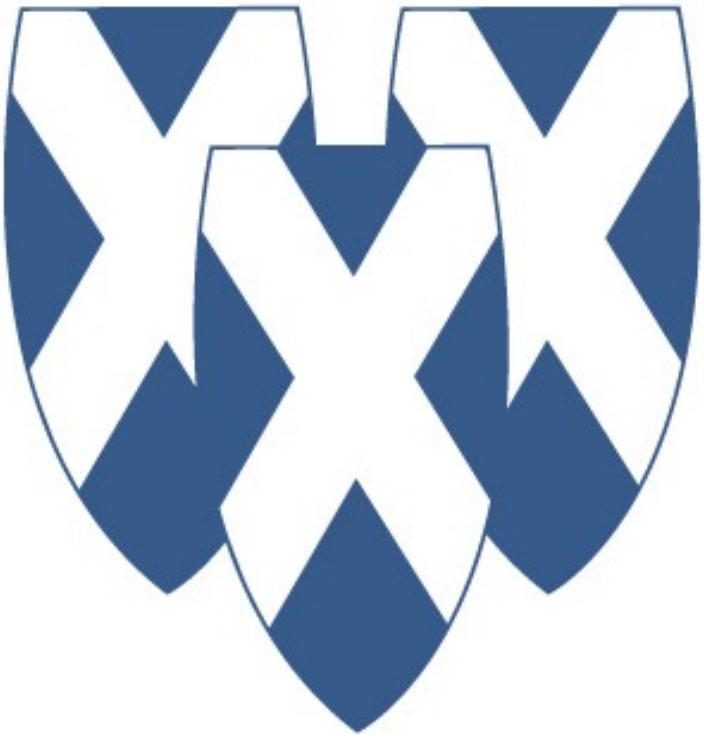
St. Andrews University

A Branch of Webber International University



Bachelor of Science in Nursing
Prelicensure Student Handbook

St Andrews University (A branch of Webber International University)
1700 Dogwood Mile Laurinburg, NC 28352

Last updated 6/3/2021

Accreditation

St Andrews University (A branch of Webber International University**) is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).**

The Nursing Student handbook is continually being reviewed and revised by nursing faculty as part of the curriculum development process. This ensures compliance with SAU and other regulatory bodies, policies, and procedures.

Last updated 6/3/2021

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Introduction

The Nursing Program follows the policies of St Andrews University as published in the Undergraduate Catalog (https://www.sa.edu/academics/academic-catalog).

This handbook contains the policies and procedures that are specific to the Bachelor of Science in Nursing (BSN) Program at St Andrews University. The student is responsible for reading, reviewing and adhering to the policies in this handbook.

St Andrews University Nursing Program reserves the right to make changes in curricula, degree requirements, course offerings, and all regulations when, in the judgment of the faculty, the Chair, the Vice President of Academic Affairs, the President, or the Board of Trustees, such changes are in the best interest of the students and the University. The Baccalaureate Nursing Program Faculty reserves the right to review and make recommendations to revise this handbook annually. All changes will be updated electronically, and students will be notified of changes via their St Andrews University student email account.

Please note: Registration at the university assumes the student's acceptance of all St Andrews University published regulations, including those which appear in this as well as all other publications.

W e l c o m e

The faculty and staff welcome you to the St Andrews University Bachelor of Science in Nursing (BSN) Program. We are excited that you have given SAU the opportunity to provide you with an educational foundation in nursing while also exposing you to St Andrews General Education Courses (SAGE). SAGE courses are aimed at providing each of SAU's students with the same Liberal Arts' educational foundation, regardless of their chosen discipline or field of study.

We believe you have started a journey that will prepare you for various roles within the profession of nursing. Nursing is a continually evolving profession and we are dedicated to preparing you to be a part of the transformation. Our Program Vision is: "***Educate***, ***Motivate***, and ***Innovate***". SAU's BSN program is passionate about providing a foundational nursing education that will motivate its graduates to develop innovative evidenced-based healthcare strategies that will transform the delivery of healthcare services to clients in diverse community and clinical settings.

This handbook is intended to provide you with an orientation to recent policies, procedures, guidelines, and resources relevant to the St Andrews University Nursing Program. This handbook is vital to your success in the program and should be read in its entirety. You will be notified of any updates or modifications to this handbook through your student email, campus portal, or program faculty.

The Nursing Faculty and Staff at St Andrews have many combined years of experience in nursing education and we have created this handbook to provide you with the tools you will need to successfully navigate through various academic and regulatory requirement. Our goal is to prepare you for your entry into your chosen nursing pathway.

Policies pertaining to, guidelines on attendance, dress, behavior, testing, grading, and other related items are included, and you are expected to be familiar with these guidelines. Do not hesitate to call the program faculty and staff if you do not find the information you need.

You will be required to read this handbook and sign a statement verifying that you have read and understand its contents before beginning the program. Your signature will indicate that you have read, understood, and agree to abide by the guidelines presented in this student handbook. A copy of the signature page will be placed in your permanent student folder. As changes are made, you will be asked to re-sign to acknowledge your understanding of the changes.

The faculty and I are here to assist you to succeed with your academic and professional goals. We know that this academic pathway will be challenging, but we also want you to have fun on your journey to success.

Sincerely,
Dorothy M. Miller, PhD., MSN, RN
Chair of Health Sciences & Chief Nursing Administrator

SECTION I
PROGRAM FOUNDATIONS

The Purpose of the SAU BSN Prelicensure Program

Consistent with SAU's mission statement, the BSN program supports the university's liberal arts foundation and dedication to offering students programs of study that create a life transforming educational opportunity which is practical in its application, global in its scope, and multi-disciplinary in its general education core. The purpose of the SAU Baccalaureate Nursing Program is to prepare baccalaureate degree Registered nurses to address the national nursing shortage, serve the healthcare needs of the Southern North Carolina region, decrease healthcare disparity among vulnerable populations, and to provide ethical and culturally relevant care to diverse individuals.

Program Mission Statement

The mission of the St Andrews University BSN Program is to educate nursing students to be professional, competent, and caring nurses who can think critically, communicate with compassion, and contribute to positive health outcomes for the people they serve. This will be accomplished by providing a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

Nursing Core Values:

Caring- The moral ideal of nursing whereby the end is protection, enhancement, and preservation of human dignity. Human caring involves values, a will and a commitment to care, knowledge, caring actions, and consequences.

Diversity- recognizing, appreciating, and providing culturally appropriate and congruent care to clients.

Ethics- what is expected in terms of right and correct and wrong or incorrect in terms of behavior. Guiding ethical principles are justice, beneficence, nonmaleficence, accountability, fidelity, autonomy, and veracity.

Excellence- Quality that surpasses ordinary or regular performance; strive to achieve excellent performance in scholarship and performance in all areas with diligence and perseverance.

Holism- treating of the whole person, taking into account mental and social factors, rather than just the symptoms of a disease.

Inter-collaboration- coordination and communication between all providers involved in a patient's care.

Integrity-the quality of being honest and having strong moral principles; moral uprightness.

Vision

Our Program Vision is: "***Educate***, ***Motivate***, and ***Innovate****"*. SAU's BSN program is passionate about providing a foundational nursing education that will motivate its graduates to develop innovative evidenced-based healthcare strategies that will transform the delivery of healthcare services to clients in diverse community and clinical settings.

Philosophy

The BSN Nursing Program Philosophy is centered in a commitment to health promotion and respect for persons as individuals. We recognize that a holistic perspective in nursing encompasses the mind, body, spirit, social/cultural, emotions, relationships, and environment. The program

promotes inter-collaboration among administration, faculty, students, nurses, and community partners. SAU's BSN program is dedicated to preparing students who will become professional, skilled, caring nurses who develop innovative evidenced-based healthcare strategies that will transform the delivery of healthcare services to clients in diverse community and clinical setting.

Conceptual Framework

The threads woven through the curriculum are Nola J Pender's Health Promotion Model (HPM) Health promotion is "behavior motivated by the desire to increase well-being and actualize human health potential" (Pender, 2011, p.5). HPM focuses on promoting health throughout all life stages and includes primary, secondary, and tertiary prevention. Primary prevention focus is on providing health education and protection from illness and injury. Secondary prevention focuses on limiting illness and tertiary prevention focuses on the restoration of health or rehabilitation. The tertiary phase may also mean providing support for end-of-life care.

The metaparadigm concepts of nursing are closely linked with the HPM. These concepts are health, person, environment, and learning. Educating students to become critical thinking nurse professionals requires a curriculum that is built on a liberal arts background and that incorporates professional values and core competencies.

Foundation: Sciences & Liberal Arts

Threaded theory: Health Promotion Model and Nursing Metaparadigm

Health- a dynamic process, a synthesis of wellness and illness and is defined by the perception of the client across the life span.

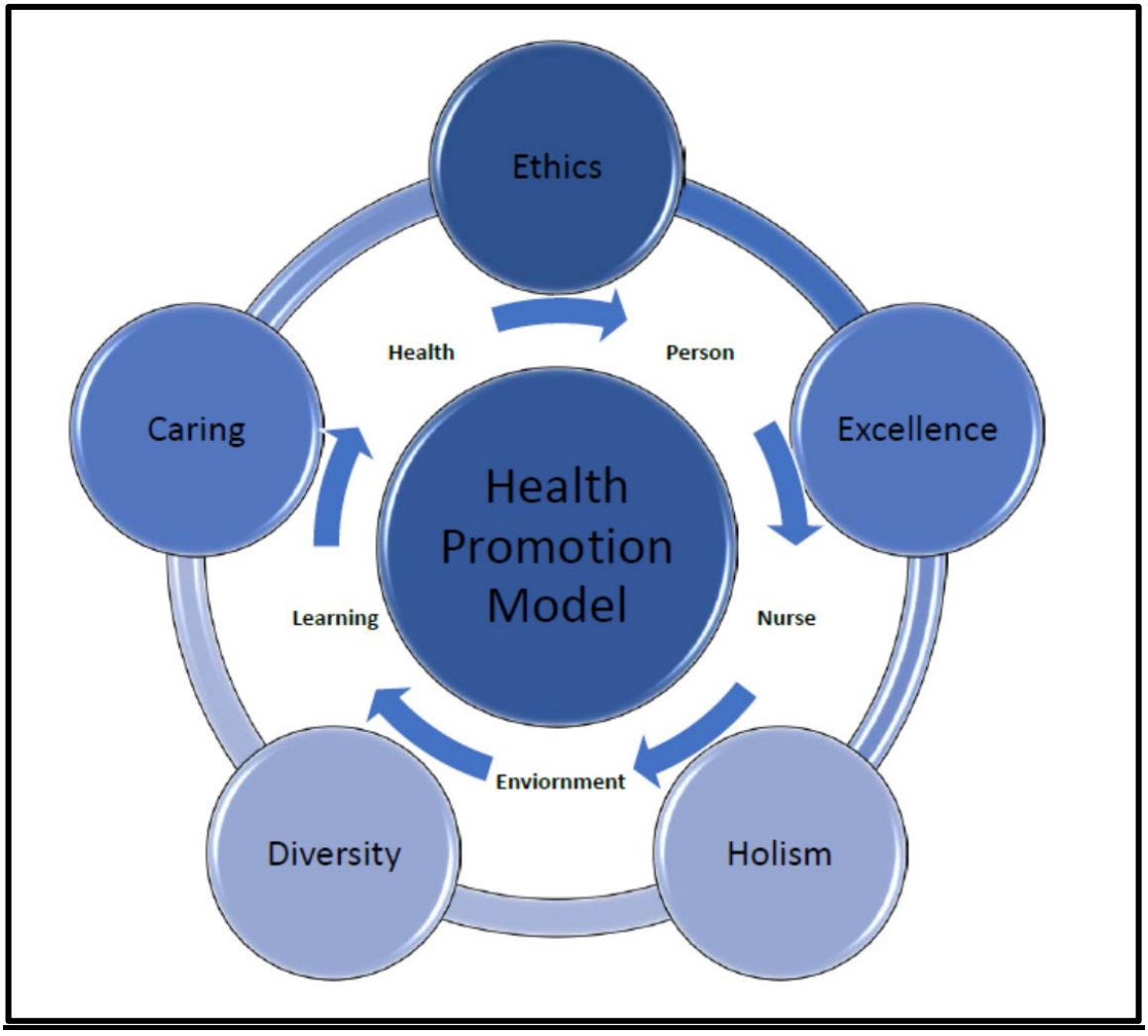
Person- unique, individual in an open system, continually changing in mutual process with the changing environment

Environment- the landscape and geography of human social experience, the setting or context of experience as everyday life and includes variations in space, time and quality.

Learning -a dynamic, self-initiated, lifelong process, that when successful manifests in the ability to change thinking, valuing and behaving

Nurse- change agent functioning to shape the profession and empower clients through caring partnerships and other transactions

SAU Nursing Program Conceptual Framework



BSN Program Objectives

There are six Programmatic Objectives and their applicable *Essentials which* enable students to provide evidence-based collaborative care to diverse patient populations in varied settings. At the conclusion of the program BSN graduates will be able to:

1. Enact leadership, clinical decision-making, and effective communications skills to provide and evaluate safe high-quality nursing services **(Care Coordination).**
2. Creatively engage in rational inquiry utilizing evidence-based nursing knowledge in both well-defined, relatively common clinical situations, and in complex clinical situations (**Research and Translation).**
3. Employ information management and patient care technology knowledge and skills to enhance the delivery of quality patient care **(Information Management)**.
4. Maintain an understanding of system and organizational level policy in order to provide appropriate direct and indirect nursing care for ethnically, culturally, and/or spiritually diverse patients and their families within varied healthcare systems and settings **(Advocacy and Policy).**
5. Participate in and lead interprofessional healthcare efforts to design and manage the care of individuals and their families (**Care Coordination, Research and Translation)**.
6. Practice nursing within ethical, legal, and humanistic frameworks, promoting nursing's values of altruism, autonomy, human dignity, integrity, and social justice to provide quality, cost-effective care founded on health promotion and disease prevention principles to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments **(Care Coordination, Advocacy and Policy).**

Applicable Essentials

1. CARE COORDINATION
Utilizes effective leadership, communication and collaboration for shared decision making with the patient and multidisciplinary healthcare providers in the deliberate organization, design and management of safe, high quality and high value care for culturally and spiritually diverse patients across the continuum of healthcare environments.
• *Essential I:* Liberal Education for Baccalaureate Generalist Nursing Practice.
• *Essential II:* Basic Organizational and System Leadership for Quality Care and Patient Safety.
• *Essential VI:* Interprofessional Communication and Collaboration for Improving Patient

Health Outcomes.
• *Essential IX*: Baccalaureate Generalist Nursing Practice.
2. RESEARCH AND TRANSLATION
Engages in scientific inquiry with a spirit of creativity, utilizes evidence-based nursing knowledge, and translates data and information into nursing practice to address common clinical scenarios.
• *Essential III*: Scholarship for Evidence Based Practice.
• *Essential VI*: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.
3. INFORMATION MANAGEMENT
Utilizes patient care technology and information systems to communicate, collaborate and support clinical decision-making in the delivery of quality patient care in a variety of healthcare settings.
▪ *Essential IV*: Information Management and Application of Patient Care Technology.
▪ *Essential VI*: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.
4. ADVOCACY AND POLICY
Integrates professional nursing values, ethical, legal, and theoretical practice frameworks fundamental to the discipline of nursing to influence health promotion, disease prevention, healthcare policy, and regulation across the lifespan and practice environments.
▪ *Essential V*: Health Care Policy, Finance, and Regulatory Environments.
▪ *Essential VII:* Clinical Prevention and Population Health
▪ *Essential VIII*: Professionalism and Professional Values

BSN Programmatic Student Learning Outcomes

Upon completion of the St Andrews University Baccalaureate Nursing Program, graduates will have the knowledge and skills to:

1) Synthesize the knowledge from liberal arts, sciences, and nursing to provide competent **patient-centered care** consistent with the patient's preferences, beliefs, values, and needs within a variety of health care settings.
2) Collaborate effectively with members of the **interdisciplinary team** to cultivate caring and holism in the planning, delivery, and evaluation of health services.
3) Provide **evidence-based** nursing care across the lifespan for individuals, families, and communities based on empirical research, clinical proficiency, and patient preferences.
4) Adhere to and apply the principles of **quality improvement** within clinical practice to identify and evaluate the safety and effectiveness of healthcare policies and procedures.
5) Utilize nursing **informatics** and patient care technology for communication and promotion of safe, efficient, and effective patient care while upholding ethical and legal standards of nursing practice.
6) Demonstrate compassionate and culturally competent nursing care that recognizes and embraces diversity and holism to promote positive health outcomes within a **global healthcare** community.

