Bachelor of Science in Nursing
2016-2017 Student Handbook

This handbook is intended to be used in conjunction with the Truett McConnell University Student Handbook and Catalog
# Table of Contents

## SECTION I INTRODUCTION

**Message from the Nursing Faculty** ................................................................. 4
**Overview of Truett McConnell University** .................................................. 5
**Truett McConnell University Academic Calendar 2016-2017** ......................... 6

## SECTION II MARTHA RIELIN AND ELIZABETH SALMEN SCHOOL OF NURSING

**RSSON Mission Statement** ........................................................................... 9
**RSSON Philosophy** ....................................................................................... 9
**RSSON Goals** ............................................................................................... 11
**Organizational Framework for the BSN Curriculum** .................................... 11
**Organizational Framework Model** .................................................................. 15
**Concepts, Goals, Objectives, and BSN Student Learning Outcomes** ............ 16
**Nursing Performance Competency Standards** .............................................. 21
**School of Nursing Accreditation** .................................................................. 23

## SECTION III THE BACCALAUREATE PROGRAM

**Overview of the Curriculum** ....................................................................... 25
**Code of Ethical Conduct** ............................................................................... 25
**BSN Degree Program Checklist** ..................................................................... 27
**Pre-Nursing Core Curriculum** ....................................................................... 29
**Program of Study: BSN Curriculum Courses** .............................................. 30
**Course Descriptions** ..................................................................................... 31
**Nursing Faculty and Staff** ............................................................................ 38

## SECTION IV ACADEMIC STANDARDS

**Admission Process** ....................................................................................... 40
**Readmission** .................................................................................................. 43
**Orientation** ..................................................................................................... 44
**Transfer Policy** .............................................................................................. 44
**Transfer of Credits** ....................................................................................... 44
**Tuition and Fees** ............................................................................................. 45
**Forms** ............................................................................................................ 45
**Academic Progression and Evaluation** .......................................................... 45
**Advanced Placement** ................................................................................... 46
**Recruitment** ................................................................................................... 46
**Extenuating Circumstances** .......................................................................... 46
**Independent Study** ....................................................................................... 46
**International Study** ....................................................................................... 47
**Academic Integrity** ....................................................................................... 47
**Grading Scale** ................................................................................................ 47
**Class Attendance** .......................................................................................... 48
**Assignments and Examinations** ................................................................... 49
**Clinical Remediation** .................................................................................... 49
**Writing Standards for the School of Nursing** .............................................. 49
**Academic Grievance/Grade Appeal Policy** .................................................. 49
**Disciplinary Policy** ....................................................................................... 50
**Dismissal Policy** ............................................................................................ 50
**Course/Clinical Failure** .................................................................................. 50
**Social Networks** ............................................................................................ 51
**Communication Devices** .............................................................................. 51
**Computer Technology Requirements** .......................................................... 51
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Check and Drug Screening Policy</td>
<td>52</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>52</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>53</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>53</td>
</tr>
<tr>
<td><strong>SECTION V CLINICAL STANDARDS</strong></td>
<td>55</td>
</tr>
<tr>
<td>Clinical Performance Functional Abilities/Skills for Admission and Progression</td>
<td>56</td>
</tr>
<tr>
<td>Clinical Practice Guidelines</td>
<td>57</td>
</tr>
<tr>
<td>Safe Practice Responsibilities</td>
<td>58</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>58</td>
</tr>
<tr>
<td>Drug Calculation Competency</td>
<td>60</td>
</tr>
<tr>
<td>BSN Program Testing – KAPLAN</td>
<td>61</td>
</tr>
<tr>
<td>Clinical Preparation</td>
<td>62</td>
</tr>
<tr>
<td>Clinical/Simulation Performance Progression and Evaluation</td>
<td>62</td>
</tr>
<tr>
<td>Clinical Locations</td>
<td>63</td>
</tr>
<tr>
<td>Student Uniform and Dress Code</td>
<td>64</td>
</tr>
<tr>
<td>Clinical Attendance</td>
<td>65</td>
</tr>
<tr>
<td>Clinical Tardiness</td>
<td>66</td>
</tr>
<tr>
<td>Clinical Practice Make-Up</td>
<td>66</td>
</tr>
<tr>
<td>Performance Challenges</td>
<td>66</td>
</tr>
<tr>
<td>Patient Confidentiality and Use of Medical Records</td>
<td>67</td>
</tr>
<tr>
<td>Occupational Safety and Health Administration (OSHA)</td>
<td>67</td>
</tr>
<tr>
<td>Malpractice/Liability Insurance Policy</td>
<td>68</td>
</tr>
<tr>
<td>Expanded Medical Policies for the School of Nursing</td>
<td>68</td>
</tr>
<tr>
<td>Inclement Weather Closure</td>
<td>69</td>
</tr>
<tr>
<td><strong>SECTION VI GRADUATION AND DEGREE REQUIREMENTS</strong></td>
<td>71</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>72</td>
</tr>
<tr>
<td>Nursing Awards</td>
<td>72</td>
</tr>
<tr>
<td>White Coat Ceremony</td>
<td>73</td>
</tr>
<tr>
<td>Pinning Ceremony</td>
<td>73</td>
</tr>
<tr>
<td>Application for Licensure</td>
<td>73</td>
</tr>
<tr>
<td><strong>SECTION VII SUPPORT SERVICES</strong></td>
<td>74</td>
</tr>
<tr>
<td>Support Services</td>
<td>75</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>75</td>
</tr>
<tr>
<td>Disabilities</td>
<td>75</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>76</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>76</td>
</tr>
<tr>
<td><strong>SECTION VIII STUDENT PROFESSIONAL ACTIVITIES</strong></td>
<td>77</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>78</td>
</tr>
<tr>
<td>Standing Committees</td>
<td>79</td>
</tr>
<tr>
<td><strong>APPENDIX A APPLICATION PACKET</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>APPENDIX B CLINICAL FORMS</strong></td>
<td>87</td>
</tr>
<tr>
<td><strong>APPENDIX C OTHER FORMS</strong></td>
<td>96</td>
</tr>
<tr>
<td>References and Resources</td>
<td>100</td>
</tr>
</tbody>
</table>
Section I
Introduction
Message from the Nursing Faculty

Dear Truett McConnell Nursing Student,

Welcome to Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing!

You have been called to one of the most challenging and rewarding careers. You are about to begin an important journey as you prepare to become a nurse. Your journey will be exciting, intense, and rewarding. It will be filled with holy moments because nursing is a sacred profession. No other health care worker has the unique opportunity to minister to the physical, emotional and spiritual needs of people who are suffering. Throughout this journey you will grow spiritually, professionally, and personally through interactions with faculty, your fellow students, staff in clinical practice sites, patients, and their families. There will be peaks and valleys of your journey that will season you. “The God of peace,...equip you in every good thing to do His will, working in us that which is pleasing in His sight, through Jesus Christ, to whom be the glory forever and ever. Amen.” Hebrews 13:11.

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

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

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

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

“The Spirit of the Lord GOD is upon [you], because the LORD has anointed [you] to bring good news to the afflicted; He has sent [you] to bind up the brokenhearted,...” Isaiah 61:1-3

With Every Blessing,

The Nursing Faculty
Truett McConnell University
Martha Rielin and Elizabeth Salmen School of Nursing
Overview of Truett McConnell University

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

The Martha Rielin and Elizabeth Salmen School of Nursing (RSSON) embraces the University's mission upholding the commitment to the integration of academic excellence and spiritual formation, with the professional values and competencies essential to the discipline of nursing. Nursing graduates of TMU will advance the profession of nursing and have a global impact on healthcare by modeling moral leadership and evidence based practice, utilizing critical thinking and communication skills, and embodying the character and servanthood of Jesus Christ.
### Truett McConnell University Academic Calendar 2016-2017

#### FALL SEMESTER 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment Deadline for Returning Students</td>
<td>August 4</td>
</tr>
<tr>
<td>Online A term begins</td>
<td>August 15</td>
</tr>
<tr>
<td>Classes begin/Mandatory Nursing Orientation</td>
<td>August 17</td>
</tr>
<tr>
<td>Late registration and drop/add</td>
<td>August 17-23</td>
</tr>
<tr>
<td>Convocation</td>
<td>August 23</td>
</tr>
<tr>
<td>Labor Day Holiday (staff holiday – classes meet)</td>
<td>September 5</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>August 30 - September 1</td>
</tr>
<tr>
<td>Constitution /Citizenship Day</td>
<td>September 16</td>
</tr>
<tr>
<td>White Coat Ceremony-Nursing</td>
<td>September 27</td>
</tr>
<tr>
<td>Fall Break (no classes)</td>
<td>October 3-7</td>
</tr>
<tr>
<td>Online A term ends</td>
<td>October 9</td>
</tr>
<tr>
<td>Last day Graduate Student to drop w/o penalty</td>
<td>October 12</td>
</tr>
<tr>
<td>Online B term begins</td>
<td>October 17</td>
</tr>
<tr>
<td>Advising and registration for spring (current students only)</td>
<td>October 17-November 4</td>
</tr>
<tr>
<td>Admission Applications given to eligible pre-nursing students</td>
<td>October 19-November 6</td>
</tr>
<tr>
<td>Fall enrollment reporting date</td>
<td>October 31</td>
</tr>
<tr>
<td>Last drop day without academic penalty</td>
<td>November 9</td>
</tr>
<tr>
<td>Deadline for graduation application</td>
<td>November 15</td>
</tr>
<tr>
<td>Thanksgiving Holiday (no classes)</td>
<td>November 21-25</td>
</tr>
<tr>
<td>Classes end</td>
<td>December 6</td>
</tr>
<tr>
<td>Dead day/IE Day</td>
<td>December 7</td>
</tr>
<tr>
<td>Online B term ends</td>
<td>December 11</td>
</tr>
<tr>
<td>Final exams</td>
<td>December 8,9,12,13</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New student advising and registration</td>
<td>January 9</td>
</tr>
<tr>
<td>Online A term begins</td>
<td>January 9</td>
</tr>
<tr>
<td>IE Day</td>
<td>January 10</td>
</tr>
<tr>
<td>Classes begin</td>
<td>January 11</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday (staff holiday)</td>
<td>January 16</td>
</tr>
<tr>
<td>Late registration and drop/add</td>
<td>January 11 - 17</td>
</tr>
<tr>
<td>RSSON Admission Application Deadline</td>
<td>January 31</td>
</tr>
<tr>
<td>Online A term ends</td>
<td>March 5</td>
</tr>
<tr>
<td>Spring Break (no classes)</td>
<td>March 6 - 10</td>
</tr>
<tr>
<td>Last day Graduate Students to drop without penalty</td>
<td>March 8</td>
</tr>
<tr>
<td>Online B term begins</td>
<td>March 13</td>
</tr>
<tr>
<td>Advising and registration for summer/fall (current students only)</td>
<td>March 13 - 31</td>
</tr>
<tr>
<td>Acceptance packets mailed to BSN students</td>
<td>March 27</td>
</tr>
<tr>
<td>Spring enrollment reporting date</td>
<td>March 31</td>
</tr>
<tr>
<td>Last drop day without academic penalty</td>
<td>April 5</td>
</tr>
<tr>
<td>Easter Week (no classes)</td>
<td>April 10 - 14</td>
</tr>
<tr>
<td>Staff Easter Holiday-Good Friday</td>
<td>April 14</td>
</tr>
<tr>
<td>New Class Orientation – School of Nursing</td>
<td>April 18</td>
</tr>
<tr>
<td>Honors Chapel</td>
<td>April 25</td>
</tr>
</tbody>
</table>
Classes end: May 2
Dead day/IE Day: May 3
Online B term ends: May 7
Final exams: May 4, 5, 8, 9
Pinning Ceremony-Nursing: May 11
Graduation: May 13

SUMMER TERM 2017

Session 1 SS1
Memorial Day Holiday (staff holiday*): May 29
Advising and Registration: June 2
Classes begin**: June 5
Late registration and drop/add: June 5 - 6
Last drop day without academic penalty: June 26
Classes end: July 2
Final exam: July 3
Acceptance Packets Due: August 1
Session 2 SS3
Advising and registration: June 30
Classes Begin: July 3
Late registration and drop/add: July 3-4
Independence Day Holiday (staff holiday – classes meet*): July 4
Last drop day without academic penalty: July 24
Classes end: July 29
Final Exams: July 30

**Online summer begins on June 5 and ends on July 30
Section II

Martha Rielin and Elizabeth Salmen
School of Nursing
**RSSON Mission Statement**

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

**RSSON Philosophy**

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

**Person**

The TMU nursing faculty believes that each person is created in God’s image. Therefore, each person possesses full dignity and is worthy of respect and love. The nursing faculty further believes that each person, as a unique creation of God, has the capacity to live in harmony with God, others, self, and the environment. Each person is responsible for God’s gifts of health and the environment, and is part of a larger group such as the family, the community, and the world.

