BSN Program Student Guidelines

Effective 07/01/2024 – 06/31/2025

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Introduction

Introduction and Purpose of Student Guidelines

The School of Nursing (SON) offers two programs to complete a Baccalaureate degree. These guidelines are designed to provide students (both pre-licensure and RN to BSN) with current policies, curriculum, and professional degree information that must be maintained as a student in the SON. The most current edition is available to students online on the SON website, Castlebranch, and within all courses through the learning management system. The BSN Student Guidelines are a companion to the APSU Undergraduate Bulletin and the APSU Student Handbook/Calendar. All students are responsible for acknowledging the BSN Student Guidelines through Castlebranch at the beginning of each academic year and within each nursing course each semester.

The BSN Student Guidelines are reviewed and updated annually by the SON Academic Policy Committee. It is the right of the school to make revisions and policy changes at any time. Adequate and reasonable notice will be given to students affected by any changes.

Questions concerning these guidelines or the information contained may be addressed to the School of Nursing Administration Office and thereby routed to the appropriate faculty member or the Director of the SON.

Mission and Governance

Mission, Vision, and Core Values

Mission Statement

The mission of Austin Peay State University School of Nursing is to prepare an inclusive community of learners at the undergraduate and graduate levels in a manner that meets the patient-centered healthcare needs of our society.

Vision Statement

The vision of APSU School of Nursing is to be the regional school of choice for students seeking baccalaureate and graduate nursing degrees. Graduates will provide quality, patient-centered care to their communities.

Core Values

- Student Success
- Professionalism
- Community
- Caring
- Safety
- Integrity
- Civility
- Collaboration
- Life-long engagement
- Innovation

Strategic Goals

Pillar 1: The Academic Experience

- Goal 1: The SON will be a premier regional program known for high-quality, student-centered teaching.
- Goal 2: The SON will evolve academic pathways to strengthen our emphasis on delivering quality programs that address community and regional needs.
- Goal 3: The SON will optimize our institutional infrastructure to meet the academic needs of our students.

Pillar 2: The Student Experience

- Goal 1: The SON will cultivate a civil, inclusive community.
- Goal 2: The SON will offer each student the opportunity to have diverse interactions and experiences.
- Goal 3: The SON will ensure that all students are equipped to pursue their educational and nursing career goals in an empowering environment.

Pillar 3: The Employee Experience

- Goal 1: The SON will cultivate a civil, inclusive community.
- Goal 2: The SON will empower employees to meet their own learning and development objectives.
- Goal 3: The SON will support an environment where all employees can grow and flourish.
- Goal 4: The SON will cultivate a culture of connectedness in which employees intentionally engage with students to enrich the campus experience and influence student success.

Pillar 4: The Community Experience

- Goal 1: The SON will develop and enhance mutually beneficial community partnerships.
- Goal 2: The SON will increase community involvement by offering a robust and unique program.
- Goal 3: The SON will create an atmosphere that promotes sustained faculty, student, and alumni engagement.

Curriculum

APSU BSN Curriculum Outline

Figure 1 demonstrates how the SON develops the curriculum and relates to national

standards. The SON chooses the accrediting body [CCNE (Commission on Collegiate Nursing Education)] and includes other standards that are followed to guide the curriculum (BSN Essentials and QSEN Competencies). The SON uses these national standards to develop our program outcomes (EPSLOs) and build the APSU BSN curriculum (course objectives, module objectives, assessments, and activities to measure the outcomes).

Figure 1
Curriculum Outline Cascade
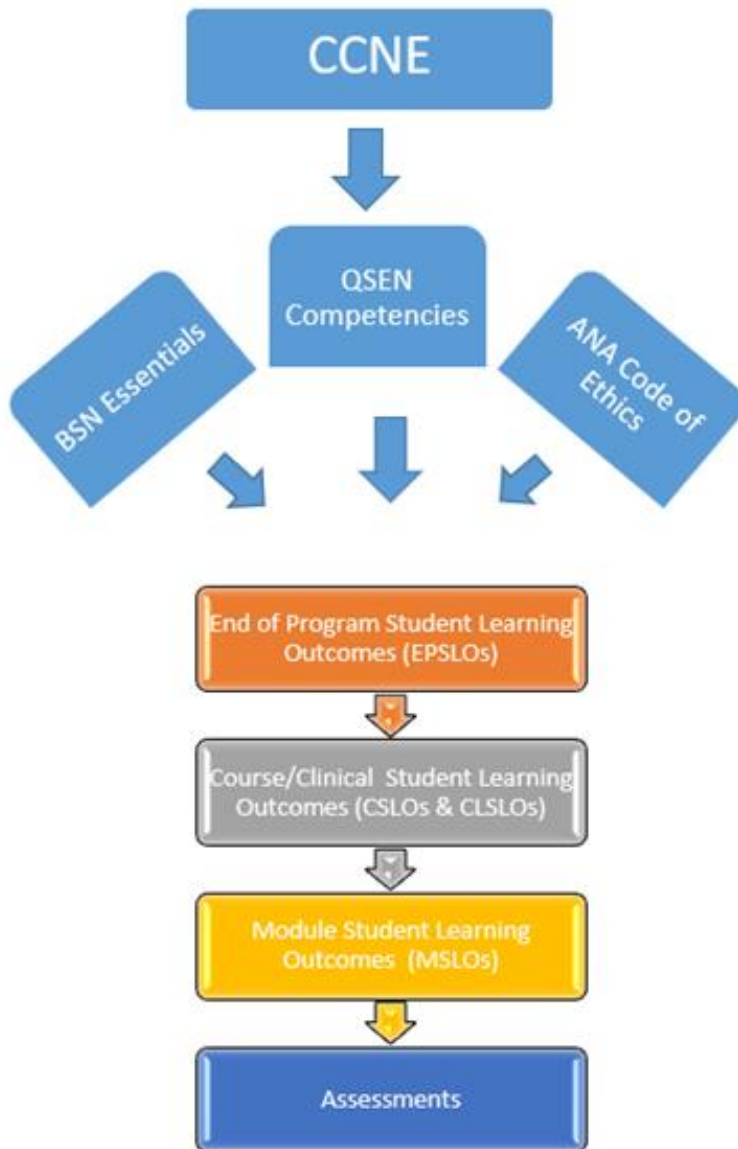
Professional Standards

The following professional standards guide the curriculum of the BSN program:
- Tennessee Board of Nursing Standards of Practice
- Quality and Safety Education for Nurses (QSEN) Pre-Licensure Competencies
- American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice, 2021.
- ANA Code of Ethics

Quality and Safety Education for Nurses (QSEN) Pre-Licensure Competencies

Improving quality and safety within the healthcare system is an important aspect of baccalaureate-level nursing education. In keeping with the Institute of Medicine's core competencies (2003) and the National Advisory Board, nursing pre-licensure programs should meet objectives in preparing future nurses who have the knowledge, skills, and attitudes to guide quality improvement and safety within the healthcare system. The QSEN competencies are a platform for programs to develop a curriculum that will aid in transitioning Baccalaureate nurses into the nursing profession with the intent of continuous education (QSEN, 2012). The QSEN Baccalaureate-Level Competencies are as follows:

1. Patient-Centered Care Quality Improvement (QI)
2. Teamwork & Collaboration
3. Evidence-based Practice (EBP)
4. Quality Improvement (QI)
5. Safety
6. Informatics

The 2021 BSN Essentials: Entry-Level Professional Nursing Education

The 2021 AACN Essentials contains 10 domains, 45 competencies, and 230 sub-competencies, with eight concepts woven throughout. Nursing students will be responsible for all competencies and sub-competences as new graduates.

The Essentials: Core Competencies for Professional Nursing Education "provides the framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experiences" (p.1)

The domains are "broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing" (AACN Essentials, 2021, p.10).

The AACN Essentials, 2021, Domains and their descriptor are included below in Table 1.

Table 1
Overview of BSN Essential Domains and Descriptors

Domain	Domain Descriptor
Domain 1: Knowledge for Nursing Practice	"Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice" (AACN Essentials, 2021, p. 27).
Domain 2: Person-Centered Care	Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area. (AACN Essentials, p. 29)
Domain 3: Population Health	Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (AACN Essentials, p. 33)
Domain 4: Scholarship for Nursing Discipline	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care. (AACN Essentials, p. 37)
Domain 5: Quality and Safety	Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance. (AACN Essentials, p. 40)
Domain 6: Interprofessional Partnerships	Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience and strengthen outcomes. (AACN Essentials, p. 42)

Domain 7: Systems-Based Practice	Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations. (AACN Essentials, p. 44)
Domain 8: Informatics and Healthcare Technologies	Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards. (AACN Essentials, p. 46-48)
Domain 9: Professionalism	Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values. (AACN Essentials, p. 49)
Domain 10: Personal, Professional, and Leadership Development	Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership. (AACN Essentials, p. 53-54)

Each Essentials concept serves as a core component of knowledge, facts, and skills across multiple situations and contexts within nursing practice. Each concept functions as a "hub for transferable knowledge, thus enhancing learning when learners make cognitive links to other information through mental constructs" (The Essentials: Executive Summary, p. 2). Integrating concepts within the competencies and sub-competencies is essential for the application throughout the educational experience and serves as a foundation for students learning (The Essentials: Executive Summary). The eight featured concepts and explanations included within the Essentials are below in Table 2.

Table 2

Nursing Concepts and Their Explanations

Concept	Concept Explanation
Clinical Judgement	"As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. This process is used to understand and interpret information in the delivery of care. Clinical decision-making based on clinical judgment is directly related to care outcomes" (Essentials, 2021, p.12).
Communication	"Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high-quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health" (Essentials, 2021, p.12).
Compassionate Care	"As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people" Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction" (Essentials, 2021, p.12).

Determinants of Health	"Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks." The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication" (Essentials, 2021, p.12).
Diversity, Equity, and Inclusion	"Collectively, diversity, equity, and inclusion (DEI) refers to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. • Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. • Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. • Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness. • To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices. Two related concepts that fit within DEI include structural racism and social justice" (Essentials, 2021, p.12)

Evidence-Based Practice	"The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020)" (Essentials, 2021, p.13).
Health Policy	"Health policy involves goal-directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change" (Essentials, 2021, p.14).

American Nurses Association Code of Ethics for Nurses

The ANA Code of Ethics for Nurses serves as a guideline for the ethical standards for nurses as they enter the nursing profession. Nurses have an ethical duty to the community to practice with respect and competency and promote advocacy and optimal care for healthcare populations.

- **Provision 1**: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- **Provision 2**: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
- **Provision 3**: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- **Provision 4**: The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
- **Provision 5**: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- **Provision 6**: The nurse, through individual and collective effort, establishes,

maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

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

End of Program Student Learning Outcomes (EPSLOs)

End of Program Student Learning Outcomes (EPSLOs) are measurable statements that express what a student will know, do, or think at the end of the learning experience. The following EPSLOs are consistent with standards of professional practice and align with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Practice.

Upon completion of the undergraduate nursing program, the student will be able to:
- Collaborate in safe, cost-effective, quality care using evidence-based practice to support optimal outcomes for individuals and populations within complex healthcare systems.
- Participate in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of systems-based leadership.
- Utilize information and healthcare technology to guide clinical decision making across complex systems.
- Provide inclusive care for diverse populations by identifying social determinants of health and advocating equitable care across a variety of settings.
- Exhibit nursing ethics, professionalism, and professional values.
- Synthesize, apply, and disseminate nursing knowledge to improve health and transform care.

Courses and Course Sequencing

Undergraduate BSN Nursing Major (Pre-Licensure) BSN Curriculum

The current undergraduate curriculum is 71 credit hours with 728 clinical hours. Figure 2 outlines a sample four-year plan with nursing course sequencing.

