

Reinhardt University
Cauble School of Nursing
STUDENT HANDBOOK
FALL 2020

DEAN'S WELCOME	3
PROGRAM HISTORY	4
PROGRAM DESCRIPTION	5
PHILOSOPHY/CONCEPTUAL FRAMEWORK	6
STUDENT OUTCOMES FOR THE BSN PROGRAM	8
ADMISSION REQUIREMENTS	9
PROGRAM REQUIREMENTS	11
HEALTH REQUIREMENTS	17
REQUIRED SUPPLIES	20
POLICIES AND PROCEDURES	22
EXAMINATION POLICY / PROCEDURE	34
PETITIONS AND ACADEMIC APPEALS	36
CLINICAL/LAB POLICIES AND PROCEDURES	38
SKILLS LAB AND SIMULATION LAB	38
COMPUTER ORIENTATION	39
CLINICAL OUTCOMES	39
STUDENT RESOURCES	43
NURSING ORGANIZATIONS OF INTEREST	46
CURRICULUM	47
NURSING CURRICULUM	48
NURSING (NUR) COURSE DESCRIPTIONS	50
REFERENCES:	53
GENERAL GUIDELINES FOR WRITING PAPERS	57
GUIDELINES FOR COMMUNICATING WITH PHYSICIANS USING SBAR PROCESS	59

DEAN'S WELCOME

On behalf of the faculty and staff, welcome to Reinhardt University Cauble School of Nursing and Health Sciences. We are the first and only nursing school in Cherokee County. We are blessed to have the Cauble School of Nursing and Health Sciences located in this area of North Georgia. As a school, we look forward to meeting the healthcare needs as we impact and change lives of our community members in both the local and global communities our graduates will serve.

This is an exciting time in healthcare. The need for professional nurses and their voices in the front lines has never been greater. The faculty and I are so happy to have the opportunity and privilege of facilitating the education of tomorrow's nurses. It is exciting to assist students along their educational journey and help them reach their dream of becoming a professional registered nurse.

In this handbook you will find the mission, vision, and leading principles of Reinhardt University as well as those of the Cauble School of Nursing. You will also find our School of Nursing's purpose, mission, vision, values, and goal statements, along with the conceptual framework for the nursing program. These foundation statements are the cornerstone of our program; these statements explain who we are!

Whether you are reading this as a prospective nursing student or as a new nursing student at Reinhardt, I wish for you continued success and God's very best as you continue on your personal educational journey toward the Bachelor of Science in Nursing degree.

Sincerely,

A handwritten signature in black ink that reads "Linda J. Morgan, PhD, RN". The signature is written in a cursive style.

Linda J. Morgan, PhD, RN
Interim Dean and Associate Professor
Reinhardt University
Cauble School of Nursing & Health Sciences

PROGRAM HISTORY

Reinhardt University, founded in 1883, and grounded in the liberal arts, is the only university in Cherokee County. With immense and substantial support from local hospitals and academic communities, Reinhardt recognized that nursing education was integral in the health care planning of the community to produce a sustainable and healthy future for Cherokee County and its surrounding northern counties.

Specifically, the Bachelor of Science in Nursing (BSN) program at Reinhardt University was developed to provide a growing Atlanta metro region and a challenging public health environment in northwest Georgia with quality nurses who would contribute to the health needs of these populations for many years to come.

The Reinhardt University Cauble School of Nursing Bachelor of Science degree program (hereinafter: “BSN program”) at Reinhardt University supports health care for the projected demographic changes of the northwest metro Atlanta region. An increased aging population begets more chronic and acute illness for which nurses are needed. At the same time, a continued population of birth to 24-year-olds provides a steady stream of college age students. A baccalaureate program in Cherokee county lends a path for these students to choosing nursing as a career.

The BSN program helps to fill the employment gap between job openings for BSN nurses in northwest Georgia and the number of qualified applicants to fill them. Projections indicate an increased demand for college educated nurses in the northwest Georgia workforce; however, the data shows the supply of registered nurses in Georgia is outpaced by the increases in demand. The BSN program mitigates the predicted shortage of nurses. Our BSN program also accommodates the demand of potential baccalaureate nursing students that cannot be filled due to the enrollment capacity of our neighboring northwest Georgia colleges.

The BSN program was initiated in 2015 and the first Dean of Nursing and Health Sciences was hired in 2016. With initial approval from the Georgia Board of Nursing and approval from Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the first nursing classes began in January 2018. We received full accreditation from Commission on Collegiate Nursing Education (CCNE) in October 2019 and full approval from Georgia Board of Nursing in March 2020.

PROGRAM DESCRIPTION

Vision:

Create a unique *Reinhardt Experience* where each student thrives

Mission:

Reinhardt University educates the whole person by developing the intellectual, social, personal, vocational, spiritual, and physical dimensions of its students.

Values:

Faith – Learning – Leading

Honor Pledge:

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development.

We are devoted to the principles of integrity, honesty, and individual responsibility.

Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

Reinhardt University Cauble School of Nursing Purpose

The purpose of Cauble School of Nursing is to prepare future professional nurses in both the science and art of nursing. The purpose includes preparing the student to be a nurse who is both caring and compassionate utilizing critical thinking, clinical reasoning, and evidenced based therapeutic interventions to meet the health care needs of culturally diverse populations along the continuum of health. In addition, the purpose of the Cauble School of Nursing purpose is to prepare the student for the role of the professional nurse in the ever-changing climate of healthcare in both the local and global community.

Reinhardt University Cauble School of Nursing Mission

The mission of Reinhardt University Cauble School of Nursing is to prepare students to be competent, caring, professional generalist nurses who are lifelong learners and thrive in providing competent, safe, ethically responsible, culturally sensitive, patient and family centered care in the ever-changing healthcare landscape.

Reinhardt University Cauble School of Nursing Vision

The Reinhardt School of Nursing will utilize established and innovative educational practices to produce the next generation of nurses grounded in the roles of leaders, innovators, collaborators, educators, researchers and practice experts in providing compassionate, safe, quality focused nursing care.

Reinhardt University Cauble School of Nursing Values

Reinhardt University Cauble School of Nursing Values build upon Reinhardt University Values of Faith, Learning, and Leading and include:

- Integrity
- Accountability
- Responsibility
- Respect
- Caring
- Diversity
- Excellence
- Visionary

PHILOSOPHY/CONCEPTUAL FRAMEWORK

In keeping with the University's Mission statement and the Cauble School of Nursing Mission Statement, the Reinhardt Faculty hold the following beliefs about Persons, Environment, Health, Nursing, and Nursing Education.

Persons

Humans are holistic, having an existence other than the sum of their parts that encompass the mind, body, and spirit. Humans are biological, psychological, social/cultural, and spiritual beings. Each human is created uniquely, equally valuable in the sight of God, and has individual needs, wants, and rights.

Each human is biological, a living organism, that interacts with the environment and has a physical beginning and end.

Humans are psychological and complex with the ability for awareness, intellect, cognitive function, motivation, feelings, and a wide array of emotions.

Humans are social and cultural and thus relational. Humans are made to interact with God, friends, families, and individuals in the community. Humans are influenced by culture, beliefs, behaviors, attitudes, values, traditions, and practices.

Humans are spiritual beings having a spirit or soul, capable of faith and a relationship with God and others.

Environment

Environment includes the total circumstances surrounding the human being. The physical world as well as chemical, biological, cultural, economic, political, and developmental influences are part of the environment. Air and water quality, toxic substances, home, community, health access may interact with the human, requiring change and adaptation and subsequently affect the health of the human.

Health

Health is unique and individualized, an overall condition for each person at a specific point and time along life's journey. Health includes biological and physical body systems, as well as psychological, social/cultural, and spiritual components of the whole person functioning at its greatest potential. Health is being the very best that one can be, considering all circumstances. Any unique component of the individual may become unbalanced and impact any or all components negatively, at which point a person can become unhealthy.

Nursing

Nursing is an applied discipline in which both art and science are utilized to assist the professional nurse in providing therapeutic interventions for humans in need of nursing care along the continuum of health. The professional nurse understands nursing practice, theories, research, physical science, life science, mathematical science, social science, humanities, ethics, philosophy, leadership, and technological sciences.

“Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities, and populations” (American Nurses Association, 2010b, p.10).

Caring is an essential component of patient and family centered care. Caring demonstrates faith and the way that the nurse communicates compassion, empathy, concern, protection, attention, and love for fellow man.

Nurses utilize theory, research, and other components of evidence-based knowledge along with the nursing process in providing healthcare to the community. As the coordinator of care, the nursing process is utilized with individuals, families, and populations to assess, diagnosis, plan, implement and evaluate healthcare opportunities for improvement along the continuum of health.

Nursing Education

It is the belief of the faculty that the baccalaureate degree, grounded in the liberal arts and sciences, is the minimal and foundational level of education for the professional nurse.

The School of Nursing is committed to encouraging the nursing student to remember, understand, apply,

analyze, and evaluate scientific and empirical knowledge, theory, and evidenced based practice. An essential component of nursing education is an emphasis on integrity, respect, accountability, responsibility and treating all with dignity, in every circumstance. To encourage the use of critical thinking and clinical reasoning as well as the application of the nursing process, students participate in didactic, lab, simulation, and therapeutic relationships with individuals in the community. The faculty also aspire to be future directed and create new opportunities for professional nurses in the dynamic environment of healthcare in the local and global communities.

As the coordinator of care, the professional nurse is responsible for effective communication, providing quality care, considering legal and ethical implications of practice as well as organization and leadership principles while infusing every aspect of practice with the safety of individuals, communities and populations. Being a role model, preparing the student for lifelong learning and excellent nursing practice to meet the needs individuals, communities, as well as local and global populations in the ever-changing healthcare landscape is an essential role of nursing faculty.

Program Goals

1. Provide baccalaureate nursing education within a liberal arts framework with a focus on the art and science of nursing, recognizing the need to address all human needs biologically, psychologically, socially/culturally, and spiritually as entry into practice and the basis for pursuing graduate education.
2. Graduate BSN students who meet criteria for licensure are prepared enter practice and function as a generalist novice nurse.
3. Prepare graduates to be flexible, with the ability to adapt in the ever-changing healthcare landscape.
4. Prepare graduates to be leaders who can impact patient care, the healthcare environment, and the communities they serve.

STUDENT OUTCOMES FOR THE BSN PROGRAM

BSN program graduates will demonstrate the following characteristics and behaviors:

Domain I Communication

- Demonstrate caring therapeutic communication and collaboration grounded in theory and techniques to be utilized across the disciplines, with individuals, families, and communities including the use of verbal, written, informatics and technology.

Domain II Critical Thinking and Inquiry

- Infuse research, evidenced based information, safe quality therapeutic interventions throughout the process utilized for nursing practice – the nursing process.
- Utilize both critical thinking and clinical reasoning to determine prevention, treatment, education, and follow-up in caring for individuals and the community in the role of the professional nurse.

- Apply legal, organizational, management, leadership principles and techniques in the daily care of the individual in nursing practice.
- Demonstrate knowledge of quality improvement principles, state and federal regulatory agencies, accreditation agencies, economics, healthcare policy and reform.

Domain III Society and Culture

- Understand the role of the professional nurse in respecting culturally diverse populations and providing holistic care to these individuals.
- Demonstrate knowledge of theory and practice advocacy for vulnerable individuals, communities, and populations.
- Understand the legal and ethical rights to self-determination regarding health.

Domain IV Values and Ethics

- Demonstrate self-assessment, accountability, responsibility for self in preparation for the role of the professional nurse.
- Understand legal responsibility for actions and inaction in the role of the professional nurse.
- Demonstrate ethical principles, reasoning, and problem solving in the role of the professional nurse.
- Self-Assess and evaluate growth personally, spiritually, and as a nursing professional based on moral and ethical principles, Christian principles of faith, and nursing principles.

The Essentials of Baccalaureate Education for Professional Nursing Practice

- I. Liberal education for baccalaureate generalist nursing practice
- II. Basic organizational and systems leadership for quality care and patient safety
- III. Scholarship for evidence-based practice
- IV. Information management and application of patient care technology
- V. Healthcare policy, finance, and regulatory environments
- VI. Interprofessional communication and collaboration for improving patient health outcomes
- VII. Clinical prevention and population health
- VIII. Professionalism and professional values
- IX. Baccalaureate generalist nursing practice (AACN, 2008)

ADMISSION REQUIREMENTS

Completion of all core and pre-requisite courses before entering the Nursing program.

Student will apply to the School of Nursing the semester before entry into the program.

A complete application includes the following:

- Essay – reason for pursuing nursing career
- Resume – to include volunteer service
- Reference letters (2) – mailed directly to the school of nursing.