The TMU nursing faculty believes that God has ordained the family as the foundational institution of human society. The faculty further believes that marriage is between a man and a woman united under God’s law. A family is critical to the development of Biblical values such as ethical principles, moral standards, individual integrity, and human dignity. These Biblical values influence the attitude, social, cognitive, and spiritual development of each person.

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

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

**Environment**

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

Health

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

Nursing

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

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

Nursing Education

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

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

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

Organizational Framework for the BSN Curriculum

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

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

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

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

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

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

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

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

**Professionalism** is defined as the consistent demonstration of leadership skills and core values, which include moral, ethical, and legal conduct. Professionalism is evidenced by inter-professional nursing practice in collaboration with education and practice disciplines to achieve optimal health and wellness for each person. Professionalism reflects the conduct, goals, qualities, behaviors, and/or characteristics of the Christian professional nurse. The professional nurse must practice within biblical, legal, ethical, and regulatory parameters as well as incorporate holistic care for all persons.

**Teaching/Learning** is a dynamic process involving active participation in an environment that is relevant, supportive, and engages a variety of learning styles. Teaching/learning opportunities include clinical experiences, simulation experiences, and classroom activities that are designed to develop, refine, and integrate knowledge and skills into professional nursing practice. Through the teaching/learning
process the student will develop a knowledge base for compassionate care, gain insights based on Biblical truths and evidence-based practice, and develop skills in identifying new ways of thinking to achieve meaningful outcomes.

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

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

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

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

**Evidence-Based Practice** in nursing is a problem-solving approach to determine clinical decisions, use the best evidence available, and blend both the science and the art of nursing to achieve the ultimate outcome for each person. Evidence-based practice utilizes current nursing knowledge and research findings to guide the practice of nursing. Optimal safe nursing care is provided when the Christian professional nurse incorporates best practice measures to plan and guide the delivery of patient-centered health care, and maintain the cultural and personal values of each person. Employing best practice techniques include assessing and identifying the evidence, critically analyzing that evidence, designing practice changes, identifying and diffusing the barriers, implementing the changes, and evaluating the particular change for improved outcomes.
Health Care Delivery is a method by which healthcare is provided to include health promotion, disease and injury prevention across the life span that will assist the person toward optimal functioning. Informatics is incorporated to communicate, manage knowledge, mitigate error, and support decision making in monitoring outcomes of care processes. In the delivery of health care, Christian professional nurses are grounded in a Biblical worldview, educated in the nursing process, and have the knowledge to treat human responses to actual and potential health problems. Health care delivery systems are designed to meet the needs of the person, the professional nurse, groups, and communities.

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

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

Truett McConnell University
Martha Rielin and Elizabeth Salmen
School of Nursing

The Great Commission
Integration of Faith and Values with Compassionate Care

Ministry

Nursing Education
Liberal Arts Education
Biblical Truths
<table>
<thead>
<tr>
<th>TMU MISSION</th>
<th>TMU CORE VALUES</th>
<th>BSN CONCEPTS</th>
<th>BSN GOALS</th>
<th>SCHOOL OF NURSING OBJECTIVES</th>
<th>FACULTY GOALS</th>
<th>BSN STUDENT LEARNING OUTCOMES</th>
<th>PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equip students to fulfill the Great Commission by fostering a Christian worldview through a biblically-centered education</td>
<td>World Mission Emphasis</td>
<td>Great Commission</td>
<td>Identify Biblical truths that focus on the ministry and practice of nursing to send professional nurses out into the world</td>
<td>Prepare BSN student nurses who view nursing as a ministry or calling through the study of Nursing and the Great Commission courses</td>
<td>Recruit and retain qualified students who have the desire to serve God through the ministry of nursing</td>
<td>Utilize Biblical truths grounded in educational courses to understand the ministry role of the professional nurse to fulfill the Great Commission</td>
<td></td>
</tr>
<tr>
<td>Christian Worldview</td>
<td>Integrate Faith and values with Compassionate Patient-Centered Care</td>
<td>Identify and discuss the meaning of faith, values, and compassionate care to provide a nursing ministry</td>
<td>Prepare BSN student nurses to articulate their faith and values with compassionate care for a nursing ministry</td>
<td>Cultivate the integration of faith and values with compassionate care from the foundations of Biblical truth, liberal arts education, and nursing education</td>
<td>Integrate and apply Christian faith and values into the practice of compassionate patient-centered nursing care.</td>
<td>Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model.</td>
<td></td>
</tr>
<tr>
<td>Identify and discuss the differences in non-Christian worldview as compared to the Christian worldview</td>
<td>Formulate teaching criteria from a Christian worldview with an emphasis on compassionate care</td>
<td>Integrate nursing knowledge and skills in developing a plan of care for each person from the perspective of a Christian worldview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TMU MISSION</strong></td>
<td><strong>TMU CORE VALUES</strong></td>
<td><strong>BSN CONCEPTS</strong></td>
<td><strong>BSN GOALS</strong></td>
<td><strong>SCHOOL OF NURSING OBJECTIVES</strong></td>
<td><strong>FACULTY GOALS</strong></td>
<td><strong>BSN STUDENT LEARNING OUTCOMES</strong></td>
<td><strong>PROGRAM OUTCOMES</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>-------------------------------</td>
<td>------------------</td>
<td>---------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Biblically Centered Education</td>
<td>Professionalism</td>
<td>Identify and describe the essentials of professional nursing practice to include the socialization process; ethical, legal, and theoretical foundations; and the roles of learner, teacher, leader, manager, researcher, advocate, health promoter, care provider, colleague and collaborator.</td>
<td>Prepare BSN student nurses to meet the challenges of scientific advances, changing demographics, new technologies, and patient access by educating each one to become competent compassionate professional nurses in providing care for persons, groups and communities.</td>
<td>Educate competent BSN student nurses in the application of knowledge and skills to advance the practice of professional nursing.</td>
<td>Demonstrate and apply leadership skills and core values which include moral, ethical, and legal conduct grounded in Biblical truths, liberal arts education, and nursing education.</td>
<td>● Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth and development. ● Ethical/Legal - Analyze ethical and legal issues related to the health care for vulnerable patient populations. ● Leadership - Collaborates with multiple disciplines in coordinating patient care.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Teaching/ Learning | Comprehend and develop the knowledge base and skills required for the discipline of nursing. | Conceptualize various learning styles to integrate knowledge and skills to provide safe nursing care | Motivate BSN student nurses to participate and excel in a variety of teaching/learning activities to achieve competent clinical practice | Participate in an environment that is relevant, supportive, and engages a variety of learning styles, with teaching/learning opportunities that support health promotion and injury prevention. | ● Provide teaching and learning activities that promote health progression and injury prevention. |</p>
<table>
<thead>
<tr>
<th>TMU MISSION</th>
<th>TMU CORE VALUES</th>
<th>BSN CONCEPTS</th>
<th>BSN GOALS</th>
<th>SCHOOL OF NURSING OBJECTIVES</th>
<th>FACULTY GOALS</th>
<th>BSN STUDENT LEARNING OUTCOMES</th>
<th>PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td>Identify and explore the various methods of communication skills used in providing safe nursing care.</td>
<td>Demonstrate the ability to use effective communication skills &amp; techniques in various arenas of nursing practice.</td>
<td>Provide a Christian education environment that advances the ability to critically think, effectively communicate, and positively display professionalism</td>
<td>Display within nursing and interprofessional teams collaboration, mutual respect, and shared decision-making to achieve quality patient care.</td>
<td>● Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care. ● Incorporate effective communication and collaborative strategies when working with interprofessional teams to deliver compassionate patient-centered care.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td>Develop critical thinking skills in identifying problems and issues related to delivering health care.</td>
<td>Conceptualize critical thinking skills to critique issues and provide solutions to nursing practice.</td>
<td>Utilize cognitive skills to guide nursing practice in the provision of patient-centered care and apply clinical reasoning and make clinical judgments in the evaluation of patient outcomes.</td>
<td></td>
<td>● Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes. ● Engage in a purposeful, goal-directed process that employs logic, analysis, creativity and intuition to make decisions that guide practice.</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td></td>
<td>Interpret current nursing knowledge and research findings to guide the practice of nursing.</td>
<td>Assimilate evidence generated from research methodology to improve clinical</td>
<td>Educate competent BSN student nurses in the application of knowledge and skills to advance the practice of</td>
<td>Integrate the best current evidence with clinical expertise and patient and family preferences and</td>
<td>● Integrate research based evidence, clinical judgment, and patient and family preferences in planning.</td>
<td></td>
</tr>
<tr>
<td>TMU MISSION</td>
<td>TMU CORE VALUES</td>
<td>BSN CONCEPTS</td>
<td>BSN GOALS</td>
<td>SCHOOL OF NURSING OBJECTIVES</td>
<td>FACULTY GOALS</td>
<td>BSN STUDENT LEARNING OUTCOMES</td>
<td>PROGRAM OUTCOMES</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>--------------</td>
<td>-----------</td>
<td>------------------------------</td>
<td>--------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Care Delivery</td>
<td>Examine and compare the basic models and concepts of the health care delivery system</td>
<td>Discuss the factors, roles, and responsibilities affecting health status, beliefs, and practices in the delivery of health care.</td>
<td>professional nursing</td>
<td>values for delivery of optimal health care in various settings.</td>
<td>implementing and evaluating outcomes of care</td>
</tr>
</tbody>
</table>
| Environment |                | Environment | Identify the relationship between the environment and health and illness. | Contrast the internal and external environmental factors with how they affect a person's behavior, perceptions, and health. | Foster a Christian environment where students from diverse cultures achieve an education that supports their uniqueness where their faith flourishes | Apply the environmental factors, principles, and quality improvement methods to design and test changes to continuously | ● Safety - Demonstrate effective use of technology and nursing practices that support safety and quality  
● Quality Improvement - Participate in analyzing data to monitor the outcomes of care to improve the quality and safety of health care setting |

- Outcomes of care.
- Professional nursing values for delivery of optimal health care in various settings.
<table>
<thead>
<tr>
<th>TMU MISSION</th>
<th>TMU CORE VALUES</th>
<th>BSN CONCEPTS</th>
<th>BSN GOALS</th>
<th>SCHOOL OF NURSING OBJECTIVES</th>
<th>FACULTY GOALS</th>
<th>BSN STUDENT LEARNING OUTCOMES</th>
<th>PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cultural Diversity</td>
<td>Identify and describe the effect of cultural diversity on the practice of nursing.</td>
<td>Analyze the role of the nurse in providing culturally appropriate competent care.</td>
<td>Demonstrate safe compassionate nursing practice when providing holistic care to diverse populations in a variety of settings.</td>
<td>Improve the quality and safety of health care systems.</td>
<td></td>
<td>● Informatics - Utilize information technology to communicate the planning and provision of patient care ● Develop plan of care of culturally diverse vulnerable populations ● Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</td>
</tr>
</tbody>
</table>
Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors. The RSSON has designed Performance Competency Standards which support a lifestyle of disciplined scholarship, professional practice, and Christian discipleship. These Nursing Performance Competency Standards emphasize the concepts identified in the American Association of Colleges of Nursing, *The essentials of Baccalaureate education for professional nursing practice*, (2008) to include “patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment”.

