESI EXIT Examination and Remediation Requirements:**</u>

Students enrolled in NU 480, Senior Seminar & Nursing Capstone, will be required to complete the HESI Exit Examinations. In NU 480 Senior Seminar & Nursing Capstone, there is a minimum score for success in the course. The examination will be administered to **<u>ALL</u>** students at least three times during the course. The **<u>FIRST</u>** attempt will be given prior to the course or at the beginning of the course and the **<u>SECOND</u> and <u>THIRD</u>** exam will be given by midterm. A **<u>FOURTH</u>** attempt will be offered near the end of the final semester. All exams will be used to guide remediation activities. **<u>Every student, regardless of benchmark score, will be required to take ALL scheduled HESI EXIT exams and complete remediation activities prior to taking a repeat HESI EXIT exam.</u>**

The student will be required to meet the course requirements in NU 480. Benchmark scores (900 or greater) must be met or remediation completed for all specialty (course) examinations prior to HESI Exit #1. Students are **required** to complete all remediation for HESI Specialty (Course) Exams in NU 310, NU 370 and NU 470 prior to HESI Exit#1 regardless of score.

NU 480 Senior Seminar & Nursing Capstone have additional requirements with HESI Exit Scores including the HESI course grade allocation for NU 480, which is a **30% course grade allocation**. The standard for this course is determined based on national licensure readiness predictors and the SON performance on the national licensure examination. Refer to NU 480 course requirements for further information.

- **HESI EXIT Exams:**
    - **Required Target: 2 scores** of **850 or greater** on HESI Exit Exams **with at least 1 score >900**
    - **Preferred Target: Score of 900 or greater** on **at least 2** HESI Exit Exams

- Standardized Exam Grade Conversion for HESI examination: The higher grade of the completed attempts will be accepted as the grade
- The Standardized Exam Grade Conversion for HESI examination will be 10% of the HESI specialty score. Example: A HESI score of 848 = 84.8 or a score of 920 = 92.0. The HESI Course grade will comprise **30%** of the final course grade in the NU 480 course. Refer to the Syllabus for the NU 480 course for further explanation.

Remediation is **required** on all HESI EXIT regardless of score achieved. See **Tables I-III** for further clarification regarding remediation requirements. The student is advised to follow individualized HESI remediation plan(s) for completion of remediation assignments. **A delay in completion of a scheduled HESI examination, due to incomplete remediation, will result in a reduction of the student's professionalism grade by 30%.**

All students are required to attend any Review Course provided in preparation or during the NU 480, Senior Seminar & Nursing Capstone course at the scheduled time. Additional NCLEX-RN® preparation may be scheduled, and student participation is required for course completion.

Table III.

HESI Proctored Exam #1	Remediation After HESI Exam #1	HESI Proctored Exam #2	Remediation after HESI Exam #2	HESI Proctored Exam #3	Remediation after HESI Exam #3	HESI Proctored Exam #4
900 or above	**Students are required to complete all remediation** requirements assigned in the My Evolve account within	Proctored Retake **Required**	**Students are required to complete all remediation** requirements as assigned in the My Evolve account within the specified	Proctored Retake **Required**	No additional remediation required. *Required* HESI Remediation as assigned in	Proctored Retake **Required**

	the specified time and **prior to the scheduled date** of the second proctored exam. A minimum of two (2) hours of HESI Remediation and two (2) hours Adaptive Testing each week are **required with Mastery Level of Proficient**.		time and **prior to the scheduled date** of the third proctored exam. A minimum of two (2) hours of HESI Remediation and two (2) hours Adaptive Testing each week **are required with Mastery Level of Proficient**.		the My Evolve account. Individualized NCLEX Remediation & Preparation Plan	
850-899	Students are required to complete all remediation requirements assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the second proctored exam. A minimum of four (4) hours HESI Remediation and four (4) hours Adaptive Testing each week are **recommended and Mastery Level of Proficient.**	Proctored Exam Retake **Required**	Students are required to complete all remediation requirements assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the third proctored exam. Minimum of four (4) hours of HESI Remediation and Adaptive testing **are recommended** each week.	Proctored Exam Retake **Required**	Students are required to complete all remediation requirements assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the fourth proctored exam. Minimum of four (4) hours of HESI Remediation and Adaptive testing are recommended each week. An individualized remediation plan will be	Proctored Retake **Required**

					provided to each student.	
849 and below	Students must schedule an appointment with faculty to discuss exam analysis. Students are **required** to complete all remediation requirements assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the second proctored exam. A minimum of eight (8) hours **weekly** remediation activities, including Adaptive Testing and *Mastery Level of Proficiency* are recommended. An individualized remediation plan will be provided to each student.	Proctored Exam Retake **Required**	Students must schedule an appointment with faculty to discuss exam analysis. Students are **required** to complete all remediation requirements as assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the third proctored exam. A minimum of six (6) hours **weekly** remediation activities, including Adaptive Testing and *Mastery Level of Proficiency* are recommended. An individualized remediation plan will be provided to each student.	Proctored Exam Retake **Required**	Students must schedule an appointment with faculty to discuss exam analysis. Students are required to complete all remediation requirements as assigned in the My Evolve account within the specified time and **prior to the scheduled date** of the fourth proctored exam. A minimum of six (6) hours **weekly** remediation activities, including Adaptive Testing and *Mastery Level of Proficiency* are recommended. An individualized remediation plan will be provided to each student.	Proctored Retake **Required**

Course Progression and completion requires the following scores on the HESI EXIT Exams: (Refer to NU 480 Course Syllabus requirements)

- **HESI EXIT Exams:**
    - **Required Target: 2 scores** of **850 or greater** on HESI Exit Exams **with at least 1 score ≥900**
    - **Preferred Target: Score of 900 or greater** on **at least 2** HESI Exit Exams

Drug Calculation and Medication Math Competency

The ability to accurately perform calculations specific to the safe administration of medications is a necessary competency in nursing practice and is integrated in a continuous sequence throughout the BSN curriculum. The drug calculation competency quiz will be consistent in the testing of drug calculation skills and not pharmacology. Students may use the provided calculators while taking the quiz. Students who experience difficulty with drug calculations at any point in the nursing curriculum may be referred to assigned nursing faculty or the Chair for remediation. Remediation may occur in various formats which may include, but is not limited to, practice quizzes provided by nursing faculty, practice with a medication calculation textbook, simulation exercises, and/or skills case studies.

Beginning in NU 250, Introduction to Professional Nursing, the sophomore level course, each student will complete introductory assignments for basic math, including fractions, decimals, percentages, ratios, and proportions, metric and household measurements, and conversions.

Upon full admission and entrance into the nursing cohort, and at the beginning of each semester, all students will take a drug calculation competency quiz and must achieve a 90% or above to pass the quiz. Students who fail the quiz after the first attempt are required to complete the Math remediation as scheduled by nursing faculty. The student will be allowed to take the drug calculation competency quiz additionally within the designated time period and must pass in order to progress in the course practicum and administer medications.

At the beginning of each semester, each student must pass the drug calculation competency quiz prior to clinical attendance, which includes off-site clinical locations and simulation clinical experiences on-campus. Upon the 2nd failure, the student will be required to meet with a nursing faculty member and will have an individualized remediation plan with a plan to retest for the 3rd attempt within 3 academic calendar days. The individualized remediation plan will include areas of concern, success strategies, and a scheduled follow-up quiz date. The plan will be signed by the student and the faculty member with notification to the Chair. A copy of the remediation plan will be provided to the student and also maintained in the RSSON student file.

If failure of the drug calculation competency quiz results in two (2) clinical absences, whether off-campus, lab or simulation, this will result in a clinical failure of the course and student dismissal from the current course.

Writing Standards for the School of Nursing

The RSSON adheres to the American Psychological Association (APA) citation guidelines. A required resource for APA formatting and citation is the *Publication Manual of the American Psychological Association*, 7th edition, Washington, DC, by the American Psychological Association.

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

Academic Grievance and 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 after completing remediation requirements or failure to adhere to remediation requirements set forth by faculty
- Engage in any act which is a violation of the *Standards of Behavior* identified in the TMU Student Handbook
- Engage in any act which is a direct or indirect violation of policy and procedures identified in the RSSON BSN 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 and Clinical Failure Procedure

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 Chair 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 Chair 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 Policy

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 (2025).** 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 <u>must</u> not transmit or place online any identifiable patient information. Remember standards of professionalism are the same online as in any other circumstances. (Refer to the *ANA Code of Ethics*)
2. Nurses <u>must</u> observe ethically prescribed professional patient-nurse boundaries. <u>Do not</u> 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. <u>Do not</u> 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. <u>Do not</u> take photos or videos of patients on personal devices, including cell phones, and smart watches.

6. Nurses <u>should</u> participate in developing institutional policies governing online contact. Promptly report a breach of confidentiality or privacy

Computer Technology Requirements and Procedures

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 or higher
- 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 and Procedure

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 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 and Procedure

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, requires 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 Chair 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 Board of Nursing O.C.G.A. Nurse Practice Act 43-26.

Procedure

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 RSSON.

Title IX and Sexual Assault

Truett McConnell University does not discriminate on the basis of sex in its education programs and activities and prohibits such discrimination by students, faculty, and staff. Nondiscrimination on the basis of sex is mandated by Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 et seq.), and the corresponding implementation regulations (34 C.F.R. Part 106).

Title IX of the Education Amendments of 1972 was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions.

Title IX prohibits sex discrimination in any federally funded education program or activity. Sexual misconduct includes sexual harassment and sexual violence, which constitutes sexual discrimination.

Refer to Title IX Truett McConnell University for further information on Title IX.

It is the policy of the RSSON at TMU to comply with the policy set forth in the TMU Student Handbook under Sexual Assault Policy. 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 (refer to the Student Handbook Truett McConnell University). 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 770-503-7273. 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
Policies & Procedures

Functional Skills and Student Competencies

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.

Functional Skills	Student Competencies
Observational Skills Student must be able to observe and acquire information through visual, auditory, and somatic senses	• 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 Student must be able to coordinate gross and fine motor movements and demonstrate the physical strength, and mobility to carry out nursing interventions	• 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 Skills	**Student Competencies**

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

RSSON Simulation Education Center

The RSSON Simulation Education Center (SEC) 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 clinical courses. 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.

RSSON Simulation Education Center Policies and Procedures

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 RSSON Simulation Education Center experiences will be an essential portion of the nursing courses. As such, attendance will be mandatory. If an emergency occurs and the student is unable to attend a laboratory, simulation or clinical experience, the student will have to follow specific guidelines given by the course coordinator and clinical instructor. 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 faculty.
3. The student is required to assume the role of the professional nurse and the ability to do so will impact individual performance evaluation.

Skills Evaluation Procedure

The student's 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 and clinical adjuncts with the Skills checklist which provides instructions and criteria for grading. The Skills Checklist provided 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 the 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 unless there is a specified peer evaluation assigned.
- 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 to complete skills remediation prior to second attempt which must be scheduled with the course coordinator.
- A remediation and performance improvement plan will be developed by the course coordinator with the student prior to second attempt. It will be a signed document between the course coordinator and the 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 a timely manner following remediation and at the discretion of the course coordinator.
- If a student must repeat a skills procedure check-off, a different faculty or clinical adjunct with evaluate the student on the second attempt.
- In the event of a third attempt, two faculty members must be present for the evaluation process. The student is required again to complete remediation prior to a third attempt.