- Successful completion of the Test of Academic Skills (TEAS exam) at proficiency level 2
- Overall GPA 3.0.
- Anatomy and Physiology, I and II, Microbiology, Chemistry, Pathophysiology minimum cumulative science grade 3.0 – sciences must be completed in the prior five years, can only be repeated once.
- Grades of C or higher required for all-Natural Science, Social Science, Math, and English courses
- Panel interview process

Athletics and Nursing School

Reinhardt University encourages the declared major for the BSN in nursing (typically the freshman and sophomore year) to participate fully in University life that includes residence life activities, student activities, student government, and athletics, as well as personal pursuits such as work, while maintaining the grades needed to continue at the University and to meet RUCSONHS admission criteria.

Typically, in the last part of sophomore year, the declared BSN major will have completed the general education and associated courses to apply to the nursing program. See [admission criteria](#).

Reinhardt cautions students and parents that pursuing both (assuming the students meets criteria and is accepted to the nursing program) creates a very intense experience. *While the student may remain on the athletic team, the student also needs to understand that academic and clinical work comes first – this is especially true for rigorous and time-intensive programs like nursing.*

Nursing commands the student's full attention. It is highly likely that the student, while remaining a member of an athletic team, may not be able to participate at the same level as he or she did during the first and second-year as a declared BSN major. The level of participation in athletics will vary depending on timing of the clinical experiences (which are mandatory) and the student's ability, commitment, and persistence.

Requirements for Progression in the BSN Program

The BSN program is cohort-based, with each cohort moving through the curriculum in a prescribed sequence. A grade of C or above in each nursing course is required for progression in the nursing curriculum. A student who receives a grade of D or F will be dismissed and must reapply to RUCSONHS for consideration to be allowed to repeat the nursing course the next time it is offered in the scheduled sequence of courses. Based on the re-enrollment policy and procedure, students may be re-admitted to the nursing program. **Nursing courses may be repeated only once.** To progress to the final year of the program, a student must have a minimum GPA of 2.0.

Continuation in the program is also contingent upon compliance with ethical and professional standards of conduct. Students who remove school or hospital property without permission will be subject to immediate disciplinary action.

PROGRAM REQUIREMENTS

Essential Requirements

Reinhardt University Cauble School of Nursing (hereinafter “RUCSONHS”) has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly-based knowledge, and well-honed technical skills. Reinhardt University has academic as well as technical standards that must be met by students to successfully progress in and graduate from its programs.

Technical Standards

RUCSONHS requires basic technical requirements for nursing students. The technical standards below provide examples of the performance abilities and characteristics that are necessary to successfully complete the requirements of the BSN program. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

RUCSONHS ensures that access to its facilities, programs and services is available to all students, including students with disabilities. Therefore, RUCSONHS provides reasonable accommodations to students with documented disabilities in consistence with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition. To be qualified for the BSN program individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Academic Support Office.

Requirements	Standards	Examples
Acquiring fundamental knowledge	<ol style="list-style-type: none"> 1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 4. Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize, and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	<ol style="list-style-type: none"> 1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) 2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members) 3. Sense-making of information gathered from communication 4. Social intelligence 	<ul style="list-style-type: none"> • Obtain and interpret for evaluation information about responses to nursing action • Translate data into abstract concepts and to understand data-based reasoning • Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions

<p>Interpreting data</p>	<p>1. Ability to observe patient conditions and responses to health and illness</p>	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient’s environment and responses to health across the continuum
<p>Integrating knowledge to establish clinical judgment</p>	<ol style="list-style-type: none"> 1. Critical thinking, problem-solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care 2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials) 3. New-media literacy 4. Trans-disciplinary 5. Design mindset 	<ul style="list-style-type: none"> • Accomplish, direct, or interpret assessment of persons, families and/or communities and develop, implement, and evaluate of plans of care or direct the development, implementation, and evaluation of care • Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines • Represent and develop tasks and work processes for desired outcomes

<p>Incorporating appropriate professional attitudes and behaviors into nursing practice</p>	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest, and motivation 2. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families, and communities 3. Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members 4. Acquire the skills necessary for promoting change for necessary quality health care 5. Cross-cultural competency 6. Virtual collaboration 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff, and other professionals under all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients, intra and inter professional teams • Operate in different cultural settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of a virtual team
<p>Psychomotor skills</p>	<ol style="list-style-type: none"> 1. Ability to sit 2. Ability to stand 	<ul style="list-style-type: none"> • Maintain upright posture.
	<ol style="list-style-type: none"> 3. Locomotion 	<ul style="list-style-type: none"> • Ability to get to lecture, lab and clinical locations, and move within rooms as needed for group rotations, workstations, and partners, and performing assigned tasks. • Physically maneuver in clinical settings and rapidly get to locations within the health care facility for emergency calls such as “code blue” situations.

	4. Manual tasks	<ul style="list-style-type: none"> • Maneuver an individual's body parts or clinical equipment from all directions: side to side, forward and backward, or from a lower to higher position • Maintain an object in a steady position for an extended period of time. • Competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association. • Pushing/pulling/rolling efforts to exert force against small of large objects to move them closer or further away.
	5. Reaching	<ul style="list-style-type: none"> • Capable of extending arm(s) over and under individuals and equipment as required by the task.

	6. Small motor hand skills	<ul style="list-style-type: none">• Legibly record assessments, nursing notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.• Legibly record ideas and thoughts for written assignments and tests.• Record communications in written form in charts, reports, and correspondence.• Secure a firm grasp as required by the task.• Operate a pushbutton telephone and a computer keyboard.• Perform precision movements (i.e., catheterization, venipuncture, IV fluid administration, parenteral injections and medication administration), which may also include invasive procedures into the central circulation or specific body cavities.• Obtain data from clients via palpation, auscultation, and percussion.• Manipulate a stethoscope, blood pressure cuff, thermometer (digital, tympanic or glass); insert urethral catheters, IV catheters, nasogastric tubes; perform injections; adjust IV infusions or other equipment as required.
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	7. Visual acuity	<ul style="list-style-type: none"> • Legibly record/document assessments, nursing notes and referrals in standard medical charts in health care settings in a timely manner and consistent with the acceptable norms of clinical settings. • Perform precise movements. • Identify small markings and inscriptions, i.e., on syringes, thermometers, IV bags and sphygmomanometers. • Identify color changes and coding systems per protocols.
	8. Hearing	<ul style="list-style-type: none"> • Effectively respond to verbal requests from clients and health team members, especially in noisy environments. • Interpret verbal communication used in lectures, instructions, concepts, narratives, questions, and answers. • Auscultate and percuss for body sounds, e.g., heart, bowel, lungs. • Respond in a timely manner to a variety of machine alarms and sounds.
	9. Self-care ability	<ul style="list-style-type: none"> • Coordinate transportation and living accommodations for off-campus clinical assignments to ensure timely reporting to the clinical areas and classroom

Marks, B., & Ailey, S. (2015). White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities. 1-24

<https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Student-Disabilities-White-Paper.pdf>

Adapted with permission from Samuel Merritt College's BSN Technical Standards

<https://www.samuelmerritt.edu/programs/school-nursing/bachelor-science-nursing> July 2008

HEALTH REQUIREMENTS

Maintaining up-to-date health requirements are essential to the School of Nursing and our clinical partners. It is the professional responsibility of the nursing student to maintain and be aware of when these requirements expire or need renewal and submit them to the School of Nursing. If any

requirements, such as immunizations, healthcare visits, and certifications expire within the semester, the student will be advised and will be required to be proactive and address these situations before the registration of that semester. Documentation must be submitted before being allowed to register. Failing to register for classes in a timely manner impacts progression within the program. **You will not be allowed to attend clinical if healthcare requirements have not been met.** Missing clinical experiences will have consequences up to and including dismissal from the program.

Clinical agencies will audit and require proof of student health requirements. The School of Nursing will cooperate with these requests from clinical agencies and may be required to provide this information and documentation of the student's health requirements to the facility. Utilize the forms provided by the School of Nursing for the health requirement process. The School of Nursing will utilize a vendor to coordinate, house and complete portions of health requirements for the student. The student is required to participate in this process and upload their personal required documents. Students who do not complete health care requirements in a timely manner and load them into the repository will be administratively dropped from the clinical course, resulting in dismissal from the BSN program. Healthcare requirements will be audited annually by the School of Nursing. Declination statements may be available for immunizations, but it is important to note that clinical agencies have the right to refuse students who have not been immunized. The inability to participate in clinical, and to meet clinical, course, program, and University learning objectives may result in the student's inability to progress in the program and may lead to dismissal. Any concerns with the following components should be addressed with the School of Nursing program coordinator or dean.

Health History and Physical

A complete health history and physical examination of all body systems by a health care provider must be completed and submitted prior to starting the first nursing class. The health care provider will be asked to certify the ability of the student physically and mentally to participate in the nursing program. The immunization component should be signed by the healthcare provider.

Influenza

Proof of current flu vaccination is due by October 1 each year.

Tuberculosis

The student must have a negative QuantiFERON Gold serum test report updated annually. Chest x-ray if indicated by provider.

Tetanus/Diphtheria/Pertussis (TDAP)

Proof of a Tetanus/Diphtheria/Pertussis immunization and/or booster received within the last 10 years is a requirement for the School of Nursing. The documentation for all immunizations must include month, day, and year. A two-year time period is recommended between tetanus/diphtheria and tetanus/diphtheria/pertussis. If the tetanus/diphtheria booster is older than two years, the

tetanus/diphtheria/pertussis is required.

Varicella

Proof of 2 vaccinations or laboratory evidence of immunity (reactive) quantitative titer.

Measles, Mumps, Rubella (MMR)

Proof of 2 vaccinations or laboratory evidence of immunity (reactive) quantitative titer for each – measles (rubeola), mumps and rubella.

Hepatitis B series and titers

Laboratory evidence of immunity (reactive anti Hepatitis B) titer and documentation of appropriate immunizations within the appropriate time frames is a requirement for the nursing student. If the student is not immune a second series may be required.

Proof of Health Insurance

The student will be required to have health insurance to participate in the nursing program. It is the responsibility of the student to provide evidence at the beginning of each semester that he/she has health insurance (a copy of a valid card is acceptable). Evidence of such insurance should be provided to the clinical coordinator. Failure to demonstrate evidence of active health insurance will prevent the student from attending clinical. Inability to fulfill the clinical course responsibilities due to a lack of student health insurance can lead to the failure of the clinical course.

Proof of Car Insurance

The student will be required to obtain their own transportation to clinical sites. If you are a licensed driver and will be driving yourself and/or your peers, please submit proof of insurance, a copy of a valid card is acceptable.

Proof of Cardiopulmonary Resuscitation Certification (CPR)

Every nursing student is required to have current CPR certification. Certification should be through the American Heart Association and must state “BLS for Health Care Provider.” The card should be signed and a copy of the front and back should be uploaded into the repository for health requirements.

Licensure

If you are already licensed by any board (RN, LPN, RT, OT, Pharmacy technician) the School of Nursing must have a copy of that license entered into the repository.

Malpractice Insurance

Malpractice insurance is required but is carried by the institution and paid via student fees assessed at registration.

Proof of Bloodborne Pathogens and Health Insurance Portability and Accountability Act (HIPAA) Certification

Students are required to have blood borne pathogen and HIPAA education certification current and uploaded into the repository

Criminal background check and drug screen

To be placed and participate in clinical, the facilities require a background check and a drug screen for all students as well as professional staff. All students are required to complete a criminal background check and a drug screen utilizing the company selected by RUCSONHS before starting the first semester in nursing classes. Results of these screens will be shared with the student and University. Clinical institutions may deny clinical placement of the student based on the results of these screens. If the clinical affiliate finds the results of the criminal background check or the drug screen to be unacceptable, RUCSONHS may not be able to provide clinical experiences needed to meet learning objectives and may subsequently result in the student's inability to progress within the nursing program and obtain a bachelor of science in nursing. Failure to be honest in the completion of all application questions regarding background check variances, convictions or concerns with drug screens may result in an academic integrity violation and could result in dismissal from the program. It is important to note that unacceptable results are defined differently by each clinical agency. It is a possibility that the school may be able to place the student, but the same results may impact the student's ability to sit for the National Council Licensure Examination – Registered Nursing (NCLEX-RN) and/or subsequent employment as a Registered Nurse.

NOTE: RUCSONHS is not responsible for choices made by the student that may impact their criminal background check and/or drug screen and the downstream consequences of clinical placement, possible dismissal from the nursing program, inability to sit for NCLEX-RN or obtain employment.

NOTE: The Nursing Licensure Exam (NCLEX) Application – which is completed prior to graduation – asks the question “*Have you ever been convicted for a violation of the law other than a minor traffic violation?*” A reported conviction (and/or license revocation) does not necessarily mean that you would be denied licensure. Any nursing school applicant who would be affected by this disclosure requirement should schedule an appointment with the Dean of RUCSONHS for a confidential discussion of the specific situation or concern.