Figure 2
Sample Four-Year Plan with Course Sequencing

		Fall Semester				Spring Semester	
		Course Information	Credit Hrs			Course Information	Credit Hrs
First Year	AP	APSU 1000 – Freshman Orientation	1	AP		ENGL 1020 – English Composition II	3
	AP	ENGL 1010 – English Composition I	3	AP		BIOL 2020/2021 – Human Anatomy and Physiology II w/lab	4
	AP	BIOL 2010/2011 – Human Anatomy and Physiology I w/lab	4	AP		History Core	3
	AP	History Core	3	AP		Humanities and Fine Arts Core	3
	AP	Humanities and Fine Arts Core	3	AP		PSYC 1030 – Intro to Psychology	3
	AP	SOC 1010 – Intro to Sociology	3				
		TOTAL SCH	**17**			**TOTAL SCH**	**16**

		Fall Semester			Spring Semester	
Second Year	AP	ENGL 2330 – Topics in World Lit	3		NURS 2010 – **Introduction to Professional Nursing**	3
	AP	COMM 2045 – Public Speaking	3		NURS 2020/2021 – Nursing Assessment and Clinical	4
	AP	MATH 1530 – Elements of Statistics	3		NURS 2030/2031 – **Fundamentals of Nursing and Clinical**	8
		BIOL 2300/2301 – Principles of Microbiology	4		NURS 2040 – Intro to Pharmacology	1
		PSYC 3100 – Developmental Psychology	3			
		TOTAL SCH	**16**		**TOTAL SCH**	**16**

	Fall Semester			Spring Semester	
Third Year	NURS 3020 – Psychopharmacology	2			
	NURS 3060/3061 – Psychiatric Mental Health Nursing & Clinical	7		NURS 3070/3071 – Adult Health I Nursing and Clinical	8
	NURS 3210 – Intro to Nursing Research	3		NURS 3080 – **Lifespan Pharmacology**	4
	TOTAL SCH	**12**		**TOTALSCH**	**12**

	Fall Semester			Spring Semester	
Fourth Year	NURS 4050/4051 – Community and Public Health Nursing & Clinical	6		NURS 4040/4041 – Maternal Child Nursing & Clinical	8
	NURS 4060/4061 – Adult Health II Nursing & Clinical	8		NURS 4070/4071 – Leadership and Management of Professional Nursing & Clinical	6
	NURS 4080 – Trends and Issues of Professional Nursing	2		NURS 4100 – Clinical Integration	1
	TOTAL SCH	**16**		**TOTAL SCH**	**15**

Pre-licensure Summer Courses

The SON **may** offer an opportunity to take pre-licensure nursing courses during the summer semester(s). A junior-level and a senior-level group of courses will be offered, but this is not guaranteed every summer. Students interested in taking pre-licensure nursing courses must apply by the deadline set forth by the Admissions and Retention Committee. The Admissions and Retention Committee will discuss the summer offerings with students and oversee the summer application process. Summer courses are competitive, and a spot is not guaranteed in these courses.

RN to BSN Curriculum

All RN to BSN courses are delivered online and are 7-week courses. Beginning in fall 2024, the APSU main campus scheduled session calendar will be followed. The following course offerings in Table 3 are expected to start in August 2024.

Table 3
RN to BSN Course Offerings

Fall Session A (7-week courses)	Credit Hours	Fall Session B (7-week courses)	Credit Hours
NURS 3300 Concepts of Professional Nursing for RNs	3	NURS 3390/3391 Nursing Assessment for RNs/Lab	4
NURS 3310 Research for RNs	3	NURS 4351 Community Nursing for RNs Clinical	3
NURS 3380 Pathophysiology for RNs	2	NURS 4371 Leadership for RNs Clinical	3
NURS 4350 Community Nursing for RNs	3	NURS 4380 Trends & Issues for RNs	3
NURS 4370 Leadership for RNs	3		
Spring Session A (7-week courses)		**Spring Session B (7-week courses)**	
NURS 3300 Concepts of Professional Nursing for RNs	3	NURS 3390/3391 Nursing Assessment for RNs/Lab	4
NURS 3310 Research for RNs	3	NURS 4351 Community Nursing for RNs Clinical	3
NURS 3380 Pathophysiology for RNs	2	NURS 4371 Leadership for RNs Clinical	3
NURS 4350 Community Nursing for RNs	3	NURS 4380 Trends & Issues for RNs	3
NURS 4370 Leadership for RNs	3		
Summer Session 3 (7-week courses)			
NURS 3300 Concepts of Professional Nursing for RNs	3		
NURS 3310 Research for RNs	3		
NURS 3341 Elective: Holistic Nursing for RNs	3		
NURS 3343 ER Nursing	3		
NURS 3344 Elective: Wound Management for RNs	3		

Policies

Admission Requirements

Students interested in the pre-licensure BSN track should refer to the admission guidelines, which may be found in the **Pre-licensure Admission Criteria**.

Students who are interested in the RN to BSN track should refer to the admission guidelines, which may be found at **RN to BSN Concentration Admission Requirements**.

Information on admission and sample programs of study is located in the APSU Undergraduate Student Bulletin, which may be found at **Undergraduate Bulletin**.

Transfer from Another Nursing Program

Students wanting to transfer to APSU SON who have been previously enrolled in another nursing program must meet the following requirements:

1. Admission to APSU in good standing
2. Fulfillment of all APSU SON minimum admission requirements
3. Submission of the required APSU SON application materials to include the following:
   - An official transcript from the current (or most recent) nursing program
   - A letter from the previously attended nursing program's dean or director stating Good Academic Standing must be sent directly to the APSU SON pre-nursing advisor.
     - If student transcripts indicate the student was in good standing (i.e., passing grades) in nursing courses, a letter from the Dean or Director is not required.
   - A personal statement outlining circumstances and/or reason for leaving the previous nursing program.

If a student earned a final course grade of "D" or lower in previous nursing courses, the APSU SON Admissions & Retention Committee will evaluate the student's application and determine eligibility.

Under this policy, students accepted to the program must repeat the entire BSN curriculum. Individuals wishing to be considered as transfer applicants from another nursing program are advised to contact the APSU SON pre-nursing advisor.

Admission is not guaranteed and is considered only on a space-available basis.

Reasonable Accommodations

The School of Nursing's policy is to provide reasonable accommodation to qualified students with a disability so they can meet required technical and core performance standards for successful completion of degree requirements. Whether the requested accommodation is reasonable will be determined individually by the Student Disability Resource Center (SDRC) and the faculty of the School of Nursing. Determining what is reasonable accommodation is an interactive process. It is the student's responsibility to initiate the evaluation for disability accommodation and to contact and communicate with SDRC. Reasonable accommodations afforded to students in a didactic environment do not automatically transfer or apply to a nursing lab or clinical setting.

Applicants or nursing students who disclose a disability are considered for admission and enrollment if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program or significantly affect the safety of client care or others. When applicants or students disclose a disability, the provision of reasonable accommodations will be considered in an attempt to assist these individuals in meeting these required technical standards. Applicants whose response indicates that they cannot meet one or more of the Core Performance Standards will be reviewed further by the SDRC and the SON Director, with student and faculty input, to determine if any reasonable accommodations are possible to facilitate successful completion of the nursing curriculum and preparation for the national registry exam.

Attendance

Students are expected to attend class, clinical, and scheduled exam dates. As part of the professional role, students are expected to arrive at all learning experiences on time. There will be a reasonable attempt to notify students of any cancellations of class or laboratory/clinical experiences.

Inclement Weather

Students should check the APSU web page for official information regarding the university's closure due to hazardous weather conditions. If the university is open and hazardous conditions exist where the student lives, the individual is expected to make a judgment as to whether it is safe to travel to campus or the clinical setting. If the individual student decides it is unsafe to travel, they are expected to follow the attendance policy guidelines regarding faculty notification.

If the APSU campus is closed for any length of time, it is the student's responsibility to check both the APSU website and D2L for all courses in which the student is enrolled.

Additional course information may be available to students via D2L.

Exam Attendance

Unless otherwise specified by the individual course coordinator, the SON's policy is that students shall directly notify individual course faculty before missing a scheduled exam to discuss student eligibility for a makeup exam. Failure to do this could result in the student not being eligible for the makeup of an exam. The student is responsible for arranging all makeup examinations within the specified timeframe with the involved faculty. Refer to the individual course syllabus for more information.

Final Exams

All pre-licensure students must take the course final at the time scheduled by the faculty during finals week.

Class Attendance

Classroom attendance is essential to success in nursing school. Faculty members will inform students of policies applicable to their class in the syllabus. A student's poor class attendance may result in insufficient academic and/or clinical experience and lowering of course grade.

Students in web-based courses are required to log into the course regularly. They will participate in all assignments and Discussion Board topics according to the required timeframe. Refer to the specific course syllabus for detailed information.

Clinical Attendance

Attendance at clinical is required. Consistent with an emphasis on professional integrity, the student must inform lab/clinical faculty before missing a clinical session. The student must notify the clinical faculty before the time to report for the clinical experience. Failure to inform the faculty before missing lab/clinical can result in failure of the course or a lowered clinical grade. Lab/clinical sessions missed will be made up in a format and timeframe at the discretion of the faculty, and a special fee may be required if times outside of regular hours are necessary.

RN to BSN students will work with their faculty to reschedule any missed clinical experiences.

Grading, Progression, and Retention Requirements

Program Requirements for Progression and Graduation

- A grade of "C" or better is required to pass any nursing course and to progress in the curriculum.
- In the pre-licensure BSN program, when a course has a clinical component, the student must pass both the didactic and clinical components in order to pass the class.
- If a student fails two courses (including failing one course two times) with a "D" or "F," they will be dismissed from the nursing program for not meeting the program requirements. A grade of "D" or "F" is considered a failure to achieve course standards.

A Bachelor of Science in Nursing (BSN) degree will not be conferred upon any student who receives two grades below "C".

Information regarding grading, progression, and retention requirements is located in the APSU Undergraduate Student Bulletin, which may be found at **Undergraduate Bulletin.**

Grading Policies

Grading Scale

The following grading scale has been adopted by the faculty of the School of Nursing for the pre-licensure and RN to BSN students:

A = 92-100
B = 84-91
C = 76-83
D = 68-75
F = Below 68

Students must obtain a 76% weighted average to pass any nursing course. Final course grade rounding will occur as follows: Grades of 0.50-0.99 will be rounded upward.

Pre-licensure BSN Program Students: Non-clinical course grading policy

- An overall grade of 76% must be obtained to pass any nursing course.
- In a **non-clinical** course, the student's final course grade will consist of the

weighted average of all components of the course grade as detailed in the individual course syllabus.

Pre-licensure BSN Program Students: Co-Requisite Didactic/Clinical Courses

- A non-rounded, weighted exam average of 76.00 (all quizzes and tests) or above must be achieved to pass any clinical course. Exam grades will be carried out to two decimal points throughout the semester. The weighted exam average includes all exams and quizzes taken during the course and the final exam.
- Should the weighted exam average be less than 76%, the non-rounded, calculated weighted exam average will be the student's final grade.
- **Only** after attaining a 76.00 weighted average (unrounded) on all exams will other papers/projects be added to determine the final course grade. The final course grade will be rounded to a whole number.

RN to BSN Students: Course grading policy

- An overall grade of 76% must be obtained to pass any didactic and clinical nursing course.
- The student's final course grade will consist of the weighted average of all components of the course grade as detailed in the individual course syllabus.

Pre-licensure Co-Requisite Clinical/ Didactic Courses Grading

Guidelines for courses that include both clinical and didactic components in the pre-licensure track are as follows:

- The same grade is to be given in both clinical and didactic components.
- If a student fails the clinical component (F), they also fail the didactic component (even if they have passing test scores). Clinical is Pass/Fail—there is no option for a D).
- If a student fails the didactic component, then the student also fails the clinical component. If the student fails the didactic component with a D, the clinical component grade will also be a D (see 7th bullet point).
- Students cannot sign up for the didactic component without signing up for the clinical component, and vice versa.
- If a student withdraws, they must withdraw from all courses.
- For SON policy purposes, registering for the didactic and clinical components would be considered one registration (SON policy states a student may begin a course two times only).
- For SON policy purposes, withdrawal or failure from the didactic and clinical components will be considered one failure. (Policy states students who fail (D or F) two nursing courses cannot return to the program).
- Assignments and requirements for the clinical component of co-requisite courses

will be posted in the clinical course shell (D2L site).

RN to BSN Concentration Co-Requisite Clinical/ Didactic Courses
Guidelines for courses that include both clinical and didactic components in RN to BSN concentration are as follows:

- The same grade is to be given in both didactic and lab components of the Assessment course.
- For the Community Nursing for RNs and Leadership for RNs didactic and clinical courses, the student will take the didactic course first and follow with the clinical course. Separate grades are given for each course. If a student fails the didactic component (D or F), they will retake it before attempting the clinical course.
- SON policy states a student may begin a course twice.
- For SON policy purposes, withdrawal or failure from the didactic or clinical components will be considered one failure.