- An unsuccessful skills procedure check after the third attempt will result in course failure. However, if the skills procedure check-off is prior to Drop/Add period, the student may withdraw from the course.

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 assistance should schedule an appointment with the course coordinator or schedule practice time in the Open Lab. Open Lab times will be available to provide the students with adequate time for practice of specific skills.

Open Lab

RSSON Simulation Education Center Open Lab will be available by appointment only to practice clinical skills. Students are expected to arrive on time, adhering to dress code with their lab bags and supplies. 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 RSSON SEC Labs. See Section VII Policy & Procedure Manuals, under Nursing Labs section for additional information.

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:
- 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 checkoffs

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 and 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 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
- 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
- Any clinical documentation provided to the student by the course coordinator.

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 experience 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.*

This evaluation tool consists of nine concepts and critical competencies with specific performance criteria. The competencies were drawn from the RSSON BSN program outcomes and incorporate *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual students' clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he or she progresses through the specific course, as well as through the nursing program. It also provides standard measures for students, course and program evaluation.

All students are evaluated on their clinical performance during each nursing clinical course by faculty. Students are required to adhere to Professional Behaviors throughout the nursing program by respecting the rights of others. Failure to meet the expected behaviors may result in a failing clinical grade or in appropriate cases, dismissal from the nursing program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. The student may respond in writing within 48 hours to the faculty member and/or submit written documentation relevant to the behavior. Students must be satisfied with all objectives by the end of the semester in order to pass this course.

Evaluation Tool Guidelines

Each nursing course builds on prior knowledge, skills, and attitudes. The clinical evaluation tool is to be completed at midterm and at the final clinical day. Each student will identify 3 areas of growth at midterm to achieve by the final evaluation. The faculty/clinal adjunct instructor will objectively grade each category of performance using the following point scale:
Proficient = 4
Satisfactory = 3
*Needs Improvement = 2
*Unsatisfactory = 1

A grade of 1 or 2 requires comments by the clinical adjunct instructor. Each category is designated separately and the minimum expectation for meeting that category objectively is listed. It is expected that category specifications will guide student practice and be considered the minimum standards for competency. To complete the course successfully, each category must be at least "satisfactory" or "3" or above by the final evaluation. A passing grade will be assigned only if all the items are a "3" or above by the final evaluation. If a student has a score of "1" or "2" at midterm they should meet with the course coordinator to discuss a remediation plan.

Overall Grading Descriptions

Proficient = 4
Satisfactory = 3
*Needs Improvement = 2
*Unsatisfactory = 1

Proficient = 4

A student who earns a grade of proficient (4):
- Demonstrates proficient competencies in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities
- Consistently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Independently functions using the nursing process with minimal guidance.
- Consistently applies critical thinking when developing a nursing care plan with minimal guidance.
- Consistently applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Continuously engages in self-direction to learning.
- Continuously demonstrates improvement in performance, skills, attitudes and self-directed learning.

Satisfactory = 3

A student who earns a grade of satisfactory = 3:
- Demonstrates satisfactory competence in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities
- Frequently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Functions satisfactorily using the nursing process with minimal to moderate guidance.
- Frequently applies critical thinking when developing a nursing care plan with moderate guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Occasionally engages in self-direction to learning and seek appropriate assistance.
- Demonstrates improvement in performance, skills, attitudes and self-directed learning.

Needs Improvement = 2

A student who earns a grade of needs improvement = 2:

- Adequately demonstrates knowledge of professional nursing practice and requires moderate assistance in applying knowledge with skills..
- Safely functions using the nursing process with minimal to moderate guidance.

- Applies critical thinking when developing a nursing care plan with moderate to extensive guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills with moderate to extensive assistance.
- Requires some direction in identifying and utilizing learning opportunities.

Unsatisfactory = 1

A student who earns a grade of unsatisfactory = 1:
- Requires extensive guidance for the performance of standard nursing practice, education, research, health policy/public health when caring for individuals, families, local, regional, and global communities.
- Persistently demonstrates gaps and deficiency in knowledge of professional nursing practice and requires constant supervision and assistance in applying knowledge and skills.
- Is frequently unprepared, unable to identify his or her own learning needs, and demonstrates no interest in learning.
- Persistently requires some direction to learning and seeking appropriate assistance.

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 to 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.
- 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, skirts 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

Uniform:
   • Navy scrubs (matching top and bottom, TMU-issued uniform)
   • Navy jacket (long-sleeved, TMU-issued uniform)
   • Neutral (white, black, grey, cream, tan, brown, navy) colored short- or long-sleeved shirts to wear under scrubs (optional), without patterns or decorations

Shoes:
   • White closed-toe and closed-heel shoes
   • Shoes must be non-permeable

Hair:
   • No unnatural hair colors
   • **Clean, pulled back away from face and off the collar**
   • Male students should be clean shaven or have neatly trimmed beards or mustaches

Appearance:
   • Jewelry is restricted to a watch (with a second hand), plain wedding band, and one small post in each ear
     Smart watches are not allowed
   • Visible tattoos and visible body piercing are not permitted and must be covered/removed
   • Long or artificial nails, and dark colored nail polish are not permitted, nail length limited to ¼ inch
   • Nails well-maintained and if any nail polish should be light and neutral in color
   • Make-up should be moderate; no fragrance is permitted
   • Dangling earrings, bracelets, necklaces, large ornamental hair attachments are not permitted
   • Chewing gum is not permitted

Nursing Identification:
   • Students must **wear the Truett McConnell RSSON identification badge at all times**
   • The Truett McConnell RSSON Patch must be sewn on the left sleeve of the scrub top/jacket.

Uniform and Dress Code Requirements for Alternate Clinical Sites

Professional Attire:
   • Pants khaki in color, no jeans or shorts
   • Solid navy polo Shirt
   • Shoes – comfortable with a low heel for walking and to allow for participation in a variety of activities with patients/clients
   • All clothing should be clean and in good condition

> • Name badge with picture must be worn at all times-unless facility requests otherwise

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, simulation 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. Clinical experiences provide a means of supervised practice of selected skills. This hands-on experience is invaluable. **Refer to Attendance Policy for further specifications.**

Absences are excused on an individual basis at the discretion of the **clinical and course coordinator**. It is the responsibility of the student to promptly call the clinical instructor and email the clinical and course 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 course and clinical coordinator.

Unexcused Absence

An unexcused clinical absence is an absence from the scheduled clinical site without permission of the clinical coordinator and course faculty. Two unexcused clinical absences may result in student dismissal from the course. The outcome of absences will be determined by the course and clinical coordinator.

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. **Tardiness will result in a deduction in course professionalism grade**. Any unexcused clinical absence will require make-up. **Refer to Attendance Policy for further specifications.**

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. Two clinical tardies will count as an unexcused absence. 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 A.

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.

Deficits recognized by faculty during laboratory, simulation and/or clinical will be discussed with the student and a clinical remediation plan will be provided by the faculty. Students will be required to complete clinical remediation according to the timeline established by the faculty during the clinical remediation plan meeting. Student(s) must successfully complete and adequately perform expected clinical skills, knowledge, and abilities. Students are evaluated by the Lasater Clinical Judgement Rubric in all simulation experiences.

Clinical Practice Make-Up

Students will be required to make-up any excused (pre-planned) absence from clinical, laboratory, or simulation experience by fulfilling the required 1:1 ratio for missed clinical hours. Excused absences consist of pre-planned athletic events, illness with a medical excuse, and prior notification of urgent/emergent events. Unexcused absences consist of personal choices or unmet pre-laboratory assignments. For any **unexcused** absence from clinical, laboratory, or simulation experience, the student is required to make-up the clinical hours with a **2:1 ratio**. Student athletes are expected to provide an athletic schedule to all appropriate faculty and staff at the beginning of each semester to best plan clinical requirements and potential schedule adjustments. All clinical, laboratory, and simulation experiences **must be completed** by 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 requirements and will result in a course failure.

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 A: 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 RSSON Simulation Education 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 and course coordinator 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 clinical failure.

Patient Confidentiality and Use of Medical Records

The TMU RSSON supports patients' rights to confidentiality and privacy, and therefore, adheres to the *Standards for Privacy of Individually Identifiable Health Information* ("Privacy Rule"), 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 professional settings.

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 Chair 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 to 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 or a written plan for students to view prior to clinical.
- 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 100.4 F, they will not be allowed at the clinical site or in the skills or simulation lab. Please see policy regarding absences. The students should adhere to all standard precautions and isolation procedures in the simulation lab and skills lab when caring for patients in the lab whether manikins or standardized patients.

Injury, Accidental Exposure, Post Exposure, and Follow-Up
Providing nursing care to patients with infectious diseases remains one of the greatest challenges and concerns of the nursing profession. These diseases presently include, but are not limited to, COVID-19, human immunodeficiency virus (HIV), hepatitis B (HVB), methicillin resistant staphylococcus aureus (MRSA), vancomycin-resistant enterococci (VRE), and tuberculosis (TB). The TMU RSSON shares a concern for the safety of the student and the patient and as such has

developed this policy for accidental exposure or 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. These 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 and notify clinical and course coordinator.
  - ♦ Complete the documentation for exposure for the school

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 on 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 to allow 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 university 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 Chair of Nursing will make the decision to cancel the clinical experience, if necessary. Students will receive notification from faculty and staff regarding clinical schedule. For additional information, refer to the TMU Student Handbook.

Section VII
RSSON SEC
Policies and Procedures

RSSON Simulation Education Center Policy and Procedure Manual

Philosophy

The goal of the RSSON Simulation Education Center 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 students' clinical experience educational and enlightening and to serve in the best interest of the student. The lab provides a realistic, simulated clinical environment to practice and demonstrate competency of nursing skills. A skills 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 contributes 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.

Simulations and case scenarios are designed to help the student develop problem-solving and decision-making skills. The RSSON Simulation Education Center 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 RSSON Simulation Education Center is in Brown Hall. The Simulation Lab simulates a hospital setting that is fully equipped to practice all clinical skills. The center has high-fidelity manikins such as SimMan 3G, SimMom, one SimNewB, and one pediatric Hal. The RSSON Simulation Education Center contains some mid fidelity manikins including seven Susie's and one NurseAnne. Each manikin is equipped with a computer monitor to simulate a hospital monitor. The RSSON Simulation Education Center contains a crash cart with a defibrillator and suction machine as well as a medication administration cart located throughout the center. The RSSON SEC has purchased Simulation Carts from KB Port, which assists the students in documentation and medication administration. The RSSON SEC is now equipped with a state-of-the-art system in all our rooms and hallways with video equipment, where the simulations and lab sessions can be recorded. The students can view these sessions for debriefing and that allows for further learning and clinical decision-making. The RSSON SEC has purchased Avkin wearable equipment to be used by our standardized patients for the simulations. These wearables will assist our students by making a human connection to a real patient in the simulation environment.