REQUIRED SUPPLIES

Many of the required supplies can be purchased through the Reinhardt University bookstore and our local uniform supplier.

Textbooks: many textbooks will carry through and be utilized throughout the two-year nursing curriculum. A list of textbooks is emailed prior to the beginning of each semester.

Computer privacy screen

Skills pack: Skills pack will be purchased using student orientation fee and will be distributed to the student during class.

Professional supplies:

- Stethoscope with bell & diaphragm – solid color – no covers
- Pen light
- Bandage scissors
- Hemostat/Kelly forceps (straight or curved) ID/name badge holder with clip-on Uniform / shoes

Personal computer/laptop – RUCSONHS **requires** that each student have access to a personal laptop computer, and a printer outside of the University. It is not the University's responsibility to print or copy documents that the faculty may send to you via email attachments or use in the classroom. It is the student's responsibility to be able to send/receive emails with attachments and operate basic computer software such as Word, Excel, and PowerPoint. The University will provide you an email account free of charge. **All computers must have an up-to-date active antivirus program to prevent sending viruses. You must also have a webcam and microphone (can be built in or external) and a high-speed internet connection.**

Recommended minimum computer specs			
Windows		Mac	
Desktop	Laptop	Desktop	Laptop
Pentium 4 2.4 GHz or Equivalent	Pentium 4 2.4 GHz or Equivalent	PowerPC G4 1.2 GHz	PowerPC G4 1.2 GHz
512 MB RAM	512 MB RAM	512 MB RAM	512 MB RAM
250 GB Hard Drive	250 GB Hard Drive	250 GB Hard Drive	250 GB Hard Drive
CDR/DVDROM Combo Drive	CDR/DVDROM Combo Drive	CDR/DVDROM Combo Drive	CDR/DVDROM Combo Drive
100 Mbps Network Card	100 Mbps Network Card And 802.11G Wireless Card	100 Mbps Network Card	100 Mbps Network Card And 802.11G Wireless Card
15" LCD Flat Panel or 17" CRT Monitor	14" Display	15" LCD Flat Panel or 17" CRT Monitor	14" Display
Windows 10 Home or Professional	Windows 10 Home or Professional	MacOS 10.3	MacOS 10.3

POLICIES AND PROCEDURES

Professionalism & Faith

A key aspect of success in today's workplace is the ability to communicate effectively and professionally. As people of faith, the importance of professionalism and communication competence goes far beyond personal success. The way we conduct ourselves communicates the reality of faith in our lives. No matter how articulately we can communicate Biblical truth verbally, the way we conduct ourselves holistically determines the weight of those words. Understanding the culture of our workplace, meeting expectations, communicating competently, and building credibility through authenticity is kingdom work. Professionalism should not merely stem from a desire to succeed; it should be an authentic and integral aspect of who we are in Christ.

To provide focus on this important aspect of life and work, professionalism will be included in your course grades and will be based on your communication in and outside the classroom, clinical, and lab. This includes all written, verbal, and nonverbal communication with your professor and fellow students in class as well as your written, verbal, and nonverbal communication with your professor outside of class. As in the workplace, it is important to remember that your credibility with your fellow students and your professor is related to how competently you communicate in the professional culture established.

Below is the framework for our professional culture, followed by the rubric for professional communication.

Preparation

As faculty, our experience, education, and ongoing professional development enable us to provide meaningful content, leadership, and evaluation for our given courses. We take that responsibility seriously. Yet, the quality of our class is directly proportional to the time both you and I dedicate to preparation. Just as we prepare diligently for each class, we expect you to be punctual turning in homework, thorough in completing your assignments (including all readings) and disciplined in studying for tests. Just as late work affects your performance evaluation in the workplace, it affects your performance evaluation in our class. Assignments will specify penalties for late work.

Engagement

Engagement is an important aspect of the educational experience. As a result, we are partners in learning. The faculty pledges to you that we will be innovative in creating interactive learning opportunities, interested in your insights, and attentive to your feedback.

Engagement requires you to be attentive to faculty and your classmates, ask relevant questions, and provide informed insights. We expect you to be positive and engaged in class, open in your approach to your classmates and the class content, and concerned about your progress in learning the material, not just your grades.

Meetings

Every professional culture has formal and/or informal expectations during meetings. For the purposes of the nursing program, meetings are defined as regularly scheduled class periods and individual meetings schedule with the instructor as needed.

Since meetings are designed to facilitate work best done corporately, you are expected to attend and be on time for all meetings. In professional cultures, it is not acceptable to miss a meeting without informing the appropriate person, regardless of the reason. The same is true for us. Anytime you will not be able to attend a meeting you must notify the instructor in advance, regardless of whether the absence is excused or unexcused. See “[Attendance Policy](#)” for more information on excused and unexcused absences.

To be equipped for each meeting, you should always have your textbook and a way to take notes manually or electronically.

Professional cultures create guidelines for use of technology in meetings based on several variables including meeting length and objectives. Since our meetings are relatively brief and engagement is key to our educational objectives, sending or receiving text messages, instant messaging, Tweeting, Facebooking or using other forms of social media unrelated to class is not appropriate, and doing so will affect your performance evaluation in our class.

Inquiries

An important aspect of professional culture is understanding and adhering to appropriate timing. Questions regarding class schedule, homework, etc. are always welcome. However, these questions are appropriate at the beginning and end of class only. Unrelated questions during class activities, including group work, indicate you are not engaged in the work at hand. Just as lack of focus affects your performance evaluation in the workplace, it affects your performance evaluation in class.

Similarly, questions regarding personal circumstances that are not relevant to the entire class (i.e. performance, salary), there are topics that should never be discussed in the classroom. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g;34 CFR Part 99) is a federal law that protects the privacy of your student educational records. Based on FERPA regulations, questions regarding assignment/test feedback or grades can be submitted via email and will be promptly addressed via email or if needed, by setting up a meeting to provide appropriate time and privacy.

Communication

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific faculty member should first be discussed with the faculty member involved. If the situation remains unresolved, the next approach is to meet with the program coordinator followed by a meeting with the Dean of RUCSONHS.

Email Etiquette

When emailing course faculty:

- All professional cultures designate appropriate ways to communicate formally and informally via technology. Formal communication is anything directly related to assignments, individual meetings, absences, grades, technical issues with the learning management systems (LMS), etc. Messages should contain clear questions, include any pertinent details, and be specific if a response is needed within a certain time frame. Please note that abbreviations such as BTW, GRB, UR are only appropriate when using media that have a character limit.
- Informal communication may be appropriate through social media. If you have any concerns about appropriateness of communications, please contact your professor.
- Email communication should be from RU email accounts only. Faculty will only respond to emails sent from the RU email system.
- Start the subject line of your email with the course number followed by a few words about the substance of the email. (For example: NUR307: Request a private meeting). Emails with a class number and a subject in the subject line are responded to first.
- Sign all email messages with your first and last name. Your email address may only show your student number. To receive a positive professional evaluation, all written communication should be formatted appropriately, written in complete sentences, free of spelling and grammatical errors, and include the required subject line. Emails that are sent from personal accounts (Gmail, etc.) or do not have the class number and subject will likely be filtered, and as a result, may not be received by the instructor. Communication should also be HIPAA compliant and meet FERPA regulations.

Most emails received between 9:00am to 5:00pm Monday - Friday will be responded to within 24 hours (barring illness or other extenuating circumstances). Emails received after 4:00pm on Friday will receive a response on the following Monday.

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way.
- Be careful wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion/Chat Sessions

- Review the discussion/chat threads thoroughly before entering the discussion/chat session.
- Try to maintain discussion threads by using the “reply” button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members.
- Be respectful of others’ ideas.
- Be patient and read the comments of other group members thoroughly before entering your

remarks.

- Be cooperative with others in completing assigned tasks.
- Be positive and constructive in discussions/chats.
- Respond in a thoughtful and timely manner.

Conflict resolution

Any student who experiences a conflict with either another student or a faculty member is expected to first, meet privately with that person to calmly and professionally discuss and address the situation. If a solution to the conflict cannot be established the student, individual in conflict, and the next person in the chain of command should meet privately and once again calmly and professionally discuss and address the situation.

Conversations During Class

In order to provide the most optimal learning environment in the classroom, conversations during lecture should be kept to a minimum. When the private conversation becomes disruptive to the class or to the lecturing faculty, the participants will be instructed to leave the room. If a student is asked to leave more than once, that person will be sent to the program coordinator or Dean for disciplinary action.

Attendance and Classroom Participation

It is expected that the student will demonstrate professional behavior by being present, prompt, awake and alert, prepared, as well as **participate** in each class, lab, simulation, or clinical experience.

Dress Code

Students are expected to dress and present themselves in a professional manner. Appropriate casual business attire or the designated scrub uniform is acceptable for classroom lectures and activities.

Examples of appropriate attire include khaki/dress pants, dress or skirt no shorter than 2 inches above the knee, shirt or sweater with sleeves, dress shoes, sandals, and boots, uniform (blue scrub pants with white scrub top).

Examples of unacceptable attire include sweatpants, leggings, sweatshirts, t-shirts, pajamas, slippers, tank tops, shorts, or skirts more than 2 inches above the knee, flip flops, bare feet.

Tardiness

Tardiness or early exit is disruptive to the class and not conducive to the learning environment. If the student is tardy or absent, the student is responsible for any missed content and keeping up with assignments. Any absence may require additional work in order to validate the student's understanding of the missed content. The faculty will counsel with any student whenever classroom or clinical absences are affecting the grade. The program coordinator and the Dean of the RUCSONHS will be notified in writing by faculty of this situation.

Absence

RUCSONHS has approved three types of excused absences. These include a

- 1) University excused absence as approved by the Provost,
- 2) illness that requires visitation of a health care facility (a note documenting your visit is required from the healthcare provider), and
- 3) documented death of a family member. All other absences will be considered unexcused unless prior arrangements are made and approved by the course coordinator/faculty. Because didactic/clinical contact hours must be met in nursing content to pass a course, participation in institutional activities must be arranged so they do not occur simultaneously with class, clinical, lab, or simulation activities

Due to the rigor of nursing curriculum and the standard expectation of professional conduct, students are expected to make a concerted effort to attend every class meeting. Students who are absent from **one** class (whether excused or unexcused) will be required to meet with the program coordinator/faculty member.

Students who are absent from **more than one** class, will be required to meet with the program coordinator/faculty to outline an attendance plan for remaining classes and to determine if successful completion of the course is possible.

All absences, whether excused or unexcused, require that the student make up missed activities and/or assignments (if permitted to do so). The student is responsible for contacting the instructor prior to or after an absence to obtain the assignment for content information missed. The faculty will counsel the student whenever classroom absences affect the student's attainment of course outcomes.

Exceptions, if made, will be made at the discretion of the course faculty, clinical faculty, program coordinator and Dean.

All communication and notification of absences/tardies to class, lab, simulation, or clinical must be made either by email or RU office phone to the course instructor, clinical faculty, or preceptor as applicable. Please see syllabus for designated email addresses. NO TEXTING is acceptable, and the message is treated as having not been communicated unless prior permission has been granted by the faculty. For example, a clinical instructor may give her clinical group permission to text to notify of a problem before clinical. Some clinical courses may require non-typical hours such as evening and/or weekend time slots. Participation is expected and required.

Electronic Devices

Reinhardt University strives to provide a positive learning experience for all students. Cell phones, iPad, computers, and other electronic devices can disrupt classes and quiet places of study. We ask your cooperation in doing the following:

- Turn off cell phone, iPad, etc. in the classroom, clinical, lab and simulation.

- Computers should be used only for classroom learning (i.e. viewing PowerPoint, note taking)
- If you are suspected of texting, surfing the internet, or any other activity NOT associated with classroom learning during class/lab, you will be asked to leave the classroom/lab and be counted as absent for the day.
- Electronic devices for research (looking up medications or disease processes) in the clinical setting will only be allowed as clinical affiliation agreements dictate.
- Personal use of cell phones, iPad, etc., for any reason in patient care areas is strictly prohibited. Utilizing a personal phone in a patient's room or patient care area is prohibited. Do not use your phone placed on a patient's dirty bed to take a pulse. The nursing student should respect the situation, the patient's status, the patient's healthcare needs, as well as monitoring, intervening, and providing compassionate care for the patient. The student nurses' patients require, deserve, and have a right that you are both physically and mentally present and able to monitor and provide quality nursing care. If you are suspected of utilizing your phone for personal matters, playing games, using social media, texting (other than what has been approved by your clinical instructor) you will be asked to leave the clinical area and be counted as absent for the day.
- Taking pictures in the clinical setting is prohibited. Patient confidentiality and HIPAA laws and regulations prohibit this practice. No pictures of patients or parts of a patient's body will be taken including family members. Unknowingly, items that may be in the background of group student pictures and selfies that are violations of confidentiality and the law. Violation of the patient's confidentiality and the HIPAA law can result in civil and federal disciplinary action, expulsion from RUCSONHS, penalties and fines as well as prison sentences.
- Cell phones will not be utilized during examinations and will be collected, or students will be asked to place at the front of the room for an exam.