General Progression in Didactic and Clinical Components

Process Following One (1) Course Failure

A student will not be permitted to progress within or to graduate from the School of Nursing with a grade less than a "C" in any nursing course.

- Upon the failure (D or F) of either the clinical component (F) or the didactic component (D or F) of a course, the student has failed the entire course and must repeat the entire course.
- The grade earned for the course component failed (D or F) will be recorded as the course grade on the student's transcript.
- With faculty permission, students who failed (F) the clinical component of a course may attend the didactic component for the remainder of the semester (on a non-credit basis). Attendance for the didactic component of a course will enhance the student's chances for success in the course the next time the course is available for enrollment.
- A student who has failed (D or F in the didactic component / F in the clinical component) a nursing course may repeat the course one time, dependent upon the condition that the student has not failed (D or F) or withdrawn failing from any other nursing course.
- Upon failure (D or F) or withdraw failing of a clinical nursing course the student will be required to retake the course in sequence before progressing to another clinical course. Pre-licensure students must complete one cohort of courses before moving to another cohort.
- If a student is dismissed (with a D or F) from a clinical course, the Admissions and Retention Committee, in collaboration with the Director, will review the student's

record and make a recommendation to the faculty for action within one working week, addressing the student's continuation in concurrent and successive clinical courses.

- No returning student will be guaranteed re-enrollment.

Consideration for Readmission Following One (1) Course Failure

Upon any instance of one course failure (D or F), or withdrawing from a nursing course, the student must receive approval from the Admissions and Retention Committee to re-enroll and progress within the nursing curriculum.

- The process by which the student may request such approval will require the student to submit a letter to the Admissions and Retention Committee within two weeks following failure (D or F) or withdrawal from a course. The letter must include:
  - A request to enroll within a specific course and the target semester of enrollment.
  - An explanation as to why the student should be approved to return.
  - An explanation of why the student thinks they were unsuccessful in the course, including any extenuating factors they wish to share.
  - An explanation as to what the student has done to remedy the cause of being initially unsuccessful.
- The Admission and Retention Committee will work with course faculty to develop an individualized remediation plan and communicate this to the student. Remediation requirements may include, but are not limited to:
  - Demonstrate selected nursing skills
  - Attending additional simulation experiences
  - Attending additional clinical experiences
  - Re-enrolling in select prerequisite, co-requisite, and/or nursing courses.

Students repeating the course(s) and earning a WF at midterm must meet with the Admissions & Retention Committee and/or SON Director to discuss retention and progression. If the Admissions and Retention Committee and/or Director determines the student is experiencing extenuating circumstances that prevent the student from progressing, the student may withdraw from the program and apply for readmission to the program for the following semester.

Process Following Two (2) Course Failures

Failure (D or F) and/or withdrawal failing from any two nursing courses, a repeat course being taken for the second time or a second different nursing course, will result in dismissal from the BSN program at APSU.

Undergraduate Academic Leave of Absence

Students who need to be absent from the SON for one or more semesters are required to submit a formal request for academic leave to the BSN Admissions and Retention Committee.

Requests for academic leave require submission of the APSU SON Request for Leave of Absence (LOA) form (Appendix A).

Requests for academic leave must be made before the beginning of the semester in which the leave is intended. Failure to obtain formal approval for academic leave is considered relinquishment of the student's position in the program and requires an application for readmission through the academic appeals process.

Exceptions to this policy include required military duty and unexpected severe illness or injury with medical documentation.

Returning from a Leave of Absence

If a student has been approved to take a leave of absence, they will need to notify their faculty advisor and the BSN Admissions and Retention Committee at least thirty days prior to the beginning of the semester in which they intend to return.

Students in good standing and approved for leave of absence are eligible for reinstatement to the SON. Students who have missed one semester or more of coursework will be required to either repeat selected courses and/or re-demonstrate proficiency in specific competencies.

The Admissions and Retention Committee, in collaboration with the Director, will determine the options available to the student before re-enrollment of the student. The individual student's plan for progression as determined by the Admissions and Retention Committee in collaboration with the Director may include, but is not limited to:

- Auditing courses in which a "C" or better has been previously earned.

All courses failed (D or F) or withdrawn failing must be completed within the APSU School of Nursing. Transfer credits will not be accepted for failing (D or F) or withdrawn failing courses.

Each student's re-enrollment needs will be evaluated on an individual basis and will be reflective of faculty recommendations and available student capacity for the course.

Return from a leave of absence for a medical reason requires written notification from a health care provider to the Director of the SON stating that the student is cleared to resume the course of study, including participation in clinical activities. This notification must be made at least thirty days prior to the beginning of the semester in which the student plans to return.

SON Statement on Incomplete Grades

Nursing students requesting Incomplete ("I") grades should work with their academic advisors and their individual faculty members to ensure that the appropriate procedures are followed. Faculty should initiate the proper University Form. After completion, faculty should retain a copy of the completed PDF and send a copy to the student and the student's academic advisor. Academic advisors shall input a note in the student's OneStop Advising Page.

- *Faculty Handbook, p. 25, Incomplete Grades: **APSU Faculty Handbook***
- *Report of Incomplete Grade: **Report of Incomplete Grade Form***

Temporary Incomplete in Nursing Courses:

An Incomplete Grade ("I") is a temporary grade for a student who meets the following criteria:

- Requires more time to complete required coursework after a course ends. It is not to be used to correct unsatisfactory course performance.
- Demonstrates ongoing and timely communication during the course with the course faculty.
- Obtains approval from the course faculty for an incomplete grade.
- An incomplete grade may result in a change of progression. A student may not progress in the SON program until prerequisite courses have been successfully completed.

Withdrawing from a Course

Withdrawal from a course will follow university guidelines in the APSU Student Handbook, which can be found in the **APSU Student Handbook** and **Financial Aid: Withdrawing from Courses**.

The SON has an exception for pre-licensure BSN students to the APSU Handbook withdrawal policy. The pre-licensure BSN program is a full-time curriculum. Each cohort has a prescribed number of course hours. A pre-licensure student who withdraws from any course must withdraw from all nursing courses being taken in that semester. A pre-licensure BSN student may not be enrolled part-time.

Student Complaints

The APSU School of Nursing values feedback from its students and believes students should be able to express concerns free from duress or retaliation. It is hoped that minor differences and concerns can be resolved without recourse to the formal grievance process listed below.

If a student has an issue with another student, faculty, staff, or any other party, the student should first make an effort to resolve the conflict or complaint with the involved person. If no resolution is reached, the student should attempt to resolve the issue following the SON Chain of Command (described under "Professional Communication" in these Student Guidelines).

If a student has an issue with a policy/procedure of the SON, they should submit their concern in writing to the Chair of the appropriate SON Committee. For example, if the student has a concern about a curricular issue, they should submit their concern (in writing) to the Curriculum Committee Chair. The student can get a list of committee chairs from any SON faculty member.

This complaint procedure is not intended to replace other policies and procedures applicable to the handling of a student's complaint. For example, a complaint about a grade should still be handled via the academic grievance policy, a financial aid-related complaint should still be addressed to the Financial Aid Office, etc.

Grievance Policy

The APSU SON is dedicated to a policy that provides that all grievances relating to students, including grade appeals, will be handled fairly and equally. The grievance policy applies to both academic and non-academic student issues/complaints.

- **Academic grievances**: include student issues/complaints about the assignment of course grade(s) or the method(s) of evaluation.
- **Non-academic grievances:** include student issues/complaints about the actions and performances of University personnel in non-academic matters.

The steps to initiate the university grievance policy for BSN students are as follows. The student will be advised how to proceed with each step. If there is a formal grievance by the student, it must be submitted in writing.

1. **Student-Faculty Discussion**: If a student has an issue/complaint within a course or with a faculty member, the student should make an appointment with the involved faculty member(s). The student or faculty member may ask a support person to attend; however, the support person may not contribute to the

discussion. If the meeting does not resolve the issue/complaint, the student may schedule an appointment with the course coordinator and then the SON Director.

2. **School of Nursing Director:** The Director of the School of Nursing will investigate and document the issue/complaint. The student may accept the Director's decision or continue with the APSU Student Grievance Procedure. The university student grievance policy is described in the APSU Student Handbook and linked to the APSU Student Affairs website.

Additional information regarding academic and non-academic grievance policies and procedures may be found in the APSU Student Handbook at Student Appeals and Procedures.

Policy Regarding Use and/or Abuse of Drugs and/or Alcohol

Awareness of this policy is required of each student and is verified by signing an acknowledgment form. This form must be signed at the beginning of nursing courses and the beginning of each academic year thereafter.

The APSU nursing program must maintain a safe, efficient academic environment for students and must provide safe and effective care for clients while students are in a clinical setting. The presence or use of substances, lawful or otherwise, that interfere with the judgment or motor coordination of nursing students in this setting poses an unacceptable risk for clients, colleagues, the University, and the healthcare agency. Therefore, the unlawful use, manufacture, possession, distribution, or dispensing of alcohol or illegal drugs, the misuse of legally prescribed or "over-the-counter" drugs, or being under the influence of such substances while engaged in any component of the clinical nursing experience poses an unacceptable risk for clients, colleagues, the University, and the health care agency and is strictly prohibited. For purposes of this policy, "being under the influence" is defined as meaning that the student's judgment or motor coordination is impaired due to the presence or use of any one of the substances mentioned above.

Drug and Alcohol Testing

Testing Before the Clinical Experience

Students should be aware that agencies whom Austin Peay State University contracts may require successful completion of a drug/alcohol screen before commencement of participation in the clinical. Testing positive may deny the student's participation in the clinical experience. Additionally, while such screening is not

required by Austin Peay State University, the student should know that under appropriate circumstances, the student may be subject to academic and/or disciplinary consequences. Refusal to submit to a facility's request for routine screening will result in the student being unable to attend clinical at that site. Due to limited and specialized clinical sites, an alternate site is not guaranteed. The student shall incur the costs of all routine testing prior to clinical experiences.

Reasonable Suspicion Testing

Nursing students engaged in clinical activity may be requested to undergo a blood/urine screen for drugs and alcohol if reasonable suspicion exists to believe the student is using or is under the influence of drugs or alcohol, such as to interfere with the safe performance of duties. Reasonable suspicion requires some specific, objective basis that the student is then using or is under the influence of drugs or alcohol before requiring testing. Reasonable suspicion may include observable phenomena, such as direct observation of drug/alcohol use and/or the physical symptoms or manifestations of being under the influence or abnormal conduct or erratic behavior. **The costs of all testing done on a reasonable suspicion basis shall be incurred by the student.**

When a supervisor (APSU School of Nursing faculty or the agency personnel responsible for the student or client care) has a basis to believe reasonable suspicion exists, that supervisor must contact another supervisor (faculty or staff) to corroborate his/her observations. When it is believed the student may endanger the safety of clients, employees, or self, the student's supervisor will immediately remove the student from the clinical situation before taking further action. If reasonable suspicion is corroborated, the student would be confronted with the observations and required to undergo screening either immediately or within the next 24 hours (instructor discretion). Refusal to submit to a facility's request for reasonable suspicion screening will result in the student being unable to attend clinical at that site, and they will be subject to disciplinary action by the SON or University.

If it is determined that the student cannot safely continue assigned tasks, the student should not be allowed to return to the clinical setting that day, regardless of whether reasonable suspicion is corroborated or whether the student is tested or not. The student will be required to have a responsible person arrive at the facility to transport them home. If a responsible person cannot be identified, the police will be called for disposition. If the student is violent, the facility will be asked to follow its rules for controlling a violent visitor.

Detailed documentation of the basis for reasonable suspicion and the subsequent steps

taken should be made as soon after the event as possible. The documentation should include the date, time, behavior observed/physical observations, and persons involved, and should be signed by the supervisors involved.

If a student (without a direct supervisor from APSU being present) is requested by a facility to leave due to what the facility supervisor deems behavior consistent with alcohol or drug use, the student will be required to be drug/alcohol tested. Refusal to submit to a facility's request for reasonable suspicion screening will result in the student being unable to attend clinical at that site, and they will be subject to disciplinary action by the SON or University. The facility must contact APSU School of Nursing when the behavior occurs and report the incident. A written complaint will also be sent to the SON.