The RSSON Simulation Education Center is open to students on open lab days if they sign up with the lab coordinator or the SimLab Coordinator for additional time. The RSSON Simulation Education Center is used as a clinical rotation site during each course as assigned by the Clinical Coordinator.

What is Simulation?

Simulation is an attempt at replicating reality. In healthcare education, simulation tries to replicate some or nearly all 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 RSSON Simulation Education Center 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 RSSON Simulation Education Center is a learning environment. Students involved in simulated scenarios should have everyone's respect and attention. Simulations 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 immediate feedback and a reflective critical thinking analysis and communication tool for participants of the simulation exercise. The purpose of the debriefing assessment is to provide 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.

Laboratory Guidelines for Professional Conduct

1. All users of the RSSON Simulation Education Center 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 RSSON Simulation Education Center orientation prior to using the equipment.
4. No eating or drinking is allowed in the RSSON Simulation Education Center. No gum or candy either. Drinks are allowed in the debriefing room only. Individuals with identified medical conditions that require 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 RSSON Simulation Education Center.
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 a hamper for cleaning. Clean linens should be placed on the bed for the next simulation day. All other equipment, including chairs, should be returned to original location.
10. Do not remove the manikins from the bed unless instructed to do so by the instructor. Manikins should be

treated like people. Do not misuse the manikins or leave the manikins exposed.

11. Smoking is prohibited in the RSSON Simulation Education Center.
12. All electronics including cell phones, cameras, camera phones, and video recorders are prohibited during simulations unless it is part of the scenario.
13. Use of the 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 your 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 to do so in the lab.

Confidentiality

To preserve the realism of the scenarios used in the RSSON Simulation Education Center and to provide an equitable learning experience for each student, all persons using the RSSON Simulation Education Center 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 RSSON Simulation Education Center 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 RSSON Simulation Education Center must have proper orientation to the equipment.
2. The doors of the lab will be always locked.
3. Any student wishing to use the lab must notify the SimLab Coordinator.
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 RSSON Simulation Education Center.**
6. Equipment should be disposed of appropriately. (sharp 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, simulation, and clinical experiences in the RSSON Simulation Education Center will be scheduled with the SimLab Coordinator and clinical 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 RSSON Simulation Education Center 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 appropriate sharp 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 faculty will clean up after the use of the RSSON Simulation Education Center. The RSSON Simulation Education Center should be left in the way 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 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 RSSON Simulation Education Center manikins are to be cleaned by the faculty per the manufacturer's directions. 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 lubricate the tube for placement.

Media and Videos

The RSSON Simulation Education Center has the capability of displaying a variety of media. The RSSON Simulation Education Center 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 content or student's performance in the simulation scenarios. ***Any viewing or publication outside of the classroom, such as posting on any social media platform, 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 RSSON Simulation Education Center.

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 encounters simulated patient body fluids is considered contaminated and needs 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 RSSON Simulation Education Center 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. Needles should not be recapped, removed from disposable syringes or manipulated by hand. The person using the sharps must dispose of them into the sharps box immediately after use and at the point of use, never leave the sharps protruding from the bin or box. Sharps containers should be securely sealed when they are ¾ full to prevent overfilling. Non-sharps should not be placed in the sharp's container. No attempt should be made to retrieve items from a sharps container or to press down on sharps to create more 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.

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 RSSON Simulation Education Center 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.

Nursing Lab Services

Appointments:

- o Open Lab will be held by appointment only.

- o If you are unable to keep your open lab appointment, you will be required to email kedwards@truett.edu and mslate@truett.edu at least 24 hours prior to your appointment.

- o If appointments are not cancelled, 24 hours prior to your scheduled time a deduction in your professionalism grade will result.

Referrals:

1. Students may receive a referral from a clinical or lab instructor.
2. The student makes an appointment for the following items:

   - Remediation of a check off skill

   - One on one lab time with an instructor

3. Appointments are made following the instructions listed above under "Appointments".

4. Referrals are not optional and can only be cancelled due to a life-threatening emergency. The same information applies as above. They should be cancelled by emailing the instructor, kedwards@truett.edu , and mslate@truet.edu at least 24 hours prior to your appointment.

References

Jeffries, P. R. (Ed.). 2007. Simulation in Nursing Education: From conceptualization to evaluation.
New York: National League for Nursing

Gaumard ® https://www.gaumard.com

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
RSSON Simulation Education Center Confidentiality Agreement

As a patron of the RSSON Simulation Education Center, 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 understand that my failure to comply with this agreement may result in my termination as a

student in the TMU RSSON.

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, over- heard 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 facility policy and may be a violation of HIPAA and other state and federal laws.
- The RSSON Simulation Education Center will utilize video/audio recording equipment to assist in the learning, debriefing, and critical thinking process.
- The RSSON Simulation Education Center is a learning environment. All scenarios, skills lab, or assessment labs, regardless of their outcome, should be treated in a professional manner. The professor in charge of the lab for the day 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. Student information should not be discussed outside of the simulation education center.
- The simulation manikins being utilized should be treated as if they are real patients. Standardized patients will be used and should be treated with respect and dignity.
- No Betadine, no ink pens (near the manikins), 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 the 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 _____

Truett McConnell University
Rielin & Salmen School of Nursing
RSSON Simulation Education Center Equipment Reservation Request Form

Request Date	
Personal Details	
Name	
Phone number	
Work (Ext)	
Email address	
Designation	
Department of the requester	
Purpose of Loan	
Expected number of users (max)	
Expected date of activity	
Expected time of activity	

Needs training for equipment usage?	☐ Yes	☐ No

For Simulation Center Only: Equipment Information				
Item Name & Description	**Course Number**	**Quantity**	**Condition**	
			☐ Used	☐ New
			☐ Used	☐ New
			☐ Used	☐ New
			☐ Used	☐ New

Truett McConnell University
Rielin and Salmen School of Nursing
RSSON Simulation Education Center Equipment Reservation Request Form

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 the 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 ☐	
Name of Borrower	**Name of simulation staff**
Signature of borrower	**Signature of simulation staff**

Truett McConnell University
Rielin and Salmen School of Nursing
RSSON Simulation Education Center Equipment Reservation Request Form

Equipment Return Information		
Date returned		
Time		
Returned by		
Received by		
Equipment returned in original state	☐ Yes	☐ No
	If No, describe:	

Section VIII
Support Services

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 professional and spiritual 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 an academic advisor who assists 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 their faculty advisor, 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

The Office of Special Support Services at Truett-McConnell University provides reasonable accommodations to students identified as having a disability. The request for accommodations is provided upon receipt of appropriate documentation of disability. The Disclosure of Disability form is on the website at truett.edu. The Office of Special Support Services offers a variety of accommodations for students with disabilities. Accommodations for students with disabilities are determined on an individual basis. The Office of Special Support Services is located in Miller Hall, Suite 105. Ms. Nell Hoyle, Director, may be contacted by phone: 706-878-0787 or email: nhoyle@truett.edu. Mrs. Judy Gillentine,

Administrative Assistant, may be contacted by phone: 706-865-2134 x2142 or email: jgillentine@truett.edu. **Please send all general questions and completed forms and documents to sas@truett.edu.** Please schedule an appointment in advance in order to provide each student with individualized time to address all questions.

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. TMU provides counseling services on-campus through the counseling center. Visit https://truett.edu/counseling-services/ for more information.

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 a 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. There are certain codes of conduct both in the academic and clinical setting set forth by NSNA. NSNA and Home | GA Nursing Students.

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 website to join the BNF is: 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 is open to nurses and nursing students in the U.S. who annually affirm the purposes and doctrinal basis of the NCF. Nurses Christian Fellowship |

Standing Committees

Students from each class will select a representative for the RSSON Faculty Committee. The meetings are held throughout the academic year, 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 RSSON Simulation Education 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 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

Clinical Evaluation Tools: Juniors and Seniors

Truett McConnell University

Martha Rielin & Elizabeth Salmen School of Nursing

Junior Student Clinical Performance Evaluation

Semester: _____   **Course Number: _____**

Student Name _____

Mid Semester Evaluation Date: _____   **Final Evaluation Date: _____**

This evaluation tool consists of nine concepts and critical competencies with specific performance criteria. The competencies were drawn from the BSN program outcomes, *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), and the Quality and Safety Education for Nursing (2020). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual students' clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he or she progresses through the specific course, as well as through the nursing program. It also provides standard measures for student, course and program evaluation.

All students are evaluated on their clinical performance during each nursing clinical course by faculty. Students are required to adhere to Professional Behaviors throughout the nursing program by respecting the rights of others. Failure to meet the expected behaviors may result in a failing clinical grade or in appropriate cases, dismissal from the nursing program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. The student may respond in writing within 48 hours to the faculty member and/or submit written documentation relevant to the behavior. Students must be satisfactory in all objectives by the endo of the semester in order to pass this course.

Evaluation Tool Guidelines

Each nursing course builds on prior knowledge, skills, and attitudes. The clinical evaluation tool is to be completed at midterm and at the final clinical day. Each student will identify 3 areas of growth at midterm to achieve by the final evaluation. The faculty/clinal adjunct instructor will objectively grade each category of performance using the following point scale:

Proficient = 4

Satisfactory = 3

*Needs Improvement = 2

*Unsatisfactory = 1

A grade of 1 or 2 requires comments by the clinical adjunct instructor. Each category is designated separately and the minimum expectation for meeting that category objectively is listed. It is expected that category specifications will guide student practice and be considered the minimum standards for competency. To complete the course successfully, each category must be at least "satisfactory" or "3" or above by the final evaluation. A passing grade will be assigned only if all the items are a "3" or above by the final evaluation. If a student has a score of "1" or "2" at midterm they should meet with the course coordinator to discuss a remediation plan.

Overall Grading Descriptions

Proficient = 4

Satisfactory = 3

*Needs Improvement = 2

*Unsatisfactory = 1

Proficient = 4

A student who earns a grade of proficient (4):

- Demonstrates proficient competencies in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities
- Consistently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Independently functions using the nursing process with minimal guidance.
- Consistently applies critical thinking when developing a nursing care plan with minimal guidance.
- Consistently applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Continuously engages in self-direction to learning.
- Continuously demonstrates improvement in performance, skills, attitudes and self-directed learning.

Satisfactory = 3

A student who earns a grade of satisfactory = 3:

- Demonstrates satisfactory competence in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities

- Frequently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Functions satisfactorily using the nursing process with minimal to moderate guidance.
- Frequently applies critical thinking when developing a nursing care plan with moderate guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Occasionally engages in self-direction to learning and seek appropriate assistance.
- Demonstrates improvement in performance, skills, attitudes and self-directed learning.

Needs Improvement = 2

A student who earns a grade of needs improvement = 2:

- Adequately demonstrates knowledge of professional nursing practice and requires moderate assistance in applying knowledge with skills.
- Safely functions using the nursing process with minimal to moderate guidance.
- Applies critical thinking when developing a nursing care plan with moderate to extensive guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills with moderate to extensive assistance.
- Requires some direction in identifying and utilizing learning opportunities.

