

Reinhardt University Cauble School of Nursing



STUDENT HANDBOOK 2023-2024

Updated 12/2023

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PROGRAM HISTORY

Founded in 1883 and grounded in the liberal arts, Reinhardt University is the only university in Cherokee County. With 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.

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

The Reinhardt University BSN program supports healthcare for the projected demographic changes of the northwest metro Atlanta region. 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 who chose 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. Our BSN program 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 & 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. The BSN program received full accreditation from Commission on Collegiate Nursing Education (CCNE) in October 2019 and full approval from Georgia Board of Nursing in March 2020.

To date, 133 students have graduated from the Cauble School of Nursing.

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, who 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 the greatest potential. Health means being the 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 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 a 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:

- Application form
- Reference letters (2) – mailed/emailed directly to the school of nursing.
- Successful completion of the Test of Academic Skills (TEAS exam) with a score of “Proficient” or greater
- 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.

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 SON 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](#).

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 SON 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 "SON") 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

SON 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.

SON ensures that access to its facilities, programs and services is available to all students, including students with disabilities. Therefore, SON 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
<p>Acquiring fundamental knowledge</p>	<ol style="list-style-type: none"> 1. Ability to learn in classroom and educational settings. 2. Ability to find sources of knowledge and acquire 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
<p>Developing communication skills</p>	<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 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

Interpreting data	1. Ability to observe patient conditions and responses to health and illness	<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
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<p>Integrating knowledge to establish clinical judgment</p>	<ol style="list-style-type: none"> 1. Critical thinking, problem-solving and decision-making ability are 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 	<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

	<p>team including patients, their supports, other health care professionals and team members.</p> <p>4. Acquire the skills necessary for promoting change for necessary quality health care.</p> <p>5. Cross-cultural competency</p> <p>6. Virtual collaboration</p>	<p>inter professional teams.</p> <ul style="list-style-type: none"> • Operate in diverse cultural settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of a virtual team
<p>Psychomotor skills</p>	<p>1. Ability to sit.</p> <p>2. Ability to stand</p>	<ul style="list-style-type: none"> • Maintain upright posture.
	<p>3. Locomotion</p>	<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.
	<p>4. Manual tasks</p>	<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. • 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.

	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.aacnursing.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 address these situations before the registration of that semester. 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 each semester by the School of Nursing. Declination statements may be available for some 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 to 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 healthcare provider should sign the immunization component.

Covid-19

Reinhardt University strongly encourages but does not mandate vaccination for Covid-19. However, nursing students must comply with the vaccination policy at each clinical site to which they have been assigned.

Clinical experiences and assignments will not be modified due to Covid-19 vaccination status.

I understand that matriculation in the program may be impeded if I elect not to receive the Covid-19 vaccine. Inability to complete the clinical requirements for the nursing program due to Covid-19 vaccination status will result in administrative withdrawal from the program.

Influenza (Annual)

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

Tuberculosis (Annual)

The student must have a negative QuantiFERON Gold serum test report updated annually. Chest x-ray required 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 period is recommended between tetanus/diphtheria vaccine and tetanus/diphtheria/pertussis vaccine. If the tetanus/diphtheria booster is older than two years, the tetanus/diphtheria/pertussis is required.

Varicella

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

Measles, Mumps, Rubella (MMR)

Proof of two 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 periods is a requirement for the nursing student. If the student is not immune a second series is 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). 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 a 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) you must have a copy of that license on file in the repository.

Professional Liability Insurance

Professional liability insurance is required and is carried by the institution. Insurance is paid through 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 (Annual)

To be placed in and participate in clinical, 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 SON before starting the first semester in nursing classes or as required by the clinical facility. 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, SON 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. 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: SON 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, 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 SON 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 eCampus and our uniform supplier (www.Meridys.com).

- Textbooks: many textbooks will be utilized throughout the two-year nursing curriculum. A list of textbooks is emailed prior to the beginning of each semester.
- Computer privacy screen (required)
- Skills pack: Skills packs are purchased for the student from course fees collected by the University and are distributed to the student during class.