Any positive result or refusal to submit to required drug testing will affect the student's status within the program, up to and including dismissal from the nursing program. If the positive result indicates a violation of the APSU's social disciplinary policy, the test result should be discussed with the appropriate Student Affairs official to determine appropriate action. The student who is required to be tested for drugs/alcohol may not return to the clinical area until all conditions of progression have been met. The Admissions and Retention Committee will decide when a student may return to the clinical setting.

Admission and Retention Committee Substance Abuse Policy: Positive Drug Screen

In the event of a positive drug screening of a student currently enrolled in the nursing program, the Director of the School of Nursing will be notified, and the student will be withdrawn from all nursing courses. If the student has a license to practice in healthcare, the School of Nursing must report it to the student's respective licensing board.

Readmission Following Positive Drug Screening

1. Students who are withdrawn from the nursing program for reasons related to a positive drug screen must submit a letter to the Admission and Retention Committee requesting readmission to the School of Nursing. Readmission is not guaranteed.
2. The student must submit documentation to the Director of the School of Nursing from a licensed therapist specializing in addiction behaviors indicating the status of recovery and/ or documented rehabilitation related to the substances used or abused. Documentation must include a statement by the licensed therapist that the applicant will be able to function effectively and provide safe, therapeutic care for clients in the clinical setting.
   a. RN to BSN students (or students with a healthcare license) will utilize the

Peer Assistance Program: "***The Tennessee Professional Assistance Program"*** is a voluntary program funded by nurses' licensure fees through the ***Tennessee Board of Nursing***. The program offers consultation, referral, and monitoring for nurses whose practice is impaired or potentially impaired due to the use of drugs or alcohol or psychological or physiological conditions.

b. RN to BSN students (or students with a healthcare license), a referral can be made confidentially by the employer, EAP, co-worker, family member, friend, or the nurse themself. If the nurse is willing to undergo a thorough evaluation to determine the extent of the problem and any treatment needed, all information is kept confidential from the Board of Nursing, and the nurse does not face disciplinary action against their nursing license" (TN Department of Health/Peer Assistance Program)

3. If the student has positive results for a drug screening after readmission to the Nursing Program, the student will be dismissed from the Nursing Program with no option for readmission to the program.

4. If readmitted, the student will be subjected to direct observation and random and reasonable suspicion drug screening at the student's expense for the duration of their studies in the nursing program. Subsequent drug screenings may be direct observation screenings.

a. TnPAP may be used by RN to BSN students (or students with healthcare licenses) for monitoring and subsequent follow-up.

5. If readmitted, the student will be required to submit a monitoring agreement between the student and a licensed therapist specializing in addiction behaviors, at the student's expense, for the duration of their studies in the Nursing Program.

a. TnPAP may be used by RN to BSN students (or students with healthcare licenses) for monitoring and subsequent follow-up.

The Admissions and Retention Committee will make a written report of their decision and distribute it to the student, involved faculty, the Director of the SON, and the Dean of the College. The Admission and Retention Committee will retain all records relating to the event. Decisions are final and may not be contested within the SON. Any student grievance related to Admission and Retention Committee decisions will be addressed through the University student grievance policy and procedures.

Prescribed and/or Non-prescribed Medication Documentation

The School of Nursing Health History and Physical form may request a list of prescribed and/or non-prescribed medications that the student is taking at the time of enrollment. It is the student's responsibility to inform their clinical faculty of any medications that impair (as presented in professional pharmacological documentation) the student's

ability to perform safe nursing care. Medications that are mood-altering, sedating, and/or impair physical abilities or gross and fine motor abilities have the potential to contribute to the student's inability to meet core performance standards. Failure to report such medications may result in the student being unable to attend clinical, which results in a clinical unsatisfactory.

Tobacco and Related Substances/paraphernalia

Tobacco and related substances are strictly prohibited except in University or facility-designated areas. This includes Vaping. A strong tobacco odor in client care areas may result in an unsatisfactory and being sent home from the clinical experience.

Advising and Professionalism

Academic Advisement

It is the student's responsibility to see their advisor each semester in preparation for the following semester to discuss academic requirements and course scheduling. Individual appointments with an advisor in the SON should be initiated by the student and completed before pre-registration if at all possible. Each student must meet with a faculty advisor for academic counseling each semester.

RN to BSN students will schedule an advising appointment with their assigned advisor before the beginning of each semester. The student will choose a time and platform (e.g., email, video conferencing, etc.) based on the availability of their advisor.

Audio Recording

Students are to consider the lecture material as an important source of learning in addition to reading and viewing materials assigned and/or suggested. Lecture materials are presented by faculty members responsible for the course or by guest lecturers appointed by course faculty members. Students should **not** assume the privilege of audio recording live classroom presentations of either guest lecturers or faculty members in the BSN program. Permission should be requested before any recording is completed, especially for guest lecturers.

Professional Integrity

As a future candidate for a professional degree, each student should demonstrate personal and academic integrity in all classroom and laboratory performance areas, including tests, written work preparation, skill practice, safe clinical performance, and recognition of strengths and weaknesses. Issues regarding skills, clinical performance, and responsibility for self-appraisal will be included in clinical evaluations to be scheduled by the course faculty and students at the end of each course. Criteria for such

evaluations will be established by each faculty and made available to the student at the beginning of each course.

Other matters regarding professional integrity and conduct shall be dealt with at the discretion of the course faculty. The Austin Peay State University Student Guidelines list and explain these standards. All standards of conduct, rights, and responsibilities stated within the University Student Handbook apply to any student of the SON.

School of Nursing Facilities and Equipment

School of Nursing classroom or clinical lab use outside of regularly scheduled class time must be arranged through the appropriate individuals. To arrange additional classroom use, contact the BSN facilitator. To arrange any simulation or lab space usage, contact the Simulation Lab Coordinator.

Faculty and/or students must formally check out equipment if the equipment is to be used outside of the SON. The student must sign out the equipment with the Simulation Lab Coordinator. Equipment maintenance problems must be reported to the Sim Lab Coordinator as soon as possible.

Clinical Sites Outside of Clinical Hours

Students will visit the clinical facility only at the direction of the faculty for clinical preparation and instruction. Students who are employed by a facility, are clients of a facility, or are visiting a facility for purposes outside of their role as a student nurse should clearly separate their personal relationship with the facility from their role as an APSU student nurse (for example, students should not wear their clinical uniform when visiting a family member who is a client during non-clinical hours or while working at a facility).

Students will maintain a professional relationship with facility staff and clients. Students should not contact clients or staff outside clinical hours for personal purposes. This includes contact on social media, texts, phone calls, visits, etc. If a student needs to reach a facility staff member outside clinical hours (for example, to report medication or assessment data not documented), the student will first notify the faculty to determine the best way to communicate the information. Failure to maintain professional relationships, including accessing the clinical facility employees and clients outside of assigned clinical time, will result in disciplinary action up to and including clinical failure.

Honor Code

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the faculty of the class. Academic

misconduct includes but is not limited to unauthorized access or possession of exams or exam questions, unauthorized taking of written or taped notes during exam review sessions, or plagiarism. Plagiarism is interpreted as quoting or paraphrasing another individual's work (published or unpublished) without proper citation of credit. (For further information, refer to the APA Manual).

The US Department of Health and Human Service Office of Research Integrity defines Self-Plagiarism as follows: "Redundant publication has a direct counterpart in the area of academic dishonesty-it is referred to as 'double' dipping. It occurs when a student submits a whole paper or a substantial portion of a paper to fulfill a course requirement, even though that paper had earlier been submitted to satisfy the requirements for another course taught by a different professor. Many college undergraduates and even some graduate students are not aware that this type of practice is a serious offense and constitutes plagiarism".

> *Reference: U.S. Department of Health and Human Services, National Institutes of Health Office of Research Integrity. (2013). Academic self-plagiarism (double dipping). Retrieved from* **http://ori.hhs.gov/plagiarism-15**.

In addition to other possible disciplinary sanctions that may be imposed through the regular University procedures as a result of academic misconduct, the faculty has the authority to assign an "F" or a zero (0) for the exercise or examination or to assign an "F" in the course.

All students should review the Student Academic Misconduct Policy (3:005) at **APSU Student Academic and Classroom Misconduct Policy**.

Confidentiality

Nursing is a profession that attempts to care for the whole person in states of sickness and health. Because of this austere charge, the nurse must become very well acquainted with the client and sometimes may be the person who knows the most about the client in almost every way. This privileged relationship is based on trust, empathy, and rapport. Therefore, information given to the nurse in the nurse-client relationship or the nurse's collegial relationships with other professionals must be held in the strictest confidence. This is not something that just automatically happens because the nurse or the nursing student is a nice, honest person. It is developed through conscientious commitment and becomes a hard and fast habit. The integrity of the profession is dependent on this habit.

In nursing schools, nursing students are required to integrate this habit immediately and begin in the first clinical course to respect the client's rights, one of which is

confidentiality. Faculty expects professional behavior at the student level. The faculty cannot offer effective learning situations if the student cannot be trusted to respect the confidentiality and humanity of the client. A student who violates HIPPA and/or the client's rights in any way, particularly and most noticeably in the area of confidentiality, is in danger of failing the course and being dismissed from the program.

Core Performance Standards

Because the School of Nursing seeks to provide a reasonably safe environment for its nursing students and clients, a student may be required during the course of the program to demonstrate their physical and/or emotional fitness to meet the essential requirements of the program. Such essential requirements may include the ability to perform specific physical tasks and suitable emotional fitness. A qualified student with a disability is one who, with or without reasonable accommodations or modification, meets the program's essential eligibility requirements known as the *Core Performance Standards*. The SON has established core performance standards disseminated by the Southern Council on Collegiate Education for Nursing (www.sreb.org). They have been updated by the SON to best fit our program's mission, vision, and goals. The standards set forth cognitive, sensory, affective, and psychomotor performance requirements. They are as follows:

Requirements	Standards	Examples
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with the level of education preparation.	• Identification of cause/effect relationships in clinical situations • Use of the scientific method in the development of patient care plans • Evaluation of the effectiveness of nursing interventions
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups.	• Establishment of rapport with patients/ clients and colleagues • Capacity to engage in successful conflict resolution • Peer accountability
Communication	Communication adeptness sufficient for verbal and written professional interactions	• Explanation of treatment procedures and initiation of health teaching. • Documentation and interpretation of nursing actions and patient/client responses

Mobility	Physical abilities sufficient for movement from room to room and in small spaces	• Movement about patient's room, workspaces, and treatment areas • Administration of rescue procedures-cardiopulmonary resuscitation
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	• Calibration and use of equipment • Therapeutic positioning of patients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	• Ability to hear monitoring device alarm and other emergency signals • Ability to discern auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary inpatient care	• Ability to observe patient's condition and responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	• Ability to palpate in physical examinations and various therapeutic interventions

If a student believes that they cannot meet one or more of the core performance standards without accommodations or modifications, it is appropriate for the student to take the responsibility of identifying their need for accommodation to the APSU Student Disability Resource Center. If an applicant or student self-reports that they cannot meet one or more of the core performance standards without accommodations, the nursing program, in conjunction with the SDRC, must determine whether accommodations can *reasonably be made.*

Accreditation and Program Evaluation

Student Evaluations & Surveys

Course Evaluations

Students will be asked to evaluate courses, clinical and clinical facilities, and faculty throughout the program. Students are expected to use these opportunities to provide constructive criticism. The evaluations intend to give valuable feedback for the planning and revising the curriculum, teaching strategies, and other factors that would enhance the learning experience. These evaluations are completed anonymously and will be made available to students online. These evaluations are important for improving faculty teaching effectiveness and are often used to support curricular changes and faculty

evaluation.

Student Graduate Surveys

Students are expected to complete surveys to aid in program evaluation and curriculum revision. The information requested is necessary for ongoing program improvement, program approval, and accreditation.

- **Graduating Seniors**—all graduating seniors will complete a *Senior Exit Survey* before graduation.
- **Nursing Alumni**—each year's graduating class will be asked to complete a *Graduate Survey* one year post-graduation. Graduates need to inform the APSU Alumni Office of any changes in contact information.

Clinical Practicum Requirements

Clinical Performance Policy

Clinical can be at other agencies or the APSU campus, often called lab or simulation.