Video and Audio Recording

To assist students in notetaking and mastery of content, recording of lectures may be permitted. Because the lecture is the intellectual property of the professor, the student will ask the professor for permission before recording the lecture content of the course. The professor has the option to not allow recording of the course. If allowed, these recordings may only be used to assist the individual student in the course. Publishing, distributing to current or future students, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

RUCSONHS may record lectures for later use and is permitted. To secure the testing environment, exams may be recorded by RUCSONHS. Laboratory clinical check offs on the premises of RUCSONHS and simulation activities may be recorded.

Professionalism Rubric

	Excellent (A)	Competent (B)	Developing (C)	Insufficient (D/F)
Class meetings	Always arrives on time.	Generally, arrives on time.	Often arrives late.	Consistently arrives late.
	Always brings required materials and completed assignments.	Generally, brings required materials and completed assignments.	Often does not bring required materials and completed assignments.	Consistently does not bring required materials and completed assignments.
	Always informs instructor in advance of excused and unexcused absences via email.	Generally, informs instructor in advance of excused and unexcused absences via email.	Inconsistent in informing instructor (in advance) of excused and unexcused absences via email.	Never informs instructor in advance of excused and unexcused absences via email.
	Only asks content related questions during class, saving general inquiries for before or after class.	Generally, asks content related questions during class, saving general inquiries for before or after class.	Makes general inquiries during class not related to class content.	Often makes general inquiries during class not related to class content.
	Only makes inquiries regarding grades and evaluations in one-on-one meetings.	Only makes inquiries regarding grades and evaluations in one-on-one meetings	Makes inquiries about grades or evaluations before or after class.	Makes inquiries about grades or evaluations during class.
Engagement: Conduct	Shows verbal & nonverbal respect for professor.	Generally, shows verbal & nonverbal respect for professor.	Shows little verbal and/or nonverbal respect for professor.	Shows a lack of verbal and/or nonverbal respect for professor.
	Shows verbal & nonverbal respect for peers.	Generally, shows verbal & nonverbal respect for peers.	Shows little verbal & nonverbal respect for peers.	Shows a lack of respect for peers.
	Shows verbal & nonverbal respect for the method of shared inquiry & discussion.	Generally, shows verbal & nonverbal respect for the method of shared inquiry & discussion.	Shows little respect for the method of shared inquiry & discussion as evidenced by verbal & nonverbal cues.	Shows a lack of respect for the method of shared inquiry & discussion as evidenced by verbal & nonverbal cues.
	Never uses technology inappropriately during class.	Rarely uses technology inappropriately during class.	Occasionally uses technology inappropriately during class.	Regularly uses technology inappropriately during class.
	Does not dominate discussion.	Rarely dominates discussion.	Sometimes dominates discussion.	Often dominates the discussion.
	Is always actively engaged verbally or nonverbally.	Is generally actively engaged verbally or nonverbally.	Sometimes disengages.	Often disengages.
	Challenges ideas respectfully, encourages & supports others in doing the same.	Generally, challenges ideas respectfully, but is not always open to challenges from others.	Resorts to ad hominem attacks when in disagreement with others.	When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.
	Engagement: Content	Insights, opinions & examples are relevant & infused with knowledge gained through readings & assignments.	Insights, opinions & examples are relevant & often reveal knowledge gained through readings & assignments.	Contributions are often based solely on opinion or unclear views & even when relevant do not demonstrate knowledge gained through readings & assignments.
Analysis of ideas often deepens the conversation		In general, comments & ideas contribute to the	Comments & ideas contribute little to the	Comments do not contribute to

	by going beyond the text to further the conversation.	understanding of the material & concepts.	understanding of the material & concepts.	understanding of the material or are distracting to the learning environment.
Engagement: Listening	Always actively attends to what others say as evidenced by nonverbal feedback.	Usually listens well to what others say as evidenced by nonverbal feedback.	Does not regularly listen well as indicated by nonverbal cues.	Frequently fails to listen or attend to the discussion as indicated by nonverbal cues & off-task activities.
	Regularly builds on, clarifies, or responds to others' comments.	Responds to ideas & questions offered by other participants.	Repeats comments or questions presented earlier.	Does not build on, clarify, or respond to others' comments.
Engagement: Group Work	Takes responsibility for maintaining the flow & quality of the discussion whenever needed.	Actively participates in maintaining flow & quality of discussion.	Rarely takes an active role in maintaining the flow & quality of discussion or does not take an active role in discussion.	Does not engage in discussion.
	Helps to redirect or refocus discussion when it becomes sidetracked or unproductive.	Does not sidetrack discussion or explore unproductive topics.	Does not remain focused on discussion, easily sidetracked & occasionally unproductive.	Intentionally undermines the efforts of those engaged in discussion and/or unproductive.
	Makes efforts to engage reluctant participants.	Sometimes encourages reluctant participants to engage.	Does not attempt to engage reluctant participants.	Ignores or sidetracks reluctant participants.
	Consistently provides constructive feedback & support to others.	When providing feedback, is generally constructive & supportive.	Rarely provides feedback or feedback is not constructive and/or supportive.	Does not provide feedback or attempts to control discussion through negativity toward discussion or participants.
Communication via Technology	All messages are appropriately professional and contain necessary details.	Messages are appropriately professional and generally contain necessary details.	Messages are not consistently professional and/or do not contain necessary details.	Messages are not professional and/or do not contain necessary details.
	Messages are free of spelling and grammatical errors, formatted appropriately & written in complete sentences.	Messages are generally free of spelling and grammatical errors, formatted appropriately & written in complete sentences.	Messages commonly contain one or more of the following: spelling errors, grammatical errors, incorrect formatting.	Messages are written without attention to formatting, spelling, or grammar.
	All messages contain the required subject line.	Messages generally include the required subject line.	Messages often do not contain required subject line.	Messages rarely/do not contain the required subject line.

Professionalism in the clinical areas will be evaluated through a clinical evaluation tool.

Academic Integrity

The faculty of Reinhardt University's BSN program affirms the highest standards of honesty and integrity. Students are expected to follow guidelines in the University Student Handbook, Academic Catalogue, as well as the BSN Program Handbook. Cheating and plagiarism will not be tolerated. For example, one form of plagiarism is to submit the work of another person (i.e. a paper or presentation of

another student) as your own. All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code:

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development. We are devoted to the principles of integrity, honesty, and individual responsibility. Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

As a student in RUCSONHS, I also pledge that all assignments, quizzes, examinations, papers, projects, lab work, simulations will be my own work, I will not participate in academic dishonesty or plagiarize, and all clinical care that I provide to my patients will not be in violation of this pledge.

All nursing students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the [Reinhardt University Academic Catalog](#) and in the [Reinhardt University Student Handbook](#). Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this program or on this campus. To avoid such academic dishonesty, you must use a citation for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

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

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

Violations may include probation, suspension, or dismissal from RUCSONHS.

A student guilty of any type of cheating or plagiarism will have his/her name submitted to the Dean of the RUCSONHS for review and determination of the outcome. Academic dishonesty will result in a

grade of zero for the course assignment or examination and pending review of the Dean, failure of the course and dismissal from Reinhardt University.

Drug/Alcohol/Chemical Impairment

The Reinhardt University School of Nursing and Health Sciences will follow the University's policy (found in the [Reinhardt University Student Handbook](#)) prohibiting the use, possession, sale, and/or acting under the influence of drugs and/or alcohol by students on university property or as part of any university affiliated academic activity, including off-campus learning activities, such as clinical. In addition to Reinhardt University's Drug and Alcohol policy, the following policy will expand to further address nursing students in the nursing classroom, lab, and clinical settings. Nursing students are expected to participate in all learning experiences in the classroom, laboratory, clinical settings, and other RUCSONHS sponsored functions, free of chemical impairment. Any student who reports to the classroom, laboratory, or clinical settings under the influence of any substance illegal or legal that impacts their ability to provide safe competent patient care, will be asked to leave the classroom, laboratory, or clinical setting for the remainder of the day and the matter will be referred to the Dean of RUCSONHS for further evaluation. If plausible suspicion of impairment occurs, the student may be asked to undergo a random panel drug and/or alcohol screening at the student's expense. After further review of such an occurrence, The Dean of RUCSONHS will inform the student if they are permitted to return to the classroom, laboratory, or clinical settings. Faculty is advised to keep a detailed account that describes the suspected impairment event involving the nursing student. Notes should document the date, time of day, location of the event, persons present, and a description of what took place. If the student is on a regimen of over the counter or prescription medication the student will be required to have their primary healthcare provider indicate in writing that the medication(s) will not impact the patient's ability to provide safe competent patient care.

Drug Testing Policy

Routine drug/and alcohol testing will be required before the student is permitted to attend clinical. All student nurses must provide documentation of a negative urine drug test including full lab results of a healthcare professional drug screen.

Random drug/or alcohol testing may occur at any time or setting with or without notice at the request of the clinical facility as part of our clinical affiliation agreements with our clinical partners. **Random** drug/or alcohol screening will take place at the discretion of the clinical instructor and at the student's expense if plausible suspicion of impairment occurs as stated in the drug/alcohol/chemical impairment policy. If the student tests positive and he or she is unable to present a current prescription for the medication, the student will be referred to the Dean of the RUCSONHS for disciplinary action. The positive result may also be reported to the Georgia Board of Nursing.

Incident/Injury/Exposure Policy

The following policy outlines the procedures for management of all events that which result in potential

of actual bodily harm occurring in the clinical or classroom setting. This policy adheres to all requirements made by the Occupational Safety Health Administration (OSHA) blood borne pathogens standard (29 CFR 1910.1030). This policy applies to all students enrolled in the RUCSONHS.

Student Responsibilities

Students are responsible for using the appropriate precautions in situations where exposure to blood and body fluids may occur. In the event that an incident occurs in the classroom, lab, or clinical facility, it is the student's responsibility to immediately report all potential or actual incidents, injuries, or exposures to blood or body fluids, including needle sticks, to their lab/clinical faculty member. The student must also complete an Incident Report Form, within 24 hours of incident, for the School of Nursing and for the clinical site/facility where the occurrence took place and seek follow-up medical care with their health care provider consistent with the clinical agency's policy and with RUCSONHS. The student's own health insurance will be responsible for any costs incurred.

Faculty Responsibilities

The lab/clinical faculty member, or designated person(s), will ensure the student completes the clinical Facility's Protocol.

Course Assignments

Students are expected to perform individually. Individual students may transcribe notes for their own learning; it is not permissible to share, sell, or otherwise distribute these notes. The distribution of any class materials is strictly prohibited.

Assigned Readings

Reading assignments are important! Students are expected to complete all assigned readings and class preparation activities **prior to** coming to class, clinical, or lab. Class preparation and reading assignments will be provided for each unit of content or module. If the student is unprepared for lecture, clinical, or lab, the faculty member has the right to dismiss the student from the setting. The student will be responsible for the didactic content discussed in the classroom and making up experiences missed in the clinical or lab setting.

Online Activities

Students will need to be proficient in Microsoft Word, PowerPoint, and Microsoft Explorer (internet browser) to access and complete course requirements. The faculty is not responsible for teaching the student basic computing skills and navigation of Learning Management system (Canvas). The student is expected to log-in to Canvas courses daily. It is important to look for any announcements AND to monitor/participate in discussions as assigned. Eastern Standard Time in the United States is the required time zone for all course submissions.

Submission of Course Work and Late Submissions

1. Each assignment provides specific details on how it is to be submitted, whether via the assignment drop box feature, discussion board, in person, group, or individual delivery to office or Email. Assignments not submitted as directed will NOT be graded.
2. Five points per day (including weekends) will be subtracted from a grade for any late assignment, discussion, or any course activity, whether online, in-class, or clinical. Assignments not submitted within seven days (including weekends) of due date will receive a zero (0).
3. Naming convention for all coursework submitted using Canvas.
 - Save document with Course ID followed by a dash, your first initial and last name followed by dash, then title of assignment
 - Example: NUR 312-JDoe-Syllabus

Evaluation and Grading

Student evaluation

The work of the individual student will be evaluated according to the student learning outcomes and grading criteria associated with each assignment. Assignments must be on time, correct, complete, and pertinent.

Grammar, spelling, writing style, and form are a part of the grade on each assignment.