Professional supplies:

- Stethoscope with bell & diaphragm – solid color – no covers
- Uniform/shoes

Personal computer/laptop – SON 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 with 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 and a high-speed internet connection.**

Recommended Minimum Computer Specifications		
Windows	Mac	iPad
Laptop	Laptop	
CPU Processor: Non-ARM-based processor supported by your operating system.	CPU: Intel, M1, or M2 processor. Devices using Apple’s M1 and M2 processor and Apple Rosetta 2 are supported.	Hardware Requirements: iPad 5+, iPad Air 2+, iPad Mini 4+, iPad Pro.
Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.	Screen resolution should be at least 1280 x 768. Scaling should be set to 100%	
RAM: 8GB of usable RAM or higher	RAM: 8GB or higher recommended; 4GB required	
Hard drive: 4GB or higher of available space	Hard drive: 4GB or higher available space	Hard drive: 2GB or higher available space

Working USB Port	Working USB Port (Newer devices may require an adapter).	
Webcam: Integrated camera or external USB camera supported by your operating system	Webcam: Integrated camera or external USB camera supported by your operating system	
Microphone (no headphones, no virtual mics)	Microphone (no headphones, no virtual mics)	
Operating System 64-bit version of Windows 10 or Windows 11 Windows 10 21H2, Windows 10 22H2, Windows 11 21H2 and Windows 11 22H2.	Operating system - Big Sur, Monterey, and Ventura Microphone (no headphones, no virtual mics)	Operating Systems: iPadOS 14, iPadOS 15, and iPadOS16

POLICIES AND PROCEDURES

Professionalism & Faith

A key aspect of success in today's workplace is the ability to communicate effectively and professionally. The way we conduct ourselves communicates the reality of faith in our lives. No matter how we 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.

Professional behavior will be reflected in your course grades and will be based on your communication both in and out of the classroom, clinical, and lab. Professionalism is required in 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.

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 SON.

Email Etiquette

When emailing course faculty:

- All professional cultures designate appropriate ways to communicate formally and informally via technology. Formal communication is anything 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 period.
- Informal communication may be appropriate through social media. If you have any concerns about the 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 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.
- Professional language should be used when drafting emails.
- 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.

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 discuss and address the situation calmly and professionally. 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

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 participating in each class, lab, simulation, or clinical experience.

Dress Code

Students are expected to present themselves in a professional manner for all classes and activities. Dresses, skirts, and shorts no more than 3-4 inches above the knee are acceptable. Students may not wear pajamas, tank tops, or shirts that reveal the abdomen to class. Also, no track shorts, running shorts or leggings are allowed for class.

Tardiness

Tardiness or early exit is disruptive to the class and not conducive to the learning environment. Late students may be required to wait to enter the classroom until a class break to avoid disruptions. Late students will not be admitted to class during an exam and the rules for absence will apply. If the student is tardy or absent, the student is responsible for any missed content and assignments. Any absence may require additional work to validate the student's understanding of the missed content. The faculty will counsel any student whenever classroom or clinical absences are affecting the grade. The program coordinator and the Dean of the SON will be notified in writing by faculty of this situation.

Absence

SON has approved three types of excused absences. These include:

- 1) University excused absence as approved by the Vice President of Academic Affairs,
- 2) An illness that requires visitation to a health care facility (a note documenting your visit is required from the healthcare provider).
- 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. Texting is not permitted 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, iPads, computers, and other electronic devices can disrupt classes and quiet places of study. We ask your cooperation in doing the following:

- Silence cell phone, smart watch, iPad, etc. in the classroom, clinical, lab and simulation.
- Computers should be used only for classroom learning (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. 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 patient or patient's family members, or parts of a patient's body will be taken. Unknowingly, items that may be in the background of group student pictures and selfies 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 SON, penalties and fines as well as prison sentences.
- Cell phones and smart watches will not be utilized during examinations. They should be left with student belongings.

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 must ask the professor for permission before recording the lecture content of the course. The professor has the option to deny recording of the course. If allowed, these recordings may only be used

to assist the individual student with 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.

To secure the testing environment, exams may be recorded by the SON. Laboratory clinical check offs on the premises of SON and simulation activities may be recorded.