Foundations of the St Andrews University BSN Program

There are several components essential of all BSN programs to prepare profession nurses. The curriculum of SAU's BSN Program incorporates knowledge and skills of the standards of the American Nurses Association Scope and Standards of Practice1 and the Nurse of the Future ©2. The curriculum also reflects professional nursing standards and guidelines of the Quality and Safety Education for Nurses (QSEN) and of the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education in Professional Nursing.

The American Nurses Association (ANA) Nursing Scope and Standards of Practice:

Scope of practice describes the services that a qualified health professional is deemed competent to perform and permitted to undertake – in keeping with the terms of their professional license.
The ANA Nursing Scope and Standards of Practice describes the "**who," "what," "where," "when," "why," and "how**" of nursing practice:

Who: Registered Nurses (RN) and Advanced Practice Registered Nurses (APRN) comprise the "who" constituency and have been educated, titled, and maintain active licensure to practice nursing.
What: Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; facilitation of healing; alleviation of suffering through the

diagnosis and treatment of human response; and advocacy in the care of individuals, families, groups, communities, and populations.
Where: Wherever there is a patient in need of care.
When: Whenever there is a need for nursing knowledge, compassion, and expertise.
Why: The profession exists to achieve the most positive patient outcomes in keeping with nursing's social contract and obligation to society.

The Nurse of the Future © Nursing Core Competencies

- Patient-Centered Care
- Professionalism
- Leadership
- Systems-Based Practice
- Informatics and Technology
- Communication
- Teamwork and Collaboration
- Safety
- Quality Improvement
- Evidence-Based Practice

1 https://www.nursingworld.org/practice-policy/scope-of-practice/

2 https://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf

Quality and Safety Education for Nurses (QSEN)

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Using the Institute of Medicine[1] competencies, QSEN faculty and a National Advisory Board have defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency. The six competencies are listed below. Definitions of each competency may be found on the QSEN web page at http://qsen.org/competencies/pre-licensure-ksas/ and are a resource to serve as guides to curricular development for formal academic programs, transition to practice and continuing education programs.

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence Based Practice
- Quality Improvement
- Safety
- Informatics

[1] Institute of Medicine. Health professions education: A bridge to quality. *Washington DC: National Academies Press*; 2003.

[2] Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3)122-131.

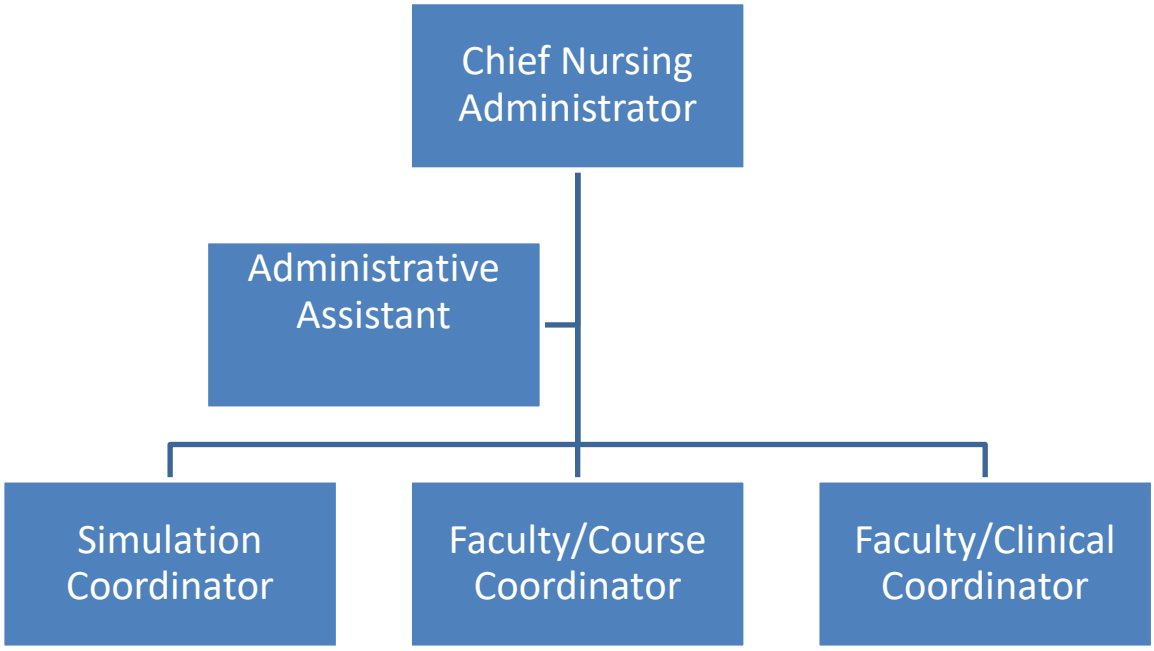
Essentials of Baccalaureate Education

The nine Essentials of Baccalaureate Education are:

- **Essential I:** Liberal Education for Baccalaureate Generalist Nursing Practice
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II**: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III:** Scholarship for Evidence Based Practice
  - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV**: Information Management and Application of Patient Care Technology
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V**: Health Care Policy, Finance, and Regulatory Environments
  - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI:** Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- **Essential VII**: Clinical Prevention and Population Health
  - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII:** Professionalism and Professional Values
  - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- **Essential IX**: Baccalaureate Generalist Nursing Practice
  - The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

[1]http://www.aacnnursing.org/Education-Resources/AACN-Essentials

BSN Program Organization Chart



SECTION II
PROGRAM OVERVIEW

Nursing Program Admissions Criteria and Procedures

The minimum admission requirements include:

1. Successful completion of required general education course and prerequisite courses with a grade of "C" or higher (no C-) and a minimum GPA of 2.75.
2. Successful completion of the science courses A&P I, A&P II, Chemistry, and Microbiology with a "B" or higher within the past 5 years(*transfer students see page 20).
3. Courses considered for admission to the Nursing Program must appear on the student's St Andrews University transcript.
4. Students may be considered for conditional acceptance to the Nursing Program with General Education core semester hours still outstanding. No more than 3 General Education core classes outstanding is recommended. All remaining General Education core requirements must be completed by the end of the summer semester prior to entering the senior year of nursing courses (**Per approval of Program Chair**).
5. Cumulative GPA of 2.75 or higher on a 4.0 scale.
6. Successful completion of the required nursing entrance exam HESI A2.

The minimum HESI A2 score is listed below.

SUBJECT AREA	MINIMUM SCORE
Reading Comprehension	**750 (75)**
Grammar	
Vocabulary	
Mathematics	
Critical Thinking	
Science (Anatomy & Physiology, Chemistry, Microbiology)	

7. Signed validation of the Student Handbook which contains program essential information pertaining to admission, progression, and graduation.
8. Submission of a completed nursing program application to the Nursing Department by the advertised deadline with all required supporting documents.
9. Interview with the Nursing Program Admissions Committee (Candidates must demonstrate oral and written skills through both an interview and written essay).
10. Applicants to the Pre-Licensure BSN Program must also meet St Andrews University admission policies (**see University Student handbook**). Transfer students may be accepted but should read the section below titled "Transfer Students".

Following acceptance into the Nursing Program, all students must provide documentation of the following requirements:

1. Physical examination.
2. Completion of all immunization and communicable disease screenings, including:
   a. Tuberculosis PPD (yearly)
   b. Tetanus vaccination or booster within the last 5 years

c. MMR vaccine (Measles/Mumps/Rubella) immunization or an MMR titer
d. Varicella titer or record of immunization
e. Hepatitis B vaccination

3. American Heart Association Certification in CPR (current)
4. Certification in AIDS/HIV precautions (4 hours)
5. Background check (fingerprinting) (Clean background check for past 7 years or 10 if clinical agency requires).
6. Negative Drug Screening (10 panel)
7. Nursing Program students are required to complete all NUR courses with a grade of B- (80) to progress in the program.
8. Influenza shot must be taken annually or documentation from physician stating allergy to vaccine.

Nursing students may be required to return to campus prior to the start of fall classes to complete orientations and certifications. Nursing students are responsible for all expenses related to obtaining physical exams and immunizations. They are also responsible may also be responsible for additional expenses including but not limited to clothing, transportation to clinical sites, or memberships.

Admission requirements will be updated annually or as needed. Please note that the curriculum is an ever-evolving process and prerequisites, and courses may change as a result of the curriculum review process. Any changes to admission policies will be published in the university catalog and available electronically.

Transfer Students:

Transfer students who wish to apply to the Nursing Program are encouraged to apply to the University early so official transcripts may be evaluated for transfer credit. Acceptance or non-acceptance of transfer courses to St Andrews University will be at the discretion of the St Andrews University Registrar and/or the appropriate Department Head(s) (see University Student Handbook.

Transferring Nursing Students:

St Andrews University (SAU) general student classification admission policies for transfer students apply to transferring nursing students. Students wishing to transfer nursing credits must meet SAU general admissions requirements. Nursing Program admission requirements must also be met except for the nursing pre-admission test (HESI A2). A transfer student who has taken one or more of the required nursing related science courses with at least a B grade, may not have to repeat the course if he or she can successfully pass the HESI-A2 exam within two attempts. Students who have taken the HESI-A2 exam within 12 months of applying to the nursing program will not have to retake the HESI-A2 exam.

A letter of recommendation including evidence of clinical and lab competency must be submitted from a faculty member from the previous nursing program. Transfer credits will not be granted for any nursing courses earned in a practical nursing program. However, academic courses, if earned through a college or university, will be evaluated for transfer. Nursing courses from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National

League for Nursing Accrediting Commission (NLNAC) accredited, or state approved professional baccalaureate program of nursing will be evaluated for transfer on an individual basis. Admission is dependent upon available resources and clinical placement availability if all requirements are met.

In order to apply to the nursing program students must first meet basic SAU admission requirements (**see University Student Handbook**).

Advisement Policy

The responsibility for completion of requirements for the degree lies with the student. Students and their major advisor are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. All nursing students must be advised prior to registration.

Procedure for Advisement:

Each student should plan to meet with their advisor at least once each semester to discuss and update their file or before dropping or adding a course. Faculty member's office hours are posted outside their respective doors and during advisement week additional hours may be offered to accommodate students for advisement. If the hours posted are not convenient, it is the student's responsibility to contact his/her advisor (email, telephone) and arrange an acceptable time.

Students must meet with their assigned Nursing Student advisor during pre-registration/advisement time. During this meeting the advisor and the student will select the appropriate courses and prepare the student's schedule for the subsequent semester. It is important for students to have a tentative scheduled planned prior to meeting with the advisor. Students will not be able to register until they have met with their assigned advisor. Once the advisement session and appropriate forms are completed, the advisement hold will be removed, and the student can register for the selected courses.

In anticipation of graduation, the student must meet with the advisor the semester prior to graduation. A degree audit will be performed to ensure that all courses requirements have been met are in process of being completed. These courses must appear on the official transcript to receive credit.

BSN Curriculum- Admission to the nursing program required. General education and Pre-core classes not reflected on this plan of study.

Plan of Study-Core Classes

Sophomore Year **Junior Year**

Fall			**Spring**		
NUR203	Care Management I: Fundamentals of Nursing	7	NUR312	Pathophysiology for BSN	4
NUR205	Physical Assessment in Healthcare	3	NUR316	Nursing Research for Evidence Based Practice	3
NUR214	Nursing Pharmacotherapeutics	4	NUR321	Care Management II: Adult Health I	7
	Total Semester Hours	15		Total Semester Hours	14

Junior Year **Senior Year**

Fall			**Spring**		
NUR304	Health Promotion Disease Prevention: A Community Perspective	5	NUR355	Mental Health Concepts in Nursing	5
NUR341	Care Management III: Maternal/Child Nursing	7	NUR376	Care of the Elderly	3
NUR380	Information Technology for Nursing	3	NUR382	Ethics and Legal Issues in Healthcare	3
			SAGE450	Global Issues and Ethical Responses	3
	Total Semester Hours	15		Total Semester Hours	14

Senior Year

Fall					
NUR476	Care Management IV: Health II	7		General Education	63
NUR482	Nursing Capstone Senior Seminar	4		Core Classes	58
NUR488	Nursing Leadership in Systems of Healthcare	3			
	Total Semester Hours	14		**Total Semester Hours**	**121**

In addition to the above courses, nursing students may take a 1 to 3 credit hour electives to meet additional scholarship or other financial aid requirements in semesters where there are less than 15 total semester hours offered in the program of study (per approval of student advisor or Nursing Chair).

Upon completion of all courses required (**120 semester hours**) students will graduate with the Bachelor of Science in Nursing (BSN) degree and are eligible to take the NCLEX-RN licensure exam. Graduation from the BSN program is distinctly different from passing the NCLEX-RN exam.

Calculation of Program Completion Rates

Completion Rate for full-time, first time undergraduates measure the percentage of full-time, first-time students that complete the program within 150% of the normal completion time. This rate is calculated by dividing the number of full-time, first-time students completing the program within 150% of the normal completion time by the number of full-time, first time students enrolled in that Class.