Unsatisfactory = 1

A student who earns a grade of unsatisfactory = 1:

- Requires extensive guidance for the performance of standard nursing practice, education, research, health policy/public health when caring for individuals, families, local, regional, and global communities.
- Persistently demonstrates gaps and deficiency in knowledge of professional nursing practice and requires constant supervision and assistance in applying knowledge and skills.
- Is frequently unprepared, unable to identify his or her own learning needs, and demonstrates no interest in learning.
- Persistently requires some direction to learning and seeking appropriate assistance.

Junior Student Clinical Performance Evaluation

Concept and Critical Competency	Mid Semester	Final	Comments
Critical Thinking - Level I			
● 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			
Professionalism – Level I			
● Promote the image of nursing by modeling the core values of practice excellence, communicating the knowledge, skills, and attitudes of the nursing profession			
● Ethical/Legal - Incorporate ethical principles and codes to protect the rights of patients and to effect quality patient care outcomes			
● Leadership - Discuss the leadership role of the professional nurse within the healthcare environment			
Communication – Level I			
● 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			
Teaching/Learning – Level I			

Concept and Critical Competency			
● Participate in the teaching/learning process with faculty, patients, and families			
Evidence Based Practice – Level I			
● Describe the general components of the research process and participate in data collection and other research activities			
Health Care Delivery – Level I			
● 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			
Cultural Diversity – Level I			
● 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			
Environment – Level I			
● Safety - Ensure a safe environment for patient, families and the health care team			
Concept and Critical Competency	**Mid Semester**	**Final**	**Comments**
● Quality Improvement - Seek information about quality improvement activities in the care setting			
● Informatics - Demonstrate effective use of standardized practices and technology that support safety and quality			

Compassionate Patient-Centered Care – Level I			
● Provide patient-centered compassionate care based on respect for patient's preferences, values, and expressed needs			

Identify Your Strengths, Areas of Improvement, and Goals

Midterm

Strengths:

Areas of Improvement:

Goals:

Final

Strengths:

Areas of Improvement:

Goals:

Midterm Evaluation

Student Comments:

Instructor Comments:

Student Signature	Date
Instructor Signature	Date

Final Evaluation

Student Comments:

Instructor Comments:

Student Signature   Date

Instructor Signature   Date

Truett McConnell University

Martha Rielin & Elizabeth Salmen School of Nursing

Senior Student Clinical Performance Evaluation

Semester: _____   **Course Number: _____**

Student Name _____

Mid Semester Evaluation Date: _____ Final Evaluation Date: _____

This evaluation tool consists of nine concepts and critical competencies with specific performance criteria. The competencies were drawn from the BSN program outcomes, *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual students' clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he or she progresses through the specific course, as well as through the nursing program. It also provides standard measures for student, course and program evaluation.

All students are evaluated on their clinical performance during each nursing clinical course by faculty. Students are required to adhere to Professional Behaviors throughout the nursing program by respecting the rights of others. Failure to meet the expected behaviors may result in a failing clinical grade or in appropriate cases, dismissal from the nursing program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. The student may respond in writing within 48 hours to the faculty member and/or submit written documentation relevant to the behavior. Students must be satisfactory in all objectives by the endo of the semester in order to pass this course.

Evaluation Tool Guidelines

Each nursing course builds on prior knowledge, skills, and attitudes. The clinical evaluation tool is to be completed at midterm and at the final clinical day. Each student will identify 3 areas of growth at midterm to achieve by the final evaluation. The faculty/clinal adjunct instructor will objectively grade each category of performance using the following point scale:

Proficient = 4

Satisfactory = 3

*Needs Improvement = 2

*Unsatisfactory = 1

A grade of 1 or 2 requires comments by the clinical adjunct instructor. Each category is designated separately and the minimum expectation for meeting that category objectively is listed. It is expected that category specifications will guide student practice and be considered the minimum standards for competency. In order to complete the course successfully, each category must be at least "satisfactory" or "3" or above by the final evaluation. A passing grade will be assigned only if all the items are a "3" or above by the final evaluation. If a student has a score of "1" or "2" at midterm they should meet with the course coordinator to discuss a remediation plan.

Overall Grading Descriptions

Proficient = 4

Satisfactory = 3

*Needs Improvement = 2

*Unsatisfactory = 1

Proficient = 4

A student who earns a grade of proficient (4):

- Demonstrates proficient competencies in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities
- Consistently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Independently functions using the nursing process with minimal guidance.
- Consistently applies critical thinking when developing a nursing care plan with minimal guidance.
- Consistently applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Continuously engages in self-direction to learning.
- Continuously demonstrates improvement in performance, skills, attitudes and self-directed learning.

Satisfactory = 3

A student who earns a grade of satisfactory = 3:

- Demonstrates satisfactory competence in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities

- Frequently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and integrates them into practice.
- Functions satisfactorily using the nursing process with minimal to moderate guidance.
- Frequently applies critical thinking when developing a nursing care plan with moderate guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Occasionally engages in self-direction to learning and seek appropriate assistance.
- Demonstrates improvement in performance, skills, attitudes and self-directed learning.

Needs Improvement = 2

A student who earns a grade of needs improvement = 2:

- Adequately demonstrates knowledge of professional nursing practice and requires moderate assistance in applying knowledge with skills..
- Safely functions using the nursing process with minimal to moderate guidance.
- Applies critical thinking when developing a nursing care plan with moderate to extensive guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills with moderate to extensive assistance.
- Requires some direction in identifying and utilizing learning opportunities.

Unsatisfactory = 1

A student who earns a grade of unsatisfactory = 1:

- Requires extensive guidance for the performance of standard nursing practice, education, research, health policy/public health when caring for individuals, families, local, regional, and global communities.
- Persistently demonstrates gaps and deficiency in knowledge of professional nursing practice and requires constant supervision and assistance in applying knowledge and skills.
- Is frequently unprepared, unable to identify his or her own learning needs, and demonstrates no interest in learning.
- Persistently requires some direction to learning and seeking appropriate assistance.

Senior Student Clinical Performance Evaluation Tool

Concept and Critical Competency	Mid Semester	Final	Comments
Critical Thinking – Level II			
● Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes			
● Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice			
Professionalism – Level II			
● Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development			
● Ethical/Legal - Analyze ethical and legal issues related to the health care for vulnerable patient populations			
● Leadership –Collaborates with multiple disciplines in coordinating patient care			
Communication – Level II			
● 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 – Level II			
● Provide teaching and learning activities that promote health progression and injury prevention			
Evidence Based Practice – Level II			
● Integrate research-based evidence, clinical judgment, and patient and family preferences in planning, implementing, and evaluating outcomes of care			
Health Care Delivery – Level II			
● 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 – Level II			
● 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			
Concept and Critical Competency	**Mid Semester**	**Final**	**Comments**
Environment – Level II			
● Safety - Demonstrate effective use of technology and nursing practices that support safety & quality			
● Quality Improvement - Participate in analyzing data to monitor the outcomes of care to improve the quality and safety of health care setting			

● Informatics – Utilize information technology to communicate the planning and provision of patient care			
Compassionate Patient-Centered Care – Level II			
● Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model			

Identify Your Strengths, Areas of Improvement, and Goals

Midterm

Strengths:
Areas of Improvement:
Goals:

Final

Strengths:
Areas of Improvement:
Goals:

Midterm Evaluation

Student Comments:

Instructor Comments:

Student Signature	Date
Instructor Signature	Date

Final Evaluation

Student Comments:
Instructor Comments:

Student Signature	Date
Instructor Signature	Date

Clinical Performance Improvement Plan and Outcome

<u>RSSON Performance Improvement Plan and Outcome</u>

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

TMU RSSON Incident and/or Accidental Exposure Report

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 _____

Truett McConnell University

Martha Rielin & Elizabeth Salmen School of Nursing

NU 350 Maternal Health Nursing
Labor Record Profile

Student name:_____ Date of care: _____Room #_____
Patient initials_____ Physician _____
G_____ P_____ EDD_____ Weeks gestation: _____
Blood type: _____ Rubella: _____ GBS: _____ STI's_____
Allergies:

Why is your patient here?

Significant Past/Present Medical History:

Time	FHR	Accelerations (Yes or no)	Decelerations (early, late, variable, or none)	Variability (minimum, moderate, or marked)	External or Internal Fetal Monitor

List any interventions that were provided related to FHR's

Time	How far apart are ctx?	Duration of ctx	Mild, moderate, or strong intensity?	Dilatation	Effacement	Station	External monitor Or IUPC

List any interventions that were provided related to uterine activity

Vitals:

Time	T	P	R	B/P	Pain

What measures is the patient using for pain control? Is it effective? How is the patient tolerating labor? Use subjective and objective data

Who is supporting the patient? How do those in the room interact towards the patient and among each other?

List any medications patient is receiving and why:

Referral/Community resources needs for discharge:

NU 350 Postpartum ISBAR Record Clinical Form

Truett McConnell University

Martha Rielin & Elizabeth Salmen School of Nursing

NU 350 Maternal Health Nursing

Student Name: _____ Date: _____

Mother Postpartum ISBAR

I	**Highlight results where applicable** **Yourself:** 　　**Name** 　　**Position** 　　**Location** 　**Receiver confirm who you are talking to** 　**Patient: name, age, sex, location**
S	**Patient Initials**: 　**Age:** **Room #:** **Gravida:**　　**Para:**　　**AB:**　　**LC:** **EDD:** 　**Allergies**: **Admit Date:** 　**Physician:** **Admitting Dx:**

	Date and time of delivery: **Delivery type: Vag or C/S** **Episiotomy Y/N Laceration Y/N** **Delivery complications:** **Indication for C/S:**
B	**Blood type:** **Need Rhogam Y/N** **Rubella immune/non** **GBS +/- treated Y/N # of doses:** **STI's:** **Smoking Y/N** **Past pregnancy complications:** **Past Medical hx:** **Drugs/Medication during pregnancy:** **Current pregnancy complications:** **Pain meds/anesthesia used during labor:** **Labor complications:**

EBL/QBL:

	Time	Temp	HR	R	B/P	Pulse OX	Pain, Nursing interventions and pain reevaluation
A							

Notes:

Times	B	U	B	B	L	E	H	E

A

Foley Y/N

Intake _____ Output _____

Incision Y/N

Location:

Dressing:

Assessment:

IV/SL site:

Assessment:

Admission Hgb: **Hct:**   **Platelets:**

Postpartum Hgb: **Hct:**

Other significant labs:

Lungs: Clear/Crackles/Rhonchi/Wheezing

Bowel sounds: Active/Hypo/Hyper

Flatus: Y/N

Psychosocial

Support person:

Culture Considerations:

EPDS score: **Referral needed** Y/N

Bonding appropriately? Y/N Example to support:

Current stressors:

R

New orders for the day:

Pending labs:

Last pain med and time:

Immunizations needed prior to discharge:

Community resources:

Notes:

Mother's Diagnostic Evaluation
Textbook Source (Include page numbers)

Name of Test or Procedure and Date Completed	Norms Textbook/Hospital	Patient's Results Highlight Abnorm.	Reason (from the text) Done for your patient	Nursing Implications
1. Hgb				Implication of Results
				Nursing Interventions
2. Blood type and Rh factor				Implication of Results For Mother and Newborn
				Nursing Interventions
3. Group B Beta Streptococcus culture				Implication of Results for Mother and Newborn

				Nursing Interventions

NU 452 Predict and Manage Potential Complications Form

Predict and Manage Potential Complications

Clinical Judgment Exercise for NU 452 Pediatric Health Nursing

What can go wrong?
Linda Caputi ©

This tool has been adapted to be utilized as a clinical judgment exercise for clinical and simulation activities for NU 452. This tool will assist the student in recognizing and anticipating risks and predicting and managing potential complications that may occur when caring for newborn and pediatric patients with acute illness and complex medical/surgical conditions. This tool will also assist in prioritizing patient care activities. Utilize this tool to provide feedback on a clinical or simulation experience.