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 SON, 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 the BSN program. 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.
- Information should not be shared 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).
- Turning in assignments which are the result of another's work (fabrication)
- Turning in work that has previously been completed for another assignment.
- 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.

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 Cauble School of Nursing & 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 SON 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 SON 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 SON will inform the student if they are permitted to return to the

classroom, laboratory, or clinical settings. The 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 (Annual) 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 SON 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 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 SON.

Student Responsibilities

Students are responsible for using the appropriate precautions in situations where exposure to blood and body fluids may occur. If 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 SON. 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.

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.

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 period 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.

Evaluations must be completed prior to grades being released to the class.

Use of Calculators

Students will utilize the calculator function embedded in the testing platform. Personal calculators or cell phones may not be used during the test.

PETITIONS AND ACADEMIC APPEALS

Faculty Grievance

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

Grade Grievance

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

Enrollment Related Appeals

SON 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

When students fail or withdraw from a cohort, the University policy is that the student withdraws from the University. To be readmitted the student must re-apply to the University following University criteria. In addition, the student must also complete the following process:

1. Students who have failed the didactic or clinical portion of a nursing course OR who have 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 Cauble School of Nursing & Health Sciences and faculty. 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 the Cauble School of Nursing 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 Cauble School of Nursing 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, with the faculty, will review the petition and decide on readmission.
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, SON 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 SON at the beginning of each semester.

Social Media

- Be aware of your association with SON on 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 SON 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 individual opinions as being endorsed by the SON.
- 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 SON logos on social media sites for sanctioned events must be approved by SON 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 SON without administration approval from SON.
- 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 always be protected. Avoid sharing any identification numbers on your social media sites (address, telephone numbers, date of birth, etc.).
- Never post confidential, sensitive, or proprietary information about SON faculty, staff, students, or anyone with whom one has contact with in their role as a SON 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. Always maintain professional boundaries with patients and their families while associated with SON.
- 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. The administration of SON will provide guidelines for the resolution of problems, conflicts, and consequences regarding violation of this policy.

Tobacco and Smoke Free Campus Policy

Reinhardt University promotes a safe, clean, and healthy environment and prohibits the use of tobacco products (including all forms of smokeless tobacco, e-cigarettes, and vapor devices) on Reinhardt University's properties. The University's smoking and tobacco use policy is designed to foster a healthy and safe environment for all students, employees, and visitors, while on campus or on other University properties.

Use of "tobacco products" is prohibited from use on property utilized by the Cauble School of Nursing, as well as any outdoor space surrounding the School of Nursing that is owned by the Pickens County Board of Education. Violation of the Tobacco and Smoke Free Campus policy may result in disciplinary action.

"Tobacco Products" are defined as cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking device that uses tobacco, such as hookahs, or simulate the use of tobacco, such as electronic cigarettes or vaping devices.

CLINICAL/LAB POLICIES AND PROCEDURES

Clinical Rotation Assignments

To ensure that each student has an equal opportunity for placement in a wide variety of facilities offering diverse learning experiences, clinical placements are **randomized**. We do not make assignments based on student requests, vaccination status, distance of residence from facilities, personal/family situations, employment schedules, etc.

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. The faculty will designate the clinical make up experience that will be mandatory for students who have one clinical absence. **More than one clinical absence will necessitate a meeting with the dean and may result in withdrawal from all nursing courses.**

Clinical Attire

- The school-designated uniform consists of **scrub pants and a scrub shirt of the appropriate colors with the school emblem**. A clean white or black long-sleeved shirt may be worn under the scrub top if allowed by the facility. School-designated scrub jacket is optional.
- Hoodies, coats, jackets (except for the school-designated scrub jacket) or sweaters are not permitted.
- 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. Shoes must be fluid resistant.
- 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 always be worn 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.
- Hair must be neatly groomed and either short or tied back away from the face, so it does not touch the shoulders. Unnatural hair colors are not permitted (for example: blue, pink,