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

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

The RSSON has defined the following concepts and competency standards that must be achieved by all students before graduating.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Level 1 Competency</th>
<th>Level 2 Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>● Apply critical thinking concepts and skills in the provision of quality nursing care</td>
<td>● Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice</td>
</tr>
<tr>
<td></td>
<td>● Demonstrates clinical reasoning in the delivery and management of patient-centered care</td>
<td>● Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes</td>
</tr>
<tr>
<td>Professionalism</td>
<td>● Promote the image of nursing by modeling the core values of practice excellence, communicating the knowledge, skills, and attitudes of the nursing profession</td>
<td>● Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development</td>
</tr>
<tr>
<td></td>
<td>● Incorporate ethical principles and codes to protect the rights of patients and to effect quality in patient care outcomes</td>
<td>● Analyze ethical and legal issues related to the health care for vulnerable patient populations</td>
</tr>
<tr>
<td></td>
<td>● Discuss the leadership role of the professional nurse within the healthcare environment</td>
<td>● Collaborates with multiple disciplines in coordinating patient care</td>
</tr>
<tr>
<td>Communication</td>
<td>● Apply basic principles of effective communication techniques to produce positive professional working relationships</td>
<td>● Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care</td>
</tr>
<tr>
<td></td>
<td>● Initiates effective written and verbal communication with patient and health care team</td>
<td>● Incorporate effective communication and collaborative strategies when working with interprofessional teams to deliver, compassionate patient-centered care</td>
</tr>
<tr>
<td>Teaching/Learning</td>
<td>● Participate in the teaching/learning process with faculty, patients, and families</td>
<td>● Provide teaching and learning activities that promote health progression and injury prevention</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>● Describe the general components of the research process and participate in data collection and other research activities</td>
<td>● Integrate research-based evidence, clinical judgment, and patient and family preferences in planning, implementing, and evaluating outcomes of care</td>
</tr>
<tr>
<td>Health Care Delivery</td>
<td>● Promote, maintain, and restore people’s health and provide end-of-life care using evidence-based nursing knowledge</td>
<td>● Discuss the implications of socio-cultural, economic, legal and political factors impacting healthcare delivery and practice</td>
</tr>
<tr>
<td></td>
<td>● Demonstrate effective use of information management tools to monitor outcomes of care processes</td>
<td>● Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>● Discuss the influence of age, culture, social, and environmental variables on the patient’s health and health care needs</td>
<td>● Develop plan for care of culturally diverse vulnerable populations</td>
</tr>
<tr>
<td></td>
<td>● Provide patient-centered care with sensitivity and respect for the diversity of the human experience</td>
<td>● Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</td>
</tr>
<tr>
<td>Environment</td>
<td>● Ensure a safe environment for patient, families and the health care team</td>
<td>● Demonstrate effective use of technology and nursing practices that support safety &amp; quality</td>
</tr>
<tr>
<td></td>
<td>● Seek information about quality improvement activities in the care setting</td>
<td>● Participate in analyzing data to monitor the outcomes of care to improve the quality and safety of health care setting</td>
</tr>
<tr>
<td></td>
<td>● Demonstrate effective use of standardized practices and technology that support safety and quality</td>
<td>● Utilize information technology to communicate the planning and provision of patient care</td>
</tr>
<tr>
<td>Compassionate Patient-Centered Care</td>
<td>● Provide patient-centered compassionate care based on respect for patient’s preferences, values, and expressed needs</td>
<td>● Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model</td>
</tr>
</tbody>
</table>
TMU is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award a Bachelor of Science in Nursing Degree with a Minor in the Great Commission. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of TMU.

TMU RSSON BSN program received initial approval from the George Board of Nursing on July 19, 2012. “At least 80% of all graduates must pass the licensing examination (NCLEX-RN) as first-time writers within one calendar year of the graduation date for full approval to be granted by the Georgia Board of Nursing.”¹

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

Georgia Board of Nursing
Professional Licensing Boards Division
237 Coliseum Drive
Macon, Georgia 31217
www.sos.georgia.gov/plb/rn

Commission on Collegiate Nursing Education (CCNE)
One DuPont Circle, NW, Suite 530
Washington, DC 20036
http://www.aacn.nche.edu

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

The Baccalaureate Program
Overview of the Curriculum

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

Code of Ethical Conduct

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


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

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

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

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

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

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

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

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

The RSSON believes that ethical principles are a necessary guide to professional development. In addition to learning academic theory and clinical skills, nursing students have a responsibility to adhere to the statements within the Code of Ethics that provide guidance in the personal development of an ethical foundation while caring for patients in a variety of health care environments.

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

Nursing students are required to adhere to the *Standards of Student Conduct* in Section V of the *TMU Student Handbook*. 
## BSN Degree Program Checklist

**BACHELOR OF SCIENCE IN NURSING with a**
**MINOR in the GREAT COMMISSION/MISSIONS**
**DEGREE PROGRAM CHECKLIST**

<table>
<thead>
<tr>
<th>Student</th>
<th>ID No.</th>
<th>Advisor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Hours</th>
<th>Grade</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EDUCATION (46 Hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 101 Composition</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>EN 102 Composition and Literature</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>HI 201 American History I</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>BU105 Leadership and Public Speaking</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>FA 110 Art, Literature, Music: Appreciation &amp; Worldview</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>PH 210 Introduction to Logic</td>
<td>3</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

| Social/Behavioral Sciences | | | |
| PO 101 American National Government | 3 | _____ | _____ |
| PY 220 Human Growth and Development | 3 | _____ | _____ |

| Natural Science/Mathematics | | | |
| BI 101 Concepts in Biology | 4 | _____ | _____ |

| Minor in Great Commission Studies | | | |
| CS 101 Bible Survey | 3 | _____ | _____ |
| CS 322 Christian Theology I | 3 | _____ | _____ |
| CS 323 Christian Theology II | 3 | _____ | _____ |
| CS/HI 330 Baptist History | 3 | _____ | _____ |
| MI 251 or Missions Class with trip | 3 | _____ | _____ |

| Foundations (Christian Worldview) | | | |
| FD 100 Introduction | 0 | _____ | _____ |
| FD 200 Christian Worldview | 1 | _____ | _____ |
| FD 300 Ministry Project | 0 | _____ | _____ |
| FD 400 Capstone | 0 | _____ | _____ |

| Other Institutional Requirements | | | |
| ES 101 Physical Well Being I with Activity Lab | 1 | _____ | _____ |
| ES 102 Physical Well Being II with Activity Lab | 1 | _____ | _____ |

| This major requires a grade of “C” or better in all courses. | | | |

| DEGREE REQUIREMENT | | | |

| APPLICATION FOR MAJOR REQUIREMENT | | | |

Students must submit an application to the Martha Rielen and Elizabeth Salmen School of Nursing prior to admission to the Truett McConnell Nursing Program
<table>
<thead>
<tr>
<th>SUPPORT COURSES (25 HOURS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 101 General, Organic, Bio Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EN 201 or Higher</td>
<td>3</td>
</tr>
<tr>
<td>MA 102 College Algebra or Higher</td>
<td>3</td>
</tr>
<tr>
<td>MA 200 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BI 212 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BI 213 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 250 Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR COURSES (62 Hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Level Nursing Courses</td>
<td></td>
</tr>
<tr>
<td>NU 310 Nursing Foundations, Professionalism, Health Assessment, &amp; Critical Thinking</td>
<td>6</td>
</tr>
<tr>
<td>NU 315 Application Lab &amp; Nursing Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NU 320 Care of the Acutely Ill</td>
<td>3</td>
</tr>
<tr>
<td>NU 325 ***Practicum: Acutely Ill</td>
<td>2</td>
</tr>
<tr>
<td>NU 330 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 340 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU 350 Care of Families (OB/Peds)</td>
<td>6</td>
</tr>
<tr>
<td>NU 355 ***Practicum: Care of Families</td>
<td>4</td>
</tr>
<tr>
<td>NU 360 Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 365 ***Practicum: Mental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Level Nursing Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 410 Nursing Research/Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NU 420 Long Term Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 425 ***Practicum: Long Term Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NU 430 Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NU 435 ***Community Health Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NU 440 Management Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NU 450 Caring for the Critical Ill</td>
<td>3</td>
</tr>
<tr>
<td>NU 475 ***Practicum: Critical Care &amp; Mgmt</td>
<td>4</td>
</tr>
<tr>
<td>NU 480 Senior Seminar (Capstone)</td>
<td>2</td>
</tr>
<tr>
<td>NU 495 ***Senior Internship with Preceptor (Capstone)</td>
<td>2</td>
</tr>
</tbody>
</table>

|  | Total Hours 133 (minimum required for bachelor's degrees) |
|  |  |

All students must complete an NCLEX review course prior to graduation.

* FD400 and MI252 or MI253 will be taken the Junior and/or Senior year of the BSN nursing program.

***Denotes 120-360 Clinical Practice Hours off campus each semester of their Junior and Senior Years. Nursing students may need 5 semesters to complete pre-reqs + 5 semesters to complete Nursing courses (two of which may be summer semesters) plus participate in an International or North American Mission Trip.
# Pre-Nursing Core Curriculum

**Hours underlined indicate Minor in Great Commission**

## Semester 1 (Fall Freshman)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MA 102</td>
<td>College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>CH 101</td>
<td>General, Inorganic, and Bio Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PO 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>ES 101</td>
<td>Physical Well Being I</td>
<td>1</td>
</tr>
<tr>
<td>CS 101</td>
<td>Bible Survey (GC Minor)</td>
<td>3</td>
</tr>
<tr>
<td>FD 100</td>
<td>Quality Enhancement Plan (GC Foundations)</td>
<td>0</td>
</tr>
</tbody>
</table>

Total hours: 17

## Semester 2 (Spring Freshman)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 102</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>BU 105</td>
<td>Leadership and Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>FA 110</td>
<td>Art, Literature, Music: Appreciation &amp; Worldview</td>
<td>3</td>
</tr>
<tr>
<td>HI 201</td>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>BI 101</td>
<td>Concepts in Biology</td>
<td>4</td>
</tr>
<tr>
<td>FD 200</td>
<td>Christian Worldview</td>
<td>1</td>
</tr>
</tbody>
</table>

Total hours: 17

## Semester 3 (Fall Sophomore)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 212</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>MA 200</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 or higher</td>
<td>Any 200 level English</td>
<td>3</td>
</tr>
<tr>
<td>CS 322</td>
<td>Christian Theology I (GC Minor)</td>
<td>3</td>
</tr>
<tr>
<td>PY 220</td>
<td>Human Growth &amp; Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ES 102</td>
<td>Physical Well Being II</td>
<td>1</td>
</tr>
<tr>
<td>FD 300</td>
<td>QEP Project</td>
<td>0</td>
</tr>
</tbody>
</table>

Total hours: 17

## Semester 4 (Spring Sophomore)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 213</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 250</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CS 323</td>
<td>Christian Theology II (GC Minor)</td>
<td>3</td>
</tr>
<tr>
<td>PH 210</td>
<td>Intro to Logic</td>
<td>3</td>
</tr>
<tr>
<td>CS/HI 330</td>
<td>Baptist History (minor)</td>
<td>3</td>
</tr>
<tr>
<td>FD 400</td>
<td>QEP (GC capstone)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total of 71 hours core curriculum**

**MI 251 or CS 253/373**

Mission course or Evangelism Trip taken during Fall Break of Junior or Senior year

3 hours

*Total of 71 hours core curriculum*

*71 hours of core curriculum required to complete prior to entry into the junior level nursing courses. One summer semester is strongly suggested to reduce number of hours per semester, i.e. summer online courses.

**MI 251 or MI 253/373 are the exceptions. A nursing student may choose to go on a designated Mission Trip during Fall Break of the junior or senior nursing year to receive this credit. If for some reason the student is unable to go on the trip, the School of Nursing will allow the student to take MI 251 during the summer semester of their junior year.*
# Program of Study: BSN Curriculum Courses

## Junior Level Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 310</td>
<td>Nursing Foundations, Professionalism, Health</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Assessment and Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>NU 315</td>
<td>Application Lab and Nursing Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NU 330</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 340</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Junior Level Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 320</td>
<td>Care of Acutely Ill</td>
<td>3</td>
</tr>
<tr>
<td>NU 325</td>
<td>*Practicum: Acutely Ill (1 credit hr to 4 contact hrs)</td>
<td>2 (One 8 hour day/week x 15 weeks = 120 hr/semester)</td>
</tr>
<tr>
<td>NU 350</td>
<td>Care of Families (OB/Peds)</td>
<td>6</td>
</tr>
<tr>
<td>NU 355</td>
<td>*Practicum: Care of Families (two 8 hrs/week)</td>
<td>4 (2 days/week x 15 weeks = 240 hour) 15 hours</td>
</tr>
</tbody>
</table>

### Summer Semester after Junior Year (8 week session)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 360</td>
<td>Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 365</td>
<td>*Practicum: Mental Health</td>
<td>2 (2 day/week x 7.5 weeks = 120 hours) 5 hours</td>
</tr>
</tbody>
</table>

## Senior Level Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 410</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NU 420</td>
<td>Long Term Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 425</td>
<td>*Practicum: Long Term Health</td>
<td>2 (1day/week x 15 weeks = 120 hours)</td>
</tr>
<tr>
<td>NU 430</td>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NU 435</td>
<td>*Practicum: Community Health</td>
<td>2 (1day/week x 15 weeks = 120 hours) 13 hours</td>
</tr>
</tbody>
</table>

## Senior Level Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 440</td>
<td>Management/Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NU 450</td>
<td>Caring for the Critically Ill</td>
<td>3</td>
</tr>
<tr>
<td>NU 475</td>
<td>*Practicum: Critical Care Nursing/Management</td>
<td>4 (2 days/week x 15 weeks = 240 hours)</td>
</tr>
<tr>
<td>NU 480</td>
<td>Senior Seminar (capstone)</td>
<td>2</td>
</tr>
<tr>
<td>NU 495</td>
<td>*Senior Internship with Preceptor (capstone)</td>
<td>2 (1 day/week x 15 weeks = 120 hours) 14 hours</td>
</tr>
</tbody>
</table>

### Total Nursing Hours  61

### Total BSN Hours  133

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

* Denotes 120-360 Clinical practice hours off campus per semester.
Course Descriptions

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

NU 310 NURSING FOUNDATIONS, PROFESSIONALISM, HEALTH ASSESSMENT AND CRITICAL THINKING

Credit: 6 Semester hours
Prerequisite: Completion of ALL Liberal Arts Courses
Successful admission into the Nursing Program
Co-requisite: NU 315, NU 330, NU 340

Founded on Biblical truths, this comprehensive course provides an introduction to theories, concepts, and values of the profession of nursing based on the integration of faith, values, and compassionate care. The course provides an overview of the Bachelor of Science in Nursing program and emphasizes the characteristics of the Christian professional nurse. Foundations in nursing introduce basic principles promoting optimal health for the person, family, and community. It emphasizes health assessment of the whole person’s physical, psychological, social, and spiritual dimensions that stress nursing skills and the nursing process. Evidence-based practice related to human response to illness will be explored as well as professional standards of nursing practice. Implementing holistic patient-centered care that reflects the integration of communication and collaboration skills, critical thinking, spirituality, cultural diversity, and legal/ethical issues is further explored.