Patient Age:	
Diagnosis:	
• What assessments are essential for the client/patient during your time on the unit? Or during your assigned care?	
• What assessments are essential for you to make on the child's parent or caretaker during your time on the unit? Or during your assigned care?	
• What complications may occur for this child during the hospital stay? Or as a result of the diagnosis or illness? **What could go wrong?**	
• What are the negative sequelae or worst things that could happen to this child during this hospital stay? Or during your assigned care?	
• What interventions could prevent potential problems?	
• What are the two most important developmental concerns for this child during this hospitalization or during your assigned care? How will you intervene during your time on the unit or during your assigned care?	
• How will you prioritize implementation of nursing interventions? Explain.	

8/2020 HCA

NU 452 Pediatric Physical Assessment Form

Rielin & Salmen School of Nursing
Pediatric Physical Assessment

Student Name: _____Date: _____

Pt. Initials: _____ Pt. Age: _____ Family Member/CG Present: _____

Admission (or Current) Diagnosis:
_____

Presenting Signs and Symptoms for Admission or Visit: _____
_____

History of Present
llness_____
_____

Past Medical History: (including surgical history and hospitalizations) _____
_____

Family History:
_____
_____

Social History:
_____
_____
_____

Immunizations:
_____
_____

Allergies:
_____
_____

Nutritional/Activity History:
_____
_____
_____

Teaching Needs:
_____
_____
_____

Erikson's Stages of Development:
_____

Current Assessment:

Wt: _____ Ht: _____ HR: _____ RR: _____ BP: _____ Temp: _____ Allergies: _____

Pain Scale: (0-10) _____ Verbal Report/FACES Scale/FLACC Scale (Circle) _____

Nutrition:

Diet: _____ IV Fluids (type and rate): _____

Recent wt. loss/gain: _____ BW: _____ Lips/Gums/Teeth: _____

Integumentary:

Skin Color: _____ Texture/Turgor: _____

Rashes: _____ IV Site: _____

Incisions/Wounds/Drains/Tubes: _____

Neurological/Head:

LOC/Mental Status: _____ Facial symmetry: _____

Sensory Deficits/Aids: _____ Reflexes: _____

Fontanels: (anterior/posterior size and appearance, if present): _____

Eyes: Pupils: _____ Discharge: _____ Clarity: _____

Strabismus: _____ Swelling: _____ Ptosis: _____

Ears: Shape: _____ Symmetry: _____ Discharge: _____

Oxygenation:

Respirations (rate, rhythm, depth) _____

Retractions: _____ Nasal Flaring: _____ Grunting: _____

Breath Sounds: _____

O2 Therapy: _____ O2 Saturation: _____

Cough: _____ Sputum (description): _____

Skin/Nail Bed Color: _____ Mucous Membranes: _____

Respiratory Therapy Treatments (type and frequency): _____

<u>Cardiovascular:</u>
Apical HR: _____ Rhythm: _____ Murmur: _____

Capillary Refill: _____ Mottled Appearance: _____

Peripheral Pulses/locations: _____

Skin Turgor: _____ Edema: _____

<u>Musculoskeletal:</u>
ROM: _____ Symmetry: _____
Activity Tolerance: _____ Strength: _____

<u>GI/GU/Abdomen:</u>
Appearance of Abdomen: _____ Bowel Sounds: _____

Last BM/Usual Pattern: _____ Ostomy: _____

<u>Labs:</u>

<u>Diagnostic Tests/Procedures:</u>

<u>Discharge Planning/Parent Teaching:</u>

<u>Problem:</u>   **<u>Nursing Diagnosis(w/Rationales):</u>**

Pathophysiology of Disease:

Medications (Only list medications and dosages. Complete Med Sheets and upload with assignment for completion):

Developmental Implications (Real or Potential) r/t Hospitalization or Illness:

Appropriate Therapeutic Play during Hospitalization or Illness:

Safety Considerations Based on Developmental Age:

Signature of Faculty: _____ **Date: _____**

8/2020 HCA

Medication Sheet

Student Name _____ Date _____Course _____Semester _____

Pharmacologic Class: _____Therapeutic Class: _____

Generic Name: _____   Trade Name: _____

Action/Therapeutic Use:_____

Indications (Reason client is receiving):_____

Common Side Effects:_____

Nursing Process

Pre-Administration Assessment	Nursing Considerations (Including Special Populations such as pediatrics, maternity, and geriatrics)	Post-Administration Evaluation:

Administration Considerations, Teaching, Other:

_____

_____

SOCK Method for Medications

SOCK Method for Learning Medication

S	**Side Effects/Adverse Effects** Focus on life threatening side effects that effect major organs and contradict therapy	
O	**Organ Systems/Pathophysiology** Start with basic A & P and focus on meds, s/e and considerations that deal with major organ systems	
C	**Consideration/Contraindications** Focus on contraindications, nursing considerations that impact ABCs and pathophysiology, and contraindications of medications.	
K	**Know. Must know!** What is it you must know to give this med safely? (Medication administration rights, medication interactions, food interactions, and black box warnings, etc.)	

Clinical Judgment Form with ISBAR and Medication Administration Record

Student Name _____ Date _____ Course _____

NOTICING - UTILIZING OBSERVATIONS TO RECOGNIZE PATTERNS, AND GATHER INFORMATION.

RECOGNIZING CUES - The mental process involved in identifying relevant and important information	
60 second initial visual assessment *(Completed while receiving report and prior to physically assessing patient)*	
What do you see? Visual cues such as room cleanliness, hygiene of patient, IV pump, O2, other lines, drains, tubes.	
Focused Physical Assessment *Recognize abnormal vs. normal – Recognizing signs and symptoms*	
What is your client's admitting diagnosis? What will you focus on based on this information? Perform appropriate focused assessment. Include the findings of your focused assessment	

Include the pathophysiology of the client's admitting diagnosis, including the risk factors, signs/symptoms, diagnostics, prognosis, and treatments. You must include a resource for this information.	

Identify History Of
Medical/Surgical/Home Medication/Social, Occupational History cues
Recognize contributing past history

Interview your patient. What is their pertinent medical/surgical history? What home meds do they take? Where do they work, live, socialize?	

Vital Signs, Lab Values and Diagnostics
Recognize abnormal vs. normal as well as pertinent information related to patient diagnosis

Document the patient's vital signs. Include reasoning for any abnormal vital signs.	

Examine your patient's Electronic Medical Record. What are the pertinent lab values given the admitting diagnosis and current condition of your patient?	Lab Value	Normal Range	Patient's Lab Value Result	Reason for Abnormal Value
What diagnostic tests has the client undergone? Include the results of the test.				

INTERPRETING – MAKING SENSE OF THE DATA AND PRIORITIZING INFORMATION **UTILIZING YOUR REASONING ABILITIES TO INTERPRET THE FACTS AND FORSEE POSSIBLE INTERVENTIONS**
ANALYZING CUES - clustering and linking related information to create groups of individual cues
PRIORITIZE HYPOTHESIS – Evaluate and rank potential causes or risk factors to address
Based on findings from 60 second initial visual assessment

Hypothesize regarding needed interventions	
What will require action? Prioritizing action (i.e. bathe patient, tidy room, fluid replacement, adjust O2 etc)	
Based on findings from Focused Physical Assessment *Analyze and form hypothesis for future action*	
What assessment findings are most concerning? What makes you say that? Are there any findings that seems contradictory? (i.e. findings that may point to an alternative or additional concern) What findings are consistent with admitting diagnosis?	

	Based on Identifying History Of *Medical/Surgical/Home Medication/Social, Occupational History cues* *Analyze and form hypothesis for future action*
What findings did you expect based on the client's diagnosis/concern?	
What medications would you expect based on the client's diagnosis, concern, history?	
Are there any findings that seem contradictory? (i.e. meds expected but not present, meds present but not expected, assessment findings without interventions)	

What else could be going on?	
	Based on Vital Signs, Lab Values and Diagnostics *Analyze and form hypothesis for future action*
What will require action? (i.e. b/p requiring treating, increase or decrease O2, treat electrolyte imbalance, intervene regarding fluid volume status, etc.)	
GENERATE SOLUTIONS – Generate a set of feasible solutions to handle emergent concerns based on prioritized hypothesis above	
Things to address? Things to avoid? What interventions are indicated?	

Which hypothesis is the most important and should be managed first? What makes you say this?	

RESPONDING – UTILIZING YOUR CLINICAL JUDGMENT TO MAKE DECISIONS AND JUDGMENTS	
TAKE ACTION – Implementation of the solutions based on generated hypothesis	
Based on generated solutions	
What are the critical safety issues and what did you do to protect the client? What interventions are needed immediately? How will you implement them? What interventions can be delegated and to whom?	

What specific items will you teach the client?	
How did you respond to patient, family and caregivers?	

REFLECTING – EVALUATION OF PERSONAL EXPERIENCE AND UTILIZING JUDGMENT SKILLS
EVALUATING OUTCOMES – Understanding signs of clinical improvement or decline and reflecting on the effective outcomes of interventions

What follow-up data are needed?	
What findings show interventions have been effective?	
What interventions require formulating a new hypothesis?	
What values show a need for continued monitoring (i.e. labs,	

vital signs, interventions)	
What went well and what did not go well and why?	
What would you do differently?	
What priorities, skills do you think you need to improve in order to care for future patients?	

For the problem statements, you need to ask, "What issue could harm this patient if not addressed"? The problem needs to be a current issue, not something that has already been addressed, like surgery. The interventions need to be **NURSING** interventions. Nurses cannot perform surgeries, order medications or labs, etc. Use your Conceptual Nursing Care Planning textbook for ideas on appropriate nursing interventions.

Problem Statement 1
1.
Intervention Statement 1
1.

Problem Statement 2
2.
Intervention Statement 2
2.
Problem Statement 3
3.
Intervention Statement 3
3.