Professionalism in nursing practice requires accountability and responsibility from the student in all clinical aspects. Required clinical expectations are delineated in each course syllabus and clinical performance evaluation tool. The clinical probation process may be utilized at any time in which the student fails to meet delineated clinical expectations, such as but not limited to exhibiting inappropriate, negligent, unprofessional, or unsafe clinical behavior. It must be noted that potentially harmful or life-threatening actions by a student may result in immediate action, including academic probation, clinical failure, or termination from the School of Nursing without implementation of the following progressive steps within the probation process:

1. "**Clinical Unsatisfactory**"—Unsatisfactory clinical performance by students is not necessarily dangerous, requiring immediate faculty intervention to protect clients or others. Unsatisfactory practice will be discussed with the student in an appropriate timeframe, followed by a meeting between the student and faculty. Written documentation will be developed, and a copy will be provided to the student within 72 hours (excluding weekends and holidays). A copy signed by both the student and faculty will be maintained in the student's clinical file. It is possible to receive more than one unsatisfactory within any given clinical day. See Appendix B for the *Clinical Unsatisfactory Documentation Form*. Examples of student behaviors that may result in receiving a clinical unsatisfactory(ies) include, but are not limited to:
    - Failure to demonstrate adequate preparation before the initiation or implementation of care of a client(s);
    - Unexcused tardiness to or within the clinical context;

- Failure to demonstrate appropriate professional behavior within the clinical context (including preparatory activities);
- Failure to demonstrate appropriate professional appearance within the clinical context (including preparatory activities);
- Failure to demonstrate appropriate professional communication within or related to the clinical context;
- Failure to demonstrate appropriate ethical behavior within or related to the clinical context;
- Failure to demonstrate appropriate implementation of client care within the clinical context;
- Failure to demonstrate appropriate completion of client care within the clinical context;
- Failure to function as a collaborative member of the healthcare team;
- Failure to demonstrate an awareness of the need for quality-oriented/cost-effective use of resources.
- Failure to complete required clinical documents (i.e., personal health records, facility orientation, etc).

2. "**Clinical Probation**"— Clinical probation identifies the student who has the potential to correct deficiencies and reach an acceptable level of performance. Violation of clinical probation may result in clinical failure. See Appendix B for the *Clinical Probation Documentation Form*. Under some circumstances, a probation status incurred late in the clinical experience may carry over to another semester. Extending the probation will be determined in consultation with the Director of the School of Nursing. Clinical Probation will be initiated in two instances:
    A. *With the Second Clinical Unsatisfactory*: The student will be placed on clinical probation with the second clinical unsatisfactory. Documentation of the probation will be developed by the faculty and discussed with the student. A copy signed by both the student and faculty will be maintained in the student's clinical file. After being placed on probation, should the student incur any additional clinical unsatisfactory, the student will be evaluated as having failed (F) the clinical. Failure (F) of the clinical will result in failure (F) of the entire course.
    B. *Straight to Clinical Probation*: Unsafe behavior that requires immediate attention to protect clients and the public from unnecessary exposure to dangerous or potentially dangerous situations. Examples of unsafe behavior include, but are not limited to:
        - Medication errors (administrating, ordering, or prescribing) in which routine safety practices were not followed, or that could result in serious injury or death.

- Performing any procedure or administering any medication without direct faculty supervision after specific instruction by the clinical faculty member that this level of supervision is required.
- Unprofessional behavior, failure to submit correct and required documents in a timely manner, causing the student to miss clinical experiences or inability to attend clinical

3. **"Clinical Failure"**—A clinical failure (F) may be given in two instances:
   A. The student moves from clinical probation to failure (see progressive steps detailed above).
   B. Unsafe/unsatisfactory clinical performance is behavior that places the client or others in either physical or emotional jeopardy. Severe actions that demonstrate unethical or unprofessional conduct per nursing practice standards may result in automatic clinical/course failure or dismissal from the nursing program at one occurrence. These include, but are not limited to:
      - Failure to perform assigned client care.
      - Failure to accept responsibility for one's own actions.
      - Impaired judgment due to drugs, alcohol, or lack of sleep.
      - Lack of respect for clients and others.
      - Unprofessional or ineffective communication with clients, faculty, and others.
      - Verbal abuse, including profanity or physical abuse of a client, colleague, faculty, staff, or other. This behavior includes disrespectful comments or retorts, yelling, or threats to well-being.
      - Grossly inappropriate or unprofessional conduct such as theft, fighting, carrying weapons, falsifying data, etc.
      - Omission or commission of acts which result in client injury or jeopardize client safety.
      - Failure to recognize or acknowledge errors.
      - Failure to maintain client confidentiality.
      - Failure to follow policies/procedures for the organization where the clinical experience occurs.
      - Failure to demonstrate respect in all interactions.
      - Dishonesty.
      - Functioning outside the legal boundaries of nursing practice.
      - Failure to follow the Tennessee State Nurse Practice Act.
      - Failure to perform/document critical assessments before nursing action.
      - Failure to report critical incidents

Students who fail (F) clinically will be required to meet with the clinical faculty for an overall clinical performance evaluation. This evaluation will be documented using the appropriate clinical evaluation tool, signed by both the student and faculty, and placed in the student's clinical file.

If the didactic component non-rounded, weighted average is less than 76%, the student may be considered ineligible to participate in clinical experiences. Availability of make-up clinical experiences is not guaranteed. Refer to individual course syllabi for course-specific information relating to clinical eligibility.

If a pre-licensure student fails clinical (F), then the student also fails the didactic component, even if they have passing exam scores (see Grading and Progression Policy in the Student Handbook).

RN to BSN Progression/ Completion

Once enrolled in an RN to BSN (NURS) course, students must complete the program within seven full semesters (Fall and Spring). If a student withdraws or is not enrolled for a semester, they are still under the same timeline for completion. Students interrupting their progression due to course withdrawal or failure are subject to policy or curricular changes. Nursing courses completed more than five (5) years prior may require faculty approval before being accepted as credit.

Injury and Exposure Occurrence

In the case of a student injury and/or exposure during a SON clinical or class, the safety and well-being of the student is the **first** priority. The student must **immediately** notify the faculty member responsible for the class or clinical. If the faculty member is unavailable, the nurse preceptor must be notified. The policies of the institution's occupational or employee health department will be followed. If the student has sustained a serious injury or has been exposed to blood, body fluids, or hazardous materials, then time is of the utmost importance, and the student should receive prompt treatment through the qualified healthcare provider of their choice or the emergency department of their choice. All students are required to carry personal health and medical insurance. Students will be responsible for any medical fees incurred.

A *SON Incident/Injury/Exposure Report Form* (Appendix D) is to be completed by the student, faculty member, and witness (if applicable) as soon as possible after the incident. The faculty member will notify the Office of the Director of the School of Nursing as soon as possible.

Client Safety, Care, and Ethics

The APSU School of Nursing adheres to the ANA Code of Ethics regarding the care of all persons. The *Code of Ethics for Nurses* is a dynamic document that is an integral part of the foundation of nursing. It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession, a nonnegotiable ethical standard, and an expression of nursing's own understanding of its commitment to society. Nursing encompasses the prevention of illness, alleviating suffering, and protecting, promoting, and restoring health in the care of individuals, families, groups, and communities. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the profession's primary goals, values, and obligations.

Clients have the right to expect competent and safe professional nursing care. Any student who, in the professional judgment of faculty, places or may place a client in either physical or emotional jeopardy in any clinical nursing course may be immediately removed from the course by clinical faculty, and a clinical failure may be assigned. Any issue of integrity or honesty in clinical practice will receive an automatic failing grade (F) in clinical. Issues of grave concern may result in disqualification from the nursing major.

The Tennessee Nursing Practice Act allows students to provide care safely delegated to the student by faculty. Students who practice beyond the level of care that has been delegated violate the Nurse Practice Act.

All clients' confidentiality must be maintained per legal and professional regulations. Breaches in confidentiality may result in failure of the clinical course and may result in dismissal from the program. Clients must never be discussed by name or by identifying information or in places where professional discussions may be overheard by others (elevator, dining room, other).

Any student removed or barred from clinical practice by a clinical agency will earn an immediate failing grade (F) in clinical.

Clinical Supplies and Transportation

Students may be required to purchase their own stethoscopes and clinical supplies if needed. These and other supplies may be purchased at any vendor or through the APSU University Bookstore.

Students are responsible for furnishing their own transportation to and from clinical sites

for lab experiences or other home or agency visits. Clinical facilities are used in Montgomery County and other outlying areas (e.g., Hopkinsville, Nashville, and other surrounding cities). Carpooling may be arranged among students. Arrangement for this is the student's responsibility and is not guaranteed.

Latex Sensitivity

Latex sensitivity in the workplace can result in potentially serious health problems for workers, who are often unaware of the risk of latex exposure. Health problems can be minimized or prevented by following the recommendations outlined in this policy and procedure.

Policy

1. It is the student's responsibility to inform faculty if they have a known allergy to latex. The student is also responsible for informing faculty if they suspect symptoms of latex sensitivity. (Symptoms may include, but are not limited to, the following: runny nose, itching eyes, asthma, eczema, contact dermatitis, and 'rarely' shock.)
2. In the event of a known latex allergy, continued enrollment in the SON will depend on the recommendations of an appropriate medical care provider and the student's responsibility to meet core standard requirements.

Procedure

To decrease the chances of developing a latex sensitivity, the following precautions should be observed:

- Use non-latex gloves for activities that are not likely to involve contact with infectious materials.
- Do not use oil-based hand cream or lotion unless they have been shown to reduce latex-related problems and maintain glove barrier protection.
- After removing latex gloves, wash hands with a mild soap and dry thoroughly
- Take advantage of all latex allergy education and training provided by the SON or clinical setting.

If you suspect you are having latex sensitivity symptoms, immediately report those symptoms to faculty and avoid direct contact with latex gloves. Avoid all other latex-containing products until you see a healthcare provider with experience treating latex allergy.

If there is a known allergy to latex (documentation may be required), the following procedure should be followed:

- Avoid contact with latex gloves and other latex-containing products.

- Avoid areas where you might inhale the powder from latex gloves worn by other workers.
- Carefully follow your healthcare provider's instructions for dealing with allergic reactions to latex.

Dress Code

Classroom

There is no established dress code for regular classroom attendance of courses in the School of Nursing. For more information, students are advised to consult the Austin Peay State University Student Handbook.

Clinical

Each student represents the professional standards of the School of Nursing. Therefore, general uniform standards must be followed in each clinical area, and specific codes must be followed to accommodate different institutional preferences or requirements. It is important to remember that simulation and other lab days are considered clinical and should adhere to the same dress code unless otherwise stated by course faculty. **Please note**: Each course may specify specific dress code requirements in the course syllabus.

Pre-licensure Students—*Scrub Uniform*

The scrub uniform for APSU pre-licensure nursing students is an APSU red uniform scrub top (with attached APSU School of Nursing patch) and APSU red uniform scrub pants or uniform scrub skirt. Uniform scrubs *must* be purchased through the APSU vendor via the bookstore. The uniform scrubs should be clean and as wrinkle-free as possible; ironing may be necessary. The uniform scrubs may be unisex and may require some tailoring for best fit. Students are responsible for ensuring the uniform scrubs are the correct fit and appropriately worn. Scrubs are designed to be loose/comfortable in fit and not tight fitting. Undergarments should not be seen if uniforms are properly fitted and worn.

Clean black, non-mesh shoes must be worn with the clinical uniform. No open-toed shoes or clogs can be worn. If tennis/jogging shoes are worn, they must be black (a colored label is acceptable if of minimal size).

White, black, or flesh-colored socks or white, black, or flesh-colored hose above the ankle are to be worn with the uniform. White, black, or flesh-colored hose must be worn with skirts.

Plain black or white long-sleeve shirts may be worn under the scrub top. The plain black or white shirt cannot be visible at the bottom of the scrub top.

A white, black, or red scrub jacket may be worn over the scrub top, but the APSU SON Student badge must be visible at all times. While not common, lab coats may also be required as directed by specific clinical facilities. *Rationale: Professional appearance and aesthetic value to clients and colleagues, as well as freedom from bacteria.*

Pre-licensure Students—*Professional Uniform*

All pre-licensure students enrolled in clinical courses must adhere to the following directions for preplanning, non-hospital based clinical, and professional attire. This includes the APSU School of Nursing polo shirt with long khaki or black dress pants or skirt (must be at least knee length). Pants must cover high shoes or boots. No open-toed shoes or clogs can be worn. Shoes must be flat. Socks above the ankles must be worn with pants. Flesh-colored or white hose must be worn with skirts. Lab coats may also be required as directed by specific course faculty or clinical facilities.