NU 315 APPLICATIONS LAB AND NURSING INFORMATICS

Credit: 2 Semester hours
Prerequisite: Completion of All Liberal Arts Courses
Successful admission into the Nursing Program
Co-requisite: NU 310, NU 330, NU 340

This practicum course is designed to introduce the beginning nursing student to selected skills utilized in nursing practice and provide an understanding of the nurse’s role in the delivery of compassionate care. Students will develop a working knowledge of several interrelated concepts, to include care planning, concept mapping, fitness and wellness, nutrition, informatics, laboratory and diagnostic testing, and medication administration. The student will build on the basic knowledge of human anatomy and physiology. The course emphasizes the skills required for history taking, physical assessment, communication, documentation, and critical thinking to prioritize, plan, and guide the care of the
patient. Students will practice psychomotor skills needed to safely and effectively implement nursing care and participate in simulation modules and lab experiences.

**NU 320 CARE OF THE ACUTELY ILL**

**Credit:** 3 Semester hours  
**Prerequisite:** Successful completion of NU 310, NU 315, NU 330, NU 340  
**Co-requisite:** NU 325, NU 350, NU 355

This course focuses on the synthesis of knowledge and the application of nursing skills in providing holistic care to the adult patient, and their families with common health conditions. An emphasis is placed on providing compassionate patient-centered care from a Christian worldview while applying professional standards of practice. Students utilize the nursing process with a focus on safe, evidence-based practice to promote high quality and culturally sensitive health care. This course addresses nursing care issues from a pathophysiological, psychosocial, and spiritual context. The course integrates the nursing process with health promotion, disease and injury prevention, and illness and disease management of common acute and chronic illnesses. Students will be presented with current knowledge, which will allow them to think critically, creatively, and compassionately.

**NU 325 PRACTICUM: ACUTELY ILL**

**Credit:** 2 Semester hours  
**Prerequisite:** Successful completion of NU 310, NU 315, NU 330, NU 340  
**Co-requisite:** NU 320, NU 350, NU 355

This clinical practicum focuses on the application of the nursing process to the care of adult patients experiencing medical-surgical conditions along the health illness continuum. Selected health promotion, stress and coping, evidence-based findings will be applied to manage acutely ill conditions of adults from various backgrounds, including age, culture, ethnicity, race, sexuality, and socioeconomic status. An emphasis is placed on the ministering role of the Christian nurse to serve people and manage their health care needs. Students will evaluate laboratory and diagnostic data to determine health status and prioritize nursing diagnoses. Pre and post conferences are based upon evidence-based practice models and emphasize diagnostic reasoning, critical thinking, problem solving, communication, and decision-making. This experience occurs in hospitals and long term care facilities.

**NU 330 PHARMACOLOGY**

**Credit:** 3 Semester hours  
**Prerequisites:** Completion of ALL Liberal Arts Courses  
**Co-requisite:** NU 310, NU 315, NU 340  
Successful admission into the Nursing Program

A comprehensive course designed to focus on nursing pharmacology and therapeutics to treat the patient in a holistic manner. The course reviews general principles, theories, and facts about drugs and their administration. Principles of action, uses, side effects, and client education are discussed to
facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific drug information is examined in relation to assessment, nursing diagnosis, client monitoring, interventions, client education and evaluation of safe and effective drug therapy. Dosage calculation instruction will be an essential element to assure safe administration of all medications in the clinical setting.

**NU 340 PATHOPHYSIOLOGY**
Credit: 3 Semester hours
Co-requisite: NU 310, NU 315, NU 330
Prerequisite: Completion of ALL Liberal Arts Courses
Successful admission into the Nursing Program

The course includes the study of human diseases and the mechanisms that govern them, providing a comprehensive nursing approach to common alterations in body systems. Mechanisms and theories related to the development of disease and alterations in body function of individuals throughout the life span are presented. This course focuses on etiology, clinical presentation, implications, and appropriate treatment of the disease processes emphasizing nursing application. The course is organized with the inclusion of the nursing process, and consistently examines pathological conditions, and the rationale for nursing interventions within the framework of nursing practice.

**NU 350 CARE OF FAMILIES (OB/PEDS)**
Credit: 6 Semester hours
Co-requisite: NU 340, NU 355
Prerequisite: Successful completion of NU 310, NU 315, NU 330, NU 340

This course provides a comprehensive approach to the childbearing and childrearing family. The primary focus is on the holistic nursing care of culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods as well as the childrearing family in care of children from birth through adolescence. The effects of acute and chronic illness on growth and development require the nursing student to be an effective communicator in educating the family on health promotion, disease and injury prevention, and safety issues. Current knowledge is revealing how genetics and genomics play a key role in human disease. In using the nursing process to identify and meet the needs of the childbearing family across the lifespan, the student will develop the skills required to deliver safe quality health care and grow into the role of a Christian professional nurse.

**NU 355 PRACTICUM: CARE OF FAMILIES**
Credit: 4 Semester hours
Co-requisite: NU 320, NU 325, NU 350
Prerequisite: Successful completion of NU 310, NU 315, NU 330, NU 340

This practicum course is designed to focus on the nursing process and its application as applied to the childbearing and childrearing family, pediatric care from birth through adolescence, and women’s health. The clinical experiences focus on the principles and concepts of health promotion, disease and
injury prevention, and maintenance of families at various phases along the health and illness continuum. This practicum solidifies the assessment and clinical skills necessary to provide holistic nursing care during the life span of the woman and her children. This clinical experience in both the hospital and outpatient setting will develop the role of the student nurse as an educator and family advocate by focusing on Biblical truths.

**NU 360 PSYCHIATRIC MENTAL HEALTH NURSING**

Credit: 3 Semester hours  
Co-requisite: NU 365  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355

This course examines the constructs of mental health and mental illness. Students will utilize physiology, pathophysiology, and pharmacology knowledge to promote health, prevent injury and illness, and manage acute and chronic conditions in psychiatric patients. Factors are analyzed that contribute to the development, expression, and course of mental illness, to include genetics, brain functioning, developmental level, spiritual, social and physical environments. Integration of the Christian worldview, faith and values, professional standards, compassionate care, ethical and legal parameters, therapeutic communication skills, and critical thinking to enhance patient outcomes are priorities. Emphasis is on nursing as an interpersonal process promoting holistic care with a focus on the psychological, spiritual, cultural, and functioning of persons, families, and groups.

**NU 365 PRACTICUM: PSYCHIATRIC MENTAL HEALTH NURSING**

Credit: 2 Semester hours  
Co-requisite: NU 360  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355

This practicum provides nursing students the opportunity to conduct a comprehensive psychiatric history, apply psychiatric, physical, and spiritual assessment skills, develop evidence-based prevention and intervention strategies, and evaluate patient outcomes for persons, families, and groups across the lifespan. Selected psychological, spiritual, cultural, health promotion, stress and coping, are applied to manage the psychiatric conditions of people from diverse backgrounds. Students will evaluate patient and family data, health care record, laboratory and build upon an evidence-based practice model, and emphasize diagnostic reasoning, critical thinking, problem solving, and decision making. This experience occurs in psychiatric and mental health facilities.

**NU 410 NURSING RESEARCH**

Credit: 3 Semester hours  
Co-requisite: NU 420, NU 425, NU 430, NU 435  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365
Students will gain knowledge in the areas of research methods, critical appraisal of research and the concepts of evidence-based practice. This course guides the student to understand how the findings of nursing research improve patient outcomes and demonstrates that Christian professional nurses are cost-effective health care providers. The student will identify a research proposal and apply research findings to practice. The research project will be completed in NU 480.

**NU 420 LONG TERM HEALTH CARE**

Credit: 3 Semester hours  
Co-requisite: NU 410, NU 425, NU 430, NU 435  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365

An in-depth course of concepts related to promoting optimal wellness for the patient in the long-term care setting, with an emphasis on assessing and addressing factors that most commonly affect functioning and quality of life for patients across the lifespan. Commonly occurring pathologic conditions for all persons are addressed in the context of health promotion, disease and injury prevention. This course will also focus on the end of life care from a Christian worldview across the lifespan.

**NU 425 PRACTICUM: LONG TERM HEALTH CARE**

Credit: 2 Semester hours  
Co-requisite: NU 410, NU 420, NU 430, NU 435  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365

This clinical course offers students the opportunity to apply critical thinking, professional nursing standards, and the nursing process to the care for persons with complex long term health problems across the lifespan. The student will focus on the person with complex conditions and issues impacting nursing care in a variety of practice settings utilizing a Christian worldview. Emphasis will be placed on unique complications of co-morbidities, as well as psychological, social and environment risks that challenge nursing care delivery and influence interventions across various settings. The clinical settings will include hospitals, long-term care and rehabilitation centers, and other outpatient facilities.

**NU 430 COMMUNITY HEALTH**

Credit: 3 Semester hours  
Co-requisite: NU 410, NU 420, NU 425, NU 435,  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365

This course emphasizes the theories and practice of community and public health nursing. The focus of care is on populations and the provision of care for persons, groups, communities, and populations. Students apply their nursing education, skills, and knowledge from a Christian Worldview. The course
emphasizes health promotion and disease prevention using the public health sciences of epidemiology, environmental health, health policy, community assessment, and community interventions.

**NU 435 PRACTICUM: COMMUNITY HEALTH**

Credit: 2 Semester hours  
Co-requisite: NU 410, NU 420, NU 425, NU 430  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365

The clinical component of this course provides students with an opportunity to apply social and public health sciences for persons, groups, communities, and populations, across the life span. A variety of clinical settings are used to give students a broad and comprehensive perspective of community and public health nursing interventions. The application of this course includes home visits, care of families, collaboration with community agencies, and community assessment and interventions.

**NU 440 MANAGEMENT LEADERSHIP**

Credit: 3 Semester hours  
Co-requisite: NU 440, NU 450, NU 475, NU 480, NU 495  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365, NU 410, NU 420, NU 425, NU 430, NU 435

This course focuses on the introduction of leadership skills and management functions, roles and responsibilities in the practice of quality nursing care and organizational effectiveness. Emphasis is placed on developing leadership skills and incorporating management principles in the professional nurse from a Christian worldview.

**NU 450 CARING FOR THE CRITICALLY ILL**

Credit: 3 Semester hours  
Co-requisite: NU 440, NU 450, NU 475, NU 480, NU 495  
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365, NU 410, NU 420, NU 425, NU 430, NU 435

This course synthesizes nursing knowledge and skills acquired in previous courses in the provision of nursing care to the critically ill patient with complex health care needs. The student will gain an overview of advanced monitoring and equipment used in the critical care setting, with an understanding of the principles involved in the assessment, planning, and implementation of nursing interventions for patients in critical care settings. Students explore the professional meanings of loss, grief and bereavement, the dying process, individual behavioral, psychosocial and spiritual responses, family concerns, and religious and cultural influences. Emphasis is on evidence-based, competent, and compassionate patient-centered care for critically ill patients and their families. Spiritual care, and ethical and legal issues encountered in the critical care setting are addressed.
NU 475 PRACTICUM: CRITICAL CARE AND MANAGEMENT
Credit: 4 Credit hours
Co-requisite: NU 440, NU 450, NU 475, NU 480, NU 495
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365, NU 410, NU 420, NU 425, NU 430, NU 435

This practicum course is designed to prepare the graduating nursing student to manage complex patients and to skillfully prioritize the care of several patients from the perspective of a Christian professional nurse. The experience will focus on several settings where the student can practice the knowledge, skills, and attitudes needed to provide care in complex settings. Emphasis is on the application of advanced nursing concepts and skills, leadership skills and management principles; and personal, professional, and spiritual growth. The student will utilize evidence-based research and make recommendations for improving patient care. This experience will occur in a variety of practice settings which may include critical care, step-down units, and/or emergent care settings.