SBAR

Student Name _____ **Date** _____ **Course** _____

Situation	Patient's initials Age Sex MD Admission diagnosis Most current issues	
Pertinent PMH	DM / CHF / HTN / CAD / PVD / HLD / COPD / CKD / CVA / Psych / Dementia / Smoker / Drug Abuse	
Background	Admit date Allergy Code Status MRI / CXR / XRAY / CT / Echo / Endo / US / Cath PMH:_____	

Assessment

Isolation:
    Contact:
MRSA / C-Diff /
ESBL / Flu /
Droplet /
Neutropenic

Cultures Needed:
    Urine CS
    Resp CS
    Flu Swab
    MRSA Swab

Daily **Wt** _____
    Strict I & O

    Falls Risk
    NPO @ MN

Patient Education
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

IV: #_____ R / L Date _____ Site: AC / FA / Hand / Wrist Central: IJ / PICC / Port	IVF: NS / ½ NS / D5 ½ / D5NS / LR / ABX IV Rate: _____ ml/hr / _____u/kg/hr Drips: Heparin / Blood / TPN / _____
Neuro: A & O _____X / Confused Activity: Up ad lib / 1 / 2 / Bedrest Walker / Cane Neuro Checks / Restraints / Bed alarm	Pain: Level: _____ Location: _____ Medicatio: _____
Respiratory: O2 @ _____L NC/ Room air / NRB / CPAP / BIPAP Breath Sounds: Clear / Diminished / Wheezing / Crackles/ Coarse	VS Trend: BP _____ HR _____ RR _____ O2 Sat _____ Temp _____ O / R / T
Cardiovascular: SB / NSR / ST / A-Fib / A-Flutter / A-Paced / V-Paced / PACs / PVCs / AICD / Murmur Edema: None / Gen / Trace / 1+ / 2+ / 3+ Pitting / Non-pitting R / L / Bilateral Arms / Legs Pulses: Radial / Carotid / Femoral / Dorsalis Pedis	VTE: SCDs / Foot pumps Heparin / Lovenox Coumadin / Xarelto Eliquis / None needed
GI: Diet: Reg / Clear / Full / AHA / ADA / Renal Dysphagia: I II III / Soft / NPO Bowel Sounds: Hypo / Active / Hyper Nausea / Vomiting / Diarrhea G-tube: Gravity / LWS / Ostomy Last BM: _____	GU: Voiding / Foley / Incontinent / Anuria Clear / Cloudy / Yellow / Amber BR / Urinal / Bedside Commode / Bedpan Dialysis: M Tu W Th F Sa Su
Musculoskeletal: Weakness: RUE / LUE / RLE / LLE Numbness: RUE / LUE / RLE / LLE	Skin: Wounds: _____ Dressings: _____

BS AC	AC B	AC L	AC D	HS

Drains: Chest Tube (R / L) Level _____ JP / Hemovac / Accordian / Wound Vac Serosanguinous / Sanguinous Amt _____	Labs: WBC _____ Hgb_____ Hct_____ K _____ Na_____ Cr_____ CKMB_____ Trrop _____ BNP_____ Plt _____ INR _____ PT_____ Xa_____ aPTT_____

Recommend	Scheduled Procedures: Cath / US / Stress / Echo / Dopplers / MRI Pending Labs: _____ Consults: PT / OT / ST/ GI / Cardio / Neuro / Nephro/ Wound / Ortho / Psych / Pulm / Surg

Plan of Care Today	**New Orders:**
	Changes in patient condition:
	Changes in laboratory results or diagnostic tests:

Medication Administration Log

Right Drug	**Right Dose**	**Right Time**	**Right Route**	**Right Reason** Include class, mechanism of action, and reason why patient is taking this medication	**Common Side Effects** List at least 5	**Nursing Considerations/ Patient Education** List at least 3
1.						
2.						
3.						
4.						
5.						

Appendix B
RSSON Rubrics and Forms

RSSON 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 you 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 & Outcome

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

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

Student Clinical Behavior/Performance Concern Form

Student Clinical Behavior/Performance Concern Form

Student name: _____

Clinical Instructor (if applicable): _____

Professor name: _____

Course: _____

Date: _____

Concern/issue:

_____

_____

_____

_____

_____

_____

_____

*By signing below, the student acknowledges this written warning for inadequate behavior or performance. The student is also aware that any further issues concerning this will result in an additional meeting with the Chair of Nursing and further actions may be taken as a result.

Student signature: _____

Professor signature: _____-

Chair of Nursing signature: _____

Student Clinical/Simulation Tardiness & Absence Form

Student Clinical/Simulation Tardiness & Absence Form

Student name: _____

Clinical Instructor name: _____

Clinical date: _____

Clinical site: _____

Time clinical instructor notified: _____

Time student arrived: _____

Time clinical coordinator notified: _____

Time course instructor notified: _____

Reason for tardiness/absence:

_____

_____

_____

_____

_____

*By signing below, student acknowledges the requirement to make-up missed clinical time at a ratio of 2:1 for unexcused absences/tardies. The student is also aware of the need to make up any missed hours before the end of the semester.

Student signature: _____

Clinical coordinator signature: _____

Course instructor signature: _____

Chair signature: _____

RSSON Remediation Form

General Information	
Student Name:	Date:
Report Prepared by:	Course:

Reason for Remediation	Actions Taken
Below 850 on HESI testing exams (score _____)	Conference(s) with student: Date(s) _____
Score below 78 on any exams _____	Review of Exam # _____
Writing problems on papers, discussion posts, or assignments, etc.	Suggest study skills and review test taking principles
Critical thinking problems identified:	Discussion of stress reduction strategies:
Stress/anxiety identified	Suggest a balance of work, life and family activities or college activities with academics
Classroom behavior issues: _____ _____	Discuss testing accommodations:
Other (explain) _____	Referral to university services (i.e., counseling)

Detailed Description of Student's Needs (Strengths and Weaknesses):

Other Actions	
Course Coordinator: _____	Date Contacted: _____
Conference with Chair: _____	Date Held: _____
Other: Explain _____	Other: _____

Assignments or Requirements for Student if Applicable

Plan and Prep: Date

Student Signature:	Date
Initiating Instructor Signature:	Date
Signature of Faculty Members Involved in Assessing Results of Action	Date

Professionalism Rubric

Criteria	20 pts	15 pts	10 pts	5 pts
Attendance*	Attends all classroom lectures, clinical/sim rotations, and has no tardiness.	Misses 1 classroom lecture or clinical/sim rotation. Tardy to class 2 times or clinical/sim 2 times.	Misses 2 classroom lectures or clinical/sim rotations. Tardy to class 3 times or clinical/sim 3 times. One unexcused clinical absence.	Misses 3 or more classroom lectures and clinical/sim rotations or Tardy to class or clinical/sim more than 3 times.
Class & Clinical Participation	Actively engaged during lecture, games, case studies, and presentations.	Is somewhat engaged and requires prompting from professor/instructor for participation. (i.e. lecture, games, case studies, presentations, & clinical experiences).	Occasional class/clinical engagement that requires **repeated** prompting from professor/instructor for participation. May be requested at discretion of nursing faculty/instructor to leave class and/or clinical which will result in an **unexcused absence.**	Not engaged during class and/or clinical experiences and requires professor or clinical instructor intervention. (Sleeping/absence, personal conversations, inappropriate use of electronic device (i.e. social media, internet browsing, reviewing other course materials, etc.) Will be requested to leave classroom and/or clinical and will result in an **unexcused absence**.
School of Nursing Dress Code **(Refer to BSN Handbook for further details)**	No verbal or written warnings due to non-adherence of SON dress code.	1 verbal warning due to non-adherence of SON dress code.	>1 verbal warning or 1 written warning due to non-adherence of SON dress code.	> 2 or more written documents about non-adherence to SON dress code.
RSSON Remediation Policy	If remediation is needed, the student notifies professor by email within 48 hours of exam grade No remediation needed.	If remediation is needed, the student notifies professor by email within 72 hours of exam grade.	If remediation is needed, the student notifies professor by email > 72 hours of exam grade.	If remediation is needed, the student does not notify the professor by email.
Preparation/ Communication**	Always prepared for class, clinical and/or SIM/Lab. This includes daily clinical/SIM/Lab documents. Communicates in advance any scheduling conflicts.	1 late assignment turned in without instructor notification and approval. Does not complete required clinical/SIM/Lab documentation. ***Incompletion or lack of preparation for clinical/SIM/Lab may result in dismissal from clinical/SIM/Lab for that day**	Turns in >2 assignments late. Unprepared for clinical/SIM/ Lab 2 or more times. This includes required documents. ***Incompletion or lack of preparation for clinical/SIM/Lab may result in dismissal from clinical/SIM/Lab for that day**	3+ times turns in assignments late. 3+ times comes to clinical unprepared. This includes daily clinical documents. ***Incompletion or lack of preparation for clinical/SIM/Lab may result in dismissal from clinical/SIM/Lab for that day**
Total				
				Professionalism Grade =

*TMU approved absences will be considered but must be discussed and planned for with your course coordinator **prior to the absence**.*

 ****This includes daily clinical documents, journals, notebooks, and other S/U requirements.*

Anything met on column 4 requires a meeting with the course coordinator.

APA Paper Rubric

Criteria	20 pts	15 pts	10 pts	5 pts	Student Grade
Integrates required elements	All information was thorough and easy to comprehend. Includes and discusses each required element	Most of the information was presented and easy to comprehend. Includes and discusses most of the required elements	A few required elements were presented and discussed, but were difficult to follow/comprehend during the presentation	The elements presented were incomplete and not related to topic. Presentation is difficult to follow/comprehend	
Evaluates how nursing practice effects outcomes	Clearly identifies and articulates potential outcomes that are directly related to nursing practices	Identifies and discusses nursing practice outcomes at a basic level.	Identifies outcomes but does not link those outcomes to nursing practices	Does not discuss or identify any outcomes or the nursing practices that relate to them	
Synthesis of content	Easy to follow, logical ordering of information. Clear thesis statement, transitions. Introduction catches attention	Some ideas may feel out of order, like they should be switched around. Could do more to make organization emphasize focus. suggested but not clear, introduction not catchy. Need clearer transitions	Information is random or simply a list of facts. No attempt at moving in a specific order to emphasize a point. Thesis is stated but not clear, few transitions	Information is random or simply a list of facts. No attempt at moving in a specific order to emphasize a point. No thesis, few transitions	
Grammar & Spelling	Proper and professional grammar and spelling throughout	Less than 5 grammatical and spelling errors	More than 5 errors but less than 7 grammatical and spelling errors	More than 7 grammatical and spelling errors	
APA Format (7th Edition) & Reference page	Written review is complete, concise, & follows APA (7th edition) format. All articles are within the last 5 years and from scientific sources (unless otherwise approved by instructor)	Written review is not concise. Over 5 errors, but less than 7 errors in APA (7th edition) format. One article is within last 7 years or is from a non-appropriate source	Written review is does not consistently demonstrate professional writing. Over 7 errors but less than 10 errors in APA (7th edition) format. One article is older than 7 years or multiple articles are from non-appropriate sources	Written review does not demonstrate professional writing. Greater than 10 errors in (7th edition) format. Does not include relevant journal articles	
					Total Points =

Late submission of assignment will result in a grade deduction of 5% per day (up to 3 days after the due date)

After 3rd day, student will receive a "0" on the assignment and meeting with course coordinator will result.