RN to BSN Student Requirements

RN to BSN students must wear professional attire, which is as follows: dress neatly and professionally—no halter tops, shorts, short skirts, jeans, or t-shirts, and no visible undergarments. Pants must cover high shoes or boots. No open-toed shoes or clogs can be worn. Shoes must be flat. Socks above the ankles must be worn with pants. The clinical facility may require lab coats.

RN to BSN students will receive name badges (photo or non-photo) that will be included in their uniform requirements.

Dress Code Regulations for Clinical (all students)

- **Hair:** Hair should not be worn longer than collar length unless secured in an "up fashion" or tied in a low ponytail/bun. Hair should not touch the uniform or be in the student's face. Only small hair adornments are acceptable. This can be individually stipulated for unique clinical settings. Hair should reflect natural color hues (e.g., no pink, blue, green, etc.). Head coverings will only be permitted for religious purposes.
    - o *Rationale: Hair can be a channel for bacteria, contaminate food and procedures of any kind, and be offensive to the client.*
- **Piercings**: Earring posts or small unobtrusive earrings may be worn (one earring per earlobe only). No other visible body piercing, including facial piercings (e.g., nose, eyebrow, tongue, etc.), are allowed.
    - o *Rationale: Large or inappropriately dressy earrings can be offensive and*

hazardous. A professional appearance should be maintained.

- **Tattoos**: Minimize visible tattoos as much as possible. There should be no facial tattoos unless it is tattooed makeup (e.g., tattooed eyeliner). Any tattoos that are or could be perceived as vulgar or offensive should be covered. Some clinical facilities may require all tattoos to be covered, and it is the expectation that students comply with specific clinical facility policies if completing a clinical rotation at one of these facilities.
    - *Rationale*: *Non-professional appearance may be offensive in a multicultural society. A professional appearance should be maintained.*
- **Facial Hair**: Facial hair is acceptable as long as it is well-groomed, including beards, mustaches, and goatees.
    - *Rationale*: *Non-professional appearance may be offensive in a multicultural society. A professional appearance should be maintained.*
- **Nails**: Nails must be short and clean. Artificial nails or nail tips are not permitted or acceptable. Nail polish must be unchipped and may not be allowed based on individual clinical facility placements.
    - *Rationale: Long fingernails can injure the client, and artificial nails harbor bacteria.*
- **Fragrances/Smells**: No strong perfumes or colognes can be worn. No offensive body odor. It is expected to use proper hygiene practices.
    - *Rationale: Strong and varied odors can be offensive to clients and co-workers. Some people are allergic to scents.*
- **Makeup**: Moderate makeup allowed. Discretion should be employed.
    - *Rationale: Non-professional appearance may be offensive in a multicultural society.*
- **Jewelry**: Rings should be kept to a minimum. Clinical facilities may also limit or prohibit additional jewelry, such as necklaces or bracelets.
    - *Rationale: Rings can harbor bacteria, injure clients, and be misplaced or lost.*

Some courses/institutions may require different attire as specified by course faculty. Generally, professional dress with an APSU school badge is required. Some facilities may require a lab coat in addition to professional dress. If a lab coat is worn, it must be white, clean, and pressed with an appropriate APSU badge and name badge visible at all times. APSU School of Nursing student name badge should always be worn and visible at all times. **When a student is in uniform, the entire dress code must be followed**.

Student Responsibilities and Procedures

Civility Pledge

Provision 1.5 of the Code of Ethics for Nurses with Interpretive Statements (2015) requires all nurses to create "an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and patients with dignity and respect; any form of bullying, harassment, intimidation, manipulation, threats, or violence are always morally unacceptable and will not be tolerated" (p. 4)

To honor this commitment and one of our core values, all Austin Peay State University SON members pledge to abide by our co-created goals and ground rules and to communicate and interact respectfully, civilly, and with the utmost integrity. When we disagree, we will restrict our differences to the issue while respecting the person with whom we disagree. We pledge to create and sustain a workplace that encourages inclusion, collaboration, professionalism, emotional and physical safety, ethical conduct, and productive discourse by all members of the SON. All of our discussions and interactions will be conducted respectfully, civilly, and dignifiedly as we move toward positive innovation throughout our nursing community.

To accomplish our commitment, we agree to abide by and be accountable for the following ground rules:
- Assume goodwill
- Collaborate with others
- Build trust: Nothing about me without me
- Follow the chain of command
- Respect one another
- Use open, active, direct, effective communication
- Offer solutions when presenting a problem or disagreeing – start with a goal in mind
- Be responsible and accountable for our actions and inactions
- Let the past go—don't hold grudges – today is a new day – hold others accountable when they bring up old issues
- Do not listen or participate in gossip. Redirect inappropriate comments
- Promote and celebrate each other's successes—everyone needs and deserves recognition, no matter how small

All SON members will attest to this agreement each semester.

> *Source: American Nurses Association. (2015). Code of ethics for nurses with interpretive statements.*

Professional Communication

Professional communication between students, faculty, and administration is essential in facilitating student academic success and effectively meeting the desired outcomes of the SON. Just as within professional nursing practice, nursing students are expected to follow appropriate lines of communication. Concerns between students and students or students and faculty are expected to be appropriately addressed between the individuals involved. If unresolved or a third party is needed to facilitate communication, following the chain of command is essential. The chain of command is below, if needed:

1) Faculty
2) Course Coordinator
3) School of Nursing Director
4) Enter the University Grievance Procedure

Required Documentation

Required Documents or Acknowledgments

Upon enrollment and throughout the nursing program, as indicated, students are required to submit the following documents or complete acknowledgments:

Documents

- Health History & Physical Examination Form (Appendix E)
- Personal Health Insurance Verification

Acknowledgments via required platform (e.g., CastleBranch, D2L, or both)
- Acknowledgment of Board Policy related to Denial of Nursing Licensure
- Authorization for Use and Disclosure of Protected Health Insurance Statement
- *SON BSN Program Guidelines Acknowledgment
- Acknowledgment of Evaluation Methods *(completed for each course—per course syllabus)*

Documents marked must be submitted the semester of initial enrollment and every semester thereafter.

RN Licensure (if applicable)

RN to BSN students must be licensed as a Registered Nurse before beginning any clinical courses. Students must provide a copy of their current, unencumbered license within two terms of starting any nursing courses. If a student has completed two terms and has not yet obtained licensure as a Registered Nurse, they will not be permitted to enroll in any additional courses until proof of licensure is provided. Students must

provide documentation of renewal before the expiration of their current licensure.

Health Requirements

All students must have a current completed health assessment form, an immunization record and TB screening, current CPR certification, and validation of malpractice and health insurance on file. If there are any anticipated difficulties with compliance, the student is responsible for contacting the Clinical Course Coordinator before the designated deadline for an individual assessment. Students may be directed to the SON Director if significant issues arise. Students who have not completed the required documentation by the designated deadline may receive a formal clinical unsatisfactory document (*see Appendix B*) and/or may be unenrolled from all nursing courses and considered ineligible to continue within the nursing program.

The health regulations listed below may change based on current clinical facilities and CDC guidelines. The SON website should be consulted for the most up-to-date information on health regulations.

It is the responsibility of pregnant females to consult with their healthcare provider **before** receiving any vaccines or health regulatory testing.

Vaccination and Titer Documentation

Required Vaccines

1. *Tetanus and Pertussis (TDAP)*: must be documented within the last 10 years. This is to reduce pertussis morbidity among adults, maintain the standard of care for tetanus and diphtheria prevention, and reduce the transmission of pertussis to infants in health-care settings.
2. *Annual Influenza:* Required every Fall semester by September 25th. Students must submit vaccination documentation upon enrollment if beginning in a spring semester.
3. *COVID vaccine*: Proof of immunization or Medical/Religious declination required to attend clinical rotations.
   - Pfizer-BioNTech: 2 doses, 3 weeks apart (21 days)
   - Moderna: 2 doses, 4 weeks apart (28 days)
   - Novavax: 2 doses, 3 weeks apart (21 days)
   - Johnson & Johnson's Janssen (J&J/Janssen): 1 dose
   - COVID Booster doses may be required by certain facilities to attend clinical rotations.
4. Students who decline vaccination(s) must complete a *Vaccine Declination Documentation* form (see Appendix F) and meet with the Director of the School of

Nursing. Depending on specific clinical affiliation agency requirements, declining immunization may prevent the student from participating in clinical coursework and may require withdrawal from the program.

5. Proof of additional vaccines may also be required for certain clinical facilities.

Required Titers

Serum titers are blood tests that measure whether or not you are immune to a given disease(s). More specifically, a quantitative serum titer is a titer with a numerical value indicating your actual degree of immunity to a disease(s). **The clinical sites require documented proof of immunity in the form of titers**.

The exact type of titers required are:
- Quantitative, **not** Qualitative Titers
- IgG, **not** IgM Titers
- Hep B AB (antibody) titers, **not** Hep B AG (antigen) titers

Each student must have titers drawn and provide copies of the official laboratory printouts containing the numerical values for the following:
- **Mumps, Measles, Rubella (MMR):**
  - Vaccination Record of MMR x 2 given 4 weeks apart or positive titer results for each (Mumps, Measles, & Rubella)
  - Negative titer results require MMR x 2 given at least 28 days apart
- **Varicella:**
  - If the initial titer is non-immune, written documentation of two (2) varicella vaccines given no less than four to eight weeks apart is required.
- **Hepatitis B:**
  - Vaccination record of the initial 2-dose (Heplisav-B) or 3-dose (Engerix B or Recombivax HB) series.
  - Must obtain anti-HBs serologic testing (titer) 1-2 months after dose #2 (for Heplisav-B) or dose #3 (for Engerix-B or Recombivax HB) showing you are reactive (positive titer) to Hepatitis B.
  - If the anti-HBs serologic testing (titer) is negative, repeat the 2-dose or 3-dose series with a repeat anti-HBs serologic testing (titer) or sign the Vaccination Declination Documentation Form (Appendix F).

Health History and Physical Examination

The School of Nursing physical exam form must be completed and signed by a healthcare provider upon entry into the nursing program. Students must be cleared physically and emotionally to provide safe nursing care. The provider must attest that the student can meet the *Core Performance Standards*. Should a significant change in health status occur (e.g., childbirth, surgery, or other hospitalization for medical or

mental health, etc.), students must obtain a new physical examination to ensure they meet **all** core performance standards. See Appendix E.

Tuberculosis (TB) Screening

Students must present documentation of an Initial two-step TB skin testing, IGRA (QuantiFERON TB Gold Test (QFT-GIT), or T-Spot. TB test (T-spot) with negative results upon entering the nursing program. Annually, by July 1st thereafter, a one-step screening or IGRA blood test is required.

Upon enrollment into the School of Nursing, if there is a history of a positive TB skin test or IGRA blood test, the following is required:
   a) Initially required, a chest x-ray with no evidence of active TB, medical documentation of treatment for latent TB infection offered, and a provider-signed clearance letter. The student must be symptom-free from active TB to attend clinical.
   b) By July 1st thereafter, a negative IGRA blood test and an *Annual Past-Positive TB Screening Questionnaire* (see Appendix G) are required. A chest x-ray may need to be repeated as required by clinical facilities and current CDC recommendations.

Students who cannot be tested will be screened and must report any signs or symptoms of tuberculosis. A student who develops signs and symptoms must submit documentation of non-communicability before continuing in the program. Those with positive tests should consider appropriate preventive therapy, which should be based on healthcare provider recommendations.

Personal Health Insurance

Personal Health Insurance is a requirement for each student. This is required upon enrollment and must be maintained throughout the program.

Professional Liability Insurance

Professional Liability Insurance is covered by APSU SON. If not provided by the SON, all pre-licensure nursing students must purchase professional liability insurance upon first-semester enrollment and be renewed every fall semester thereafter. Information will be provided in a reasonable timeframe should this be necessary.

CPR Requirement

Students are required to be certified in CPR upon enrollment. A copy of the CPR card must be submitted. CPR training must be obtained through the American Heart

Association Health Care Provider (BLS) course, which includes CPR/AED.