NU 480 SENIOR SEMINAR
Credit: 2 Semester hours
Co-requisite: Co-requisite: NU 440, NU 450, NU 475, NU 480, NU 495 FD 400
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365, NU 410, NU 420, NU 425, NU 430, NU 435

A comprehensive capstone course designed to prepare senior level nursing students for graduation and to excel on their National Certification Licensing Exam (NCLEX-RN). This course integrates previous learning experiences with Biblical truths to critically examine current and emerging trends, and issues in nursing and health care. The student will be expected to synthesize and apply theories, concepts, knowledge, skills, and abilities from clinical experiences and practices. The student will complete their capstone research project initiated in NU 410. This course will equip graduates to become Christian professional nurses to fulfill the Great Commission.

NU 495 SENIOR INTERNSHIP WITH PRECEPTOR
Credit: 2 Credit hours
Co-requisite: NU 440, NU 450, NU 475, NU 480, NU 495
Prerequisite: Successful completion of NU 310, NU 315, NU 320, NU 325, NU 330, NU 340, NU 350, NU 355, NU 360, NU 365, NU 410, NU 420, NU 425, NU 430, NU 435

This practicum course is a Capstone learning experience designed to prepare the student for role transition from student/graduate nurse to Christian professional nurse. The experience is a mentored practicum and will be planned collaboratively with the student, a faculty person, and a professional registered nurse. Emphasis is on application of advanced nursing concepts and skills; leadership skills management principles; and personal, professional, and spiritual growth. The student will collect data, utilize a model for evidence-based research and make recommendations for improving patient care.
## Nursing Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celeste Dunnington</td>
<td>Associate Professor</td>
<td>706-865-2134 x 299</td>
<td></td>
<td><a href="mailto:cdunnington@truett.edu">cdunnington@truett.edu</a></td>
</tr>
<tr>
<td>Lisa LaPree</td>
<td>Assistant Professor</td>
<td>706-865-2134 x 141</td>
<td></td>
<td><a href="mailto:llapree@truett.edu">llapree@truett.edu</a></td>
</tr>
<tr>
<td>Tracy Paver</td>
<td>Assistant Professor</td>
<td>706-865-2134 x 156</td>
<td></td>
<td><a href="mailto:tpaver@truett.edu">tpaver@truett.edu</a></td>
</tr>
<tr>
<td>Patrice Parris</td>
<td>Assistant Professor</td>
<td>706.865.2134 x 148</td>
<td></td>
<td><a href="mailto:pparris@truett.edu">pparris@truett.edu</a></td>
</tr>
<tr>
<td>Patrice Garner</td>
<td>Administrative Assistant</td>
<td>706-856-2134 x 154</td>
<td></td>
<td><a href="mailto:pgarner@truett.edu">pgarner@truett.edu</a></td>
</tr>
</tbody>
</table>
Section IV

Academic Standards
Admission Process

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

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

Students must have a minimum overall GPA of 2.75. Applicants must have a C or better in all prerequisite courses at the time of application, otherwise noted by the Dean of Nursing.

Applicants must pass the KAPLAN Test exam at or above the national level mean as a prerequisite for entry into the BSN program.

Specific health requirements are outlined by the RSSON that meet the stipulations of the clinical sites utilized in the BSN program.

The application guidelines for admission to the TMU RSSON are listed below, to include additional program information.

Admission Application Guidelines

A complete application packet consists of the following:

1. Completed and signed application form
2. $25 non-refundable application fee made payable to: Truett McConnell University.
3. Biographical sketch
   • Biographical sketch should be a personal account discussing significant events and influences which have affected your life with a maximum of two pages.
4. Complete a one page typed paper which explains your answers to the following questions:
   • Why do you want to be a registered nurse?
   • Why did you choose the BSN program at Truett McConnell University?
5. Notarized Release of Waiver
   • A Notarized Release of Waiver form will be used to request information from other colleges and universities you have attended, as well as health information for clinical clearances.
   • You may make copies of this form to keep for your records, however please submit the original with your application packet.
6. Submit copy of TMU acceptance letter
7. Submit official KAPLAN score(s)
• The KAPLAN Test is given at TMU before the Admission Packet deadline of January 31st (usually in the fall) for pre-nursing students requesting entrance into the BSN program. A KAPLAN Nursing Admission Test (KNAT) Information Form will be sent by email with the dates and times the Test will be administered. The Form must be completed and returned to the RSSON with the selected date and time. A KAPLAN Study Guide is encouraged and available in the RSSON or online.

• In order to be considered for acceptance, you must score at or above the national BSN program mean. A maximum of two attempts is allowed during one academic year with a minimum of 30 days between attempts. A copy of your KAPLAN test must be on file or your packet will be considered incomplete.

8. Submit two BSN Program References

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

Your completed application packet must be received in the RSSON office no later than January 31 of the application year. The RSSON is not responsible for delays with postal services. Late applications will not be accepted. Mailing address:

Truett McConnell University
Martha Rielin and Elizabeth Salmen School of Nursing
100 Alumni Drive,
Cleveland, GA 30528

An interview will be conducted with each student after the application has been reviewed and considered complete. You will be contacted with a date and time for your interview. Applicants are encouraged to wear appropriate attire for an interview. Any applicant who fails to appear at your scheduled time without prior notification will have their application considered invalid.

Acceptance Guidelines

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

1. You will be required to upload the following documents to ACEMAPP starting in mid-July each year.

   A) CPR: Certification in Cardiopulmonary Resuscitation from the American Heart Association (AHA) is required and must be taken before you begin your nursing courses. Basic Life Support (BLS), is the course you should take, which includes 1 and 2 person adult, child, and infant CPR with Automated External Defibrillator. You must submit an official AHA card. The card will say BLS Provider.

   B) Submit a completed Entrance Health Examination Form with a current immunizations record (2 physical examinations will be required during the program at the beginning of each Fall Semester). The first physical examination should include the required immunizations and/or titers for the following: Measles, Mumps, Rubella (MMR), Varicella, Hepatitis B vaccine, DPT or DT, and Tuberculin test (PPD). Please note that there are two PPD’s required and must
be two weeks apart. The examination should be completed using the forms found on ACEMAPP. The second physical examination is basic and must include the two PPD tests. The health form is included on the ACEMAPP website, in the acceptance packet, or on the TMU BSN website in the BSN Handbook. If for any reason, a student has to drop out of the program, a health examination has to be repeated before re-entrance into the program.

C) Driver’s license and proof of auto insurance. The RSSON must have a legible copy of each of the following on file provided to ACEMAPP prior to the beginning of nursing classes:

- Copy of current valid driver’s license.
- Proof of current auto insurance naming you as the insured driver and stating limits of liability. These must be kept up to date as most auto insurance is renewable every six months and current information must be provided. Since it is not always possible to carpool to clinical sites, each student is required to have access to transportation.

E) Proof of health insurance; your name must appear on the policy and validation must be submitted to ACEMAPP. The RSSON requires notification of any changes in your healthcare provider and the new proof of insurance which could be required by some clinical sites must be provided to ACEMAPP and the RSSON.

2. Students must purchase malpractice/liability insurance paid annually and submitted to the RSSON Administrative Assistant, no later than May 10th of your admission year. Student malpractice Insurance is purchased through a Blanket Professional Liability Insurance, required by all clinical practice sites, and issued through Healthcare Providers Service Organization and Nurses Service Organization.

3. Background Check and Drug Screen are required and must be completed by August 7th of the admission year on all applicants who have received their acceptance notification. Only applicants with a cleared background check will be admitted into the RSSON. This service is provided by InfoMart Advantage and information on how to register on the website will be given out at the New Class Orientation Meeting. The location of the clinic for lab work will be based on the zip code you enter into the system. The student will be notified if the background check is not favorable. The RSSON reserves the right to conduct random drug screens. If for some reason, a student has to drop out for a semester; the drug screen/background check has to be repeated before re-entrance into the program.

4. Navy uniform scrubs and a white lab coat may be purchased through Meridy’s Uniforms at; www.meridys.com. Information will be given out at the New Class Orientation Meeting. A watch with a second hand and white leather nursing shoes (crocs, rockers, or clogs are not acceptable) are also required. Refer to the Student Uniform and Dress Code section of the Handbook.

5. Students will be provided a list of textbooks that are required to be purchased prior to each semester.

6. Each student will be required to purchase the following: Stethoscope, Blood Pressure Cuff (adult), and Bandage scissors. If you have any questions, please call the School of Nursing.
7. The RSSON provides the **BSN student patches** which will attach to the left sleeve of the lab coat.

8. Students are required to obtain a name and picture identification card from Student Development. This identification card will be utilized as your badge at various clinical settings.

9. The guaranteed **KAPLAN Testing Kit** will be officially ordered your first day of class. Cost of this Kit will be covered in your TMU tuition.

10. The **TMU RSSON BSN Student Handbook** will be provided on the first day of class and you will be required to read and become familiar with all the policies, regulations, and opportunities as specified in the Handbook. The Form entitled **Understanding of Student Handbook will be signed and handed in the first day of class.**

If you have any questions about any of the requirements, please contact the RSSON office.

The policy for TMU and the RSSON in the admission of students, hiring of employees, or the operation of any program or activity, is not to discriminate based on the applicant’s race, color, age, sex, handicap, national or ethnic group.

According to our clinical site agreements with the hospitals and other sites, a background check and drug screening is required prior to your first clinical experience and then annually thereafter. Failure of either the background check or drug screening will result in immediate dismissal from the nursing program.

**Acceptance into the RSSON does not guarantee licensure.**

**Disclaimer:** According to our clinical site agreements with the hospitals and other sites, a background check and drug screening is required prior to your first clinical experience. Failure of either the background check or drug screening will result in immediate dismissal from the nursing program.

**Readmission**

Once the BSN student has begun course work, the TMU RSSON recommends that the student remain in the program until graduation.

For extenuating circumstance beyond the student’s control, which may include active military duty, hospitalization, death, etc., readmission for students in the TMU RSSON will include:

- Reaplication to the RSSON
- Fulfillment of all TMU requirements and prerequisites for the nursing major
- Updating knowledge and skills as required by the Dean of Nursing and the Georgia Board of Nursing
- Demonstrate competency in medication administration (successful completion of the Dosage calculation quiz and medication administration demonstration).
- Demonstrate competency on previously learned skills
• Background Check and Drug Screening
• Health Exam with current immunizations

The applicant is reminded that a GPA of 2.75 is required for readmission. Absence from nursing courses for a semester will require readmission. Students must reapply for admission to the RSSON if a nursing course was failed or they have withdrawn from a course. Prior to re-entry, each nursing student will be required to demonstrate competency in previously completed courses through completion of a dosage calculation exam and skills competency.

Readmission decisions are contingent upon course and clinical space availability. Students will reenter under the current curricular requirements. All nursing course requirements must be completed within five years. The RSSON reserves the right to determine the applicant’s readmission status and placement in the nursing curriculum.

**Orientation**

The orientation process is an important time for the RSSON students at TMU and it is mandatory for all students to attend an Orientation Class prior to entering the nursing program. Important information will be distributed to the students at this time. It will be a time for introductions to fellow classmates as well as a time to meet your instructors and ask questions. All students who are unable to attend orientation due to illness are held responsible for obtaining the information presented at orientation during the first day of class. Textbooks will be required prior to the first day of class, no exceptions.

**Transfer Policy**

Transfer applicants must meet the admission requirements of TMU and provide official transcripts from all previously attended institutions including prior nursing education and other supporting documentation as requested, such as, immunization records.

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

**Transfer of Credits**

Transfer of credits will be awarded at the level the course is offered at TMU, if the course content is equivalent. Elective credit may be awarded at the appropriate level for the courses not offered at TMU. No credit will be granted for remedial or developmental courses. The RSSON will grant credit for previous courses on a case by case basis as long as the course was from an accredited college or university. (Refer to the TMU Student Catalog, Admissions section).
Tuition and Fees

The tuition and fees are discussed extensively in the current TMU catalog. The TMU RSSON policy regarding tuition and fees is congruent with the TMU policies. In the admission packet from the TMU RSSON, there are additional clinical lab fees noted in the table. (Refer to the TMU Catalog, Tuition and Fees section). The student is responsible for obtaining adequate funds, see Financial Aid for details.