BSN Course Descriptions

PNUR101- Exploring Professional Nursing, I (Pre-nursing course-**1.0 credit**)
This course introduces the development of a professional nurse. Subject matter will include nursing history, nursing theories, models of practice, various venues of practice, and roles of a professional nurse. Effective communication as a professional nurse will be addressed.
Prerequisite: none

PNUR111- Exploring Professional Nursing, II (Pre-nursing course-**1.0 credit**)
Core concepts related to nursing roles, including student nursing, nursing specialties, and advanced practice nursing. Information on collaborative skills, professional practice standards, governing bodies, professional organizations, and essential competencies associated with professional nursing will be presented.
PrerequisitePNUR101

NUR203- Care Management I: Fundamentals of Nursing (7.0 credits.)
Nursing care management of adults that promotes, protects, restores, and maintains health and wellness. Proficiency in fundamental care management skills and technologies is acquired in the classroom and while working with interprofessional teams in the clinical setting. Clinical learning experiences can take place in a variety of acute, long term, and community-based settings. Prerequisite:
admission to the BSN program
Prerequisites: NUR major only.
Co- requisites: NUR205 &, NUR214 or permission of Nursing Program Chair

NUR205 Physical Assessment in Healthcare (3.0 credits.)
Knowledge and skills necessary to systematically and accurately assess the health status of clients. Topics include completion of a health database, communication skills, physical assessment, and identification of health conditions. Assessment and care of children, adolescents, and adult men and women are explored, including effects of cultural and sociological influences. Class (3 CH) Lab (1.0 CH)
Prerequisite: NUR major only
Co-requisite: NUR203 & NUR214 or permission of Nursing Program Chair

NUR214 Nursing Pharmacotherapeutics (4.0 credits)
Essential concepts and principles of pharmacology as applied to baccalaureate level nursing practice. Imparts knowledge and skills required for safe, effective administration of therapeutic drugs (including herbal and complementary medications). The course covers critical skills related to dosage calculation and medication administration that must be performed without error to achieve a passing grade for the course. Class (3 CH) Lab (1.0 CH)
Prerequisite: NUR major only
Co-requisites: NUR203 & NUR205 or permission of Nursing Program Chair

NUR304 Health Promotion Disease Prevention: A Community Perspective (5.0 credits)
Utilization of evidence-based recommendations from WHO, CDC, NIH, and other resources to examine population-focused nursing, prioritizing primary prevention. Topics will include epidemiology, population genomics, social determinants of health, levels of prevention, vulnerable populations, emergency preparedness and disaster, triage, technology in population focused health care, ecological models, environmental issues, and health beliefs and practices of diverse groups. Roles for nurses in community/public health will be explored, including interventions for public health/community health nursing (surveillance, disease, and health event investigation, screening, social marketing, and others). Class (3 CH) clinical (2 CH)
Prerequisite: NUR major only.
Co-requisites: NUR380, NUR341 or permission of Dept Chair

NUR312 Pathophysiology for BSN (4.0 credits)
Pathophysiology related to human illness within a system framework. Emphasis is placed on biological theories and principles that provide a basis for understanding pathophysiology as an alteration in the normal physiology functioning of subsystems from conception to end of life. Use of critical thinking skills to analyze diverse client presentations of pathophysiologic alterations in biological and psychological subsystems and their effects as they relate to diagnostic procedures and nursing care. Class (4 CH)
Prerequisites: NUR major only; All Pre-core and lower level classes
Co-requisites: NUR321, NUR316 or permission of Nursing Program Chair

NUR316 Nursing Research for Evidenced Based Practice (3.0 credits)
Examination of the history of nursing research, research methods and processes, and the relationship between theory development and research. Topics include analysis of research applications and preparation of research reports. Class (3 CH)
Prerequisite: NUR major only. All Pre-core and lower level classes.
Co-requisites: : NUR312, NUR321, or permission of Nursing Program Chair

NUR321 Care Management II: Adult Health I (7.0 credits)
Nursing care management of patients with multiple, complex problems associated with selected high risk, high cost, and emergent conditions. Proficiency is acquired in the classroom and while working with interprofessional teams in various settings that may include intensive care, emergency, and/or trauma settings. Class (3 CH) Lab(1 CH) clinical (3 CH)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR 312, 316, or permission of Nursing Program Chair

NUR341 Care Management III: Maternal/Child Nursing (7.0 credits)
Nursing care management of children and families including healthy mothers and newborns, with an emphasis on health promotion, protection, and restoration. Proficiency is acquired in the classroom and while working with interprofessional teams in a variety of settings. Class (3 CH) Lab(1 CH) clinical (3 CH)
Prerequisite: NUR major only, All Pre-core and lower level classes.
Co-requisites: NUR304, NUR341 or permission of Dept Chair

NUR355 Mental Health Concepts in Nursing (5.0 credits)
This course evaluates the biological-behavioral concepts, therapeutic communication, and standards of practice for the care of psychiatric mental health nursing situations. Critical thinking and evidenced-based practice guides nursing responses toward effective stabilization and long-term maintenance. Class (3 CH) clinical (2 CH)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR382, NUR376 or permission of Dept Chair

NUR376 Care of the Elderly (3.0 credits)
Nursing care management of diverse adult and elderly acute care populations experiencing physiologic and psychological illnesses. Proficiency is acquired in the classroom and in clinical experiences across conditions that have a significant effect on quality of life, are highly preventable, and/or economically inefficient. Emphasis is placed on interprofessional collaboration and advocacy to achieve optimal outcomes. Class (3 CH)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR382, NUR355 or permission of Dept Chair

NUR380 Information Technology for Nursing (3.0 credits)
Information management and patient care technology skills, including analysis of various applications of information systems within the context of the healthcare system. Elements covered include theoretical models; data acquisition and data representation; nursing vocabularies and nursing knowledge representation; managing organizational change; ethical and social issues in healthcare and consumer information technology. Class (3 CH)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR304, NUR341 or permission of Dept Chair

NUR382 Ethical and Legal Issues in Healthcare (3.0 credits)
The course introduces contemporary bioethical and legal issues confronting healthcare providers in a variety of settings. Topics focus on identification of legal and ethical principles underlying the decision-making process in nursing and healthcare. Class (3 CH)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR355, NUR376 or permission of Dept Chair

NUR476 Care Management IV: Adult health II (7.0 credits)
Nursing care management of patients with chronic and complex physiological and/or psychological health issues, prioritizing access to care and available resources. Proficiency is acquired in the classroom and while working in various settings that may include acute care, long-term care, home health, hospice, and substance abuse/mental health settings, with emphasis on development of the nurse as a leader of the interprofessional care management team. Class (3 CH) Lab(1 CH) clinical (3 CH).
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR482 & NUR488 or permission of Dept Chair

NUR482 Nursing Capstone Senior Seminar (4.0 credits)
This nursing capstone consists of seminars to provide an opportunity for transition to the professional nursing role **and a 120-hour focused client care experience**. Standardized testing is incorporated to provide feedback to facilitate analysis, synthesis, refinement, and integration of nursing knowledge. The focused client care experience is provided through a cooperatively designed learning experience under the supervision of a licensed preceptor. (Class 1 CH, clinical 3 CH)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR488 & NUR476 or permission of Dept Chair

NUR488 Nursing Leadership in Systems of Healthcare (3.0 credits)
Focuses on concepts, principles, and theories of leadership, management, role development and administration in a variety of culturally diverse health care delivery systems at local, regional, national and global levels. Skills required by the professional nurse leader, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, case management, collaboration, budgeting, cost effectiveness and resource allocation, risk management, quality and performance indicators, teaching and professional development are emphasized and applied in relevant settings. Class (3 CH.)
Prerequisites: NUR major only. All Pre-core and lower level classes.
Co-requisites: NUR482 & NUR476 or permission of Dept Chair

Student Organizations & Committees

Clubs and organizations encompass a variety of interests including academic, athletic, religious, political, and social. Membership in most is open to any interested individual; a few require a selection process. If by some chance a student cannot find a club that meets his/her interest, the Office of Student Activities will assist in organizing one that does. Students wishing to learn more about general student activities as well as clubs and organizations should contact the Student Activities Coordinator in the Office of Student Affairs at 277-3959.

Ethics Club
Event Club
Events & Productions Society (EPS)
Fellowship of Christian Athletes (FCA)
Fortner Writers' Forum
GANZA Core
Gay-Straight Alliance (GSA)
Gender Justice Club
International Students Union (ISU)
Knights Activities Planning (KAP)
National Society of Leadership and Success (NSLS)
Pre-Med Club
Pre-Vet Club
Psychology Club
Riding Council
Science Club
St. Andrews Press (The CAIRN, Chapbook)
Student Government Association (SGA)
Therapeutic Horsemanship Club
Tri-Beta

Nursing Program Class Representatives

Students are selected by their respective nursing classmates to serve as class representative for the academic school year to represent their class at Nursing Department Faculty meetings and other university functions as needed.

Student Nursing Awards

Each spring semester, The Nursing Program Chair and faculty recognize senior nursing students who exhibit outstanding academic, clinical, and leadership qualities. Criteria for receiving each award are listed below. Minimum requirements for all categories include 1) senior nursing student status anticipating completion of degree requirements and 2) have a minimum GPA of 3.2.

Nominations for the first three categories are made and voted on by nursing faculty. The Director's Award recipient is chosen by the Department Chair with input from the nursing faculty. Only one student is chosen for each category.

The Academic Excellence, Clinical Excellence, and Leadership Excellence awards are presented during the Nursing Pinning Ceremony. The Director's award is presented during St Andrews University's Awards Day Ceremony. The recipient of each category receives a certificate and an engraved plaque.

- **Academic Excellence Award:** presented to the senior nursing student with the highest-grade point average.
- **Clinical Excellence Award:** presented to the senior nursing student who exhibits excellent clinical practice by:
    - Establishes caring interpersonal relationships with clients
    - Functions as a client advocate modeling health promotion in clinical interventions
    - Displays a knowledge base necessary for strong critical thinking behaviors in client interactions
    - Displays creativity during clinical experiences that exemplify health promotion behaviors and the Nursing Metaparadigms.
    - Exhibits a high degree of clinical accountability and responsibility
    - Provides clinical role modeling behaviors for peers
    - Possesses strong communication skills in the clinical setting
    - Exhibits leadership skills in peer and community relations.
- **Nightingale Leadership Award:** is presented to the senior nursing student in recognition of outstanding leadership characteristics. The criteria for the recipient is:
    - Participation in pre-professional or professional activities in a leadership role. Examples include holding an office in a nursing student organization or serving on Department and College committees.
    - Participation in community activities.
    - Sharing of special expertise with student peers, or other activities that represent service and commitment to the betterment of society and their chosen profession.
- **HPM-Nursing Chair Award (\$350-pays for student NCLEX application fee, criminal background check, and Licensure fee)**– presented to the senior nursing student who exemplifies outstanding academic and professional achievement. This student will:
    - Have outstanding overall academic and clinical achievement (3.5 GPA or higher)
    - Exhibit outstanding leadership characteristics (e.g., leadership in a nursing student organization; service on department or college committees; community activities) or

professional activities (e.g., participation in nursing student organizations or other nursing specialty activities; nursing service to the community).

- Best essay on the importance of the HPM and the Nursing Metaparadigm in guiding the delivery of culturally congruent client care across the lifespan (400-750 words).

Technology/Equipment Required for Nursing Major

Students admitted into the SAU nursing major are required to have a laptop computer that meets specifications recommended by St Andrews University Computer Services Department. For more information visit http://St Andrews.edu/computers.

Consent to be Photographed or Videotaped

The Simulation lab is equipped with audio and visual recording equipment. Nursing students who participate in nursing classes or simulation exercises must agree to be photographed or videotaped (with or without sound or with sound only). Nursing students must also agree to allow St Andrews University to use recordings or photos for educational purposes and/or to promote the University. The release form is found in the last section of this handbook and must be completed and signed before participating in nursing program activities.

Pinning, and Graduation Ceremonies

Pinning Ceremony

In addition to the University commencement ceremony, nursing students also have the honor of participating in the Nursing Pinning Ceremony held one week prior to the University commencement ceremony. The ceremony itself is steeped in tradition where the pending nursing graduates, dressed in white uniforms, are presented with their SAU nursing pin. Students who participate must follow current dress code policies. During the ceremony candles or lamps are lit and the Nightingale Pledge is recited. The ceremony will take place in the auditorium and the event is shared with the student's family, friends, and loved ones. Participation in this time-honored tradition is optional.

Graduation

Students meeting all requirements for the BSN degree at St Andrews University will have the opportunity to participate in the University's graduation commencement exercises. For detailed policies regarding graduation requirements and commencement participation, please refer to your Academic Catalog.

Additional Costs for Nursing Students

Note: The following costs are estimates and do not include tuition, student activity fees or parking permits. Please check the SAU website and the current Academic Catalog for current tuition and fees

When will the costs occur?	What do the costs cover?	What is the cost?
Nursing Application Process	HESI A2 Entrance Exam	$46
	Castle Branch	$120
	• Criminal Background check • Certified Background - Drug Test • Immunization Tracker • eLearning (HIV, OSHA, HIPPA)	
	Immunizations & Medical Exam	$0 - $400 Varies
	CPR Healthcare Certification	$50
Admission to Nursing Program **Sophomore Year**	Laptop **(required)**	$500 - $1500 Varies
	Textbooks	included in tuition
	Nursing Technology/Lab Fee ($750 per semester)	$750
	Uniforms/Shoes/Lab Coat	$200
	Skills Lab Supply Kit	$135
Junior Year	Nursing Technology/Lab Fee ($750 per semester)	$750
	Textbooks	included in tuition
	Skills Lab Supply Kit	$135
Senior Year	Nursing Technology/Lab Fee ($250 per semester)	$750
	Textbooks	included in tuition
	White Uniform for Pinning Ceremony	$50
	Nursing Cap	$17.50
	Sitting fee for Composite Picture	$35
	NCLEX Application	$200
	Criminal Background check required by NCBON before NCLEX exam	$38
	NCBON Licensure Application Fee	$75
	Skills Lab Supply Kit	$135

In addition to the costs listed above, students are also responsible for, their own transportation to and from clinical sites.

****All costs are estimates and are subject to change.****

SECTION III
ACADEMIC PROGRESSION & POLICIES

Essential Functions for Admission, Progression and Graduation

Disability Services, located in the *Center for Academic Success* in Pate Hall, provides assistance to students with disabilities. Students with a physical or mental condition that impacts them in academics or campus life may be eligible. The goal is to help students devise strategies for meeting University demands and to foster independence, responsibility and self-advocacy. Students requesting accommodations from St. Andrews must submit adequate, appropriate and current documentation to verify eligibility under the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2012. Information on specific documentation requirements is available from Disability Services at 910-277-5667.

Accommodations cannot be provided until completion of registration with the Program Coordinator for Disability Services and determination of eligibility. All disability documentation will remain strictly confidential and is not a part of the student's academic record.

Accommodations and support are provided on an individualized basis determined by disability documentation and conversations with the student. Services may include note taking and lab assistance, alternative testing arrangements, alternate formatting of documents, adaptive technology, individual counseling for academic concerns related to disabilities, and counseling to help students learn effective self-advocacy skills. Other services may be available after consultation with the Program Coordinator for Disability Services.

St Andrews University and the Nursing Program will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The nursing program has established the Functional Abilities Essential for Nursing Practice guidelines to provide a framework to balance several competing interests:

1) Applicant and students' rights
2) Safety of clients and staff in the clinical setting, peers, students, staff and faculty
3) Clinical requirements of the curriculum
4) Accreditation or other requirements required by the Commission on Collegiate Nursing Education (CCNE), other accreditation bodies, and clinical agency agreements pertaining to clinical placement of students.
5) Nursing licensure of graduates

The previously mentioned competing interests and other physical or cognitive requirements of the curriculum may prevent some prospective students with disabilities from qualifying for admission to or continued enrollment in the SAU nursing program.

This policy applies to all prospective nursing students as well as current undergraduate students enrolled in the Nursing Program.

Policy

Full acceptance into the St Andrews University Nursing Program is contingent upon 1) Academic

acceptance based on established criteria and review of application, 2) Nursing Candidate Interview Process, 3) Receipt and approval of the "Essential Functions" form found in the last section of this Handbook and 4) completion of all clinical compliance documents. Current students must continue to meet these essential functions throughout the Program. Students who are no longer able to meet the standards MUST notify their academic advisor immediately or face dismissal from the nursing Program. If a student's inability to satisfy an essential function is of a temporary nature, every reasonable effort will be made to rearrange the student's schedule in such a way as to provide the opportunity for satisfactory completion of the curriculum. In some cases, this may require students to extend their plans of study.