A final letter grade of at least a “C” is required in each nursing course. A final grade less than a “C” in any nursing course will result in dismissal from the School of Nursing.

For skills check-offs, the student will be allowed **two** attempts to perform the required skills satisfactorily. Failure to perform the skills satisfactorily in two attempts will result in the student receiving a campus laboratory failure in the course. Students must pass the campus laboratory portion of the course to successfully complete the course and continue in the nursing curriculum.

For courses that have a clinical component, both the classroom and clinical experience must be successfully passed.

Faculty/Course Evaluation

For each course, the student will be given the opportunity to complete an online evaluation of the course and the faculty during the time frame for evaluation provided by Reinhardt University. Each online student evaluation of the course and instructor will be anonymous and confidential.

Student evaluation of course and instructor effectiveness is invaluable to instructors as they strive for excellence in teaching performance. Student input serves to enhance the teaching-learning process by providing faculty with appraisals of areas of strengths and areas of needed change and/or improvement.

A student should regard the evaluation of course faculty as both a privilege and a right, with inherent

responsibility for objectivity. This concept necessitates the evaluation be done in a positive manner which focuses on course content, instructor knowledge and expertise, and content presentation rather than on teacher personality.

The instructor's responsibility in the teaching-learning process is to give serious thought to student input and to implement changes, when appropriate and feasible, within curricular design constraints.

Program Evaluation

Students are given the opportunity to provide input in the evaluation of RUCSONHS program. Prior to graduation, each student is invited to complete an on-line end-of-program evaluation.

Student evaluations will be anonymous and confidential.

EXAMINATION POLICY / PROCEDURE

The concepts and content of the nursing curriculum reflect the areas in which proficiency is necessary for meeting program goals, student learning outcomes and success on the NCLEX-RN licensing exam. Knowledge and proficiency are built throughout the curriculum. It is the policy of RUCSONHS that all final exams will be comprehensive or contain a comprehensive component, where appropriate.

Grades are calculated from an accumulation of points. Point distribution of grades in a course will be as follows: 70% - 100% will be derived from exams, quizzes, and final exam; 30% (or less) can be derived from special projects, presentations, discussions, ATI testing etc.

The student must have an average of 75% on all exams (quizzes, sectional exams, and final exam) in order to successfully complete the course. Papers, projects, discussions, etc. may not be used to pass the course. Exam grades will be averaged first and then the other grades are added provided the student has a 75% exam average. ***If a student does not have $\geq 75\%$ average on all tests (quizzes, sectional exams, and final exam), the student fails the course regardless of other points earned in the course.***

Students should arrive at least 15 minutes prior to examination time for instructions and preparations. Students may be randomly assigned seats for testing and should arrange themselves with ample space between them and the next person. **Late admission** to testing is disruptive, will NOT be allowed, and will be considered an unexcused absence without prior notification of absence resulting in an assigned score of "zero" for the exam. Backpacks, purses, cell phones, additional pens and pencils, hats, jackets, and books will be placed in a designated area of the classroom prior to taking each exam. No food, drink, candy, or other items are allowed at your seat for any exam. Calculators, pencils, and paper will be provided, if necessary. Testing may be performed on the student's laptop computer (PC), or an established PC in the computer lab. Testing is never permitted on an iPad or cell phone. While testing, the proctoring instructor will not address questions. If scratch paper is allowed, the student will place their name on it and submit it to the faculty before leaving the room.

When the student is finished, the student will close the exam, leave the screen up and computer open, leave the computer in place, and exit the room quietly to avoid disturbing classmates. When all students have finished, the belongings can be gathered.

Allowing access to your answers or attempting to gain access to another's answers is considered cheating. Cheating will result in documented immediate action from the faculty and disciplinary action. A course grade of "F" and immediate dismissal from the University is a possible result.

During electronic format exams, both written and verbal instructions will be provided to students. Exam timing may be preset in the testing system and students are to note and adhere to the allotted time allowed. When exam time expires, further submission of answers is disallowed, and all unanswered questions will not be given any credit. Attempts to re-access the exam outside of the proctored classroom environment, is recorded as an attempt. This attempt, as determined by faculty, may be considered academic misconduct

Exam information is the sole property of RUCSONHS. Removal, duplication, regeneration, or reassembling of exam questions whether paper or electronic compromises integrity of the exam evaluation process and may, as determined by the faculty, indicate a student's involvement in academic dishonesty (i.e. cheating) resulting in disciplinary action or dismissal from Reinhardt University.

Grades **will not** be given on the day of the exam to allow adequate time for statistical analysis to be completed. Exams will be available to review, only those questions missed, in the next scheduled class period or a time as designated by the faculty. No notes will be taken during exam review. Final exams are not available for review. The student can dispute a question/rationale but must provide their rationale with supporting references to the course coordinator/faculty via Email within 3 days of the grades being distributed.

When a student knows he/she will be absent from an exam, he/she must notify the course coordinator/faculty **before** the exam. The email or phone message time stamp should NOT indicate a time later than the start time of the exam. For any excused or unexcused absences on examination dates, the instructor or professor of the course must be informed of the reason for missing the exam **PRIOR** to the exam being delivered to the other students. For **excused** absences, the student is responsible for making arrangements with the instructor or professor of the course. For **unexcused** absences that have been reported, the weight of the exam will be added to the final exam. **Failure to notify** the instructor or professor of the course of your absence **prior** to the examination time, will result in a **"zero"** for the exam grade that cannot be made up. If in the judgment of the faculty there are circumstances that warrant allowing the student to make up the exam with the failure to notify the instructor of the absence before the exam, the resulting points will be 90% of the actual points and counted as such. Unannounced quizzes will not be made up because of an absence.

RUCSONHS has adopted a "make up" exam policy based on three types of excused absences. These include a 1) University excused absence (a list is issued from the office of the Provost excusing the listed

students from class), 2) illness that requires visitation of a health care facility (a note documenting your visit is required from the healthcare provider), and 3) documented death of a family member. Once approved by the instructor or professor of the course, the student will have five (5) school days to make up the exam after returning to campus or the student will receive a zero. The format for all make up exams will be at the discretion of the faculty and may include essay, short answer, fill in the blank, and/or multiple-choice type questions that cover the same content areas from the missed exam. Exam grades will not be released to the entire class until the student missing an exam has made it up or has declined to take the exam.

If the student is unable to meet this requirement, the percentage weight of the examination will be added to the final exam.

Use of Calculators

The program coordinator will provide calculators for use during the tests. Scientific calculators and personal calculators or cell phones may **not** be used for testing.

ATI Testing

Assessment Technologies Institute (ATI) tests are used throughout the program as a means of evaluation. ATI provides standardized specialty exams as well as a comprehensive ATI Predictor exam which measures NCLEX readiness. The ATI specialty exams (fundamentals, medical-surgical, maternity, psych/mental health, pharmacology, pediatrics, and leadership) will be given at the end of corresponding courses. The standardized exam percentage will be calculated according to the ATI standards. The initial ATI result received by the student upon completion of the exam will count as a predetermined percentage of the student's test grade as noted in the class syllabi. Students who fail to achieve the minimum national recommended ATI proficiency level (proficiency level 2) on the first attempt will be expected to do remedial work in that specialty area and be given a second test attempt to meet proficiency level 2. There will be at least 24 hours of remediation time between the 1st and 2nd attempt of the ATI proficiency exam. If the student does not meet proficiency level 2 on the 2nd attempt, the grade recorded will be a "0".

As part of NUR 408 *Synthesis of Nursing Practice*, students will take the RN Comprehensive ATI Predictor Exam. This is a test that evaluates readiness to take the NCLEX (licensure) exam. Students will be required to make a minimum predictor of 95% ATI score, as determined by the scoring standards of ATI, to successfully complete the course. Students who are unsuccessful will have an opportunity to remediate and retest a second time. If a student is unsuccessful a 2nd time **the student will receive an "F" in the course and be required to repeat the course in the following semester. If the student has a previous "D" or "F" being transferred into the nursing program or made a second "D" or "F" while in the nursing program, making a "F" in NUR 408 will constitute the second "F" and the student will be dismissed from the nursing program.**

PETITIONS AND ACADEMIC APPEALS

Faculty Grievance

RUCSONHS will follow the Reinhardt University policy as stated in the undergraduate academic catalog.

Grade Grievance

RUCSONHS will follow the Reinhardt University policy as stated in the undergraduate academic catalog.

Enrollment Related Appeals

RUCSONHS will follow the Reinhardt University policy as stated in the undergraduate academic catalog.

Non-Academic Grievance

Information regarding procedures for a non-academic grievance is available on the University website.

Re-Enrollment Policy & Procedure

1. Students who have failed the didactic or clinical portion of a nursing course OR withdrawn from one nursing course for any reason may be considered for readmission to the School of Nursing as directed by the Dean of the RUCSONHS. Withdrawal or failure (a grade less than C) from a nursing course does not guarantee readmission.
2. The student's application will be considered competitively with all other applicants.
3. After failing two (2) nursing courses the student will not be readmitted to the Nursing Program but will be advised to seek another major.
4. Student performance and disposition during the previous admission to RUCSONHS will be highly considered during the re-admission process, therefore re-acceptance is not guaranteed.
5. Resources and space must be available in the required course to be taken.
6. The student must initiate the request for re-enrollment through Reinhardt University processes.
7. The student must submit a letter to the Dean of the at least one semester before the requested return semester. The letter should include the reason for the previous failure, what obstacles prevented success, and a plan of action that will enhance future success.
8. The Dean, in collaboration with faculty, will review the petition and decide about re-admission.
9. If re-admittance is granted, it will be contingent upon successful completion of proficiency exams and skill competencies prescriptive to the point at which the student is re-entering the program. This may include passing comprehensive course examinations and demonstrating competency through skill checkoffs.
10. The student will be granted one attempt to pass proficiency testing.

Inclement Weather

Students are encouraged to register with the Eagle Alert Emergency Alert System to receive critical

communications regarding school closures or emergencies. In the event of inclement weather, RUCSONHS will follow the schedule determined and communicated by Reinhardt University. One exception is if the Jasper campus would be closed or unavailable. In the event of inclement weather on clinical days, the Dean of Nursing will determine any necessary changes in the schedule and communicate accordingly.

Students are expected to update their address and phone number with RUCSONHS at the beginning of each semester.

CLINICAL/LAB POLICIES AND PROCEDURES

Informed Consent – Patient Care Risk

RUCSONHS provides an academic program of study for students. Such study includes on-campus laboratory experiences with models and simulations. Technical skills are demonstrated, practiced, and evaluated. Upon development of beginning competency, these skills are applied in other settings, such as hospitals, nursing homes, clinics, and community health centers. All study in these settings is conducted under the supervision of nursing faculty and/or licensed health care professionals at the facilities. In accordance with the Occupational Safety and Health Administration (OSHA), the University will give instruction to each student in Universal Precautions according to recommendations from the Centers for Disease Control and Prevention. Students are required to maintain all health requirements specified by RUCSONHS. Students are expected to practice safely, providing patient care according to guidelines of OSHA, CDC, Universal Precautions, regulatory standards, and nurse practice standards. The documentation of such instruction will be contained in each student's folder housed in RUCSONHS office.

Participation

The student is expected to participate in the laboratory skills portion of courses. Participation includes being punctual, prepared (with the appropriate professional supplies), engaged in learning, teamwork, and professionalism. Each student will be evaluated based on these criteria during each lab session and assigned a satisfactory or unsatisfactory as part of the clinical grade.

SKILLS LAB AND SIMULATION LAB

The purpose of the skill lab and simulation lab is to encourage experiential learning by the incorporation of all learning styles to enhance clinical skill development, encourage leadership opportunities in the clinical setting, and support interdisciplinary collaboration in the health care setting.

The primary objective is to enhance clinical learning and performance for nursing students such that health outcomes for client safety will be improved.

General Rules:

1. Lab resources/reference materials are available for reference, please do not remove any materials/equipment from the lab areas.
2. Students must always sign in and sign out of the lab for both practice and testing. The sign in/out book is located inside the skills lab.
3. Students may only be in the skill and simulation labs with a member of RUCSONHS faculty.
4. Lab personnel or designee will always supervise use of the equipment and mannequins.
5. Only those trained in the use of the simulation center may operate simulation equipment.
6. Lab schedules will be posted on the School of Nursing website and outside of the lab area.
7. Clinical attire is to be worn in the skill and simulation labs.
8. Respect lab personnel and equipment at all times.
9. No food or drink – may cause damage to the equipment.
10. No children are allowed in the area – risk of injury from equipment.
11. No cell phones during testing or in student work areas – can be distracting.
12. Report any malfunctioning, unsafe, or damaged equipment to lab personnel.
13. Students understand that all information associated with simulation activities is confidential and cannot be shared with anyone outside of the learning activity including the current nursing cohort and future nursing cohorts.