Upon admission to the program, students must provide documentation of completion by specified dates in September or February, depending on the semester of admittance. Dates will be provided by first-semester course faculty. All other students must have an active BLS certification for the entire academic year. If BLS certification will expire before the end of the academic year (May), students must renew by July 1st. Students must provide documentation of renewal **before** the expiration of the current CPR card.

Criminal Background Check and Drug Screening

All nursing students must undergo criminal background checks and drug screening to enhance client safety, protect the public, and meet clinical contract requirements. The SON uses outside vendors that all students are required to use. Upon enrollment, students must complete an initial background check and drug screen, and pre-licensure students must complete a new background check and drug screen every 12 months while in the program. Background and drug screens should be completed by July 1st for all returning students. Students cannot attend clinical without a completed background check and drug screening. Failure to attend clinical due to incomplete documents can result in clinical failure.

Students should review the requirements on the APSU SON website: **APSU SON Program & Clinical Requirements**.

Clinical Information for Pre-licensure BSN Students Only

Clinical Health Requirements

Students are responsible for maintaining their own health certifications, vaccines, and any other documents required for clinical attendance. **Students will ensure all medical health records and certifications are valid for the entire academic year (both fall and spring semesters). Students should review these materials each year by July to ensure all documents and required forms are valid and not expiring through at least May 15th of the upcoming school year.** Students must address and correct any items pending expiration in either semester. This will be the responsibility of the student.

Students must use the approved database system to hold all documents for faculty and facility audits. Students who begin the nursing program in the spring semester must ensure this information is up to date for their first spring semester and then will be responsible for the same calendar schedule as previously stated.

All students will have their health certificates, vaccines, and any other documents required for clinical placement updated annually to ensure validity. The only exception is

the required annual flu shot, which must be completed, with uploaded proof, by September 25th. Missing or expired required documentation may result in a student being unable to attend clinical in either or both semesters.

Students should regularly check their health record status in the database system (i.e., Castlebranch) to ensure that all items are valid and not expiring. The student must ensure they do not have any expired or soon-to-expire documents before the beginning of each semester.

Clinical Location and Facility Placement

Students will be placed at clinical sites to best meet the needs of program requirements, student learning outcomes, and clinical learning outcomes. Students should expect that clinical placements may not occur where they live or for personal preference.

Often, clinical placements are finalized and completed before the end of each semester for incoming cohorts. There are facility constraints on the number and type of clinical placements. Each facility has differing requirements and deadlines for acceptable student attendance. Additionally, students will not be permitted to switch clinical schedules with another student.

Clinical Facility Requirements

It is important to note that certain clinical facilities in the BSN program may have additional health requirements above and beyond what APSU SON requires. Students must complete any additional requirements as well to attend these clinical facilities.

Alternative clinical placements or facilities may not be available.

Background Checks, Drug Screening, & Licensure

Background Checks & Drug Screens

All students must complete an annual criminal background check and drug screen through the SON's chosen vendor, Castlebranch. Clinical agencies have a right to establish criteria that exclude a student from placement at their facility. If a student does not pass the criminal background check or meet clinical agency standards for either the background check or drug screen, reasonable efforts will be made to find an alternative clinical placement, but this is not guaranteed. Any additional criminal background check requirements that result from a facility refusing to accept a student based on their record will be paid for by the student. Lack of available clinical experiences due to a student's criminal or background history may prevent the student from completing clinical objectives and requirements by the SON. This may result in failure of the course or

program.

Licensure Conviction Guidelines

Please note that students who have been convicted of a felony and/or misdemeanor must submit required court documentation to the board of nursing (BON) in the state of their desired application. This is the responsibility of the student. Each individual state BON has the final decision to allow a student to take the NCLEX licensure exam in their respective state.

Denial of Nursing Licensure Application

Pre-licensure students must review and acknowledge the TCA Rule 1000-1- 13 about the Tennessee Board of Nursing (BON) Administration Procedures Act regarding denial of nursing licensure. The submitted acknowledgment should be submitted upon enrollment to the School of Nursing.

TBN - Nurse Practice Act - Authority: T.C.A. 4-5-202, 4-5-204, 63-7-117, 63-7-118, 63-7-119, and 63-7-207.

(1) Rule 1000-1-.13 is amended by adding a new subsection as follows:
The Board of Nursing is concerned about the number of individuals with criminal conviction histories who apply for licensure as registered nurses. The Board's concern stems from the fact that nurse's care for clients and families in a variety of settings where there may be no direct supervision. Individuals to whom care is given are often vulnerable, both physically and emotionally. The nurse has access to personal information about the client and/or his/her family, has access to the client's property and provides intimate care to the client. The Board believes that persons who receive nursing care in Tennessee should be able to have confidence that an individual licensed by the Board does not have a history of mistreatment, neglect, violence, cheating, defrauding the public, or otherwise taking advantage of another person. The Board will deny an application for initial licensure, temporary permit, or renewal following the provisions of the Administrative Procedures Act to persons who have been convicted as an adult or adjudicated as a juvenile of the following crimes within ten (10) years preceding said application or renewal:
- Aggravated Assault, as in T.C.A. 9-13-102;
- First Degree Murder, as in T.C.A. 39-13-202;
- Second Degree Murder, as in T.C.A. 39-13-207;
- Voluntary Manslaughter, as in T.C.A. 39-13-211;
- False Imprisonment, as in T.C.A. 39-13-302;
- Kidnapping, as in T.C.A. 39-13-303;

- Aggravated Kidnapping, as in T.C.A. 39-13-304;
- Especially Aggravated Kidnapping, as in T.C.A. 39-13-305;
- Robbery, as in T.C.A. 39-13-401;
- Aggravated Robbery, as in T.C.A. 39-13-402;
- Especially Aggravated Robbery, as in T.C.A. 39-13-403;
- Aggravated Rape, as in T.C.A. 39-13-502;
- Rape, as in T.C.A. 39-13-503;
- Aggravated Sexual Battery, as in T.C.A. 39-13-504;
- Sexual Battery, as in T.C.A. 39-13-505;
- Statutory Rape, as in T.C.A. 39-15-506;
- Theft of Property, as in T.C.A. 39-14-103 or of services, as in T.C.A. 39-14-104;
- Forgery, as in T.C.A. 39-14-114;
- Falsifying of Educational and Academic Records, as in T.C.A. 39-14--136;
- Arson, as in T.C.A. 39-14-301;
- Aggravated Arson, as in T.C.A. 39-14-302;
- Burglary, as in T.C.A. 39-14-402;
- Aggravated Burglary, as in T.C.A. 39-14-404;
- Especially Aggravated Burglary, as in T.C.A. 39-14-404
- Incest, as in T.C.A. 39-15-302;
- Aggravated Child Abuse, as in T.C.A. 39-15-402;
- Sexual Exploitation of a Minor, as in T.C.A. 39-17-1003;
- Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-17-1004;
- Especially Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-- 17-1005;
- Assisted Suicide, as in T.C.A. 39-13-216;
- Rape of a child, as in T.C.A. 39-13-522

Authority: T.C.A. 4-5-202, 4-5-204, 63-7-115, and 63-7-207

(2) The Board of Nursing will also deny an application for initial licensure, temporary permit, or renewal, following the provisions of the Administrative Procedures Act, to persons who were convicted as a juvenile of the following crimes within five (5) years preceding said application or renewal:
   (a) First Degree Murder, as in T.C.A. 39-13-202.
   (b) Second Degree Murder, as in T.C.A. 39-13-207.
   (c) Kidnapping, as in T.C.A. 39-13-207.
   (d) Aggravated Kidnapping, as in T.C.A. 39-13-304.

(e) Especially Aggravated Kidnapping, as in T.C.A. 39-13-305.
(f) Aggravated Robbery, asin T.C.A. 39-13-402.
(g) Especially Aggravated Robbery, as in T.C.A. 39-13-403.
(h) Aggravated Rape, as in T.C.A. 39-13-502.
(i) Rape, as in T.C.A. 39-13-503.

(3) Rule 1000-1-.13 is amended by adding a new subsection as follows:
Any individual who applies for initial licensure, temporary permit, or licensure renewal and supplies false or incomplete information to the Board on an application for licensure regarding the individual's criminal conviction record will be denied said initial licensure, temporary permit, or renewal. Authority: T.C.A. 4-5-202, 4-5-204, 63-7-114, 63-7-115, and 63-7-207.

(4) Rule 1000-1-.13 is amended by adding a new subsection as follows:
The Board considers any criminal conviction, whether or not listed in Rule 1000-1-.13(2) above, to be a violation of T.C.A. 63-7-115(a) (1) (B). If an applicant or a registered nurse already licensed by the Board is convicted of any crime, it is grounds for denial of licensure or disciplinary action by the Board.

Authority: T.C.A. 4-5-202, 4-5-204, 53-11-301, 63-7-101, 63-7-103, 63-7-114, 63-7-115, 63-7-116, 63-7-123, 63-7-126, and 63-7-207.

General Information for Students

School of Nursing Stethoscope Ceremony

The BSN pre-licensure track Stethoscope Ceremony is a SON function. All planning and decisions need to be discussed and approved by the Director of the School of Nursing. Designated faculty and appointed SON staff will be intimately involved in planning and decision-making.

Nurses play a pivotal role as caretakers, educators, and advocates in the clinical setting. The Stethoscope Ceremony sets a standard among healthcare professionals by verbalizing the goals of a clinical caretaker. The ceremony for nursing gives students a sense of honor and accomplishment and welcomes them to a prestigious and rewarding profession.

Social Networking

This policy outlines how Austin Peay State University SON students support institutional communication goals and social media computing guidelines.

Policy Statement

1. Confidentiality of students, faculty, staff, clinical facilities, and clinical clients is always maintained. Client information or clinical situations are protected under federal law and should never be discussed on social networking sites.
2. The use of/posting of unauthorized (where permission has not been obtained from involved parties) pictures, logos, videos, or Austin Peay State University School of Nursing materials is strictly prohibited.
3. Students shall not use online social networking to threaten, harass, discriminate, or embarrass other students, faculty, staff, or any member of the public. Texts, photos, e-mails, or videos that are belittling, demeaning, or insulting to faculty, staff, other students, and/or members of the public may not be used/posted. Even if names are not employed, individuals can be identified by the remarks/posting, and students could be guilty of defamation and/or invasion of privacy.
4. Anyone using these social networking sites should become familiar with the concepts of defamation and invasion of privacy, HIPAA, and FERPA. Elements of a defamation claim include:
   a. Conveying any message about person(s) through words, images, etc. that could be reasonably understood as being factual (a statement of opinion like " I think Suzy Que cheats on tests" could be considered factual depending upon the context);
   b. The message is conveyed intentionally or inadvertently to someone other than the person(s) who is the subject of the message;
   c. The message conveyed is understood by others to be about the person(s) who is the subject of the message;
   d. The message conveyed would reasonably be understood as being harmful to the reputation of the person(s) who is the subject of the message;
   e. The message conveyed ultimately harms the subject's reputation.
5. Students who use online social networking and identify themselves as associated with the Austin Peay SON must clearly and explicitly note that any views or opinions made are their own and not those of Austin Peay SON.
6. Students may not use social media to communicate information to faculty. To contact faculty members, students must use the appropriate communication method identified by the professor, e.g., the D2L Portal e-mail.
7. On-campus computers or campus Wi-Fi may not be used for illegal purposes.
8. No social media site created by students should use the Austin Peay State University logo without obtaining consent from the Public Relations Department.
9. Violating this policy may result in disciplinary action, including unenrollment from the nursing program.

Social Networking Guidelines

1. **Think twice before posting**. Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect on both you and Austin Peay State University School of Nursing. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your faculty, director, or other administrative personnel.
2. **Anonymity is a myth**. Write everything as if you are signing it with your name.
3. **Remember your audience**. A presence in the social media world can easily be made available to the public at large. This includes prospective students, current students, current employers and colleagues, clients and their families, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.
4. **Strive for accuracy**. Get the facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the college in any capacity.
5. **Familiarize yourself with and use conservative privacy settings regardless of the content of your profile.** Practice restraint when disclosing personal information on social networking sites; your audience is everyone.
6. **Consider the professional image you would like to portray**. As a rule, only post what you want your chair or supervisor to see online. Employers are beginning to search social networking sites as part of their background checks for new employees. While we all view our lives outside of work or school personal, consider the professional image you would like to portray to your clients and their families. Even seemingly innocuous pictures and comments can impact your client's respect and trust for you, now and in the future.
7. **Don't "friend" clients, family members, or legally appointed decision-makers on social networking sites**. Managers and administrative personnel should not engage in social media interaction with their subordinates (such as becoming "friends" on Facebook), even if a subordinate initiates the contact.
8. **Respect copyright and fair use**. When posting, be mindful of others' and the college's copyright and intellectual property rights. For guidance, visit the college's library for copyright information.
9. **If ever in doubt, don't post**!