Procedure

1) Initial Verification
    a. As part of the Admissions process to the Nursing program, students will be asked to review, sign and date the *Functional Abilities Essential for Nursing Practice Form*. Statements contained in the form are further supported and verified by the Physical Exam form applicants are required to submit.
    b. Applicants who do not meet all essential functions abilities will be referred to the Disabilities office for consultation.
    c. Students for whom there is no clear decision point about ability to meet the Functional Abilities Essential for Nursing Practice will be presented to the Nursing Program Admissions Committee for further review.
2) Yearly Verification
    a. Current students must continue to meet these functional abilities essential for nursing practice throughout the Program. Students who are no longer able to meet the functions MUST notify their academic advisor immediately or face dismissal from the nursing program.
3) Episodic Verification
    a. If a student is injured, becomes ill, or encounters any situation that changes her/his ability to meet the essential functions, the Nursing Program Director/Chair, with input from faculty, may request health care provider verification of the student's continued ability to meet the standards.
    b. A copy of the" Functional Abilities Essential for Nursing Practice" form and a cover memo from the health care provider to verify that the student can meet the essential functions will be provided to the medical practitioner by the student.
    c. The student will return the health care provider-completed and signed form to the Nursing Program Director/Chair.
    d. The Nursing Program Director/Chair and Nursing faculty will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification.
    e. Until a final decision is made, a student whose ability to meet the essential functions being considered under this process will not be allowed to participate in clinical courses.

Misrepresentation

Any identified misrepresentation, falsification, or material omission of information by the applicant discovered during the acceptance process and deliberation or failure to disclose a change in status may exclude the student from continued clinical or classroom participation or immediate dismissal.

Appeal of Dismissal Due to failure to meet Essential Functions Requirements

A continuing student may appeal, in writing, the decision to the Vice President of Academic Affairs/Campus Dean within five (5) working days from the student's receipt of notice of the decision. However, due to the nature of the rules set by the North Carolina Board of Nursing that govern Nursing Programs in North Carolina, the final decision will rest with the Nursing Program Director/Chair.

Grading Scale

There will be no rounding of grades. Students must achieve an overall score of 80% or higher to successfully progress in the nursing Program.

Letter Grade	Numeric Grade
A	90.00-100.00%
B	80.00-89.99%
C	70.00-79.99%
D	65.00-69.99%
F	Up to 64.99%

***A grade of below 80 = Student is not able to progress in the Pre-licensure Nursing Program.**

Academic Progression and Continuation Standards (Nursing Program)

1) Students must achieve a grade of "B-" (80%) or higher in every nursing course to progress in the Program. Students who fail to achieve a minimum grade of "B-" (80%) in any nursing course (classroom course or clinical/lab course) must show evidence of remediation and submit a plan of study to the Course Coordinator. Upon approval of the plan of study and course remediation the student may repeat the course. Enrollment in a repeated course is based on space availability.
2) Students who subsequently receive a second grade of below "B-" (80%) in any nursing course will be dismissed from the Nursing Program and will not be eligible for readmission.
3) For all credits completed, attain a minimum grade point average of **2.75 for nursing**.
4) Successfully complete all requirements for the major and attain a minimum grade point average of **2.75 for nursing**.
5) All remaining General Education core requirements must be completed by the end of

the Semester I of the senior year prior to entering Semester II of the senior year.

6) Students must complete the Program of required nursing courses within five years of initial entry into the Program; students may only extend their plan of study to five years contingent upon space availability. Students who exceed the five-year time limit will be dismissed from the Program and are not eligible for readmission.

Graduation Requirements

**In addition to the Nursing Program specific Progression and Continuation Standards students must also meet the SAU Undergraduate Degree Requirements.

St Andrews University Undergraduate Degree Requirements

General Requirements

Candidates for each degree are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted both overall and in the major. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

For all students enrolled in 2018 – 2019, course credits required for graduation include, in addition to the course credits needed for the student's major, a total of 35 credits in general education distributed as follows: 19 credits in St. Andrews General Education (SAGE) and Writing (WRT) courses, and 16 credits in Breadth requirements.

Beginning with the 1983-1984 academic year, one institutional credit is equivalent to one semester hour. Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation.

In order to qualify for graduation, all students must do all of the following:

1. Successfully complete at least 120 semester hours.
2. Complete 30 of their last 33 semester hours at the St. Andrews Campus.
3. For all credits completed, attain a minimum grade point average of 2.00.
4. Successfully complete all requirements for the major and attain a minimum grade point average of 2.00 in the major.
5. Complete Writing Workshops I and/or II (Composition I and/or II) with a C or better.
6. Complete a minimum of 36 credit hours at the 300 level or above.
7. Complete no more than three physical education activity credits as part of the 120 required credits.
8. Successfully complete 35 credits in the St. Andrews General Education (SAGE) program.
9. Complete an application for graduation.
10. Complete a graduation audit by the end of the junior year.

Grade Appeals Process and Complaints

Grade Appeals

A student may request a review of a final grade within 5 days of assignment of grade. Such a request must be submitted in writing to the Chair/Program Director of Nursing and shall state the reason(s) for believing the grade to be unjust. If the Chair/Program Director of Nursing determines that the student has reasonable grounds for requesting a review, he or she will, within 7 days of receiving the student's request, ask the student to meet with the faculty member to discuss a possible resolution. If no resolution is reached, the Chair/Program Director of Nursing will appoint a committee of nursing faculty members to conduct a review.

An Academic Review Committee has the sole responsibility to determine the justness of the disputed grade. It may not properly make any recommendation beyond that point. The student who requests an academic review of a final grade bears the burden of proof in establishing that the grade was undeserved. Failing to prove by preponderance of the evidence, the grade must stand as assigned by the faculty member. The presumption is always that the faculty member assigned the grade for good cause and without bias. An Academic Review Committee shall report its finding of the justness of the disputed grade, in writing, to the Chair/Program Director of Nursing within 7 days of being constituted.

The Chair/Program Director of Nursing will inform the student of the decision, which can be (1) affirming the grade as awarded;

(1) assigning a new grade based on the evidence of the case; or (3) remanding the case to the instructor with instructions, within 7 days of receiving the report from the Academic Review Committee." As stated in the policy titled Procedure for Appeals (Including contact information for designated Student Grievance Officers) which is published on the intranet and in graduate and undergraduate handbooks, this decision is final and cannot be appealed.

**The Program Director will take into consideration any recommendations made by the Vice President of Academic Affairs/Campus Dean and the Academic Review however due to the nature of the rules set by the North Carolina Board of Nursing that govern Nursing Programs in North Carolina, the final decision will rest with the Nursing Program Director/Chair.

Requirements for Readmission

All students seeking re-entry to the St Andrews University Nursing Program BSN Program must complete an application for readmission and will be evaluated as new students. The application must be submitted at least 30 days before the new semester begins.

When a student applies to re-enter the Nursing Program, he/she will be expected to meet the same academic and clinical requirements as other students who will be enrolling in the same nursing course. It is expected that the re-entering student will review the skills and content that have been presented in the previous nursing courses and to be as proficient in the clinical lab as the other students. Proficiency will be demonstrated by any combination of written exams deemed appropriate by the faculty and by satisfactorily performing required clinical skills. It is the responsibility of the student to review the skills and content and to seek assistance from the nursing faculty when necessary. The number of students who can be readmitted for a given semester will depend upon the number of open spaces in the specific course. Availability of space in specific semesters or courses may not be known until the registration period immediately preceding the start of the semester. Applicants will be notified of readmission status as soon as decisions are made.

In order for re-admission to occur, the student must attest that he or she meets the Functional Abilities Essential for Nursing Practice guidelines required of a nursing student. Readmission is contingent upon a physical examination, drug screen, and complete background check (CBC) that must be submitted from vendors approved by the Nursing Program and display safe levels and satisfactory results. If the student has been out of the program for less than one year, repeating the physical exam, CBC, and drug screen may not be required.

Accommodations

Students requesting accommodations must submit adequate, appropriate and current documentation to verify eligibility under the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2012. Information on specific documentation requirements is available from Disability Services at 910-277-5667.

Accommodations cannot be provided until completion of registration with the Program Coordinator for Disability Services and determination of eligibility. All disability documentation will remain strictly confidential and is not a part of the student's academic record.

Accommodations and support are provided on an individualized basis determined by disability documentation and conversations with the student. Services may include note taking and lab assistance, alternative testing arrangements, alternate formatting of documents, adaptive technology, individual counseling for academic concerns related to disabilities, and counseling to help students learn effective self-advocacy skills. Other services may be available after consultation with the Program Coordinator for Disability Services.

Any student requiring accommodations due to one or more disabilities must bring the appropriate documentation to the St Andrews University Disability Services office no later than the first week of classes during the semester in which the accommodations are required.

Academic Retention Plan

The Academic Retention Plan is designed to encourage retention for any student who is "*at risk*". The plan provides written documentation describing the issues that are causing the student to be considered "*at risk*," what changes are required, and a specific plan to help the student resolve the problem. The Academic Retention Plan is a collaboration partnership between the student and faculty, and the faculty advisor to support the student in reaching their academic goals. A copy of this form may be found in the last section of this handbook.

Academic Remediation Plan

In the event that a student fails to achieve a passing grade of a B- (80 %) by midterm in a nursing course he or she will be required to meet with the course instructor(s) to determine a course remediation plan. The remediation plan is intended to assist the student in competency of the course material. The remediation plan must include the following components:

1. A description of the remediation activities (See Academic Remediation Plan);
2. A firm timeline to complete the remediation.
3. Scheduled meeting with the appropriate course faculty to discuss study habits and develop individualized study plan.
4. A description of the consequences should the student not meet the obligation(s) set forth in the plan.

5. A meeting may also be scheduled with the Center for Academic Success. This can occur via student initiated or a referral from the course faculty.

Exam Remediation

Students will be required to remediate examination material on any exam grade less than 80 (B). The course faculty member will give the student a written remediation assignment. The assignment will be graded as pass or fail. Failed remediation assignments must be repeated until the student receive an acceptable level of performance. Students who fail to complete the remediation assignments will not be allowed to take the final course exam until the remediations have been completed. All final exams must be completed by the end of the semester.

Assessment Examination Testing Policy

St Andrews University Nursing Program use standardized tests to measure proficiency of knowledge in nursing courses and at the end of the nursing program.

Standardized Exam Policy for Course Content Mastery

1. Students must complete the HESI assessments for the nursing course in which they are enrolled. The end of course assessment will be administered as assigned by course instructor prior to taking the standardized end of course final exam.
2. HESI integrated test will be worth 10% of the course grade. SAU's Pre licensure BSN students will be required to pass each proctored assessment test at a proficiency level of 900 or higher. Students who receive a score of 900 or higher will receive a grade of:

900 or higher	A=90-100
899-850	B=80-89.99
849 or below	C=70-79.99

Students who score below an 850 on a proctored assessment will be required to complete a two-week individualized remediation program (e.g. HESI focused review, NCLEX–RN questions, HESI Practice Tests). After completing the remediation plan the student will be required to repeat the test. The maximum score that can be given for the HESI repeat is an average of both scores.

Students who do not complete the remediation program or retake the assessment test will be given a "0" for the 2nd attempt grade. The student will receive a score based on the average of both scores (i.e. 1st attempt =79.99, 2nd attempt/**no** attempt= 0) (79.99 + 0, / by 2=39.99=F).

Drug Computation Competency Guidelines

Program based drug computation competency exams are required by all students each semester. Competency for all students is 90% accuracy.

A grade of pass or fail will be recorded in the student's file with a passing score reflecting competency. Depending on the schedule, computation competency exams may be administered outside of class times or they may be within campus orientation times. Students may take the competency test three (3) times in the freshmen through the Junior years: in order to receive a passing grade: NUR203, NUR321, and NUR341. The competency test can only be taken (2) times in the senior year to receive passing grade; NUR355, & NUR476.

Each test taken will be different. **The requirement must be met before the student can attend clinical.** If a clinical day is missed because calculation competency has not been established, an Unsatisfactory ' will be given for the clinical day(s) missed. Faculty may also have other stipulations within courses regarding the policy for that course. **Students who fail to meet the drug competency policy must withdraw from both class and clinical co-requisite courses.**

SECTION IV
PROFESSIONALISM

Professional Standards

Professionalism

Behavior consistent with high professional, ethical and moral standards is vital in the practice of nursing. Professional behavior refers to those acts reflecting the status, character and standards of a profession. Nursing students are stewards of St Andrews University and the Nursing Program and behaviors in all public venues should reflect the mission and values of St Andrews University and the nursing program.

Professional Behavior and Code of Ethics

Professional behavior and adherence to the provisions of the American Nurses Association (ANA) (2015) Code of Ethics for Nurses with Interpretive Statements is expected by all nursing students in the St Andrews University Nursing Program. The SAU nursing faculty supports and upholds the provisions of the Code. The nine major provisions of the Code may be found on the ANA webpage at https://www.nursingworld.org/coe-view-only.

The St Andrews University Honor Code (refer to current SAU Academic Catalog)

St. Andrews University is not only a place of learning; it is also a community of learners. The difference is that in a collegiate community, members are committed to pursuing their individual purposes in accord with those of others and in integrity with the Mission Statement of the University. To realize our community, we must not only trust each other, we must also pledge to be worthy of that trust. For that reason, all of us enter membership in St. Andrews by making this pledge:

Each member of the university community is expected to subscribe to the St. Andrews Community Honor Code: "I promise to be a contributing member of the St. Andrews University community and supportive of its mission:

- To be **responsible** for my choices of behavior,
- To be **honest** in all my academic endeavors,
- To be **respectful** of the property and person of others,
- And to live in **harmony** with the social and natural environments which sustain this community"

To honor these commitments of St. Andrews, the Community Honor Code is subscribed to and honored by the entire University community.

Students in St Andrews University nursing program are required to maintain high standards of integrity and academic honesty. Students must not steal, cheat, misrepresent themselves or plagiarize.

Behavioral Expectations during Learning Activities & Class Attendance

Students enrolled in the St Andrews University Nursing Program are expected to demonstrate appropriate professional behavior during all learning activities, including classroom, laboratory, experiential, group, community, and clinical experiences.

The following behavioral expectations serve as a guide to students in the academic setting:

1) Attendance and active participation are required in all planned learning activities at the scheduled times. Absences and Tardiness are not acceptable behaviors. Students who are unable to attend class due to personal illness or emergencies must notify the assigned faculty or the nursing administrative assistance prior to the scheduled class time. Students cannot miss more than 10% of lecture. Therefore, if a class is 3 credit hours (45 hours) the student cannot miss more than 4.5 hours of class (1.5 days) without having notified the assigned faculty or the nursing administrative assistance prior to the scheduled class time. Students who miss more than two days will be given a written warning. Students who miss 3 or more scheduled class days within the semester may have their course grade dropped by one letter grade. Tardiness will be counted in 15-minute increments for lectures and labs only (does not apply to clinical setting, see page.
2) Student must make the best use of their time during all learning experiences.
3) All assigned readings, homework assignments, projects, and other assigned requirements should be completed according to assigned dates/times in order to be prepared for learning experiences.
4) Participate in fair and collegial group activities by respecting the diversity and opinions of others.
5) Recognize and assume responsibility for learning problems by seeking guidance from a faculty, student advisor, or the Center for Academic Success. Students should develop a plan of learning that may include additional learning strategies consisting of internal and external resources.
6) Abide by the St Andrews University Honor Code. Academic dishonesty will not be tolerated in any form and under any circumstance. Issues of academic improprieties will be addressed according to the guidelines outlined in the SAU Nursing Student Handbook.
7) Abide by the ANA Code of Ethics and uphold all legal statutes that govern and/or impact the practice of nursing. (e.g., HIPAA)
8) Wear appropriate classroom and clinical attire that adequately portrays the professionalism of the health care profession.