Skills lab is used to:

1. Introduce students to new skills.
2. Practice new skills.
3. Review and practice previously learned skills.
4. Provide evaluation of student skill performance.

Simulation lab is used to:

1. Provide core simulations encompassing current health needs of clients
2. Provide complex simulations allowing full student participation and action
3. Provide learning in a setting to encourage confidence to the learner and reduce risk to the client
4. Establish remediation practices to promote improved learning and retention of students
5. Encourage interdisciplinary collaboration in patient care

COMPUTER ORIENTATION

The student will participate in computer orientation and/or hospital orientation as the clinical site designates or requires. The student will be given clinical credit for this orientation time to the clinical site.

CLINICAL OUTCOMES

The student is provided with specific outcomes and reading assignments for each clinical rotation. It is expected that the student will prepare for the clinical experience by completing these assignments.

“Expected Outcomes” for each rotation will be included in the course syllabus.

Clinical Performance and Evaluation

Clinical evaluation is based on the student’s preparedness for clinical/simulation experience as well as performance in the clinical/simulation area. To be considered “prepared for clinical lab in the agency setting,” the student will be able to:

- Discuss the assigned client’s medical diagnosis, the pathophysiology involved, anticipated signs and symptoms, and the significance of laboratory and diagnostic test data
- Discuss the drugs in relationship to the assigned client including classification, desired therapeutic effects, possible side effects and nursing implications
- Discuss the special diet and why it is used for the assigned client
- Discuss the independent therapeutic nursing interventions and interdependent/collaborative nursing interventions specific to the clients

Clinical evaluation is an ongoing process by both the student and the instructor that is expressed through the student’s clinical evaluation tool, informal conversations with the student, and comments on the returned care plans. In the event of discrepancies between student’s and faculty’s evaluations, the faculty evaluation will take precedence after the discrepancies have been fully discussed by the student and faculty. Additionally, the clinical evaluation tool can stand alone as the sole evaluation tool in the event of a discrepancy between a student and the faculty member.

The student is required to perform at a satisfactory level in the clinical/simulation area.

Satisfactory performance is defined as 75% in each behavior included on the clinical evaluation tool.

At any time, the student demonstrates unsafe practice that may potentially damage the patient mentally, physically, or socially, the student will be immediately removed from the clinical setting. The decision to return to the clinical setting and progress through the curriculum will be made by the Dean in collaboration with the faculty. If at any time the action of the student is such that it seriously jeopardizes a patient’s physical safety or emotional wellbeing, the student may be required to withdraw immediately from RUCSONHS.

If a faculty member determines that a student is not prepared to provide safe care to assigned patients, the student may be dismissed from the clinical area and the faculty member will document **unsatisfactory** on the clinical evaluation tool. A makeup day will not be allowed for any clinical day in which a student is dismissed for such behavior.

Deficiencies in the clinical/simulation experience will be identified by the clinical faculty and documented on the clinical evaluation tool. It is the responsibility of the student to obtain an appointment with the clinical faculty to discuss any issues related to the student's performance. The clinical faculty strongly encourages any student that receives an "NI" or "U" to schedule an appointment with the clinical

faculty to discuss the concern(s). The failure of the student to schedule an appointment with the faculty member does not demonstrate a breach of responsibilities on the part of the faculty member. During the scheduled meeting (that was scheduled by the student), the faculty member will discuss the deficiencies and provide suggestions to enhance the student's clinical performance.

These suggestions will be noted on the guidance form. It is the student's responsibility to embrace these recommended changes in their clinical practice.

A conference time may be requested by the student or the faculty at any time to discuss clinical performance. A summative evaluation is completed on each student at the end of the semester. Decisions by faculty regarding student competency are based upon written clinical work, the student's preparedness for clinical experience, faculty observations of clinical performance, and student documentation and self-evaluation. **A clinical conference at the end of the semester is mandatory.**

Clinical Written Work

The following paperwork may be required for clinical and must be submitted to the clinical instructor before the deadline designated by the instructor. Work turned in late may be deemed "Unsatisfactory" by the clinical instructor and/or course coordinator.

- **Nursing Database** - Prior to the clinical experience in pre-assessment, demographics, medical diagnosis, physician orders, results of lab work & diagnostic tests, pathophysiology information, information regarding medications, standard treatment, etc.) Information to be obtained from the patient should be assessed during the actual clinical experience (i.e. Psychosocial development, Learning style, etc.)
- **Nursing Process Form** - Students are required to write nursing care plans for each clinical experience. Guidelines for writing the nursing care plan should be followed.
- **Clinical evaluation tool (C.E.T.)** - Students will complete this form after each clinical experience. This form will also be used by the clinical instructor to evaluate the student's clinical performance.
- **Patient assessment** - Students will complete a comprehensive head-to-toe assessment of their assigned patient each week.
- **Medication sheets** - Students will complete medication sheets on each medication that their assigned patient is receiving.
- **Pre-clinical work** - Students will complete assignments that are set for each experience to help them prepare for the experience for that day. The paperwork will be turned in and evaluated on a completion basis.
- **Case Studies** - Each week the students may have assigned case studies to complete for their clinical week to help with application of information learned in class.
- **Reflection Journal** - Students will complete a reflection at least once a week during clinical rotation. Reflections are to be submitted by 0900, the day after the last clinical experience of each week.

Feedback will be provided by the clinical instructor. Students will establish a journal folder (paper or electronic) to store all entries.

Skills Performance

Safe performance is necessary on all skills. Once evaluated as satisfactory, the student is **legally** accountable for his/her own performance. Students should actively seek experiences involving technical skills. However, students must consult with their faculty before doing any procedure. **The student must seek guidance when any nursing care involves invasive skills.**

Clinical Attendance

The student must notify the clinical instructor on the morning of the experience **prior** to clinical if an absence cannot be avoided. If the instructor cannot be reached by phone, the student is expected to call the nursing unit to report the absence.

Clinical experiences are carefully planned to integrate theoretical content and clinical practice. The experiences provide a means for supervised practice of selected skills. This hands-on experience is essential to be evaluated. Faculty will designate the clinical make up experience that will be mandatory for students who have one clinical absence. **More than one clinical absence may necessitate a course failure.** The outcome of absences more than one will be decided by the faculty teaching the course.

Clinical Attire

- The school-designated uniform consists of **navy-blue scrub pants and a white scrub shirt with the school emblem.** A clean white long-sleeved shirt may be worn under the scrub top if allowed by the facility.
- Uniform shoes are to be solid black nursing shoes or solid black tennis shoes. Shoes should be clean and must not have open toes or heels.
- School uniforms must fit properly with pants hem at ankle length. Pants should not touch the floor.
- The only exception to the approved school uniform is for pregnancy. The student must have the maternity uniform approved by the faculty prior to wearing it during clinical experiences.
- If the facility mandates, a school photo ID name badge must be worn on the front of the uniform. The name badge should include the student's full name and title of Student Nurse.
- An ID badge must be worn on the uniform at all times during direct or indirect care at the clinical facilities. A student who reports to a clinical activity without a name badge will be sent home and clinical hours missed must be made up.
- White, black, or navy blue non-patterned hose or socks are to be worn with pants uniforms.
- Undergarments are not to be visible through the uniform and should be non-patterned, flesh colored or white. Thongs are not allowed. Hairstyles must be simple, neatly trimmed, without unusual colors. It should be held off the uniform collar and away from the face and must remain as such while on duty at the clinical facilities. Ribbons and hair ornaments are not to be worn.

- Barrettes and ponytail holders must be neutral colors and inconspicuous.
- Beards and mustaches should be clean, neatly trimmed and should not touch the uniform. All other facial hair should be smoothly shaven.
- Fingernails must be clean and well-trimmed, not exceeding past the fingertips. Artificial nails/overlays and nail polish are not allowed.
- A watch with a second hand is required.
- No dangle earrings may be worn, small post earrings are allowed. No other body piercing jewelry (gauges, tongue rings, nose rings, etc.) is allowed. Wedding bands only may be worn if permitted by the clinical facility. A medical alert bracelet or necklace may be worn. No other jewelry is allowed.
- Tattoos are not to be visible at any time.
- The student will not be permitted in the clinical area unless in complete uniform. Clothing must be in good repair, clean, and pressed. Simulation and lab time are considered clinical time and clinical attire is to be worn.

During the pre-assessment time the evening before clinical, professional dress (or attire as required by the clinical site) with a lab coat and visible identification badge is required. or leggings, should be worn to the clinical facility.

No sandals, open toe shoes, jeans.

STUDENT RESOURCES

Faculty Office Hours

Faculty will designate specific office hours each semester for the purpose of individual student advising and academic coaching. Hours may be posted on the course syllabus, outside of the faculty's office door, and via Canvas.

ADA Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the **Academic Support Office (ASO)**. ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

<https://www.reinhardt.edu/academic-resources/academic-support-office/>

Center for Student Success

The Center for Student Success (CSS) is located at the lower floor of Lawson, room 035. **CSS offers**

free peer and faculty tutoring for all subjects. For appointments, go to Reinhardt webpage and click Center for Student Success: <https://www.reinhardt.edu/academic-resources/center-for-student-success/>

Library/Virtual Library

Reinhardt University Library is available to all students enrolled in the RUCSONHS BSN Program. Links to library materials such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support may be found at: <https://www.reinhardt.edu/library/>

A small library of books will be maintained and available to students at the Jasper Campus.

Academic Calendar

Please review the Academic Calendar for the last date to drop the course or other registration issues at: <https://www.reinhardt.edu/student-life/student-services-resources/registrar/academic-calendar/>

Counseling Services

If you are experiencing difficulty of any type, please understand that the Reinhardt University faculty care about you as an individual. You may speak with any of us at any time. In addition, if you are having personal, familial, or educational, difficulties and would like to speak with a trained counselor, students may schedule a counseling appointment. <https://www.reinhardt.edu/student-life/student-services-resources/counseling-services/>

Assistance with School of Nursing Technology

Reinhardt University (RU) provides technical assistance through the “Help Desk”. The RUIT help desk can be accessed at <https://reinhardtkb.blackbelthelp.com/> where you can get assistance by live chat, by email to helpdesk@Reinhardt.edu or by calling (770) 720-5555.

Laptops must have wireless connectivity and those older than two years are unacceptable. In addition, **it is the student’s** responsibility to contact tech support for assistance with resources.

Reinhardt University Student Handbook

Accessible on-line at <https://www.reinhardt.edu/student-life/student-services-resources/student-handbook/>

Support Services, Programs, And Activities Specific to RUCSONHS Students

Aside from the support services available at the main campus, faculty in the BSN program will offer several programs and activities at the RUCSONHS Jasper Campus that are meant to expand learning opportunities, assist the students in the socialization of the profession, and provide support for the students beyond the classroom and clinical opportunities.

Orientation

Upon acceptance to the BSN program, students will be required to participate in nursing orientation. Orientation will provide the information and skills needed to be successful as a student nurse. Students are provided with the following resources: policies and procedures associated with RUCSONHS, time management, study skills, Bloom's taxonomy in relation to NCLEX-RN testing and information on the need for appropriate family or significant other support. Research associated with obtaining a nursing degree is thoroughly covered. Also, there is a review of the nursing profession as one of the most trusted, accountable, responsible, and honest. During the orientation, students are additionally introduced to academic policies associated with plagiarism and cheating. Behavioral standards, dress code, required purchases, as well as university and community standards are reviewed.

Clinical partner requirements such as criminal background checks, drug testing, and immunizations are shared with the student. Training on blood borne pathogens and HIPAA is completed. The students will have the opportunity to meet the faculty and ask questions.

There will be opportunities for meeting with the registrar, financial aid, public safety, campus housing, other student affairs offices, the bookstore, and food services at the Reinhardt University New Student Orientation – SOAR.

Spiritual Support

“Blessing of the Hands” will be a voluntary activity for the nursing students. The School of Nursing will work with Chaplain's Office, religion faculty and area pastors for this activity. “Blessing of the Hands” will provide time for the student, individually or in groups, to be with a person of the clergy to have their hearts, minds, and hands prayed over and/or anointed with oil and to ask God's blessing, protection, and wisdom as these hands care for the communities we serve.

Check-Up

After the first semester and as appropriate at different times within the curriculum “check-up” opportunities with the faculty such as “Muffin Mondays” will be offered to encourage students in their goal toward a nursing degree.

Networking with Recruiters

In the second year of the BSN program near graduation, nursing recruiters for various clinical facilities will be invited to campus to meet the students. The recruiters will be encouraged to deliver presentations about the facilities, job postings, benefits, and pay scales. The students will have time to ask specific questions and be guided on how to apply for the jobs at that facility.