Project and Presentation Rubric

Criteria	20 pts	15 pts	10 pts	5 pts	Std Grade	Grp Grade
Professional Appearance, Conduction of Presentation & Engagement of audience	Follows business casual dress code (as outlined in student handbook), confident, consistent eye contact with instructor and audience. Is able to answer questions from audience/instructor.	Follows business casual dress code (as outlined in student handbook), inconsistent eye contact with audience and instructor (looked at notes most of the time). Is able to answer most questions from audience/instructor.	Does not follow business casual dress code (as outlined in student handbook), inconsistent eye contact with audience or instructor only (looked at notes most of the time). Is able to answer only a few questions from audience/instructor.	Does not follow business casual dress code (as outlined in student handbook), nervous, no eye contact, unable to answer questions from audience. Is not able to answer any questions from audience/instructor.		
Effectiveness & knowledge of topic	Research discussed and utilized, logical explanation of approach and information, able to answer questions from audience, provides additional information consistently	Use of research apparent but not stated, logical, organized approach, additional information given occasionally	Use of opinions, but uses some science, Unstructured, no rationale for information, Much of the presentation out of logical order.	Use of opinions with no science to back up information. No logical order to presentation of information. Goes over time limit		
Teamwork & Collaboration (if applicable)	Each group member participates and tasks divided equally. Each member can answer questions from audience/instructor	Each group member is knowledgeable and tasks divided equally. Most group members present during presentation	Tasks not equally divided. Not all group members participated/knowledgeable of topic	Only one presenter for group. Unable to divide tasks and knowledge of topic is minimal		
Integration of Required elements	All information was thorough and easy to comprehend. Includes and discusses each required element	Most of the information was presented and easy to comprehend. Includes and discusses most of the required elements	A few required elements were presented and discussed, but were difficult to follow/comprehend during the presentation	The elements presented were incomplete and not related to topic. Presentation is difficult to follow/comprehend		
Utilization of presentations materials/methods	Engages audience to participate and ask questions, multiple media sources utilized, & identified target audience needs	Involves audience, utilized some media sources, & identified target audience needs	Presentation methods chosen were inadequate, not effective, or too small to see.	No presentation materials utilized		
APA FORMAT & GRAMMAR	Presentation contains required number of sources. All sources are within last 5-8 years. Each source is cited correctly and appropriate for topic presented. No grammatical errors noted	Presentation contains required number of sources. Some sources are >8 years old. Each source is cited correctly and appropriate for topic presented. No grammatical errors noted	Presentation contains less than required number of sources. Minor errors found in bibliography or citation format. Sources not within last 8 years and may not be credible or appropriate for topic presented. Few grammatical errors noted (<8)	Sources lacking throughout and not applicable to topic being presented. Bibliography lacking and not formatted correctly. Gross grammatical and spelling errors (>5)		
				Total Points		

Late submission of assignment will result in a grade deduction of 5% per day (up to 3 days after the due date) After 3rd day, student will receive a "0" on the assignment and meeting with course coordinator will result.

Rubric for Reflective Clinical Journal

Criteria	Satisfactory	Student Grade
Retelling of Experience	☐ Detailed explanation of experience utilizing appropriate topics ☐ Specific descriptors of observations during experience ☐ Writing is highly organized with logical sequence	**S / U**
Reflection on Experience, Observations, & Skills Performed	☐ Reflects well on own work ☐ Provides many examples	**S / U**
Relevance to Classroom Concepts or Personal Experience	☐ Relates observations to classroom concepts and/or personal experiences ☐ Demonstrates didactic and clinical knowledge about how this event impacts patient care	**S / U**
Analysis of Experience	☐ Makes many inferences ☐ Comprehends deeper meanings ☐ High level of critical thinking expressed	**S / U**
Effort on Assignment	☐ Obvious, detailed effort on the assignment	**S / U**
	Final Grade =	

- **Guidelines**
  - Each journal entry will be a written record of experiences, observations, and patient care performed in the clinical setting. Topics are outlined for each course in the plan of study in Brightspace.
  - The journal must use scholarly grammar, contain at least three paragraphs, express personal reflection on lessons learned, show insight into the activities of the day, and address 4 areas:
    - Retelling of the clinical experience
    - Reflection/personal response
    - Relevance to classroom concepts/personal experience
    - Analysis of experience
  - Journal entries must be submitted via Dropbox by the times and dates designated on the plan of study.
  - Entries will be graded as satisfactory or unsatisfactory.
    - An unsatisfactory entry will need to be **turned in to the same Dropbox folder as the original journal entry, titled REDO JOURNAL, and resubmitted to the clinical instructor until a satisfactory grade is obtained**.
    - Any assignment that remains unsatisfactory will result in an incomplete in the course.

Debate Presentation Rubric

Criteria	20 pts	15 pts	10 pts	5 pts	Stud Grade	Grp Grade
Professional Appearance, Conduction of Presentation, & Engagement of Audience	Follows business casual dress code (as outlined in student handbook). Confident, consistent eye contact with instructor and audience. Can answer questions from audience/instructor.	Follows business casual dress code (as outlined in student handbook) Inconsistent eye contact with audience and instructor (looked at notes most of the time). Can answer most questions from audience/instructor.	Does not follow business casual dress code (as outlined in nursing student handbook). Inconsistent eye contact with audience or instructor only (looked at notes most of the time). Can only answer a few questions from audience/instructor.	Does not follow business casual dress code (as outlined in student handbook). Nervous, no eye contact, unable to answer questions from audience. Cannot answer any questions from audience/instructor.		
Effectiveness of presentation & Knowledge of topic, Integration of required elements	Research discussed and utilized, logical explanation of approach and information, able to answer questions from audience, provides additional information consistently. All information was thorough and discusses each required element.	Use of research apparent but not stated, logical, or organized, additional information given occasionally.	Use of opinions, but uses some science, Unstructured, no rationale for information, Much of the presentation out of logical order.	Use of opinions with no science to back up information. No logical order to presentation of information. Goes over time limit.		
Teamwork & Collaboration (if applicable)	Each group member participates, and tasks divided equally. Each member can answer questions from audience/instructor	Each group member is knowledgeable, and tasks divided equally. Most group members present during presentation	Tasks not equally divided. Not all group members participated/knowledgeable of topic	Only one presenter for group. Unable to divide tasks and knowledge of topic is minimal		
Utilization of various presentations materials/methods	Engages audience to participate and ask questions, multiple media sources utilized, & identified target audience needs	Involves audience, utilized some media sources, & identified target audience needs.	Presentation methods chosen were inadequate, not effective, or too small to see.	No presentation materials utilized		
APA FORMAT & GRAMMAR	Presentation contains 3 or more sources. All sources are within last 5-7 years. Each source is cited correctly and appropriate for topic presented. No grammatical errors noted	Presentation contains required number of sources. Some sources are >7 years old. Each source is cited correctly and appropriate for topic presented. No grammatical errors noted.	Presentation contains less than required number of sources. Minor errors found in bibliography or citation format. Sources not within last 7 years and may not be credible or appropriate for topic presented. Few grammatical errors noted (<5)	Sources lacking throughout and not applicable to topic being presented. Bibliography lacking and not formatted correctly. Gross grammatical and spelling errors (>5)		
				Total Points =		

Submission: Late submission of assignment will result in a grade deduction of 5% per day late up to 3 days after the due date. After the 3rd day, the student will receive a "0" on the assignment and an incomplete in the class if not submitted.

Group Members: _____

Student Name: _____

Presentation Topic: _____

Instructor: _____   Date: _____

Discussion Post Rubric

Criteria	Excellent - 20	Good - 15	Acceptable - 10	Unacceptable - 0	Student Grade
Participation	Participation is consistent throughout the week (3-4 times)	Participates 3-4 times but postings not distributed throughout week.	Participates 1-2 times on the same day.	Does not participate at all.	
Initial Posting	Initial post is well developed and fully addresses and develops all aspects of discussion topic. 3 APA formatted citations referenced.	Posts well developed assignment that addresses all aspects of the task; lacks full development of discussion topic. 3 APA formatted citations referenced.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of assignment topic. < 3 APA formatted citations referenced.	No initial post submitted and/or no APA formatted citations referenced.	
Responses	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. 2 APA formatted citations referenced.	Elaborates on an existing posting with further comment or observation. 2 APA formatted citations referenced.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. < 2 APA formatted citations referenced.	No response posts submitted and/or no APA formatted citations referenced.	
Grammar & Clarity	Proper and professional grammar and spelling throughout. Contributes to discussion with clear and concise comments.	Minor clarity and/or grammatical errors. Contributes valuable information to discussion.	Minor clarity and/or grammatical errors. Communicates in a friendly, complementary manner that does not further contribute to discussion.	Posts are long and unorganized. Grammatical errors noted and content may be inappropriate to assignment topic.	
APA Format (7th Edition) & References	Follows APA (7th edition) format. 3 sources referenced. All articles are within the last 5 years and from scientific, peer-reviewed sources (unless otherwise approved by instructor)	Minor APA (7th edition) formatting errors. 3 sources referenced. All articles are within the last 5 years and from scientific, peer-reviewed sources (unless otherwise approved by instructor)	Minor APA (7th edition) formatting errors. < 3 sources referenced. All articles are within the last 5 years and from scientific, peer-reviewed sources (unless otherwise approved by instructor)	Posts do not include references or supporting experiences/examples. Utilizes personal experiences in leu of readings/research articles.	
				Total Points	

*Submission: Late submission of assignment will result in a grade deduction of 5% per day late up to 7 days after the due date. After the 7th day, the student will receive a "0" on the assignment and an incomplete in the class if not submitted.

Student name: _____

Discussion topic: _____

Evaluator: _____   Date: _____

Lasater Clinical Judgment Rubric

Noticing and Interpreting:

Effective NOTICING involves:	Exemplary	Accomplished	Developing	Beginning
Focused Observation	Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information	Regularly observes/monitors a variety of data, including both subjective and objective; most useful information is noticed, may miss the most subtle signs	Attempts to monitor a variety of subjective and objective data, but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information	Confused by the clinical situation and the amount/type of data; observation is not organized and important data is missed, and/or assessment errors are made
Recognizing Deviations from Expected Patterns	Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment	Recognizes most obvious patterns and deviations in data and uses these to continually assess	Identifies obvious patterns and deviations, missing some important information; unsure how to continue the assessment	Focuses on one thing at a time and misses most patterns/deviations from expectations; misses opportunities to refine the assessment
Information Seeking	Assertively seeks information to plan intervention: carefully collects useful subjective data from observing the client and from interacting with the client and family	Actively seeks subjective information about the client's situation from the client and family to support planning interventions; occasionally does not pursue important leads	Makes limited efforts to seek additional information from the client/family; often seems not to know what information to seek and/or pursues unrelated information	Is ineffective in seeking information; relies mostly on objective data; has difficulty interacting with the client and family and fails to collect important subjective data
Effective INTERPRETING involves:	Exemplary	Accomplished	Developing	Beginning
Prioritizing Data	Focuses on the most relevant and important data useful for explaining the client's condition	Generally focuses on the most important data and seeks further relevant information, but also may try to attend to less pertinent data	Makes an effort to prioritize data and focus on the most important, but also attends to less relevant/useful data	Has difficulty focusing and appears not to know which data are most important to the diagnosis; attempts to attend to all available data
Making Sense of Data	Even when facing complex, conflicting or confusing data, is able to (1) note and make sense of patterns in the client's data, (2) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (3) develop plans for interventions that can be justified in terms of their likelihood of success	In most situations, interprets the client's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse	In simple or common/familiar situations, is able to compare the client's data patterns with those known and to develop/explain intervention plans; has difficulty, however, with even moderately difficult data/situations that are within the expectations for students, inappropriately requires advice or assistance	Even in simple of familiar/common situations has difficulty interpreting or making sense of data; has trouble distinguishing among competing explanations and appropriate interventions, requiring assistance both in diagnosing the problem and in developing an intervention