Forms

See Appendix A for RSSON application packet to include: Application, Release of waiver, Reference form, and Health Examination form.

See Appendix B for Clinical Forms to include: Student Clinical Performance Evaluation, Performance Improvement Plan and Outcome, Incident and Accidental Exposure, Complaint Form, and Signature Pages.

Academic Progression and Evaluation

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

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

The student must demonstrate progression by meeting the following criteria:

- All students must maintain a 2.75 GPA or higher with a numerical grade of 75 or above, in all nursing courses to progress in the program of study. A grade below 75 is unacceptable, and will result in repeating the course or dismissal from the nursing program.
- Successful completion of pre-nursing core courses defined as a grade of “C” or better according to the RSSON Grading Scale
- Successful completion of required nursing courses as defined by a 2.75 GPA; nursing courses must be completed sequentially
- Demonstrate appropriate communication with patients, peers, faculty, and other health care personnel
- Complete class and practicum requirements, including provision of safe nursing care in the clinical setting, and meet class and clinical attendance guidelines
- Display honesty and integrity in all academic and professional matters
• Demonstrate professional conduct and ethical behavior as stated in the Performance Standards Evaluation strategies in theory and clinical courses are clearly articulated in the course syllabi. The strategies are diverse and include: written mid-term and final examinations, quizzes, oral participation, a systematic literature search, case studies, written nursing care plans, group presentations, concept mapping, process recordings, and written papers.

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

Failure to meet each progression criteria will result in the student earning a grade of ‘0’ for the course. A nursing course may be repeated only once. If the student is not successful in any repeated nursing course, after the second attempt, the student will be dismissed without the option of seeking readmission to the TMU RSSON program.

**Advanced Placement**

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

**Recruitment**

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

**Extenuating Circumstances**

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

**Independent Study**

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

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

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

**Academic Integrity**

The TMU RSSON expects students to be honest in all of their academic endeavors. The student is expected to adhere to the *ANA Code of Ethics* for nurses and the *Standards of Practice for Professional Nurses*. Cheating, plagiarism, forgery, or other forms of academic misconduct are not tolerated. It is the responsibility of each student to ensure their academic pursuits are conducted with utmost integrity.

Cheating of any kind will be handled directly by the Faculty member and will result in a grade of ‘0’ or dismissal from the course with a grade of ‘F’. If cases of cheating are referred to the Vice President of Academic Services, the student may be suspended or expelled from TMU. Any nursing student who copies or falsifies a report for any assignment, clinical project, clinical care plan, term or research paper without doing the required work will result in a grade of ‘0’.

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

**Grading Scale**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
</tbody>
</table>

Each nursing course syllabus includes grading practices and passing requirements that are reviewed at the beginning of every course. Program progression and advancement is based on academic grades in each course, and a ‘satisfactory’ standing is mandatory for the practice component of all clinical courses prior to progression to the next level. Students must achieve an average grade of 75 or higher on course
quizzes and exams in order to pass the course. If the exam average is 74.99 or lower, it will not be rounded to a 75. Grades from other assignments will only be added if the student has a quiz and exam average of 75 or greater.

In order to graduate and pass the NCLEX-RN exam, the student is expected to have a 2.75 GPA or higher with a numerical grade of 75 or above. A grade below 75 is unacceptable and will result in repeating the course, or dismissal from the nursing program. Students who do not receive a grade of 75 or above will fail the course, regardless of other assignment grades or clinical competency evaluation.

All assignments must be submitted on time. At the discretion of the faculty, late assignments, if accepted, will incur a grade penalty. That penalty will result in a lower letter grade for each day the assignment is late. Example: 1 day late, the highest possible grade will be a ‘B’; 2 days late, a ‘C’; etc.

Clinical Grading

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

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

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

Class Attendance

Class attendance is vital to the success of the nursing student. The student is expected to attend all classes and to participate in class discussions. Punctual attendance is required for each class. Absences can negatively impact the grade in any nursing course or clinical/simulation experience. An absence from a class may require additional work in order to validate learning of the missed content. Students are responsible for content in the course syllabi and all policies related to attendance.

Three tardies are equal to one absence. For each absence, the student will receive a 5 point deduction from class participation. If a student is absent, excused or non-excused, each Learning Objective of the subject material for the day of the absence must be thoroughly explained and submitted by 9 am the following day to the appropriate instructor. With successful completion of the Learning Objectives, the student will receive a credit of 2.5 points to the deduction from class participation.

A student is responsible for any missed content. A nursing student who misses for any reason, more than three (3) absences from any nursing class may be dismissed from the course at the professor’s discretion. Extreme emergencies of hospitalization, death of an immediate family member, or physical impairment, may be excused absences, and will be considered on an individual basis.
Assignments and Examinations

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

Students are required to take all examinations on the date and time scheduled. If extenuating circumstances preclude a student from taking an exam, turning in an assignment, attending a class, or a clinical experience on the scheduled date, the student must notify the faculty member responsible for the class or clinical, prior to the scheduled assignment or class, and provide a written explanation of the absence. The student is responsible for arranging any make-up with the faculty member responsible for the class or clinical within three (3) days of the absence or a ‘0’ will be awarded for the missed assignment.

Unexcused absences, missed assignments and exams, without permission of the faculty, will result in a grade of ‘0’ for a final grade. The faculty reserves the right to determine if a student can make up an exam or quiz.

Clinical Remediation

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

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

Writing Standards for the School of Nursing


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

Academic Grievance/Grade Appeal Policy

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

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

Dismissal Policy

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

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

Faculty reserves the right to dismiss a student from clinical areas if the student is ill, unprepared, late, or deemed to be a risk to patient safety. Dismissal from a clinical experience, excluding an excused absence, is deemed an unexcused absence and will result in dismissal from the RSSON program.

Course/Clinical Failure

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

An unsatisfactory rating as measured on the Student Clinical Performance Evaluation tool will denote clinical failure and subsequent course failure. For example, students must pass both NU 320 and NU 325 in order to progress in the nursing program. Students must achieve an average grade of 75 or higher on course quizzes and exams in order to pass the course. If the exam average is 74.99 or lower, it will not be rounded to a 75. Grades from other assignments will only be added if the student has a quiz and exam average of 75 or greater. For determination of final course grade, refer to the Grading Scale.

When a student’s clinical performance endangers patients or is deemed unsafe, the student will be removed without prior warning from the clinical area, resulting in failure of the practicum and theory course. A meeting will be arranged with the student, clinical instructor, course coordinator and Dean of Nursing to determine if the student will be allowed to progress in the BSN program.
If a nursing course is not successfully completed, academic progression in the nursing program will be affected and the student may need to withdraw from the nursing program for an entire academic year based on the course offering schedule.

**Social Networks**

The TMU RSSON adheres to the *Principles for Social Networking* which is linked to the *ANA Code of Ethics for Nurses* established by the American Nurses Association (2011). Any nursing student found guilty of breaking one of these principles may be dismissed from the nursing program at TMU. These Principles are:

1. Nurses **must** not transmit or place online any identifiable patient information. Remember standards of professionalism are the same online as in any other circumstances. (see the *ANA Code of Ethics*)
2. Nurses **must** observe ethically prescribed professional patient-nurse boundaries. **Do not** share or post information or photos gained through the nurse-patient relationship.
3. Nurses should understand that patients, families, colleagues, institutions, and employers may view postings. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online. **Do not** make disparaging remarks about patients, family members, employers, faculty, peers, or co-workers, even if they’re not identified.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities. **Do not** take photos or videos of patients on personal devices, to include cell phones.
6. Nurses **should** participate in developing institutional policies governing online contact. Promptly report a breach of confidentiality or privacy

**Communication Devices**

No taping of lectures or presentations is permitted without instructor consent. **All personal electronic devices will be disabled/muted during class time.** Personal usage of these devices is prohibited during classroom and clinical activities. **Use of computers during class time will be exclusively utilized for appropriate course activities.** Emergency situations should be directed to the faculty person in charge. **Students not in compliance may be dismissed and charged with an unexcused absence.**

**Computer Technology Requirements**

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

Computer system requirements are based on technology used in the RSSON and minimum requirements are as follows:
• Windows: Windows 8 or higher
• Internet Explorer 9 or higher; Google Chrome, & Mozilla Firefox 14
• Adobe Acrobat Reader X or higher
• Adobe Flash Player 11 or higher

Only Windows computers are officially supported by the RSSON. It is possible that you may have file compatibility problems and not be able to use certain educational tools from a Macintosh. Apple products are not supported by the required educational applications for the BSN program.

**Background Check and Drug Screening Policy**

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

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

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

**Substance Abuse Policy**

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

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

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

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

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

Procedures

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

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

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

Sexual Assault

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

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

Emergency Procedures

Nurses can assist individuals, families, communities, and populations in minimizing the health consequences of emergencies. If a disaster, mass casualty, or other emergency situation ensues, junior
nursing students may provide basic nursing care to victims. Senior nursing students have sufficient skills and experience to provide valuable assistance at the scene of a mass casualty incident. Also, nursing students play a key role in assisting with maintenance of proper sanitation measures, controlling of infectious disease, and performing basic health care. Nurses recognize the physical and the psychosocial impact of disasters on the well-being of individuals, families, and communities and will collaborate with other health care professionals to develop an intervention plan to meet the needs of a defined population. Nurses deal not only with the physical stresses of a disaster, but also the fear, dangers, stress, and uncertainties that result from a disaster. For additional information, please refer to the TMU Student Handbook, Section VII: Emergency Procedures.
Section V
Clinical Standards
Clinical Performance Functional Abilities/Skills for Admission and Progression

In addition to academic achievements, nursing students in the RSSON must possess certain functional abilities and skills to achieve the knowledge and levels of competency necessary for both nursing education and practice. These functional abilities include the following skills: observational, psychomotor, intellectual-conceptual, integrative and quantitative, behavioral and social requirements. These skills are required to effectively implement nursing care.

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

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

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

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

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

### Behavior and Social Skills

<table>
<thead>
<tr>
<th>Student Demonstrated Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adapt to ever-changing environments, display flexibility, and function effectively during stressful situations to meet the demands of the profession</td>
</tr>
<tr>
<td>• Develop therapeutic relationships with patients, families, and the health care team</td>
</tr>
<tr>
<td>• Complete all nursing responsibilities attendant to the care of the patient</td>
</tr>
<tr>
<td>• Adhere to professional behaviors of confidentiality, respect, patient’s rights, valuing of people’s differences</td>
</tr>
<tr>
<td>• Reflect on own practice and identify learning needs and goals to improve academic achievement</td>
</tr>
<tr>
<td>• Demonstrate openness to critical appraisal by peers, and faculty, utilizing the appraisal to improve performance</td>
</tr>
<tr>
<td>• Accountable and responsible for nursing actions and professional conduct</td>
</tr>
</tbody>
</table>

### Clinical Practice Guidelines

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

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

- The American Nurses’ Association Scope and Standards of Practice, 2nd ed, (2010)
- The American Nurses’ Association Standards of Professional Nursing Practice and Performance
- The American Nurses’ Association Code of Ethics for Nurses
- The Joint Commission National Patient Safety Goals
- National Student Nurses’ Association Code of Ethics
• Georgia Board of Nursing, Georgia Registered Professional Nurse Practice Act
• Clinical setting policies and procedures
• Course specific clinical objectives and policies

**Safe Practice Responsibilities**

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

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

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

**Learning Resource Center**

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

Applicable to ALL Students Using the Lab

General Information

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

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

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

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

Skills Evaluation Procedure

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

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

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

Evaluation

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

Open Lab

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

Drug Calculation Competency

The ability to accurately perform calculations specific to the safe administration of medications is a continuous sequence throughout the BSN curriculum. Each semester all students will take a drug calculation quiz and must achieve a 90% or above to pass the quiz. Students who fail the quiz may take advantage of remediation options, such as additional tutoring. The student will be allowed to take the drug calculation quiz 2 additional times within a 2 week period, and must pass in order to progress in the course practicum and administer medications. Students may attend clinical but cannot administer medications in the clinical setting until the drug calculation quiz has been successfully completed. A remediation plan will be written with the student and instructor after the first attempt is unsuccessful. The plan will include concerns, plan, and an outcome with a scheduled follow-up date. The plan will be signed by the student and instructor and a copy maintained in the student file.