Entering the Profession

Offered in conjunction with RU Career Services, this activity will provide recommendations for resume

advice, interviewing tips, and residency application. Time will be spent individually with the student to explore the student's successes within RUCSONHS, their interests and wants with recommendations for potential categories of employment within nursing.

NCLEX-RN Preparation

In conjunction with the curriculum, the faculty will assist the students in test taking strategies for NCLEX- RN and preparation for this examination.

Graduation and Pinning Ceremony

Graduating seniors are expected to attend the commencement ceremony. You must notify the Provost's office if you will be absent.

Graduating seniors are expected to attend the BSN Pinning Ceremony. As part of this ceremony the student receives RUCSONHS pin and makes a public pledge to the profession of nursing. Students will be pinned by the Dean of RUCSONHS or the Dean's designee only.

NURSING ORGANIZATIONS OF INTEREST

American Nurses Association: <http://www.nursingworld.org/> Georgia Nurses Association: <http://www.georgianurses.org/> National League for Nurses: <http://www.nln.org/>

National Student Nurses Association: <http://www.nsna.org/> Sigma Theta Tau International: <http://www.nursingsociety.org/> American Academy of Nursing: <http://www.aannet.org/home>

Robert Wood Johnson Foundation: <http://www.rwjf.org/>

American Association of Colleges of Nursing: <http://www.aacn.nche.edu/students/financial-aid>

CURRICULUM

General Education Curriculum

BIO 120 & 121	Introduction to Cell and Molecular Biology (4)
BIO 220 & 221	Human Anatomy and Physiology I (4)
BIO 222 & 223	Human Anatomy and Physiology II (4)
BIO 260 & 261	Introductory Microbiology (4)
CHE 130 & 131	Chemistry for Health Sciences or 180 & 181 General Chemistry (4)
PSY 200	Developmental Psychology (3)
MAT 103	Statistics (3)
BIO 230	Pathophysiology: The biologic basis for disease in adults and children (3)
Total General Education and Associated courses - 67	

Com	ENG 101 Composition (3)
Com	COM 108 Fundamentals of Speech (3)
Com	ENG 102 or ENG 103 (3)
Com	Arts Experience (3)
CrTh	FYS 101 First Year Seminar (3)
CrTh	POL 101 American Government (3)
CrTh	BIO 120 Introduction to cell and molecular biology (4)
KSSC	ENG 203, 204, 223, 224, 271 or 272 (3)
KSSC	HIS 111, 112, 120, 121, 210, 251 or 252 (6)
KSSC	REL - Any but recommend 204 or 205 Survey of the Old and New Testament (3)
KSSC	PSY 101 Introduction to Psychology (3)
KSSC	SOC 105 Introduction to Sociology (3)
V/E	PED 100 Fitness for College and Life (2)

NURSING CURRICULUM

NUR 301 – Introduction to Professional Nursing (3) Theory, Practice Concerns, Ethics, Legalities, Health Policy, Informatics, Documentation

NUR 302 – Foundations of Pharmacology (1) Dimensional analysis, Medication Safety, Legalities, Patient Safety, Dosage Calculation, Medication dosing, Reading of syringes etc.

NUR 303 – Clinical Pharmacology 1 (2) Pharmacokinetics, Pharmacodynamics, Medication class, Mechanism of Action, Therapeutic Use, Dosing, Side Effects, Prescribing by class, Trade and Generics

NUR 304 – Clinical Pharmacology 2 (2) Continuation of Clinical Pharmacy 1.

NUR 305 – Holistic Health Assessment (3) and Lab (40 clock hours in the lab) Therapeutic Communication, History and Physical Assessment of each body system

NUR 306 – Nursing Evidenced -Based Practice and Research (3) Role of Research and Evidenced-Based practice in Nursing and Healthcare

NUR 307 – Clinical Foundations of Nursing Practice (6) Clinical (80 clock hours) and Lab (40 clock hours) = 120 hours total of clinical Nursing Process, Ethics in patient care, Infection control, Care of patient with each system issue, Respiratory, Musculoskeletal etc. Nutrition, Aseptic technique, Perioperative nursing, Skills – NGT, IV, Med administration, Urinary catheter Insertion, wound care, Dressing changes, etc.

NUR 308 – Nutrition, Health Promotion and Wellness (2) Nutrition across the life span in health and illness

NUR 401 – Nursing Care of the Adult (6) Clinical (120 hours) Adult Acute and Chronic Health Conditions, Geriatrics.

NUR 402 – Mental Health (4) Clinical (80 clock hours) Nursing care of the patient with psychiatric and mental health needs

NUR 403 – Nursing care of the Adult with High Acuity Needs (6) Clinical (120 clock hours) Continuation of nursing care of the adult with focus on high acuity (intensive Care, Emergency Room) patients, Palliative care, End of life.

NUR 404 – Maternal-Child Health (4) Clinical (80 clock hours) Nursing care of the pregnant patient and the newborn, genetics)

NUR 405 – Nursing care of Children and Families (5) Clinical (80 clock hours) Care of Family, Genetic abnormalities, Pediatric diseases, and illnesses

NUR 406 – Leadership and Management, Immersion into Practice (6) Clinical (120 hours) Theory, Scheduling, Leadership styles, Legalities, Nurse Practice Act, Professional Organizations Delegation, clinical includes leading the health care nursing team in caring for a set of patients

NUR 407 – Community and Population Health (5) Clinical (80 clock hours) Care of the community, Focus on vulnerable populations and the health promotion of populations

NUR 408 – Synthesis of Nursing Practice (2) This is a NCLEX review course to help the students prepare for passing the NCLEX **Total Nursing credit hours = 61**

Total Credits for the program = 128

A suggested sequence of the curriculum model follows. The order of general education classes may be changed to accommodate scheduling when approved by leadership.

Semester 1 Year One	Hrs	Semester 2 Year One	Hrs
ENG 101 Composition	3	POL 101 American Government	3
COM 108 Fundamentals of Speech	3	ENG 102 or 103	3
BIO 120 Introduction to Cell and Molecular Biology	4	HIS 111, 112, 120, 121, 210, 251 or 252	6
Arts Experience	3	Religion	3
FYS 101 First Year Seminar	3	PED 100 Fitness for College and Life	2
Total	16	Total	17
Semester 1 Year Two	Hrs	Semester 2 Year Two	Hrs
PSY 101 Introduction to Psychology	3	BIO 222 & 223 Human Anatomy and Physiology II	4
SOC 105 Introduction to Sociology	3	BIO 260 & 261 Introductory Microbiology	4
CHE 180 & 181 General Chemistry	4	BIO 230 Pathophysiology	3
BIO 220 & 221 Human Anatomy and Physiology I	4	PSY 200 Developmental Psychology	3
MAT 103 Statistics	3	ENG 203, 204, 223, 224, 271 or 272	3
Total	17	Total	17
Semester 1 Year Three		Semester 2 Year Three	
NUR 301 Introduction to Professional Nursing	3	NUR 404 Maternal-Child Health	5
NUR 302 Foundations of Pharmacology	1	NUR 401 Nursing care of the adult	6
NUR 303 Clinical Pharmacology I	2	NUR 402 Mental Health	4
NUR 305 Holistic Health Assessment	3	NUR 304 Clinical Pharmacology II	2

NUR 307 Clinical Foundations of Nursing Practice	6		
Total	15	Total	17
Semester 1 Year Four		Semester 2 Year Four	
NUR 308 Nutrition, Health Promotion and Wellness	2	NUR 407 Community and Population Health	5
NUR 405 Nursing care of Children and Families	5	NUR 406 Leadership and Management, Immersion into Practice	6
NUR 403 Nursing care of the Adult with High Acuity Needs	6	NUR 408 Synthesis of Nursing Practice	2
NUR 306 Nursing Evidenced -Based Practice and Research	3		
Total	16		13

NURSING (NUR) COURSE DESCRIPTIONS

NUR 301 Introduction to Professional Nursing

This course introduces the student to the role of the professional nurse and the foundational concepts of nursing theory. Students analyze the historical, contemporary, adversary, and global aspects of the ethical and legal foundations of nursing. Evidence-based practice and the collaborative aspects associated with the profession are examined.

NUR 302 Foundations of Pharmacology

This course includes a study of arithmetic/calculation of dosages and solutions for medication administration and the basic principles of pharmacology. Legal and ethical responsibilities of the professional nurse in administering medications are also emphasized.

NUR 303 Clinical Pharmacology I

This course focuses on fundamental pathophysiological and pharmacological principles as applicable to nursing care across the lifespan. Drug actions/interactions and therapeutic applications of major pharmacological classifications of drugs are emphasized. Various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. Exploring the relationship of pharmacologic knowledge with nursing practice, integration of the nursing process and nursing implications with various drug classifications is emphasized. Nursing implications of drugs and drug therapy, including drug interactions, is examined.

NUR 304 Clinical Pharmacology II

This course focuses on fundamental pathophysiological and pharmacological principles as applicable to nursing care across the lifespan. Drug actions/interactions and therapeutic applications of major pharmacological classifications of drugs are emphasized. Various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. Exploring the relationship of

pharmacologic knowledge with nursing practice, integration of the nursing process and nursing implications with various drug classifications is emphasized. Nursing implications of drugs and drug therapy, including drug interactions, is examined. This is a continuation course for NUR 303.

NUR 305 Holistic Health Assessment

This course introduces the basic interviewing and physical assessment techniques involved in the process of assessing the health of individuals across the lifespan. A systematic approach in the use of skills in data collection and healthcare assessment in recognizing normal findings and common deviations associated with pathologies is emphasized to create the underpinnings for professional practice. Lecture and laboratory instruction are included in this course.

NUR 306 Nursing Evidenced-Based Practice and Research

This course prepares students to understand the role of research in evidence-based practice in nursing and healthcare. Critical thinking skills through the review and process of research are emphasized. The reliability of sources of evidence and the critique of research studies in synthesizing research concepts and findings into nursing practice are addressed in the scholarly endeavor to promote the evaluation of research studies for applicability to nursing practice.

NUR 307 Clinical Foundations of Nursing Practice

This course focuses on the nursing process, interventions, and nursing skills necessary for basic nursing practice in the care of individuals across the life span in diverse clinical settings. Introduction to the problem-solving process for the professional nurse, the nursing process, provides a foundation necessary for decision-making, clinical reasoning, and critical thinking skills.

NUR 308 Nutrition, Health Promotion and Wellness

This course is a study of nutrition in health and altered health states during the life cycle as well as promotion of health, prevention of illness and factors that impact health status. Application of nutritional principles and analysis of diets in health and wellness as well as illness are emphasized. The role and benefit of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease and wellness are investigated as applicable to the nursing process. Health behaviors of different cultures and age groups as well as relevant nursing research on nutrition, health promotion, and disease prevention are discussed.

NUR 401 Nursing Care of the Adult

This course explores the pathophysiological aspects of adults with acute or chronic health conditions. Application of theory, the nursing process, the understanding of pharmacology, medical therapeutic interventions, and utilization of a holistic approach in the care of this population is studied. This course also addresses the pathophysiological stages of aging. The normal aging process, health promotion

strategies, common disease processes, treatment regimes, and end of life issues are studied in regard to this population. Lecture and clinical instruction are included in this course.

NUR 402 Mental Health

This course focuses on nursing care for individuals or groups with emotional, behavioral, or communication alterations acquired from changes in personal structure or neurological physiology. Principles of abnormal psychology, pathophysiology, and pharmacology will be integrated into the design of appropriate nursing interventions for acute and long-term conditions of mental health clients. Communication skills, cultural sensitivity, empathetic care of others, and professional development are components developed in the care of this population. Lecture and clinical instruction are included in this course.

NUR 403 Nursing Care of the Adult with High Acuity Needs

This course explores the pathophysiological aspects of adults with acute or chronic health conditions. Application of theory to the nursing process, understanding of pharmacology, medical therapeutic interventions, and utilization of the holistic approach in the care of this population is studied. This course also addresses the pathophysiological stages of aging. The normal aging process, health promotion strategies, common disease processes, treatment regimes, and end of life issues are studied regarding this population. As a continuation of NUR 401, this course also emphasizes nursing care associated with complex health alterations. The clinical focus is placed on assimilation and application of knowledge for care of the adult with complex and multiple physiological and psychosocial needs in a highly technical health care environment. The impact of life-threatening illnesses and injuries on individuals, families, groups, and communities is explored as the student designs holistic and culturally competent care during times of death, dying, and bereavement. Lecture and clinical instruction are included in this course.

NUR 404 Maternal-Child Health

This course focuses on the theories and principles utilized in the care of women across the life span. Issues impacting reproduction and fertility and comparison of variations in normal and abnormal conditions are included. Exploration of the childbearing experience as it affects individuals, families, and communities is presented regarding the impact of culture, economics, and advocacy in this experience. Antepartal, intrapartal, postpartal, and newborn populations managed by the professional nurse will be emphasized. Lecture and clinical instruction are included in this course.