- purple). Barrettes and ponytail holders must be plain and inconspicuous. Headbands, if worn, must be solid navy, white, or a color matching the student's hair color.
- Beards and mustaches should be clean, neatly trimmed and should not touch the uniform. Facial hair is prohibited if it interferes with required PPE.
 - Fingernails must be clean and well-trimmed, not exceeding past the fingertips. Artificial nails/overlays and nail polish are not allowed.
 - No dangling earrings may be worn. Two pairs of small post style earrings are allowed. No other body piercing jewelry (gauges, tongue rings, nose rings, etc.) is allowed. Wedding bands 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.
 - False eyelashes are not to be worn with the clinical uniform.
 - Gum chewing during clinical experience is not permitted.
 - The student will not be permitted in the clinical area unless in complete uniform. Clothing must be in good repair, clean, and unwrinkled.
 - Simulation is considered clinical time and clinical guidelines must be followed.
 - Student requests for modifications to the uniform must be reviewed and approved by the Dean.

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 reasonable accommodation for their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities.

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 in the basement of

the Lawson Building on the Waleska campus. To receive academic accommodations for 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/>

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 must be in good working condition. 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 SON Students

Aside from the support services available at the main campus, faculty in the BSN program will offer programs and activities at the SON 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.

Networking with Recruiters

In the second year of the BSN program, 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.

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 office of the Vice President of Academic Affairs if you will be absent.

Graduating seniors are expected to attend the BSN Pinning Ceremony. As part of this ceremony the student receives the SON pin and makes a public pledge to the profession of nursing. Students will be pinned by the Dean of SON 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.nсна.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: <https://www.aacnnursing.org/>

CURRICULUM

General Education Curriculum

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 120/121 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)
	General Electives (4)

Semester 1 Year 1	Hrs	Semester 2 Year 1	Hrs
ENG 101 Composition	3	POL 101 American Government	3
COM 108 Communicating Effectively	3	SCI 103 Writing for the Sciences <u>or</u> ENG 102	3
BIO 220 & 221 Human Anatomy and Physiology I	4	HIS 111, 112, 120, 121, 210, 251, <u>or</u> 252	3
Arts Experience	3	REL 204, 205 <u>or</u> any other	3
FYS 101 Thriving in College	3	BIO 222 & 223 Human Anatomy & Physiology II	4
PED 100 Fitness for College and Life	2		
Total	18	Total	16
Semester 1 Year 2	Hrs	Semester 2 Year 2	Hrs
PSY 101 Introduction to Psychology	3	HIS 111, 112, 120, 121, 210, 251, <u>or</u> 252	3
SOC 105 Introduction to Sociology	3	BIO 260 & 261 Introductory Microbiology	4
CHE 180/181 General Chemistry or CHE 130/131 Chemistry for the Health Sciences	4	General Electives	4
BIO 231 Pathophysiology	3	PSY 200 Developmental Psychology	3
MAT 103 Introduction to Statistics	3	ENG 203, 204, 223, 224, 271, <u>or</u> 272	3
Total	16	Total	17
Semester 1 Year 3	Hrs	Semester 2 Year 3	Hrs
NUR 301 Introduction to Professional Nursing	3	NUR 304 Clinical Pharmacology II	2
NUR 302 Foundations of Pharmacology	1	NUR 308 Nutrition, Health Promotion, & Wellness	2
NUR 303 Clinical Pharmacology I	2	NUR 401 Nursing Care of the Adult	6
NUR 305 Holistic Health Assessment	3	NUR 402 Mental Health	4
NUR 307 Clinical Foundations of Nursing Practice	6		
Total	15	Total	14
Semester 1 Year 4	Hrs	Semester 2 Year 4	Hrs
NUR 404 Maternal-Child Health	5	NUR 306 Nursing Evidence-Based Practice & Research	3
NUR 403 Nursing care of the Adult with High Acuity Needs	6	NUR 406 Leadership & Management, Immersion into Practice	6
NUR 405 Nursing Care of Children & Families	5	NUR 407 Community & Population Health	5
		NUR 408 Synthesis of Nursing Practice	2
Total	16	Total	16

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. The 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 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 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 diverse 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 regarding 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. Clinical.

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 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).