Safe and Professional Nursing Behaviors

Nursing students in the SAU nursing program are expected to provide safe nursing care and maintain standards as described in the St Andrews University Catalog, the St Andrews University Student Handbook, and the St Andrews University Nursing Student Handbook.

The Director of the Nursing Program and faculty members of the Nursing Program have academic, legal and ethical responsibilities to protect the safety of the public. It is within this context that a student enrolled in the nursing program at St Andrews University may be dismissed for either academic or professional (non-academic) reasons, congruent with NCBON 21 NCAC 36. 0320. Students who:

1) Present physical or emotional problems which conflict with safety essential to nursing practice and do not respond to treatment or counseling within a timeframe that enables meeting program objectives;
2) Demonstrate behavior which conflicts with safety essential to nursing practice;
3) Fail to demonstrate professional behavior, including honesty, integrity, and appropriate use of social media while in the nursing program of study;
4) Violate the St Andrews University Academic Honor Code (refer to page 33 of this handbook);
5) Violate any clinical agency policies.

<u>Unsafe and Unprofessional Nursing Behaviors</u>

To protect the public from unsafe nursing practices the nursing faculty may discipline or dismiss a nursing student from a clinical experience, when the safety of a patient, a family member or significant other, another student, a faculty member, or other health and professional care provider is threatened. A violation of the following guidelines may result in dismissal:

1) An act or behavior of the type that violates the Nursing Practice Act, State of North Carolina
2) An act or behavior that violates the Code for Nurses of the American Nurses Association
3) An act or behavior or pattern of acts and/or behaviors which threaten the physical, emotional, mental, or environmental safety of a client, a family member or significant other, another student, a faculty member, or other health and professional care provider
4) Unsafe clinical practice that reflects deliberate, negligent, omission or commission acts
5) Physical or emotional problems or use of any drugs to a degree that interferes with ability to practice nursing and do not respond to appropriate treatment or counseling within a reasonable period of time
6) An act or behavior that constitutes nursing practice for which a student is not authorized or educated to perform at the time of the incident.

Nursing students are subject to probation, suspension, or dismissal from the Nursing Program and/or the University in accordance with established policies. Dismissal from the Nursing Program does not necessarily constitute dismissal from the University.

Behaviors or problems that violate the expectations of the profession and/or the University may be grounds for dismissal from one or both bodies. The behavior of any student which is considered; (1) unsafe or (2) a breach of either of the codes of conduct or the civility expectations during either clinical or classroom instruction or (3) while on University property or (4) at a clinical agency approved for study, will be reviewed. Such behaviors include, but are not limited to: (1) academic misconduct, (2) lying, (3) stealing, (4) abuse of client(s), (5) mental or bodily harm, (6) manufacture, distribution, sale, offer for sale, or possession of drugs or narcotics (7) substance and/or alcohol use, (8) falsifying nursing data, (9) physical disability that prevents satisfactory performance of safe/effective nursing care, (10) disclosing confidential information, or (11) use of defamatory and derogatory images or language on social media.

Procedure related to violation of Unsafe Behavior and Unprofessional Nursing Practice

If a student's dismissal is due to failure to meet academic progression and continuation standards, that policy and procedure will be followed (see page 29 of this handbook). For all other dismissals, the following procedure will guide the process:

1) When a faculty member determines a student's behavior may warrant dismissal, the faculty member shall notify the student verbally and in writing.
2) If the student is participating in a clinical experience, they shall immediately cease attendance in that clinical experience.
3) The faculty member will notify the lead course faculty member and the Program Director.
4) The faculty member will provide a written description of the student's behavior to the Program Director. The student may provide a written statement to the Program Director.
5) A copy of the report will be filed in the student's record in the Nursing Program and maintained until program completion.
6) Normally a meeting will be convened by the Program Director or their designee within 5 business days to discuss the event(s) that initiated the dismissal. The following will normally be present: faculty who initiates dismissal, lead course faculty, Program Director, other faculty and/or staff involved in the situation, and the student.
7) If a student fails to appear at the called meeting, the meeting will proceed.
8) Normally all parties will be notified of the final decision within 5 business days, unless additional time is required to gather information.

Appeal of Dismissal due to Unsafe Behavior and/or Unprofessional Nursing Practice

Students who are dismissed from the nursing program for violation of unsafe behavior and unprofessional nursing practice may appeal the dismissal. Students are limited to a single readmission over the course of an academic program in nursing. Late requests for appeals will not be considered.

Procedure for Appeal of Dismissal due to Unsafe Behavior and/or Unprofessional Nursing practice

- The appeal process must be initiated by the student within 5 University business days of the event.
- The appeal may only be submitted on the "Appeal of Dismissal Form" available in the SAU Student Nursing Handbook.
- Students must address each item on the form.
- Do not submit additional forms, letters, or letters of support/ reference.
- Only information on the "Appeal of Dismissal Form" will be used in the review process.
- Students will not be granted meetings with University Administration while the appeal is being considered.
- Students submit the appeal via email to the Program Director.
- Appeals will be reviewed by the Program Director and the Nursing Admissions, Progression, and Retention Committee.
- Normally, decisions will be rendered within 10 university business days unless additional information gathering extends the time frame.
- If no resolution of the issue can be made at this stage, the student should request a meeting with the Vice President of Academic Affairs/Campus Dean.

Alcohol/Drug Policy

The SAU Nursing Program encourages students to make responsible decisions about the use of alcoholic beverages and promotes safe, legal, and healthy patterns of social interaction. We recognize our students to be responsible adults and believe that students should behave in a manner that is not disruptive or endangering to themselves or others and is in compliance with state and local laws regarding the possession, consumption, sale, and delivery of alcohol.

The Health Sciences Department prohibits members of its community to manufacture, sell, deliver, possess, use, or be under the influence of a controlled substance without legal authorization. A controlled substance includes any drug, substance or immediate precursor covered under the North Carolina Controlled Substances Act, including but not limited to opiates, barbiturates, amphetamines, marijuana, and hallucinogens. The possession of drug paraphernalia is also prohibited under North Carolina state law and university policy. Drug paraphernalia includes all equipment, products and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

Consistent with existing state and federal laws and other applicable or other clinical education training site policies and procedures, diversion of controlled substance, record falsification, theft of controlled substances, and drug substitution are prohibited and shall result in corrective action up to and including academic dismissal. Cases of confirmed diversion will be reported to appropriate agencies, including but not limited to state boards and DEA.

Details outlining this policy are stated below:

Policy Requirements

A. Drug and Alcohol Use

1) The illegal use, and/or sale or possession of narcotics, drugs or controlled substances by a student at any time is grounds for dismissal from the nursing program.
2) The consumption of alcoholic beverages is prohibited during any academic or clinical-related activity (including parking lot and grounds).
3) Students who are perceived to be impaired and represent a potential danger to themselves, other students, employees, or patients will be removed from the site and disciplined according to established University policy.
4) The Nursing Program or clinical agency may require that the student submit to a random or for cause drug screen. Refusal to be tested is considered equivalent to a positive test. Students who refuse testing are prohibited from participating in clinical experiences. Each missed experience for this reason is considered unsatisfactory performance for that activity.
5) Any student violating the Alcohol/Drug Policy will be subject to disciplinary action ranging from temporary removal from clinical or academic setting to dismissal from the nursing program and University sanctions.
6) Facilities requiring random or for cause drug screens may require students complete drug screens at their facility.
7) Students are responsible for the cost of drug screens.

B. Required Disclosure of Drug Use/Non-Use for Students Program

1) Whenever a nursing student's academic or clinical performance is impaired, particularly in the clinical setting, the Nursing program reserves the right to require the student to submit to drug testing.
2) Failure to provide the above required information, past legal convictions for activities related to illegal or legally controlled substances, and/or information or evidence that reasonably establishes a past pattern of chemical substance abuse will be grounds for dismissal from the Program. However, prior convictions related to chemical substances will be considered along with all other information pertaining to the individual and will not produce automatic dismissal from the Program. Discovery that false or fraudulent or misleading information was provided prior to matriculation will be grounds for dismissal from the Program.

C. Student's Agreement to Submit to Drug Testing by Affiliating Clinical Agencies and to Consent to Release of Test Results to University Officials

1) For all affiliating clinical agencies that require nursing students to be subject to the agency's drug/alcohol testing policies, the student may be tested in accordance with the affiliating agency's policies.
2) Prior to being assigned to an affiliating clinical agency and as a pre-requisite for placement at any affiliating clinical agency, the nursing student shall a) submit to any drug/alcohol testing required by the affiliating clinical agency; and b) to release a copy of any and all drug/alcohol test results to the Director/Chair of the Nursing Program. Failure to do so shall be grounds for non-placement at an affiliating clinical agency and may result in dismissal from the Program.
3) The cost of all drug/alcohol testing required by affiliating clinical agencies shall be borne by the student or affiliating clinical agency, as determined by the affiliating clinical agency. Neither the University nor the Nursing Program, or any of its officers or employees, shall absorb drug/alcohol testing costs arising out of any nursing student's placement at an affiliating clinical agency.
4) A positive substance abuse test shall result in delayed progression in the Program on the basis that the student is not able to meet the course objectives for classroom and/or clinical experiences. The Director/Chair of the Nursing Program will notify a student who has a positive drug test. If a student tests positive for a prescribed drug, however, the person must obtain a written statement from a qualified physician stating that the drug level is within prescribed limits and that the level does not indicate abuse. The physician must indicate that the drug will not interfere with safe practice in the clinical area.
5) A student's failure to submit to a required drug screen, or attempting to tamper with, contaminate, or switch a sample will result in the student not being allowed to meet objectives for the course; therefore, progression in the Program will not be permitted.

D. Student Self Disclosure of Prohibited Substance Use

1) A student who self-identifies use of a prohibited substance and is requesting help to deal with the problem should contact the Director/Chair of the Nursing Program. The Director will institute the drug testing procedure. The cost of all drug/alcohol testing required by the Nursing Program shall be borne by the student.
2) A student who has a positive test for prohibited substances will be denied progression in the nursing Program.

E. Confidentiality

All drug testing results will be treated by the Nursing Program as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student has consented in writing to the release of the information. The Nursing Program and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a student, or by his/her personal representative, in any court of law or with any state or federal administrative agency.

Procedures for Readmission after Positive Drug Test

A. Readmission Prerequisites

1) A student who is denied progression in the Nursing Program due to a positive drug test will be considered for readmission if the following conditions are met:
    i. Submission of a verifiable letter from a recognized drug treatment agency stating that the student has successfully completed a substance abuse program.
    ii. Submission to a drug test prior to readmission. This drug test will be at the student's expense. A positive drug test will result in ineligibility for readmission.
    iii. Submission to drug tests as requested by the Nursing Program or clinical agencies after readmission.

B. Incidence of Reoccurrence after Readmission

A student who is readmitted to the Nursing program after an alcohol or drug-related violation to the Nursing Program and thereafter violates the alcohol/drug policy will be permanently dismissed from the Nursing Program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Nursing Program.

C. Appeal Process

A nursing student may appeal the Department decision to dismiss or not readmit a student through the established St Andrews University Student Grievance Procedure.

Additional University wide Alcohol and Drug policy information can be obtained in the University Student Handbook (The Saltire).

Cell Phone Use

Students with cell phones and smart watches are to turn them **off** during class, testing, and during any clinical rotation, whether on campus, in the hospital, or in community-based learning experiences.

Texting in class is inappropriate, unacceptable, and violates the professional conduct policy. Cell phone use in the clinical area is PROHIBITED due to protection of patient privacy, confidentiality, and potential violation of Health Insurance Portability and Accountability Act (HIPAA) regulations.

Violation of this policy may result in dismissal from the Nursing Program.

Student Use of Audio, Video, or Photographic Devices

Students are not permitted to use audio/video recording and/or photographic devices in the classroom, learning laboratory, faculty office or other premise without the expressed permission of the instructor. No recording of any nature or photography is permitted in **ANY** clinical setting or clinical activity.

Social Media Policy

The increase of new technology platforms for social media requires guidelines as we integrate these new technologies into our professional encounters. Social media can provide a number of benefits. It can be used for professional networking; educating patients, family members, and even other healthcare professionals; and communication. With appropriate approval of the IRB, content and meaning of social media communications may also be used in research. In addition, nurses frequently use blogs, forums, and social networking sites to share experiences and methods. These are useful outlets for expressing emotions as well as seeking and receiving support. However, these services must be used within the confines of the healthcare and nursing industry standards, specifically in regard to confidentiality and privacy (HIPAA). Many employers and clinical nursing experience sites often conduct web searches on job candidates and students, who perform nursing clinical experiences, and the information they find can impact their decision to extend clinical practice experiences and potential employment offers. Even ostensibly private posts and online activity can be uncovered with simple search engine queries. Therefore, prudent and professional use of social media is imperative to your role as a student at the St Andrews University Nursing Program. As a member of such, you have a duty to protect the reputation of your school, your classmates, your patients, and yourself.

SAU Nursing Program upholds the American Nurses' Association Principles for Social Networking (2011). (Content in brackets reflects SAU specific language.)

1) Nurses must not transmit or place online individually identifiable patient [instructor, classmate, or Health Sciences Program official] information.
2) Nurses must observe ethically prescribed professional patient-nurse [instructor-student,

student-student, SAU representative-student] boundaries.
3) Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4) Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5) Nurses should bring content that could harm a patient's [faculty, classmate, representative of SAU] privacy, rights, or welfare to the attention of [nursing faculty and/or nursing administration].
6) Nurses should participate in developing institutional policies governing online conduct.

In addition, the American Nurses Association offers "6 Tips to Avoid Problems"

1) Remember that standards of professionalism are the same online as in any other circumstance.
2) Do not share or post information or photos gained through the nurse-patient relationship. Do not share or post information or photos gained through faculty-student, student-student or SAU representative-student relationships unless permission granted.
3) Maintain professional boundaries in the use of electronic media. Online contact with patients [faculty, SAU representatives] blurs this boundary.
4) Do not make disparaging remarks about patients, employers, or co-workers, [faculty, students, SAU representatives] even if they are not identified.
5) Do not take photos or videos of patients on personal devices, including cell phones.
6) Promptly report a breach of confidentiality or privacy.

Violations of social media guidelines should be reported to course faculty and/or the Program Director for investigation. Violations may result in sanctions up to and including dismissal from the nursing Program. In addition, violations of HIPAA may result in federal prosecution, fines, and imprisonment.

References:

American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.
National Council of State Boards of Nursing. (2011, August) White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

Approved, 5/23/14

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The *Code of Academic and Clinical Conduct* is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development.

Therefore, within these environments we;

1) Advocate for the rights of all clients.

2) Maintain client confidentiality.

3) Take appropriate action to ensure the safety of clients, self, and others.

4) Provide care for the client in a timely, compassionate and professional manner.

5) Communicate client care in a truthful, timely and accurate manner.

6) Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.

7) Promote excellence in nursing by encouraging lifelong learning and professional development.

8) Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.

9) Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.

10) Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

11) Encourage faculty, clinical staff, and peers to mentor nursing students.

12) Refrain from performing any technique or procedure for which the student has not been adequately trained.

13) Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.

14) Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

15) Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

16) Strive to achieve and maintain an optimal level of personal health.

17) Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18) Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ.