NUR 405 Nursing Care of Children and Families

This course addresses the care of families with children from infancy through adolescence during wellness and altered health states. Theories and principles used in caring for the child-rearing family are presented. The framework for the course content is based on theories of growth and development within the context of a diverse global population. Lecture and clinical instruction are included in this course.

NUR 406 Leadership and Management, Immersion into Practice

This course focuses on the role of the professional nurse as a leader and manager. Content features those inherent responsibilities the registered nurse assumes as designer, manager, coordinator, and patient care provider. Essential skills for the development of team building, collaboration with various health care providers, and delegation are addressed. Students build on exercising critical thinking and decision-making in the care of individuals and groups of patients. Lecture and clinical instruction are included in this course.

NUR 407 Community and Population Health

This course examines theories and principles of community health and public health issues of individuals, families, and communities. Emphasis is placed on prevention of illness, promotion of health, and provision of care to vulnerable populations. Emergent infections are explored in relation to communicable disease prevention, control, and pharmacotherapeutics. Multidisciplinary care is addressed regarding the role of the community health nurse in case management, emergency preparedness, and disaster response. Lecture and clinical instruction are included in this course.

NUR 408 Synthesis of Nursing Practice

This course focuses on nursing practice and concept synthesis in order to prepare the new graduate for entry into the role of the generalist professional nurse. Emphasis is placed on clinical reasoning and critical thinking skills needed for the practicing nurse to address the needs of individuals in the ever-changing healthcare landscape.

REFERENCES:

American Association of Colleges of Nursing: The Essentials of Baccalaureate Education for Professional Nursing Practice (2008).

Commission on Collegiate Nursing Education: Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2015).

Rules and regulations of the State of Georgia. Department 410 Rules of Georgia Board of Nursing (2015).

Appendix

GUIDELINES FOR SOCIAL MEDIA

Professionalism:

- Be aware of your association with RUCSONHS in social media sites as personal and professional lines are blurred. Postings on social media sites are NEVER private and will be treated as if you verbally made the statement in a public place.
- Ensure your profile and posted content is consistent with how you wish to present RUCSONHS and yourself to colleagues, patients, and potential future employers. It may be useful and necessary to block individuals who post unprofessional content.
- Refrain from stating personal opinions as being endorsed by the RUCSONHS.
- Copyrighted or trademarked material should not be used without written consent from its owner before using these items on any social media site.
- Use of RUCSONHS logos on social media sites for sanctioned events must be approved by RUCSONHS administration.
- Understand the legal ramifications and liability for what you post on social media sites as you can be sued for libel or slander. You are legally liable and responsible for what you post on your own social media site and the social media sites of others.
- Understand that taking pictures, audiotaping, and videotaping of professors, staff, students, or patients for social media use without written permission of the individual is prohibited and may even be protected from disclosure by federal or state laws.
- Do not develop a social media site that appears to represent RUCSONHS without administration approval from RUCSONHS.
- Unprofessional or abusive language may also result in disciplinary action if it is so severe, pervasive, and objectively offensive that it denies or limits an individual's ability to work, or to participate in or benefit from an educational program or activity at RU.

Privacy & Safety:

- Understand that postings on social media sites are NEVER private.
- Do set your privacy settings as high as possible; do not settle with just the standard settings. Due to continuous changes within social media sites it is advisable to closely monitor your privacy settings to optimize your privacy and safety.
- Be aware that confidential, sensitive, and proprietary information must be protected at all times. Avoid sharing any identification numbers on your social media sites (ex. address, telephone numbers, date of birth, etc.)
- Never post confidential, sensitive, or proprietary information about RUCSONHS faculty, staff, students, or anyone with whom one has contact with in their role as a RUCSONHS faculty, staff, or student.
- Do be cognizant of the Health Insurance Portability and Accountability Act (HIPAA) on social media sites as violators are subject to prosecution as with any other HIPAA violation.

Social Media in Clinical Settings/Patient Contact:

- Understand that at NO time shall patients be photographed, audiotaped, or videotaped for ANY reason.
- Avoid the use of patient identifiers (names, initials, facility name, etc.), specific patient situations (emergency codes, births, surgeries, etc.), and patient health information on social media sites.
- Be aware that interactions with patients within social media sites are strongly discouraged. Maintain professional boundaries with patients and their families at all times while associated with RUCSONHS.

- ALL nursing faculty, staff, and students are responsible for regularly reviewing the terms of this Social Media policy

Violation of Social Media Policy:

Violation of this Social Media Policy may result in disciplinary action. Administration of RUCSONHS will provide guidelines for the resolution of problems, conflicts, and consequences regarding violation of this policy.

Examples of Social Media:

- - Examples of social media include but are not limited to the following: Allnurses.com- Open nursing/nursing student networking site
 - Blog- Blogs produce content by individual bloggers as social relationships are built with other bloggers Facebook- Social media site
 - Flickr-An image hosting and video hosting website, web services suite, and online community
 - LinkedIn- Business-related social media site
 - Myspace- Social media site
 - Podcasts- Horizontal media in which producers of such media engage in conversations with others
 - RSS feeds- Web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video
- - Second Life- An online virtual world where residents meet, socialize, and participate in individual and group activities

Twitter-Social media site which allows users to send/read posts of up to 140 characters known as “tweets” You Tube- Video-sharing website in which users can upload, view, and share videos.

Instagram and Snapchat- Image-sharing website in which users can upload, view, and share images.

GENERAL GUIDELINES FOR WRITING PAPERS

This guide is intended to provide general guidelines for writing papers. Only the basic elements of writing papers are addressed. For more comprehensive direction in writing papers, the student is referred to the Publication Manual of the American Psychological Association, 7th ed. (APA) which may be found in the library and the bookstore. **(The faculty has adopted the APA format for writing formal papers.)**

Purpose of Writing a Paper

Written papers serve a variety of purposes in the educational setting. Some of the purposes of writing a paper are to develop the student's skill in:

- Communicating clearly and effectively in written form;
- Using grammatically correct forms of written communication;
- Communicating concisely.

As a student progresses through the nursing curriculum, some courses may require a student to write a formal paper. Some of the purposes for writing a formal paper include helping the student to:

- Become knowledgeable of various references on a given topic;
- Learn topic material in depth;
- Organize and synthesize material from different sources into one paper.

Organizing the Paper

Choosing how to approach the topic will require a plan. Usually a paper is developed around a single main idea, but it is seldom developed sequentially at first. Some people divide a paper into subtopics and do outlines and then a draft. Some people organize bibliography references logically and write until all the references have been used or the paper is the correct length. Others write in widely spaced intervals and cut, paste, and shuffle material. Regardless of the method, the final draft must read smoothly from beginning to end. The reader should not have to make assumptions or fill in holes.

Format

Formal papers require a title page that includes the author (student), the title, the course, and the school. The APA manual gives more specific information related to margins, spacing and citations.

Every paper has three parts: introduction, body, and the conclusion or summary. The introduction outlines what the paper will cover. The body thoroughly covers what has been outlined, and the conclusion briefly summarizes the paper.

The student should review all of the assignment instructions. The objectives and rubric may provide guidance as to the basic content areas of the paper. Look for key words in the objectives, i.e., compare,

contrast, define, etc. If the objectives have not been clearly addressed, the grade will be affected. The reader should be able to easily find where each objective is addressed. When the reader (instructor) must search for the material, the grade may be affected. All content related to a specific objective should be placed together so that the paper flows.

Length

Frequently an instructor will suggest the length of the paper. It is important to be brief and concise. Faulty organization or repetition often results in an overly long paper.

Quality and Style of Writing

Good writing presents material clearly and concisely so that it is easily understood. Errors of grammar, punctuation, spelling, and manuscript form weaken a paper and lower the grade. Aim for simple sentence construction.

Common Errors

The following are common errors that should be avoided:

Critical Review and Assistance

A student can correct many flaws in a paper by reading the draft critically. Classmates or friends may read the paper and offer suggestions. Also, the Center for Student Success can be helpful.

Citing Sources for References and Quotations

References should be given appropriate credit. Use of over three words directly from another source must be within quotation marks. Additionally, paraphrased sentences must be given appropriate credit. In short, any thought that is not your own must be credited.

APA style should be used to reference material in the body of the paper. It is recommended that you refer to the *Publication Manual of the American Psychological Association* for guidance on correct citations and referencing.

When writing a paper use recent articles as references. A general guideline is that a journal article or book which is referenced should have been written within the past five years. Exceptions may be articles or books which are recognized as seminal work or of historical significance in relation to a subject. The student should check with the instructor before using references that are more than five years old.

Electronic Sources

The APA handbook includes several pages on citing from electronic sources and should be used as a resource. Some faculty may require students to turn in photocopies of the Internet sites they cite with their papers.

NOTE: Anyone can post anything on the Internet. There is no regulation. It is important that students use judgment when surfing the Internet. Electronic sources should be credible and/or scholarly sites, such as those with URLs of .org, .gov, .edu, etc. RU subscriptions within the RU library databases are also good sources of information. Sites considered not credible include Wikipedia, chat rooms, blogs, etc.

Additional assistance with APA formatting can be found online at <https://owl.english.purdue.edu/owl/resource/560/01/>

GUIDELINES FOR COMMUNICATING WITH PHYSICIANS USING SBAR PROCESS

1. Use the following modalities according to physician preference, if known. Wait no longer than five minutes between attempts.

- Direct page (if known)
- Physician's Call Service
- During weekdays, the physician's office directly
- On weekends and after hours during the week, physician's home phone
- Cell phone
- Before assuming that the physician you are attempting to reach is not responding, utilize all modalities. For emergent situations, use appropriate resident service as needed to ensure safe patient care.

Prior to calling the physician, follow these steps:

- Have I seen and assessed the patient myself before calling?
- Has the situation been discussed with resource nurse or preceptor?
- Review the chart for appropriate physician to call.
- Know the admitting diagnosis and date of admission.
- Have I read the most recent MD progress notes and notes from the nurse who worked the shift ahead of me?

Have available the following when speaking with the physician: Patient's chart

- List of current medications, allergies, IV fluids, and labs Most recent vital signs
- Lab results: provide the date and time test was done and results of previous tests for comparison Code status

2. When calling the physician, follow the SBAR process:

(S) Situation: What is the situation you are calling about? Identify self, unit, patient, room number.

Briefly state the problem, what is it, when it happened or started, and how severe.

(B) Background: Pertinent background information related to the situation could include the following:
The admitting diagnosis and date of admission

List of current medications, allergies, IV fluids, and labs Most recent vital signs

Lab results: provide the date and time test was done and results of previous tests for comparison Other clinical information

Code status

(A) Assessment: What is the nurse's assessment of the situation?

(R) Recommendation: What is the nurse's recommendation or what does he/she want? Examples:

Notification that patient has been admitted Patient needs to be seen now

Order change

3. Document the change in the patient's condition and physician notification

SBAR Report to Physician About a Critical Situation

S-Situation

I am calling about <patient name and location>.

The patient's code status is <code status>

The problem I am calling about is _____. (I am afraid the patient is going to arrest.)

I have just assessed the patient personally:

Vital signs are: Blood pressure /____, Pulse _____, Respiration, __ and temperature ____

I am concerned about the:

Blood pressure because it is over 200 or less than 100 or 30 mmHg below usual pulse because it is over 140 or less than 50

Respiration because it is less than 5 or over 40.

Temperature because it is less than 96 or over 104.

B - Background

The patient's mental status is:

Alert and oriented to person place and time. Confused and cooperative or non-cooperative

Agitated or combative

Lethargic but conversant and able to swallow

Stuporous and not talking clearly and possibly not able to swallow

Comatose. Eyes closed. Not responding to stimulation.

The skin is:

Warm and dry Pale

Mottled Diaphoretic Extremities are cold

Extremities are warm

The patient is not or is on oxygen.

The patient has been on _____(l/min) or (%) oxygen for ___minutes (hours) The oximeter is reading _____%

The oximeter does not detect a good pulse and is giving erratic readings.

A – Assessment

This is what I think the problem is: <say what you think is the problem>

The problem seems to be cardiac infectionneurologic respiratory

I am not sure what the problem is, but the patient is deteriorating.

The patient seems to be unstable and may get worse, we need to do something.

R-Recommendation

I suggest or request that you <say what you would like to see done>.

Transfer the patient to critical care

Come to see the patient at this time.

Talk to the patient or family about code status.

Ask the on-call family practice resident to see the patient now.

Ask for a consultant to see the patient now.

Are any tests needed?

Do you need any tests like CXR, ABG, EKG, CBC, or BMP? Others?

If a change in treatment is ordered, then ask:

How often do you want vital signs?

How long to you expect this problem will last?

If the patient does not get better when would you want us to call again?