Responding and Reflecting:

Effective RESPONDING involves:	Exemplary	Accomplished	Developing	Beginning
Calm, Confident Manner	Assumes responsibility: delegates team assignments, assess the client and reassures them and their families	Generally displays leadership and confidence, and is able to control/calm most situations; may show stress in particularly difficult or complex situations	Is tentative in the leader's role; reassures clients/families in routine and relatively simple situations, but becomes stressed and disorganized easily	Except in simple and routine situations, is stressed and disorganized, lacks control, making clients and families anxious/less able to cooperate
Clear Communication	Communicates effectively; explains interventions; calms/reassures clients and families; directs and involves team members, explaining and giving directions; checks for understanding	Generally communicates well; explains carefully to clients, gives clear directions to team; could be more effective in establishing rapport	Shows some communication ability (e.g., giving directions); communication with clients/families/team members is only partly successful; displays caring but not competence	Has difficulty communicating; explanations are confusing, directions are unclear or contradictory, and clients/families are made confused/anxious, not reassured
Well-Planned Intervention/Flexibility	Interventions are tailored for the individual client; monitors client progress closely and is able to adjust treatment as indicated by the client response	Develops interventions based on relevant patient data; monitors progress regularly but does not expect to have to change treatments	Develops interventions based on the most obvious data; monitors progress, but is unable to make adjustments based on the patient response	Focuses on developing a single intervention addressing a likely solution, but it may be vague, confusing, and/or incomplete; some monitoring may occur
Being Skillful	Shows mastery of necessary nursing skills	Displays proficiency in the use of most nursing skills; could improve speed or accuracy	Is hesitant or ineffective in utilizing nursing skills	Is unable to select and/or perform the nursing skills
Effective REFLECTING involves:	Exemplary	Accomplished	Developing	Beginning
Evaluation/Self-Analysis	Independently evaluates/ analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives	Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/decisions; key decision points are identified and alternatives are considered	Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices	Even prompted evaluations are brief, cursory, and not used to improve performance; justifies personal decisions/choices without evaluating them
Commitment to Improvement	Demonstrates commitment to ongoing improvement: reflects on and critically evaluates nursing experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses	Demonstrates a desire to improve nursing performance: reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses	Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious, and needs external evaluation	Appears uninterested in improving performance or unable to do so; rarely reflects; is uncritical of him/herself, or overly critical (given level of development); is unable to see flaws or need for improvement

© Developed by Kathie Lasater, Ed.D. (2007). Clinical judgment development: Using simulation to create a rubric. *Journal of Nursing Education*, *46*, 496-503.

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: OBSERVATION DATE/TIME: SCENARIO #:

CLINICAL JUDGMENT					OBSERVATION NOTES
COMPONENTS NOTICING:					
• Focused Observation:	E	A	D	B	
• Recognizing Deviations from Expected Patterns:	E	A	D	B	
• Information Seeking:	E	A	D	B	
INTERPRETING:					
• Prioritizing Data:	E	A	D	B	
• Making Sense of Data:	E	A	D	B	
RESPONDING:					
• Calm, Confident Manner:	E	A	D	B	
• Clear Communication:	E	A	D	B	
• Well-Planned Intervention/ Flexibility:	E	A	D	B	
• Being Skillful:	E	A	D	B	
REFLECTING:					
• Evaluation/Self-Analysis:	E	A	D	B	
• Commitment to Improvement:	E	A	D	B	
SUMMARY COMMENTS:					

References and Resources

American Association of Colleges of Nursing, (2025). Position Statement, Leading Initiatives, *Substance abuse statement.* Washington, DC: Author. https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/

American Association of Colleges of Nursing, (2021*).The Essentials: Core Competencies for Professional Nursing Education AACN Essentials.* Washington, DC: Author.

American Nurses' Association (ANA), (2025). *Code of ethics for nurses and provision statements*. https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/

American Nurses' Association, (2021). Nursing: Scope and standards of practice. 4th ed. Silver Spring, MD: Author. https://www.nursingworld.org/practice-policy/scope-of-practice/

American Nurses' Association, (2015). *Nursing's social policy statement*: *Understanding the Profession from social contract to social covenant*. Official Position Statements - Nurse Practice & Policy | ANA.

Commission of Collegiate Nursing Education, (2024*). Standards for accreditation of baccalaureate and graduate degree nursing programs*. https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines

Georgia Board of Nursing, (2019). *Georgia Board of Nursing O.C.G.A. Nurse Practice Act*. Georgia Board of Nursing Nurse Practice Act, O.C.G.A. 43-26

Health Insurance Portability and Accountability Act (HIPAA) and the Patient Self Determination Act Summary of the HIPAA Privacy Rule | HHS.gov

National Council of State Boards of Nursing, (2018). *A nurse's guide to the use of social media.*

The Joint Commission (2025). *National patient safety goals.* Standards Information for Hospitals*.* https://www.jointcommission.org/standards/national-patient-safety-goals/

Truett McConnell University, *Student handbook, (*2025-2026), and *TMU Undergraduate Catalog.* (2025-2026).

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
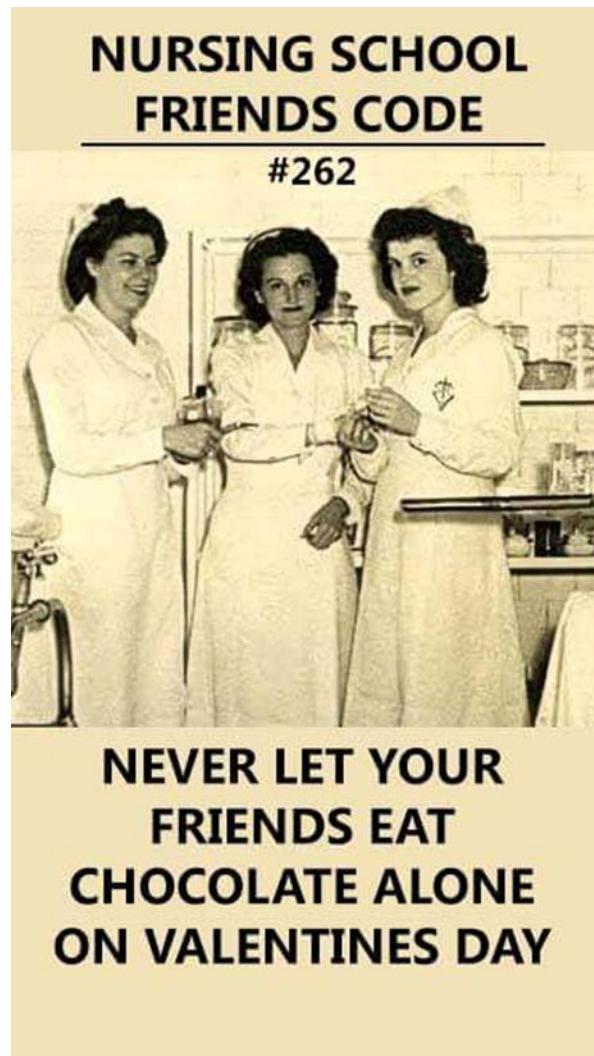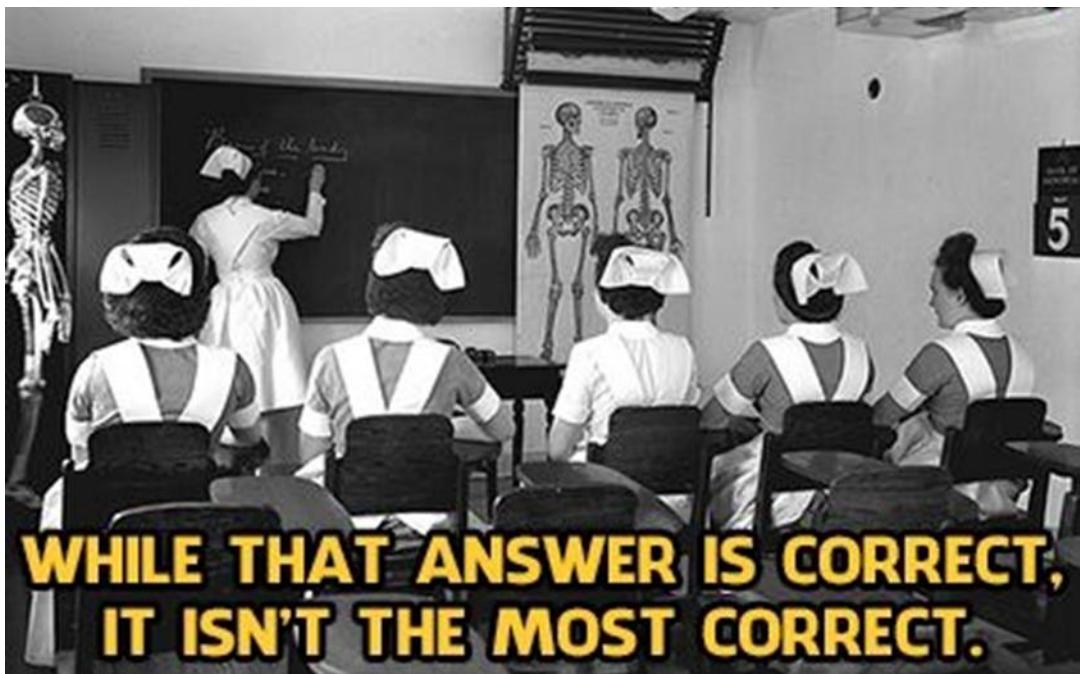
Validation of Standards and Informed Consent

I have read and consent to the Standards set forth by the Rielin & Salmen School of Nursing and hereby validate:

- I attest to my capability of meeting the full scope of academic and clinical requirements as stated in this handbook which includes the *Functional Skills and Student Competencies*.

- I consent to urine drug screen and background check with the understanding of compliance of the stated policy *Background Check and Drug Screen Policy,* and I understand I am subject to random drug screen when deemed necessary by RSSON.

- I consent to abstain from use of substances listed in the *Substance Abuse Policy* and will adhere to the procedures stated in the TMU BSN Handbook.

- I consent to adhere to the policy and procedures stated in the TMU BSN Handbook, including but not limited to, *Academic Integrity Policy* and *Professional Conduct and Civility Policy*.

- 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 the clinical instructor and the 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 symptoms 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 of the Validation of Standards and Consent attests to adherence and compliance of the TMU RSSON BSN Handbook and the policies and procedures stated. A signature copy is retained in the student's file.

_____
Print Name

_____   _____
Signature   Date

_____   _____
RSSON   Date

Statement of Informed Consent

_____   _____
Signature   Date