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

**BSN Program Testing – KAPLAN**

Applicants must pass the KAPLAN Nursing Admission Test (KNAT) which is comprised of reading, writing, math (for nursing), and science sections. Applicant must score at or above the national level mean as a prerequisite for entry into the BSN program. TMU is an official test site for the KNAT. To register for this exam please follow the instructions included in this packet.

KAPLAN NCLEX questions requirements: Each semester students will be required to complete NCLEX style questions each week. The completion of these questions will be included in KAPLAN under grading requirements. These questions can be completed in the KAPLAN Focused Review, or you may choose to create your own tests based on subject matter through KAPLAN. The number of questions required will increase every semester. The numbers are as follows:

1st semester 50  
2nd semester 75  
3rd semester 100  
4th semester 150  
5th semester 200

Each KAPLAN test will require remediation at least an average of 2 minutes per question. Please remediate on all questions, not just those you missed because you may have guessed the answer correctly. The instructors will be monitoring your remediation time as well as the number of required questions you complete each week.

The KAPLAN Scoring Scale for the RSSON reads as follows. Points earned for the KAPLAN proctored exams are based on the student’s percentile rank achieved on the exam.

- >65 percentile = 100  
- 60-65 percentile = 95  
- 55-59 percentile = 85  
- 50-54 percentile = 75  
- 45-49 percentile = 65  
- <45 percentile = 55  
- Not taking the exam = 0
Clinical Preparation

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

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

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

Clinical/Simulation Performance Progression and Evaluation

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

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

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

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

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

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

**Evaluation Terms:**

- **Satisfactory** performance is defined as functioning independently with minimal supervision, requiring occasional supportive cues. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills with utilization of the learning consistent with course objectives.

- **Needs Improvement** performance is defined as functioning independently with certain skills, but requires supportive cues with other skills. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills on most days, but needs assistance at times.

- **Unsatisfactory** performance is defined as functioning dependently, requiring continuous supportive cues. Student demonstrates unsafe and inadequate application of the nursing process, communication and/or psychomotor skills.

- **Not observed** indicates the instructor did not observe the student performing the specific task.

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

---

**Clinical Locations**

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

Clinical experiences for nursing students take place in a wide range of health care facilities. Clinical placements may include hospitals, public health departments, mental health agencies, counseling
centers, long-term and rehabilitation facilities, rape response, hospice care, urgent care, physician offices, and others.

As a result of the various clinical course locations, nursing students will be required to travel in surrounding areas for clinical experiences. Students are responsible for their own transportation to clinical sites. Students are also required to provide their own automobile insurance.

**Student Uniform and Dress Code**

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

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

### Uniform and Dress Code Requirements for Clinical Placements

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

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

<table>
<thead>
<tr>
<th>Hair:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No unnatural hair color</td>
</tr>
<tr>
<td>• <em>Clean, pulled back out of face, off of the collar</em></td>
</tr>
</tbody>
</table>
• Male students should be clean shaven or have neatly trimmed beards or mustaches

**Appearance:**

• Jewelry is restricted to a watch, plain wedding band, and one small post in each ear
• Visible tattoos and visible body piercing are not permitted and must be covered
• Long or artificial nails, and dark colored nail polish are not permitted, nail length limited to \( \frac{1}{4} \) inch
• Make-up should be moderate; no fragrance is permitted
• Dangling earrings, bracelets, necklaces, large ornamental hair attachments are not permitted
• Chewing gum is not permitted

**Nursing Identification:**

• Students must wear the Truett McConnell RSSON identification badge at all times
• The Truett McConnell RSSON Patch must be sewn on the left sleeve of the lab coat.

---

**Uniform and Dress Code Requirements for Alternate Clinical Sites**

**Professional Business Attire**

• Pants khaki in color, no jeans
• Polo Shirt for the RSSON
• Shoes – comfortable with a low heel for walking and to allow for participation in a variety of activities with patients
• All clothing should be clean and in good repair
• A lab coat is required over clothing in the clinical areas
• Name badge with picture must be worn at all times

---

Modifications or additions to the Uniform and Dress Code policy may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical site.

---

**Clinical Attendance**

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

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

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

An **excused clinical absence** requires permission of the instructor for reasons such as extreme emergencies of hospitalization or death. Excused absences require appropriate documentation from the student. Absences are excused at the discretion of the clinical instructor.

**Unexcused Absence**

An **unexcused clinical absence** is an absence from the scheduled clinical site without permission of the instructor. One unexcused clinical absence will result in lowering of the course by one letter grade. Two unexcused clinical absences may result in student dismissal from the course. The outcome of absences will be determined by the instructor.

**Clinical Tardiness**

Tardiness is considered unprofessional behavior. Arriving **any time after the designated start time** is considered tardy, and will result in an unexcused clinical absence and/or clinical warning. A nursing student considered tardy may be sent home at the discretion of the clinical instructor.

A student is considered tardy if they fail to notify the instructor upon arrival at any alternate clinical site where the instructor is not readily available. If the instructor has to call to find the student, the student will be considered tardy. Three tardies will count as an unexcused absence and the student will not be allowed to make this work up. For each absence, five points will be deducted from the clinical overall grade.

**Clinical Practice Make-Up**

An absence from the clinical experience may delay your progression in the nursing program. Students with an excused absence **may be permitted** to make up a clinical experience. An alternative assignment to assist the student in meeting the course objectives, or a lowered lettered grade will be issued by the faculty. The faculty reserves the right to determine the components of any make-up requirements.

**Performance Challenges**

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

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

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

**Patient Confidentiality and Use of Medical Records**

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

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

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

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

**Occupational Safety and Health Administration (OSHA)**

All BSN students are responsible for reviewing and maintaining clinical skills in accordance with the Centers for Disease Control. Each clinical facility requires different modules be completed, some of those modules are: Safety Orientation, Blood Borne Pathogens, Infection Control, Managing Healthcare Stress, and Hazardous Materials. Before beginning the clinical experience, students are expected to read the OSHA guidelines listed below:

- A general explanation of the epidemiology, modes of transmission, and any symptoms of blood-borne pathogens
- A general explanation of the Exposure Control Plan and means by which you may obtain a copy of the standards
- An explanation of the methods for recognizing tasks which may include exposure to blood, and ways to reduce/prevent exposure through employment of engineering controls, work practices, and personalized protective equipment (PPE)
- Information on the types, proper use, location, removal, handling decontamination, and proper disposal of PPE
• Explanation of the procedure to follow if any exposure incident occurs, including the method of reporting the incident
• Information on post-exposure evaluation and medical follow-up that is provided following an exposure incident
• An explanation of signs/labels and color-coding per facility.

**Malpractice/Liability Insurance Policy**

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

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

**Expanded Medical Policies for the School of Nursing**

**Infectious Disease Policy**

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

**Standard Precautions and Isolation Practices**

All students will follow standard precautions and isolation procedures as defined by the CDC and the clinical site policy and procedures to minimize exposure to infectious diseases. If a student has a productive cough or fever greater than 100.5 F they will not be allowed at the clinical site.

**Injury, Accidental Exposure, Post Exposure, and Follow-Up**

Providing nursing care to the patient with infectious disease remains one of the greatest challenges and concerns of the nursing profession. These diseases presently include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HBV), methicillin resistant staphylococcus aureus (MRSA), vancomycin-resistant enterococci (VRE), and tuberculosis (TB). The TMU RSSON shares the concern for the safety of the student and the patient and as such has developed this policy for accidental exposure of injury. The student caring for a possible infectious disease patient is encouraged to address questions or concerns at any time to the clinical instructor or course coordinator.
The TMU RSSON is not responsible for any personal injury or exposure. Injuries or exposures and the resulting treatment are the direct responsibility of the student. Students are required to complete an Incident and/or Accidental Exposure Report (See Appendix B) within 24 hours of experiencing or observing an injury, or accidental exposure such as a finger stick, falls, back strain, splash of blood or body fluids, etc.

- Clinical sites utilized by the RSSON for practice experiences will have written post-exposure plans including follow-up of the exposed faculty, instructor, or student. Those plans may include, testing of the source patient, anti-body or antigen testing, counseling, illness reporting, and safe and effective post-exposure prophylaxis according to the CDC recommendations.
- In the event of a significant exposure to blood or body fluids according to the definition from the CDC, the student will:
  ♦ Immediately and thoroughly wash or rinse the exposed area
  ♦ Report the incident to the clinical instructor who will
    ▪ Immediately report the incident to the appropriate representative within the clinical site
    ▪ Assist with the facilitation of the steps for the follow-up as outlined in the policies and procedures for the clinical site.
  ♦ Fill out facility incident report immediately.

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

**Post-Surgical Return to Clinical**

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

**Student Pregnancy Policy**

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

**Inclement Weather Closure**

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

Graduation and Degree Requirements
**Graduation Requirements**

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

**Nursing Awards**

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

**Nursing Student of the Year**

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

**Nursing Leadership Award**

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

**Nursing Servanthood Award**

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

Additional criteria for the above awards include:

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

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

**Pinning Ceremony**

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

**Application for Licensure**

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

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

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

Support Services
**Support Services**

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

Please refer to the TMU Student Handbook for specific information.

**Academic Advisement**

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

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

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

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

**Disabilities**

TMU provides reasonable accommodations, upon request, to qualified students identified as having disabilities. The Office of Special Support Services provides a variety of accommodations and reasonable aids for students with documented physical impairments or learning disabilities. Students with documented disabilities who require accommodation(s) must register with this office. For additional information, students are referred to the TMU Student Handbook and may contact the Office of Special Support Services at 706-865-2134.
The RSSON’s practice is to provide equitable educational opportunities for students with documented disabilities, and is committed to providing access for students with disabilities. If you need assistance in acquiring special accommodations, please contact your academic advisor.

**Counseling Services**

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

**Financial Aid**

The Office of Financial Aid offers assistance by helping students obtain funds for educational expenses by promoting grants, scholarships, loans, and employment opportunities for qualified deserving students who would normally be deprived of an education because of inadequate financial means. For eligibility and application requirements, please refer to the TMU Catalog or schedule a meeting with Financial Aid.
Section VIII
Student Professional Activities
There are a variety of clubs and organizations on campus to which a student may belong. Students have opportunities to participate in, lead, and start new organizations to meet the needs of the student interest. Students may be involved in Student Government Association, Baptist Collegiate Ministries, and Campus Activities Board just to name a few. (See the TMU Student Catalog for further information about student organizations under Campus Life) Because the involvement in student organizations and activities contributes to the holistic development of the nursing student, the faculty and staff encourage and support the student’s endeavors. Holding an office in an organization promotes the development of leadership skills and instills a responsibility to the college and community. It is the policy of the RSSON to be congruent with all policies of TMU as outlined in the student handbook (refer to the TMU Student Handbook Section III: Student Policy). There are some organizations and clubs which will be specific to the RSSON and are as follows:

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

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

**Baptist Nursing Fellowship (BNF)**

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

**Nurses Christian Fellowship (NCF)**

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

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

Application Packet

NURSING SCHOOL FRIENDS CODE

#262

NEVER LET YOUR FRIENDS EAT CHOCOLATE ALONE ON VALENTINE'S DAY
Application for Admission

Date Received ______________________

Name ___________________________________________________________

Last ________________ First ___________ Middle ___________ Maiden ____________

TMU ID# ____________________________ TMU Campus Mailbox # __________________________

Email Address: __________________________________________________________

Home Address: __________________________________________________________

________________________________________________________

City ______________ State ________ Zip Code ____________ Phone Number ______________

Mailing Address: __________________________________________________________

________________________________________________________

City ______________ State ________ Zip Code ____________ Mobile Number ______________

Date of Birth ________________________ Age ________ Social Security Number ______________________

Birthplace ____________________________ Primary Language Spoken __________________________

Ethnicity: _____ African-American _____ Caucasian _____ Hispanic _____ Native American _____ Pacific Islander _____

Other (specify) _________________________________

Marital status: ____________________________ US Citizen __ Yes __ No

Number of credit hours completed at TMU ____________ Number of credit hours currently enrolled ____________

Have you ever applied to the TMU RSSON before? _____ Yes _____ No When?

____________________________________________________________________________________

Have you ever been a student in any nursing school? _____ Yes _____ No If yes, answer the following:

Name of School __________________________________________________________

________________________________________________________

Address __________ City __________ State __________ Zip Code __________

Entrance Date __________ Date Leaving __________ Reason for Leaving ____________

Educational Background: Give high school from which you graduated and list in chronological order all schools and
colleges subsequently attended.