SECTION V

CLINICAL, SIMULATION AND LAB RESPONSIBILITIES

Clinical Practicum Nursing Requirements

The following is a list of general policies and requirements that all SAU Nursing students must meet or adhere to in order to participate in clinical activities. Please note that this is a representative list and other requirements may be asked of you. **Unless otherwise indicated, students are responsible for all costs associated with the requirement.**

Immunizations
Upon admission to the Nursing Program: Tdap (Tetanus/Diphtheria/Pertussis), MMR (Measles, Mumps, Rubella), Varicella (Chicken Pox), Hepatitis B, and the flu vaccine. Having a disease in childhood is not proof of immunity. Students must provide medically documented shot records or blood titer results with lab report. Students are also required to have a negative 2-step TB skin test. Positive TB results require a chest x-ray and follow up care.
Required yearly: A negative 1-step TB skin test and seasonal flu vaccine.

Physical Exam
Students are required to submit proof of a physical examination prior to entering the Nursing Program which demonstrates the student is able to perform safely in the clinical environment.

Drug Screen
All students are required to undergo urine drug screening as part of the admissions process to the Nursing Program. Subsequent testing may be required as deemed appropriate by the clinical agency or the Nursing Program.

Criminal Records Check
A criminal records background check (CRC) for the purpose of participation in clinical practicum courses is required. The fees for the CRC search(s) are the responsibility of the student. *Any arrest or conviction after admission to the Nursing Program must be reported to the Director within 30 days*. An additional criminal records check may be required before students begin the senior nursing year. ***See page 75 of this handbook for more information on North Carolina Board of Nursing records check.**

CPR Certification
Before beginning clinical in a health care agency, every student is required to have current American Heart Association Basic Life Support (AHA-BLS) for the **Healthcare Provider** CPR certification. The certification must be current the entire time that the student is enrolled in the nursing Program.

Release of Your Personal Information to Clinical Agencies
In order to document care using computerized systems in some health care facilities, student social security numbers may be released to an authorized individual of the facility.

Personal Health Insurance is required for all nursing students. Cost of personal health insurance is the responsibility of the student.

Liability Insurance

Students are covered for clinical practice by the University; however, it is strongly recommended that registered nurse students carry their own liability and malpractice insurance.

Transportation to Clinical Experiences

Students are expected to provide their own transportation for all clinical experiences.

Patient Confidentiality

Students will be providing nursing care to clients in health care agencies and in their homes in the community. Because the HIPAA law protects client information, students are to maintain the confidentiality of all clients. For some clinical agencies, students will be asked to sign agency specific confidentiality forms. At no time are students to photo copy any part of the client's chart or remove components of the chart. No client identification information can be written down in connection with the data that students may obtain in order to provide necessary and safe care. **A breach in patient confidentiality may result in failure of the course and dismissal from the Program.**

HIPPA and OSHA Training

All students must meet **annual** clinical agency OSHA (Occupational Safety and Health Administration) and HIPAA requirements. Each clinical agency you attend may have its own training and you will be required to complete the training for each facility. Training may include patient confidentiality, fire, safety, hazardous materials, and infection control. A completed health form from the clinical agency may also be required.

Dress Code Policy for Clinical/Simulation/Lab

Personal appearance is a critical factor in the professional image of a baccalaureate nurse. The approved student uniform is versatile to meet the appropriate requirements of clinical facilities. Unless otherwise stated, students are required to wear the official uniform while in the clinical and simulation lab areas.

Uniforms and Equipment

The following items are required:

- Uniforms – 2 Tops (embroidered with the SAU Nursing logo) and 2 pairs of Pants, minimum, from approved vendor. Students should also purchase undershirts, in either white or black or gray.
- White lab coat with SAU Nursing patch from approved vendor.
- Shoes –professional, non-porous (no canvas), closed toe, closed heel in white or black (socks should match the shoe color).
- Small pocket calculator.
- Black ink pen.
- Wristwatch with a second hand (No smart watches).
- Stethoscope with bell and diaphragm.
- SAU Nursing Supply Kit from approved vendor.
- Students must wear the SAU Student Nursing ID badge (provided by the Nursing Program) in addition to any ID badge required and issued by the clinical facility.

Additional Requirements

- Hairstyle must be clean, neat, and pulled back off the collar.
- Facial hair must be neatly trimmed, and beards may not be longer than two inches below the jaw line.
- Jewelry
    - Wedding rings or a single plain band are allowed.
    - Earrings - singular, stud earrings are acceptable.
    - Nose, lips, eyebrow, tongue, or multiple ear piercings are not allowed in the clinical area.
    - No bracelets.
- Visible tattoos must be covered.
- Fingernails must be short (end of fingertips). No artificial nails, no artificial nail tips, and no nail polish are allowed.
- No cologne, perfumes, or body sprays are allowed.

Simulation Laboratory

The clinical simulation laboratory represents a state-of-the-art facility that encourages all learners to engage in an exceptional clinical education experience in a safe, realistic and effective environment. In the simulated environment learners can practice in a risk free and realistic environment that enables students to build self-confidence through skills mastery. Individual students can schedule use of the simulation lab for self-appraisal and practice, faculty can use the simulation lab for evaluative purposes and remediation.

Simulations and case scenarios mimic the clinical setting and are designed to help the student develop problem-solving and decision-making skills. Simulations include all environmental factors to make learning realistic and authentic. The simulations help students think on their feet and facilitate the transition from lab to a clinical setting. The faculty will provide debriefing and positive feedback; students will self-analyze their performance and use critical thinking during the reflection process. For an enhanced learning experience, students must come to the simulation lab experience prepared by completing all pre-lab assignments.

Experiences in the high-fidelity simulation rooms may be photographed, videotaped or audio recorded by faculty. These recordings are for educational purposes and debriefing opportunities with the appropriate faculty, staff, and students.

Goals

- Enhance and promote patient safety and quality health care by integrating simulation within the Health Sciences curriculum.
- Allow students the opportunity to learn in a risk-free environment and to practice to mastery of skills and clinical decision making.
- Improve the competency and efficiency of our students' clinical skills through simulation experiences and repetitive practice in a realistic setting.
- Provide opportunity for self-reflection to improve and practice patient care utilizing clinical simulation to meet the self-regulatory needs of all health professionals
- Provide the opportunity for interprofessional learning to enhance collaboration, communication and understanding of professional roles.

WHY USE SIMULATION?

• Reduces human error.
• Increase learner's skill development.
• Practice skills in a controlled and safe environment
• Facilitate on-demand access to patients.

WHAT SKILLS MAY BE TAUGHT WITH SIMULATION

• Assessment and decision-making skills
• Communication skills
• Hemodynamic monitoring
• Appropriate and affective behavior

Skills Check-off Remediation Plan

In courses including graded skills check-offs to demonstrate competence of the specific clinical skills learned, every student is expected to earn a minimum score of B- (80%) on each skills check-off in order to "pass" the course and be eligible to proceed in the curriculum and/or begin a clinical education experience.

Those who do not earn a score of B- (80%) on a graded skills check-off, even though having strong performance in all other components of the course (e.g., written exams, assignments, projects, papers etc.), will be offered a skill check-off re-examination. The following describes the process for remediation:

1. Immediately following a deficient performance on an initial attempt of a skills check-off, the course faculty will provide a copy of the grading rubric and a written summary to the student indicating areas of deficiency.
2. Once notified, the student must schedule a meeting with the course coordinator, examiner (if available), and advisor to develop a remediation plan.
3. Suggested activities and strategies to be used for remediation include, but are not limited to:
    a. Information sessions and individualized tutoring.
    b. Identification of a clinician/instructor to practice skills.
    c. Appropriate activities to enrich the content such as practice lab time with an instructor.
    d. Counseling concerning appropriate study habits and learning resources.
4. The remediation plan must include the following components:
    a. A description of the remediation activities.
    b. A firm timeline to complete the remediation.
    c. A description of the consequences should the student not meet the obligation(s) set forth in the plan.
5. After completing the remediation plan, the student will be given a skills check-off re-examination which may be videotaped.
6. If successfully completed, the student will receive a grade of a B- (80.000).
7. Course Faculty will include a summary of the skills remediation check off plan in the student's file. The summary must include the student's name, course number, date of failure, and date of successful remediation. Course faculty must also notify the Course coordinator of the incident.

If a student requires more than 2 skills check-off re-examinations in a single course, they will not be allowed to progress in the course.

Attendance Policy
for Clinical, Simulation, and Laboratory

Clinical competencies and course objectives are achieved through clinical learning. It is expected that students will be present at all scheduled clinical experiences. However, the faculty recognizes that reasonable accommodation must be made for illness with some consideration given for other emergencies. **Clinical faculty must be notified of any clinical, laboratory, or simulation absences.**

Attendance is mandatory for all scheduled clinical experiences, including those that occur in the nursing simulation center or alternate clinical sites. Students must be present for all clinical experiences during the semester to allow the faculty to make the determination of the student's consistent ability to meet the course objectives. Also, clinical absences require the hosting facility to make allowances and provide staffing outside what they have already allotted for the program, rescheduling creates an undue burden to the hosting facility. Make-up dates outside of pre-arranged dates will not be supported by St Andrews University Department of Nursing.

A clinical absence is defined as any day or partial day that a student is not present in the clinical setting. The clinical instructor will determine if the absence is excused or unexcused. Excused absences include but are not limited to: emergencies requiring medical care, auto accidents or breakdowns on the way to the clinical experience, high fever or acute illness, debilitating recurrence of a chronic illness, or jury duty. Examples of unexcused absences include but are not limited to: Childcare issues, weddings or social events or obligations, oversleeping, scheduling errors, lack of transportation, minor illnesses (headache, sore throat, backache).

A clinical tardy is defined as not being present at the assigned time and will not be tolerated. All tardiness will be documented, students will receive a verbal warning for the first occurrence and a written reprimand for each occurrence. Two (2) written reprimands equal one clinical absence. It is the clinical instructor's professional discretion if the student may participate in the clinical experience after a tardy arrival. If the student remains in the clinical, their performance on that day will be evaluated as part of their course performance but will not negate the consequences of the tardy arrival.

Students who have more than 2 unexcused clinical absences in any clinical course throughout the entire semester, will be given a grade of "unsatisfactory" in clinical. If an "unsatisfactory" is earned in clinical, then the highest possible overall grade for the course will be a 79 percent. In the event of unplanned clinical cancellation, such as, but not limited to: weather, faculty illness, or university closure, there will be an additional clinical date or alternate activity such as completing simulation lab case studies based on weekly clinical objectives in the simulation lab, or performing simulation scenarios and simulated patient care based on clinical objectives in the simulation lab with a faculty member. The clinical date will be "made up" at the end of the semester or at the clinical instructor's discretion. A third no call or no show will result in Program Dismissal.

Title IX compliance: Students who anticipate absences as a result of pregnancy, childbirth, recovery

from any related conditions or parenting should consult with the program chair.

ADA compliance: Student situations requiring temporary accommodations under the ADA will be reviewed on a case-by-case basis. These types of situations may include but are not limited to the student wearing a brace or cast, use of crutches, lifting restrictions or concussions. The clinical agency reviews the student's ability to perform and/or their policy concerning assistive devices in the clinical setting and makes the final decision to permit a student's participation in clinical experiences at that agency. Each agency evaluates the situation based upon their policies and procedures. If a clinical agency denies permission to participate in clinical experience, the school is under no obligation to provide alternate experience until the situation is resolved.

Pre-licensure students should notify the clinical coordinator and the course coordinator as soon as possible when a situation occurs that may require temporary accommodations. Students may be asked to provide documentation and progress reports from a health care professional, including a statement that the student may return to full activities and/or participation in clinical.

In the event of an absence, for any reason, the student must notify the clinical instructor/preceptor at least 60 minutes prior to the time that the clinical experience is scheduled to begin. The clinical instructor will designate the way they should be notified.

Absence or clinical tardiness will be documented on the summative/formative clinical evaluation. Students who miss more than two days of clinical experiences due to pregnancy, childbirth, recovery from any chronic medical conditions, must provide documentation from a health care provider stating that they are unable to participate in clinical. All documentation should be submitted to the Clinical Coordinator.

In collaboration with the Clinical Coordinator and course Faculty, clinical faculty may determine on an individual basis what, if any, alternative learning experiences may substitute for approved absences. **More than two unapproved clinical, simulation, or laboratory absences in a clinical course will result in a non-passing cumulative grade in the course.** The student's advisor will be notified by the Clinical Coordinator of clinical absences as needed.

In the case of inclement weather (see next page for definitions of inclement weather), students must use their own judgment regarding travel to clinical sites. Students are not expected to risk their personal safety in order to attend clinical, but **time for missed clinical will have to be made up regardless of whether the university has or has not officially closed.**

Inclement Weather Policy

In case of inclement weather, decisions about canceling or delaying class or clinical experiences may be made. Unless changes are posted, assume that clinical experiences will meet as scheduled.

University Classes Canceled: Students do not report for class or clinical.

University Classes Delayed: Students report to class or clinical at time indicated.

Nursing students should clarify how each clinical course will implement the inclement weather policy. The inclement weather policy establishes the specific operating schedule for the College, but often nursing students are traveling, or preparing to travel to clinical site before inclement weather announcements are made. Students should NOT call the Nursing Program or clinical instructors UNLESS specifically advised to do so. The need to make-up classes will be determined on a case-by-case basis.

Clinical Practice Event Policy

Policy

The faculty of the Nursing Program strives to promote a learning environment in which students practice and provide care based on evidence, standards of practice, and professional values. When an event occurs in which a student fails to perform at the expected level of practice based upon their level in the program or the student compromises the values of the nursing profession, the event will be assessed under the North Carolina Board of Nursing (NCBON) *Just Culture* philosophy using the Student Practice Event Evaluation Tool (SPEET) and the Student Practice Event Report (located in the Appendix section of the handbook).

Events related to academic cheating, confidentiality, inappropriate use of social media, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, and mental or physical impairment are not subject to the *Just Culture* philosophy. These events will be addressed with the appropriate policies and procedures of the Nursing Program or St Andrews University.

Procedure

- A Student Practice Event Report may be initiated by any faculty member when a student fails to meet the expectations of performance or behavior for a student at that level of any nursing program. Examples of events that may initiate a report are (but not limited to):
    - Any event that triggers the equivalent of an agency incident report
    - Student unable to recall content knowledge or skills from previous semesters.
    - Student unable to recognize or accept responsibility for errors in practice or judgment.
    - Negligence or failure to act according to policy or standards of practice.
    - Near misses
    - Concealing or hiding errors

- Please refer to the following links for reference:
  https://www.ncbon.com/vdownloads/just-culture/just-culture.pdf
  https://www.ncbon.com/vdownloads/just-culture/just-culture-speet.pdf
  https://www.ncbon.com/vdownloads/just-culture/just-culture-speet-cue-card.pdf

- The faculty member observing the event will complete the Student Practice Event Report and SPEET according to their observation of the situation.
    - Clinical faculty members may use their professional judgment about removing the student from the clinical setting at the time of an event or permitting them to finish the clinical day.
    - The faculty member observing the event will discuss the event with the student and request the student to submit a SPEET.

- Notification
    - Clinical faculty will notify and consult with the Clinical Coordinator about the event who will review the outcome of the SPEET with the lead faculty member and Program Director.

- The Clinical Coordinator will coordinate remediation that may continue into the subsequent semester.
- Any faculty member may consult an Educational Consultant at the NC Board of Nursing about the event. All consultations must be documented on the SPEET form, including outcomes of the consultation.

- Response to SPEET
  - Events deemed to be Human Error:
    - Console the student
    - When indicated, develop a remediation plan for student improvement. The faculty member initiating the report is responsible for evaluating the result of remediation.
  - Events deemed to be At-Risk Behavior:
    - Develop a remediation plan for student improvement. The faculty member initiating the report is responsible for evaluating the result of remediation.
    - Faculty member initiating the report will monitor and coach the student until the end of the timeframe designated on the remediation plan. Normally, the minimum amount of coaching is to the end of the semester. If less than three weeks remain in the semester, monitoring and coaching will continue through the end of the subsequent semester.
  - Events deemed Reckless Behavior:
    - Student is subject to disciplinary action according to the policies of the Nursing Program or St Andrews University
    - Students who remain enrolled are required to complete a remediation and coaching plan. The faculty member who initiated the report will monitor and coach the student until the end of the timeframe designated on the remediation plan. Normally, the minimum amount of coaching is to the end of the semester. If less than three weeks remain in the semester, monitoring and coaching will continue through the end of the subsequent semester.

- All documentation of the event, including the Student Event form, SPEET completed by faculty member and student, remediation, coaching, and follow-up will be filed in the Student Clinical File.

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Clinical Placement for Senior Undergraduate Capstone Experience

In the last semester of the senior year, students are placed at a practice site based on their clinical interest, clinical strengths, and preference of geographical location. This opportunity provides an invaluable experience for students to integrate their knowledge and clinical skills into the professional nursing role. Because students are guests at the clinical agencies and because placements are highly competitive with other area nursing Programs, the following guidelines have been established for student placement.

1) The Clinical Coordinator will meet with students prior to beginning the placement process to discuss the capstone experience and the placement process.
2) All student requests for placement MUST be made through the Clinical Coordinator with input from the nursing faculty. At no time shall a student initiate direct contact with an agency or non-course faculty to request a placement. Any direct student contact with any agency, agency representative, or non-course faculty prior to a confirmed immersion placement will result in an academic warning and will jeopardize consideration of student preferences.
3) Undergraduates will be placed after consideration of their academic performance in preceding courses and their score obtained on the course integrated HESI Exams.
4) Students may be contacted directly by the agency for an interview prior to a placement confirmation. If contacted by the agency, students must notify the Clinical Coordinator prior to the interview.
5) Students will not be assigned in a clinical setting (i.e., the unit) where employed.
6) Students are not to contact preceptors or facilities for NUR482, Capstone, placements. The Clinical Coordinator will inform students of their placement.

SECTION VI

ST ANDREWS UNIVERISTY SCHOOL OF HEALTH SCIENCES MEDICAL EXPOSURES POLICIES

Medical Exposures Policies

A. St Andrews University Blood / Bodily Fluid Exposure Policy

Purpose
During the course of their training, students within the Health Sciences Department will be involved in direct patient care and consequently at risk for potential exposure to blood and bodily fluid. It is the policy of St Andrews University to

1. Limit exposure to infectious agents by directing and educating students in the practice of universal precautions.
2. Establish a protocol that will allow students to be evaluated and tested following exposure in a timely fashion.
3. Coordinate the testing and follow up of lab results between the preceptor and the designated medical facility by a clearly defined protocol.

The program within the Health Sciences Department shall help to coordinate and ensure student is appropriately evaluated and tested in a timely manner but shall not be involved in any discussion with the students regarding the results of any lab testing.

Immunizations

Prior to registration, students accepted into the various programs within the Health Sciences Department must provide proof of immunization (or documented contraindication). For specific information regarding immunizations required for each program, please see the program's Student Handbook or Manual.

Universal Precautions

The center of Disease Control (CDC) has developed precautions to reduce the risk of spread of infectious diseases due to exposure to blood or bodily fluid. Students will be expected to follow these guidelines while on clinical rotations where applicable.

- Hand washing (or using an antiseptic hand rub)
    - After touching blood, body fluids, secretions, excretions and contaminated items
    - Immediately after removing gloves.
    - Following and between patient contact
- Gloves
    - Use in cases of any anticipated contact with blood, body fluids, secretions and contaminated items.
    - For contact with mucous membranes and non-intact skin
- Masks, goggles, face masks
    - Protect mucous membranes of eyes, nose and mouth when contact with blood and body fluids is likely.

- Gowns
  - Protect skin from blood or body fluid contact.
  - Prevent soiling of clothing during procedures that may involve contact with blood or body fluids.
- Linen
  - Handle soiled linen such that it prevents touching skin or mucous membranes.
  - Do not pre-rinse soiled linens in patient care areas.
- Patient care Equipment
  - Handle soiled equipment in a manner to prevent contact with skin or mucous membranes and to prevent contamination of clothing or the environment.
  - Clean reusable equipment prior to reuse
- Environmental cleaning
  - Routinely care, clean and disinfect equipment and furnishings in patient care areas
- Sharps
  - Avoid recapping used needles- use self- capping safety needles if available.
  - Avoid removing used needles from disposable syringes.
  - Avoid bending, breaking or manipulating used needles by hand.
  - Place used sharps in puncture-resistant containers.
- Patient resuscitation
  - Use mouthpieces, resuscitation bags or other ventilation devices to avoid mouth to mouth resuscitation and direct contact with blood/bodily fluid.
- Patient placement
  - Place patients who contaminate the environment or cannot maintain appropriate hygiene in private rooms.

Training

Students within the Health Sciences Department shall have appropriate didactic and practical training in universal precautions in preparation for their clinical rotations. Each program shall determine the training necessary for students within that discipline.

St Andrews University Environmental Health Services shall also have available training materials related to bloodborne pathogen exposure. (Bloodborne Pathogen and Exposure Plan)

Students will receive training for preventing the transmission of tuberculosis annually. All students who have the potential for exposure to TB may be Fit tested at the clinical sites (if necessary) for National Institute of Occupational Safety and Health (NIOSH) certified personal respirator protective devices. These devices are considered personal protective equipment and must be purchased by the student if deemed a requirement.

Incident Reporting

Incidents involving needle sticks and exposure to body fluids or potential blood borne pathogens require immediate action to protect a student's health and safety. If a student sustains a needle stick or is exposed to infectious materials s/he should:

1. Immediately wash exposure site thoroughly with soap and water (or water only for mucous membranes)
    a. Wash needle stick and cuts with soap and water
    b. Flush the nose, mouth or skin with water.
    c. Irrigate eyes with clean water, saline or sterile irritants.
2. Notifications
    a. Students should inform their respective programs within the Health Sciences Department at St Andrews University.
    b. In the event that an exposure occurs during didactic course work students should notify the Clinical Coordinator who will direct the student to Scotland Memorial Hospital Emergency Department. In addition, the Clinical Coordinator is responsible for assisting in filling out all appropriate paperwork and reporting the incident to the Program Director.
    c. The student will also need an appointment with the appropriate medical personnel.
    d. The student will also need to begin the process of completing an incident report. The clinical department with each program can assist with this process. The incident report can be obtained from the Nursing Administrative Assistant.
3. Seek medical attention for necessary lab work and post-exposure prophylaxis.
    a. If the preceptor has an established protocol for blood and bodily fluid exposure, the student is to follow that protocol for the initial evaluation and lab work. The student should also make a follow up appointment for re-evaluation, discussion of the results of the initial lab work and any necessary repeat lab work.
    b. The provider at will also discuss the need for any post exposure prophylaxis once the lab work and incident are reviewed.
    c. In the event that the clinical site does not have an established protocol for exposure, the student will notify the persons noted above and will discuss arrangements for the necessary lab work.
    d. The University has made arrangements for labs to be drawn at outside facilities for such an occurrence. Once labs have been drawn in a timely fashion, the student will follow up with the designated healthcare provider.

e. If the rotation site is not in a reasonable distance to St Andrews University (>75 miles), the student should seek care at the nearest facility that can provide appropriate care (initial lab work for HIV, HBV, HCV and risk assessment to determine the need for chemoprophylaxis, etc.). The student should inform the appropriate academic Program to coordinate this effort and arrange for follow when feasible and complete an incident and claims report.

4. The preceptor or appropriate institutional representative should obtain consent from the source patient for appropriate laboratory testing (i.e. HIV, HBV, and HCV status). (need to make sure it's in the affiliation agreements)
    a. Students should receive post-exposure prophylaxis within hours of the exposure per CDC recommendations, **if** the status of the source patient is deemed high risk or if there is uncertainty of the source patient's status.
    b. If the patient is deemed high risk, the student is to seek medical attention at the nearest available facility that can provide such care and inform the clinical department.
5. Some clinical sites will provide post-exposure care to students at no charge. However, some clinical sites may not cover post-exposure care or only cover a portion of the care that is required. In the event that care is not covered by the site, a student may elect to use their personal health insurance to cover the cost of post-exposure care. Students must check with their insurance carrier to see if exposure to blood or bodily fluids is covered under their specific plan. Infectious exposure MUST be reported as directed in this policy.
6. Although, the preceptor or clinical supervisor may have contacted St Andrews University, it is the responsibility of the student to contact their respective program as soon as reasonably possible but within a maximum of 72 hours of the exposure to finalize the incident report.
    a. The incident report shall contain: (included below)
        - The date and time of exposure
        - Clinical Site, location and unit information
        - Details of how the exposure occurred.
        - Details of the type and severity of the exposure
        - Details about the source patient (i.e. post-exposure management, previous vaccinations, current HIV, HBV, HCV status)
    b. The Incident Report should be given to the appropriate academic program. Student services will assist the student in the event that an accident insurance claim needs to be filed.
    c. In the event that an incident report was filed at the rotation site, a copy of this must be sent to the respective academic program to be maintained in the student's file.
7. In the event of an exposure, The National Clinician's Post Exposure Prophylaxis Hotline

(888) 448-4911 is available 24 hours per day, 7 days per week to provide guidance in managing exposures.

8. Necessary Forms are found in the following appendices at the end of this handbook:
    - Incident Report Form
    - Source Individual's Consent or Refusal Form
    - Refusal Post Exposure Medical Prophylaxis

B. Exposure to Potentially Hazardous Materials

Full participation in St Andrews University's Health Sciences programs may expose student to hazardous materials. Students who are pregnant, may become pregnant, are breastfeeding, or are otherwise concerned about such exposure should consult their physician. St Andrews will attempt to make reasonable accommodations for students who have a medically documented reason to avoid exposure to such substances.

SECTION VII
CREDENTIALING

Registered Nurse Licensure

Upon successful completion of the St Andrews University Bachelor of Science in Nursing degree, and with endorsement by the Director of the Nursing Program, graduates will be eligible to apply to take the National Council Licensure Examination (NCLEX-RN) for licensure as a registered nurse.

Application instructions may be found on the North Carolina Board of Nursing website at http://www.ncbon.com/dcp/i/licensurelisting-licensure-by-examination-new-graduate-resources. Costs for licensure are the responsibility of the student.

Information for licensure throughout the United States can be obtained at http://www.ncsbn.org/.

NCBON Guidelines for Licensure Applicants with prior convictions and/or disciplinary action:
As the regulatory agency, the Board of Nursing does not become involved in reviewing the applicant's conviction record until such time as application is made to take the national examination. In the application, the question is asked whether or not applicant has ever been convicted of a misdemeanor/felony/DUI/etc. If the response is yes, a certified copy of the court record must be submitted. A detailed written explanation is also required if the conviction occurred less than 5 years ago. In addition, as of January 1, 2002, criminal background checks including fingerprints are required. In accordance with guidelines established by the Board, Board staff reviews the record. The applicant may take the exam as scheduled; however, the license may or may not be issued upon passing the exam. After the Board staff reviews the record, one of several actions may occur:

1) There may be a request for additional information.
2) The license may be issued once the exam is passed.
3) The applicant may be notified it will be necessary for him/her to appear before the Board Licensure Committee. This may be necessary if:

    - A felony conviction occurred after the applicant entered the nursing program.
    - The conditions of the conviction have not been satisfied.
    - The type and/or number of convictions bring into question the applicant's ability to safely and competently practice nursing.

If an appearance before the Licensure Committee is required, the committee will make a decision and one of several actions may be taken:

1) The license is issued when the applicant is successful on the exam.
2) The license is issued with probation when the applicant is successful on the exam.
3) The license is withheld. If this should occur, the applicant will be told the reason and will have the right to address the Board concerning the decision.

Certified Nursing Assistant Guidelines

Nursing students who have completed their second semester Junior year nursing courses, may be eligible to apply for listing on the CNA II Registry. *Note: Students must be listed on the CNA I Registry before applying for CNA II listing.*

If you are already listed as a current CNA I on the registry, follow the steps below:

- Review the CNA II task list at https://www.ncbon.com/vdownloads/nurse-aide/nurse-aide-ii-tasks-2012-revisions.pdf
- Print out the form and sign at the bottom certifying you have reviewed and practiced the skills listed (you must have performed the skills in lab and/or clinical).
- Make an appointment with the Nursing Program Director to review your petition.
- If approved, the Nursing Program Director will verify online that you have completed the necessary skills.
- You may then go online and complete the application for CNA II registry listing and pay the required fees https://www.ncbon.com/licensure-listing-apply-nurse-aide-ii-initial-listing.

If you are *not* currently listed as a CNA I on the registry, follow the steps below:

- Make an appointment with the Nursing Program Director.
- If approved, the Nursing Program Director will verify online that you have completed the necessary skills for CNA I.
- Visit Pearson Vue's website at http://www.pearsonvue.com/nc/nurseaides/ and review the resources listed regarding CNA I testing.
- Select the "Schedule a Test" link and indicate on the application that you are challenging the exam.
- Follow all directions given at the above site to complete the scheduling process.
- Once you have scheduled and passed both exams and are listed on the CNA I registry, follow the steps listed above to petition for CNA II listing.

SECTION VIII FORMS

St. Andrews UNIVERSITY
A Branch of Webber International University

Bachelor of Science in Nursing

Appeal of Dismissal Form

This form is to be used in the event of dismissal from the Nursing Program due to a violation of unsafe behavior and/or unprofessional nursing practice. ***This form is not to be used for Academic appeals or Honor Board appeals.***

Student Name: _____

Student ID: _____ Date of Dismissal: _____

Procedure for Appeal of Dismissal

- The appeal process must be initiated by the student within 5 University business days of the event.
- The appeal may only be submitted on the "Appeal of Dismissal Form" available in the SAU Student Nursing Handbook.
- Students will not be granted meetings with University Administration while the appeal is being considered.
- Students must submit the appeal via email to the Program Director/ Chair.
- Appeals will be reviewed by the Program Director/Chair and the Admissions, Progression, and Retention Committee.
- Normally, decisions will be rendered within 10 University business days unless additional information gathering extends the time frame.
- If no resolution of the issue can be made, the student may request a meeting with the Vice President of Academic Affairs/Campus Dean.

Step 1: Student's Statement
Please review the dismissal and appeal policies in the Nursing Student Handbook and provide an explanation below, based on those policies, about why you are appealing your dismissal.

Student Signature_____ Date _____

Step 2: Program Director and Admissions, Progression, and Retention Committee Response

Reply should briefly explain the rationale for the original decision of dismissal. If the matter is resolved, briefly describe the resolution and sign below. No further action is necessary. If the matter remains unresolved, the student has the option of requesting a meeting with the School of Health Sciences Dean. All documentation regarding the appeal will be forwarded to the Dean upon request by the student.

Appeal Resolved?____Yes

_____No

Signatures:

Student_____ Date _____

Nursing Program Director_____ Date _____

Admissions Committee Chair_____Date _____

Step 3: Meeting with the Vice President of Academic Affairs/Campus Dean

If the matter has not been previously resolved, the student may request a meeting with the **Vice President of Academic Affairs/Campus Dean** may offer input or a recommendation at this stage in the space below. The appeal is then returned to the Nursing Program Director for review. (Note: Due to the nature of the dismissal and the rules set by the North Carolina Board of Nursing that govern Nursing Programs in North Carolina, the final decision will rest with the Nursing Program Director/Chair.)