<table>
<thead>
<tr>
<th>Name of School or College and Location</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Year</th>
<th>Degree Obtained</th>
</tr>
</thead>
</table>

(Please list additional schools on a separate sheet of paper)
**Activity Record:** (Honors, awards, offices, scholarships)

---

**Employment/Volunteer Background:** State below in chronological order any work experience you have had, including part-time, volunteer, nurse’s aide, etc. Attach additional sheets if necessary.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Type of Work</th>
<th>Date Began</th>
<th>Date End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**References:** Please include the names of at least three persons who qualify to provide a reference. Please do not include a relative.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution and Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you ever been convicted of a crime other than a minor traffic violation? ________________

If yes please explain and give the details on a separate sheet of paper.

Please Note: According to our clinical agreements with hospitals and other clinical sites, a background check, fingerprinting, and drug screening testing will be required prior to your first clinical experience and then annually with the exception of fingerprinting. If you fail either your background check or drug screening, this will result in immediate dismissal from the nursing program.

Program completion does not guarantee licensure.

THE INFORMATION GIVEN ON THIS FORM IS ACCURATE AND COMPLETE. I HAVE READ AND UNDERSTAND THE ABOVE STATEMENTS.

__________________________________________________________  _________________
Signature of Applicant                                      Date

Failure to provide truthful information may result in dismissal from the program.
BSN Program Reference Form

This section to be completed by applicant:

Name ____________________________________________________________
Last ___________________ First ___________________ Middle ___________________ Maiden ___________________

Address ____________________________________________________________________________________________________________

Telephone (Home) ___________________ (Work) ___________________ (Mobile) ___________________

This section to be completed by reference:

The above named applicant is applying for admission to Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing Bachelor of Science in Nursing Program and has named you as a reference. Please answer and complete the form below.

Name ________________________________________________________________

Agency Affiliation __________________________________________ Title __________________

Address __________________________________________________________________ City __________ State ______ Zip _______

1. How many years have you known the applicant? __________________________
   In what relationship/capacity? __ Supervisor __ Educator __ Work Associate __ Other __________________

2. Rank the applicant in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Player</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do you know of any reason this individual would not be able to complete the course of study? _____________________________________________________________________________

4. Do you: ___ Highly Recommend ___ Recommend ___ Recommend with Reservations ___ Not Recommend this individual for this course of study? Comments: _____________________________________________________________________________

If you would like to discuss the applicant with us further please include your phone number and the best time and day to contact you. _____________________________________________________________________________

Reference Signature __________ Date __________

Please return to: Truett McConnell University
Martha Rielin and Elizabeth Salmen School of Nursing
100 Alumni Drive
Cleveland, Georgia 30528
Notice: All sections must be completed. Form must be signed by a licensed health care provider. Copies of medical records, lab reports and incomplete forms will NOT be accepted.

Last Name ____________________________ First Name ____________________________ MI _____ Date of Birth ____________

TMU ID# __________________ School Address __________________________________________

Permanent Address ________________________________________________________________

Email Address ____________________________________________ Phone # __________________________

Parent/Guardian/Spouse Name ____________________________ Phone # __________________________

Medical Insurance ________________________________________________________________ Policy # __________________________

Physical Assessment

Height ________ Weight ________ Vital Signs: BP ___________ P ________ R ________ T ________

Uses Eyeglasses _____ Yes _____ No _____ Uses Contact Lenses _____ Yes _____ No _____ Uses Hearing Aid _____ Yes _____ No

<table>
<thead>
<tr>
<th>Normal</th>
<th>Abnormal</th>
<th>Comments if Abnormal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical History</th>
<th>Yes</th>
<th>No</th>
<th>If Yes, Please Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Illnesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitalizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgeries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lung Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdominal Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Medical History

Tuberculin Status:

Tuberculin Skin Test (TST) #1

Date Administered ____________ Initials _______ Site _______

Date Results ____________ Initials _______ Results: _____ Negative _____ Positive

Tuberculin Skin Test (TST) #2

Date Administered ____________ Initials _______ Site _______

Date Results ____________ Initials _______ Results: _____ Negative _____ Positive
### Antibody Titers

*Must be completed and interpreted by the healthcare provider. If titers indicate not immune or equivocal—booster vaccination(s) is/are required.*

<table>
<thead>
<tr>
<th>Antibody Titer</th>
<th>Date</th>
<th>Immune</th>
<th>Not Immune</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measles (Rubeola) Titer</strong>&lt;br&gt;If not immune, Booster Vaccine (two doses administered at least 4 weeks apart)</td>
<td>Date #1 Booster&lt;br&gt;Date #2 Booster</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mumps Titer</strong>&lt;br&gt;If not immune, Booster Vaccine (two doses administered at least 4 weeks apart)</td>
<td>Date #1 Booster&lt;br&gt;Date #2 Booster</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rubella Titer</strong>&lt;br&gt;If not immune, Booster Vaccine (two doses administered at least 4 weeks apart)</td>
<td>Date #1 Booster&lt;br&gt;Date #2 Booster</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Varicella (Chicken Pox) Titer</strong>&lt;br&gt;If not immune, Booster Vaccine (two doses administered at least 4 weeks apart)</td>
<td>Date #1 Booster&lt;br&gt;Date #2 Booster</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Immunizations:

1. **Hepatitis B**<br>Date #1 ____________ Date #2 ____________ Date #3 ________________

   *Tetanus/Diphtheria/Pertussis Vaccine (TDaP or TD are accepted)*<br>Date ________________ (Must be within the last ten years)

### To Be Completed by Health Care Provider:

*In my opinion this applicant is in good physical and mental health and is no threat to the health of others.*

___ Yes  ___ No (If no, state reason)______________________________

______________________________________________________________

Healthcare Provider Name and Title (PRINT)  Healthcare Provider Signature

Healthcare Provider Address  City  State  Zip

Healthcare Provider Telephone Number
Release of Waiver

1. As an applicant to the Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing, I am required to furnish information for use in determining my qualifications. I hereby authorize any representative of the Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing bearing this release, or a copy of it to obtain any and all information in your files concerning me, including information which may be confidential, privileged, and/or derogatory in nature; included but not limited to: employment information, results of background investigation, educational records and transcripts, local criminal history, credit and financial information, and/or any information you may possess regarding me.

2. I authorize the release of any law enforcement agency information relating to a possible crime involving me.

3. I authorize the release of any medical information from previous or current employers as well as physician which might impair me from completing the nursing program.

4. I hereby direct you to release this information only to an authorized Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing faculty or staff member who bears this waiver. The waiver is implemented with my full knowledge and understanding that the information is for the official use by the Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing.

5. I hereby release Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing from all damage of any kind.

6. This waiver will expire two years from the date it is signed.

I hereby give consent for the Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing to conduct an investigation. I authorize and request every person, firm, company, corporation, school, employer, institution or other third party having opinions about me or knowledge of control of any information, documents, records or other data related to me to reveal and release to the Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing.

I hereby release Truett McConnell University Martha Rielin and Elizabeth Salmen School of Nursing and its representatives from any and all liability of every nature and kind arising out of the furnishing, inspection and use of such opinions, knowledge, documents, records or other data.

I certify that I have read this authorization form and understand its meaning and purpose.

Signature: ___________________________________ Printed Name: ___________________________________
Witness: _____________________________________ Date: _____________________________

State of ___________________ County of _______________ on this ______ day of _________________,
in the year of 20____, before me personally appeared ______________________________________

( ) personally known to me or ( ) proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to in the waiver and acknowledged to me that he/she executed and signed the document. Witness my hand and official seal.

_________________________ Seal
Notary Signature
_________________________ Commission Expiration Date
Appendix B

Clinical Forms
Student Clinical Performance Evaluation

Student Name ________________________________  Semester __________________

Clinical Site ________________________________  Course Number _____________

Mid Semester Evaluation Date _________________  Final Evaluation Date ________

Faculty Evaluation ___________________________  Self Evaluation _____________

Key

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

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

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

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

Criteria for Passing Clinical

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

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

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

<table>
<thead>
<tr>
<th>Concept and Critical Competency</th>
<th>Mid Semester</th>
<th>Final</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking – Level I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply critical thinking concepts and skills in the provision of quality nursing care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates clinical reasoning in the delivery and management of patient-centered care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking – Level II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism – Level I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promote the image of nursing by modeling the core values of practice excellence, communicating the knowledge, skills, and attitudes of the nursing profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ethical/Legal - Incorporate ethical principles and codes to protect the rights of patients and to effect quality patient care outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leadership - Discuss the leadership role of the professional nurse within the healthcare environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism – Level II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ethical/Legal - Analyze ethical and legal issues related to the health care for vulnerable patient populations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leadership –Collaborates with multiple disciplines in coordinating patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication – Level I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply basic principles of effective communication techniques to produce positive professional working relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Initiates effective written and verbal communication with patient and health care team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication – Level II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Incorporate effective communication and collaborative strategies when working with interprofessional teams to deliver, compassionate patient-centered care</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Concept and Critical Competency

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

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

### Compassionate Patient-Centered Care – Level II
- Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model

---

#### Identify Your Strengths, Areas of Improvement, and Goals

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Areas of Improvement:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goals:</th>
</tr>
</thead>
</table>
# Mid Semester Evaluation

Instructor Comments:

Student Comments:

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

# Final

Instructor Comments:

Student Comments:

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Performance Improvement Plan and Outcome

Course __________________________

Areas of Concern __________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Performance Improvement Plan

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recommendations and Timeframe - May include suggested resources and activities:

________________________________________________________________________

________________________________________________________________________

Outcome (met/not met)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Instructor’s Signature ___________________________ Date _______________

Student’s Signature ___________________________ Date _______________

Date of Follow-up Conference __________________________

________________________________________________________________________

Outcome

Follow up conference. Please check one of the following:

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

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

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Instructor’s Signature ___________________________ Date _______________

Student’s Signature ___________________________ Date _______________

_____ Copy to Student

_____ Copy to Student File
Incident and/or Accidental Exposure Report

Name of Student/Faculty __________________________________________________________

Date of Incident/Exposure ________________ Time of Incident/Exposure ________________

Date Reporting Incident/Exposure ____________________________ Time ________________

Place of Incident/Exposure _______________________________________________________
____________________________________________________________________________

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

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

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

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

Follow up Required ____________________________________________________________

Signature of Person Reporting Incident/Exposure ______________________________________

Signature of Person Completing Report ______________________________________________

Date Completed _________________________________________________________________
Statement of Informed Consent

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

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

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

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

____________________________________________
Signature

____________________________
Date

Validation of Standards for Admission to the Nursing Program

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

____________________________________________
Signature

____________________________
Date
Appendix C

Other Forms
Complaint Form

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

1. **State you name and address:**
   
   Name: ____________________________________________________________
   
   Address: __________________________________________________________
   
   Telephone Number: Home ____________ Work ____________ Cell __________

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

3. **Please list any witnesses to the incident of your complaint that we may contact for additional information to support or clarify your complaint.**
   
   Name: __________________________________________________________
   
   Address: __________________________________________________________
   
   Telephone Number: Home ____________ Telephone Number: Home __________
   
   Work ____________ Work ____________
   
   Cell ____________ Cell ____________

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

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

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

__________________________________________________________
Signature of Person Filling this Complaint

__________________________________________________________
Date
Class Performance Improvement Plan and Outcome

Course ____________________________

Areas of Concern Related to:

Grades ________________________________________________________________

Absences __________________________________________________________________

Performance Improvement Plan

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

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

Outcome (met/not met)
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Instructor’s Signature ____________________________ Date ______________

Student’s Signature ____________________________ Date ______________

Date of Follow-up Conference ____________________________

Outlook

Follow up conference. Please check one of the following:

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

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

Comments:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Instructor’s Signature ____________________________ Date ______________

Student’s Signature ____________________________ Date ______________

 ____ Copy to Student  ____ Copy to Student File
Clinical Performance Improvement Plan and Outcome

Course __________________________

Areas of Concern ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

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

Outcome (met/not met)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructor’s Signature ______________________ Date ______________

Student’s Signature ______________________ Date ______________

Date of Follow-up Conference ______________________

Outcome

Follow up conference. Please check one of the following:
_____ Has overcome concerns and now meets the objectives of the course
_____ Has not overcome the concerns and does not meet the objectives of the course

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructor’s Signature ______________________ Date ______________

Student’s Signature ______________________ Date ______________

_____ Copy to Student               _____ Copy to Student File
References and Resources


Commission of Collegiate Nursing Education, (2009). *Standards for accreditation of baccalaureate and graduate degree nursing programs*.

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

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


Truett McConnell University, *Student handbook*, (2016), and *Catalog*. (2016).

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