Appeal Resolved?____Yes

_____No

Signatures:

Student_____ Date _____

School Dean_____ Date _____

Step 4: Nursing Program Director, final review and decision

The Program Director will take into consideration any recommendations made by the Vice President of Academic Affairs/Campus Dean and the Nursing Program Admissions, Progression, and Retention Committee and will briefly describe the final outcome of the dismissal appeal below. (Note: Due to the nature of the dismissal and the rules set by the North Carolina Board of Nursing that govern Nursing Programs in North Carolina, the final decision will rest with the Nursing Program Director/Chair.)

APPEAL DECISION - FINAL

Student Reinstated in Nursing Program Yes

_____No

Signatures:

Student_____ Date _____

Nursing Program Director_____ Date_____

ST ANDREWS UNIVERSITY
Incident Report Form
For an Occupational Bloodborne Pathogen

Exposure Report Date_____

Last Name:_____First Name_____

Address_____

SAU department or program you are enrolled in: _____

Supervisor/Clinical Instructor:_____

Date of incident:_____ Time of incident:_____

Facility and specific location of incident: _____

Job description (description of general duties) :_____

Potentially infectious material involved (e.g. blood etc.):_____

Source of potentially infectious material (e.g. needle-stick, cut, bite etc.)_____

Circumstances surrounding exposure (e.g. work being performed) _____

_____

Route of exposure (e.g. stick, splash, etc.)_____

_____

How exposure occurred (e.g. equipment malfunction) _____

_____

Personal protection equipment worn at time of incident _____

_____

Actions taken at time of incident (e.g. soap/water clean-up, reporting etc.) _____

_____

_____

Recommendations for avoiding repetition: _____

Signatures:

Student_____ Date _____

Nursing Program Director_____ Date_____

ST ANDREWS UNIVERSITY

Refusal of Post-Exposure Medical Evaluation

For Bloodborne Pathogen Exposure

Supervisor or Clinical Instructor: Print and complete this form only if the exposed individual refuses post-exposure medical evaluation by a health care professional. Send this completed form to your respective academic program at St Andrews University.

Exposed Individual Information (Pease Print)

Last Name:_____ First Name: _____
Student ID: _____
St Andrews University Health Sciences Department/ (Program):_____

_____ Exposure Date: _____

Exposure Information

Facility and Department where the incident occurred: _____

Type of protection equipment used (gloves, mask, etc.): _____

Describe how you were exposed:

_____

_____

_____

Explain how to prevent this type of exposure:

_____

_____

I have been fully trained in St Andrews University's Blood borne Pathogen Exposure Control Plan, and I understand I may have contracted an infectious disease such as HIV, HCV, or HBV. I also understand the implications of contracting these diseases.

I have been offered follow-up medical testing to determine whether or not I contracted an infectious disease such as HIV, HCV, or HBV. I also have been offered follow-up medical care in the form of counseling and medical evaluation of any acute febrile illness (new illness accompanied by fever) that occurs within twelve weeks pot-exposure.

Despite all the information I have received, for personal reasons, I freely decline this post-exposure evaluation and follow-up care.

Exposed Individual's Signature:_____ Date: _____

Witness Name:_____ Signature: _____

ST ANDREWS UNIVERSITY

Source Individual's Consent or Refusal Form

For HIV, HBV, and HCV Infectivity Testing

Source Individual is the person whose blood or bodily fluids provided the source of exposure. Note: Complete this form and submit to the health care professional treating the exposure and the Clinical Coordinator at St Andrews University nursing program.

Exposed Individual's Information

Name (Please Print):_____

St Andrews University Program: _____

Telephone Number: _____

Exposure Date: _____

Source Individual's Statement of Understanding

I understand that employers are required by law to attempt to obtain consent for HIV, HBV, and HCV infectivity testing each time an employee is exposed to the blood or bodily fluids of any individual. I understand that a St Andrews University student intern or employee has been accidentally exposed to my blood or bodily fluids and that testing for HIV, HBV, and HCV infectivity is requested. I am not required to give my consent, but if I do, my blood will be tested for these viruses at no expense to me.

I have been informed that the test to detect whether or not I have HIV antibodies is not completely reliable. This test can produce a false positive result when HIV antibody is not present and that follow-up test may be required.

I understand that the results of these tests will be kept confidential and will only be released to medical personnel directly responsible for my care and treatment, to the exposed health care worker for his or her medical benefit and only to others as required by law.

Consent or Refusal & Signature

I hereby consent to:

HIV Testing_____

HBC Testing_____

HCV Testing_____

I hereby **refuse** consent

to: HIV Testing:____

HBC Testing:_____

HCV Testing:_____

Source Individual Identification

Source individual's printed name:_____

Source individual's signature:_____

Date signed:_____

Relationship (if signed by other than source individual):_____

St Andrews University Nursing Program (Student Copy)

Essential Functions Required for Admission, Progression, and Graduation

Nursing is an occupation which involves daily contact with individuals and requires the ability to perform a wide variety of activities. Indicated below are essential functions which all SAU Nursing students will be expected to perform for admission to, progression in, and graduation from the SAU BSN Program.

Core Performance	Standard	Examples of Necessary Activities (not all-inclusive)	Met Yes or No? (comments)
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.	
Mobility	Physical abilities sufficient to lift up to 50 lbs. unassisted, move from room to room, and maneuver in small spaces.	Move around in client rooms, workspaces and treatment areas, administer cardio-pulmonary procedures, and lift, pull and transfer up to 50 lbs. unassisted.	
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment, position clients, administer medications orally and parentally.	
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hears monitor alarms, emergency signals, auscultatory sounds, cries for help.	
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe client responses; recognizes subtle physical changes.	
Tactile	Tactile ability sufficient for physical assessment and performance	Performs palpation, functions of physical examination and/or those activities related to therapeutic nursing interventions, e.g. insertion of a catheter or starting an IV.	
Critical Thinking	Sufficient for clinical judgment and a trusting relationship	Identify cause/effect relationships in clinical situations, develop nursing care plans.	

Smell	Detect odors sufficient to maintain environmental safety and client needs		
Behavior	Mental and physical ability to demonstrate good judgment in decision making, in order to maintain safety and security of clients and to behave appropriately with clients, staff, students, and supervisors		
Accountability and responsibility	Ability to understand and abide by legal and ethical standards		

I certify that I have read, understand, and meet the SAU Nursing Program Essential Functions Required for Admission, Progression, and Graduation in the BSN Program. Any misrepresentation, falsification, or material omission of information from the applicant/student may exclude the student from continued clinical participation or immediate dismissal from the Program.

Student Printed Name _____

Student Signature_____Date _____

This form will be signed each semester and placed in the student's file before he/she can go to the clinical setting. This form certifies that the student believes that they meet the physical mental and emotional health, standards to participate in the activities of a health profession in a clinical setting and to provide safe client care. If a student believes that they are not able to meet the requirements they must follow up with a medical provider and will not be able to return until they have been deemed cleared by a medical provider.

St Andrews University Nursing Program
Essential Functions Required for Admission, Progression, and Graduation

****To be completed by medical provider. Medical provider after completing a physical health assessment on the student please complete this form.**

Name of Student_____ **Date**_____

Nursing is an occupation which involves daily contact with individuals and requires the ability to perform a wide variety of activities. Indicated below are essential functions which all SAU Nursing students will be expected to perform for admission to, progression in, and graduation from the SAU BSN Program.

Core Performance	Standard	Examples of Necessary Activities (not all-inclusive)	Met Yes or No? (comments)
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.	
Mobility	Physical abilities sufficient to lift up to 50 lbs. unassisted, move from room to room, and maneuver in small spaces.	Move around in client rooms, workspaces and treatment areas, administer cardio-pulmonary procedures, and lift, pull and transfer up to 50 lbs. unassisted.	
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment, position clients, administer medications orally and parentally.	
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hears monitor alarms, emergency signals, auscultatory sounds, cries for help.	
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe client responses; recognizes subtle physical changes.	
Tactile	Tactile ability sufficient for physical assessment and performance	Performs palpation, functions of physical examination and/or those activities related to therapeutic nursing interventions, e.g. insertion of a catheter or starting an IV.	

Critical Thinking	Sufficient for clinical judgment and a trusting relationship	Identify cause/effect relationships in clinical situations, develop nursing care plans.	
Smell	Detect odors sufficient to maintain environmental safety and client needs		
Behavior	Mental and physical ability to demonstrate good judgment in decision making, in order to maintain safety and security of clients and to behave appropriately with clients, staff, students, and supervisors		
Accountability and responsibility	Ability to understand and abide by legal and ethical standards		

☐ Cleared to participate in the nursing program with limitations or reasonable accommodations. Please list limitations or accommodations needed:

_____

_____

_____

☐ Cleared to participate in the nursing program without any restriction for two (2) years **without recommendation** for further evaluation or treatment.

☐ **Not cleared** to participate in the nursing program further evaluation or treatment needed:

Printed Name of Medical Provider

_____ Phone _____

Medical Provider Signature _____ Date _____

Medical Facility & Address

NORTH CAROLINA BOARD OF NURSING NURSE AIDE II TASKS*

OXYGEN THERAPY - Room Set-Up - Monitoring flow-rate	**STERILE DRESSING CHANGE (Wound over 48 hours old)**	**BREAK-UP AND REMOVAL OF FECAL IMPACTION**
TRACHEOSTOMY CARE	**WOUND IRRIGATION**	**SUCTIONING** - Oropharyngeal - Nasopharyngeal
I.V. FLUID – ASSISTIVE ACTIVITIES - Assemble/flush tubing during set-up - Monitoring flow-rate - Site care/dressing change - Discontinuing peripheral intravenous infusions	**ELIMINATION PROCEDURES** - Ostomy Care - Irrigation	**URINARY CATHETERS** - Catheterizations - Irrigation of tubing
NUTRITION ACTIVITIES - Oral/nasogastric infusions (after placement verification by a licensed nurse) - Gastrostomy feedings - Clamping tubes - Removing oral/nasogastric feeding tubes		

ROLE OF NURSE AIDE II ON HEALTH CARE TEAM

*The licensed nurse maintains accountability and responsibility for the delivery of safe and competent care. Decisions regarding delegation of <u>any</u> of the above activities are made by the licensed nurse on a client-by-client basis. The following criteria must be met before delegation of any task may occur:

- Task is performed frequently in the daily care of a client or group of clients;
- Task is performed according to an established sequence of steps;
- Task involves little to no modification from one client situation to another;
- Task does not involve on-going assessment, interpretation or decision-making that cannot be logically separated from the task itself; and
- Task does not endanger the client's life or well-being

As part of accountability, the registered nurse must validate the competencies of the NAII prior to delegating tasks. The licensed nurse (RN or LPN) <u>must monitor the client's status and response to care provided on an on-going basis.</u>

I,_____, certify that I have reviewed all CNAII Modules and have performed all skills during my junior year of nursing school at St Andrews University.

Student Signature	Date

Approved by:

Dr. Dorothy Miller, Program Director/Chair	Date

Bachelor of Science in Nursing

Nursing Program Photo/Videotaping Release Form

I, *(print your name here)*_____, consent to and authorize the use and reproduction by St Andrews University, Health Sciences Department of Nursing, of any and all photos and/or videotapes which have been or will be taken of me. I fully understand that the photos and/or videotapes taken of me will be used for the educational needs of the Nursing Program faculty and students or to promote St Andrews University through brochures or other advertisements.

Signature/Date:

_____

I consent to my name being used with my photograph:

Yes_____No_____

St. Andrews UNIVERSITY
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Bachelor of Science in Nursing

Nursing Program Student Retention Plan

The Student Retention Plan is designed to encourage success in any student who is at risk. It provides written documentation of the issues that are causing the student to be considered "at risk," what changes are required, and a specific plan to help the student resolve the problem. The Student Success Plan is a collaboration between both student and faculty to assist the student in reaching their academic goals.

Faculty/Advisor: List the course objectives/requirements that are not being met (or have not been met) by the student as demonstrated by behaviors, actions, performance scores, or events.

1)

2)

3)

Faculty/Advisor: Required change in student behaviors, actions, or attitudes that must be improved *(include dates or deadlines if applicable)*

1)

2)

3)

Support systems to be used to assist student in meeting course objectives/requirements:

Assignment

___Meet with Advisor_____per week

___Assigned study times w/ faculty present

___Remediation utilizing Kaplan

___Assigned Lab time for practice ___Other
Indicate the date that the student and instructor will meet to review student's progress:
Comments

Student Name (print)_____Faculty Name (print)_____

Student Signature_____Faculty Signature_____

Date_____Date_____

CONFIDENTIALITY STATEMENT

As a student in a SAU health sciences program, you will have access to confidential information during your clinical experiences. Confidential information includes client information, employee information, financial information, other information relating to your duty as a student and information proprietary to other companies or persons. You may have access to some or all of this confidential information through the computer systems of the clinical facilities or through your student activities.

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

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

In addition to this statement, each clinical facility may require you to sign an additional statement as you begin your clinical rotation.

Confidentiality Agreement

As a student in an SAU nursing program, I understand that I will have access to confidential information. I promise that:

1. I will use confidential information only as needed to perform my legitimate duties as a student.
2. I will not discuss client information outside of the clinical area and will confine any discussions to the educational conference.
3. I have participated in training regarding the privacy and security provisions of HIPAA.
4. I will safeguard and not disclose any access codes or authorizations that allow me to access confidential information.
5. I will make every effort to de-identify client information so that it cannot be connected back to the client to whom it relates.
6. I will not remove from the facility any facility generated client protected health information

or individually identifiable information.

7. I will be responsible for my misuse or wrongful disclosure of confidential information and for my failure to safeguard any authorization to access confidential information. I understand that my failure to comply with this agreement may also result in my termination as a student.

_____	_____
Student's signature	Date
_____	_____
Print Name	SAU Nursing Program

National Student Nurses' Association, Inc.
Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The *Code of Academic and Clinical Conduct* is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development.

Therefore, within these environments we;

19) Advocate for the rights of all clients.
20) Maintain client confidentiality.
21) Take appropriate action to ensure the safety of clients, self, and others.
22) Provide care for the client in a timely, compassionate and professional manner.
23) Communicate client care in a truthful, timely and accurate manner.
24) Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
25) Promote excellence in nursing by encouraging lifelong learning and professional development.
26) Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
27) Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
28) Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
29) Encourage faculty, clinical staff, and peers to mentor nursing students.
30) Refrain from performing any technique or procedure for which the student has not been adequately trained.
31) Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
32) Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of

treatment or research.

33) Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
34) Strive to achieve and maintain an optimal level of personal health.
35) Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
36) Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ.

Signatures:

Student_____ Date _____

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Acknowledgment of Receipt of Student Nursing Handbook

I have received a copy of the current Academic Year SAU BSN Program Student Nurses Handbook. I understand and agree that I am responsible for knowing, understanding and following the rules, policies and procedures contained in this handbook as well as those listed in the complete SAU Student Handbook.

I further understand that updates to this Handbook may be made throughout the school year and will be reflected in the online Handbook posted on the SAU Nursing web page. I will be notified of any changes via my SAU student email account.

Failure to abide with the requirements stated herein will result in appropriate action by the Department of Nursing.

Printed Name of Student

Student Signature

Date

Please note: Registration at the university assumes the student's acceptance of all St Andrews University published regulations, including those which appear in this as well as all other publications.