In response to concerns, complaints, or information individuals provide the Austin Peay State University SON faculty may look up profiles on social networking sites. They may

use the information in formal proceedings. If the SON faculty or director interprets the information to violate this policy, it may lead to probation, suspension, or dismissal from the nursing program.

APSU Student Nurses Association

Austin Peay Student Nurses Association (APSNA) is the school chapter of TSNA (Tennessee Student Nurses Association) and NSNA (National Student Nurses Association). APSNA supports the NSNA mission to organize, represent, and mentor students preparing for initial licensure as registered nurses. APSNA also supports this mission by promoting the development of the skills that students will need as responsible and accountable members of the nursing profession and by advocating for high-quality health care. APSU SNA is an excellent opportunity to participate in SON governance. For more information about membership and bylaws, visit the **TSNA** and **NSNA** websites.

Faculty Sponsorship

A faculty member from the School of Nursing shall act as the advisor and faculty representative to the APSU Student Nurses Association. There will be no assigned Cohort Advisors.

BSN Student Input Committee

Student Input Committees are available for the BSN Nursing Major (Pre-Licensure) and RN to BSN concentration students, hosted by the SON Director and/or program leader designee. The committee has been established to offer informal feedback and collaborative solution-finding to foster ongoing program improvement.

APSU Faculty Committees

Student representatives are valued members of School of Nursing committees. Student representatives of the undergraduate nursing program serve on the following School of Nursing committees:

- Academic Policy Committee (one nursing student)
- Curriculum Committee (two nursing students)
- Faculty Development Committee (one nursing student)
- Program Evaluation Committee (one nursing student)
- Resources Committee (one nursing student)

The following is a brief description of the functions of faculty committees on which students have representation.

Academic Policy Committee

- Collaborate with the Admissions and Retention Committee to formulate, review, evaluate, and revise policies for admission, advanced standing, and re-admission
- Review the SON Student Guidelines annually and revise as needed, making sure that policies are congruent with university policies
- Review the SON Faculty Handbook annually and revise as needed, making sure that all policies are congruent with university policies
- Develop means for effectively advising students for admission to the program;
- Evaluate students for scholarship needs and suggest names for scholarships (no student will participate because of the confidentiality of students' financial information).

Curriculum Committee

- Develop, implement, and evaluate the philosophy, purpose, objectives, curriculum courses, and teaching for the School of Nursing;
- Develop, analyze, and evaluate learning experiences necessary for fulfilling the purposes of the School of Nursing
- Propose policies and tools needed to efficiently administer the curriculum of the School of Nursing.
- Make revisions to the program based on evaluation, recommendations, professional and societal needs;
- Review and summarize faculty evaluation of clinical agencies and actions taken.

Faculty Development Committee

- Comply with the established criteria of the granting agency in awarding CEUs in nursing;
- Maintain working relationships with the APSU Department of Extended Education
- Assist in planning continuing education offerings sponsored by the SON
- Review and revise SON Faculty By-laws
- Review and revise Faculty Orientation Plan (including adjunct faculty)
- Coordinate workshops to update faculty on university technology.

Program Evaluation Committee

- Develop evaluation plans for all phases of the program administration;
- Revise, revise, and develop evaluation forms required for program evaluation;
- Facilitate the distribution, analysis, and dissemination of results of graduate

surveys
- Validate completion of the master evaluation plan.

Resource Committee
- Provide a means for faculty and student input into recommendations for books and other nursing-related publications to be purchased by the University Library or the SON.
- Maintain an inventory of the books and publications in the University Library that are related to Nursing;
- Delete old titles from the Library with the assistance of the librarian;
- Recommend equipment to be purchased by the School of Nursing;
- Maintain an inventory of equipment, both hardware and software, that is located within the School of Nursing;
- Find means for repairing or replacing needed equipment.

Graduation Requirements

It is the student's responsibility to determine eligibility for graduation. The final graduation audit is done in the final semester of the senior year to ensure that all required pre-nursing and nursing courses are met before graduation. The student is responsible for filing the online graduation review application with the Registrar's Office by the date indicated in the APSU bulletin each year. If substitutions are needed, the student and nursing advisor must complete the APSU online process for waivers, substitutions, or additional hour requirements within the first three (3) weeks of the final semester. After completing the audit and applying for graduation, if the confirmation graduation e-mail has not been received within one (1) month after graduation application submission, it is the student's responsibility to follow up with the Registrar's Office.

Additional graduation information is located in the APSU Undergraduate Student Bulletin, which may be found in the **APSU Undergraduate Bulletin**.

Guidelines for Senior Pinning Ceremony

The Undergraduate pinning ceremony is a School of Nursing function. All planning and decisions need to be discussed and approved by the Director of the School of Nursing. Designated faculty and appointed SON staff will be intimately involved in planning and decision-making. The ceremony must be held on campus.

The pinning ceremony is a tradition in Schools of Nursing. It is a rite of passage the faculty bestows upon the novice nurse. Only faculty may participate in the actual pinning of students.

Pre-licensure student dress code: the dress code for the ceremony is the School of Nursing red scrub uniform and shoes that meet the clinical dress code policy. If the uniform chosen does not include long pants, white hose or tights must be worn.

RN to BSN student dress code: dress for the ceremony for RN to BSN students is professional attire. If a dress or skirt is worn, it should be knee-length or longer.

The following awards will be presented at the undergraduate Pinning Ceremony:

- **Nursing Alumni Award**: awarded to the student who is active in university life and the community, and has the potential to be an ambassador for the School of Nursing and the University.
- **Sigma Theta Tau International Award (Nu Phi Chapter):** awarded to the student who is a member of Sigma Theta Tau International Honor Society for Nursing, Nu Phi Chapter, and who demonstrates leadership and scholarship.
- **Dr. Judith Wakim Award**: this award is presented to the student(s) with the highest GPA and exemplifies academic excellence.
- **Dr. Kathy Martin Award**: awarded to the student who has shown exceptional leadership skills and who has maintained a balance between academics and involvement activities within the APSU School of Nursing.
- **Dr. Francisca Farrar Award**: the recipient of this award is one who demonstrates mentorship in and out of class to peers to further student success.
- **Dr. Patty Orr Award**: awarded to the student who most exhibits a spirit of innovation by exploring transformative ideas to find new ways to positively impact new nursing processes.
- **Mickey Badgett Award**: this award is presented to the student(s) with the highest GPA and exemplifies academic excellence.
- **Mary Windham Outstanding Senior Award**: The recipient of this award is one who demonstrates caring and patient advocacy while overcoming personal obstacles in pursuing educational goals.
- **Dr**. **Eve Rice Award**: Awarded to the BSN and RN to BSN student who exemplifies authentic respect for others by communicating effectively, building community, and creating high-functioning teams.
- **Amber Brockman:** Awarded to the student who portrays a kind, passionate heart for all patients they encounter, no matter their background. #BeLikeAmber

Student Bill of Rights

The following is from the National Student Nurses Association's Bill of Rights and Responsibilities for Students of Nursing. The decisions made by this organization are to be a model for the student body of the School of Nursing in developing their statement of purpose and policies regarding student rights. The policies and opinions are expected to be updated, or at least examined and analyzed for relevancy, by each group entering the BSN Program at Austin Peay.

The following are not necessarily the opinions of the faculty of the School of Nursing and may be shown to differ from policies defined by the faculty. These areas of discrepancy should probably be examined closely by the previously mentioned student body sub-committees to determine any needed revisions as perceived by the student body.

Please see your nursing advisor or refer to the NSNA website for further information on student rights and responsibilities. The NSNA "Grievance Procedure Guidelines" are not included in this handbook, as the School of Nursing and the University have updated grievance procedures referred to in this handbook.

Bill of Rights and Responsibilities for Students of Nursing

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991), and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education; students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide for and safeguard the students' freedom to learn.
4. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.
5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable for learning the content of any course of study for which they are enrolled.
6. Students should have protection, through orderly approved standard procedures,

against prejudicial or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as an element of evaluation.

8. The student should have the right to advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.

9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student's permanent academic record in compliance with state and federal laws.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed, professional manner, both publicly and privately.

11. Students should be allowed to invite and hear any individual of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership, or representation on relevant faculty committees.

13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.

15. The nursing program should have readily available a set of clear, defined grievance procedures.

16. As citizens and members of an academic community, students are exposed to many opportunities and they should be mindful of their corresponding obligations.

17. Students have the right to belong to or refuse membership in any organization.

18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.

19. Adequate safety precautions should be provided by nursing programs, for example, adequate street and building lighting, locks, patrols, emergency

notifications, and other security measures deemed necessary to ensure a safe and protected environment.

20. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.
21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.
22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.
23. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.
24. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and any other student financial aid.

APSU Student Support Services

Career Services

The Office of Career Services is a centralized unit providing career development, job search tools, and opportunities to help support student success. Information can be found at **APSU Career Services**.

Counseling Services

Confidential psychological and personal counseling is available without fee to all registered students in the Ard Building at the corner of University and College Streets. Information can be found at **APSU Counseling Services**. Students can contact the Counseling Center at (931) 221-6162 or counselingservices@apsu.edu.

Distance Education

The APSU Office of Distance Education supports online learning. Distance Education offers various services, including closed captioning services, distance education support, multimedia resources, student assistance, online proctoring services, and technology integration into courses. The Office of Distance Education is located in the McReynolds building, available by telephone at (931) 221-6625 and via email at online@apsu.edu.

Financial Aid

If a student is receiving financial aid, it is essential to remain in contact with a Financial Aid Counselor. Information can be found at the **Office of Student Financial Aid &**

Scholarships. A representative from the APSU Financial Aid Office can be reached at sfao@apsu.edu or (931) 221-7907.

GOVsTECH Help Desk

The Help Desk is available to students to answer questions regarding the university's computer hardware, software, and the more common applications students use. The Help Desk is the best resource for help with D2L, AP Email, OneStop, and Outlook Exchange (APSU email). Information can be found at the **Office of Information Technology**. The Help Desk can be reached by telephone at (931) 221- HELP (4357) and email at helpdesk@apsu.edu. The Help Desk is located in the lobby of the Morgan University Center and is open for walk-in questions and phone calls Monday to Friday from 8 a.m. to 4:30 p.m. Phone hours are extended to parallel the library hours.

Health Services

Boyd Health Services, located at the corner of College and University, is available to all students of the University. The major emphasis is on the diagnosis and treatment of short-term acute, episodic medical illness on an outpatient basis. Information can be found at **Boyd Health Services**. Boyd Health Services can be reached by telephone at (931) 221-7107.

Library

The APSU Library fully utilizes online and information technologies that facilitate providing information resources and services that support the University's curricular and 60 research activities. The online catalog includes e-books, journals, government publications, audio-visual and multimedia materials, World Wide Web sites, and other library resources. Students can contact Ross Bowron, Liaison Librarian for Nursing, at (931) 221-7381 or bowronc@apsu.edu. Students can also find general library information at **Felix G. Woodward Library** or call the general library line at (931) 221-7346.

Military and Veterans Affairs

The APSU Military and Veterans Affairs Division supports transitioning from military to civilian life. This office is committed to providing veterans, active-duty, National Guard, reservists, and qualified dependents with the services necessary to pursue their academic and personal interests, integrate into the campus community, and ultimately ensure a successful experience. Information can be found at **Military and Veterans Affairs.** Students can contact the Military and Veterans Affairs at (931) 221-7760 or mva@apsu.edu. The Newton Military Family Resource Center (NMFRC) is also available at (931) 221-1685 or nmfrc@apsu.edu.

Student Disability Resource Center

APSU provides support services and reasonable accommodations when requested by students who qualify for them. Students seeking accommodations for a physical, learning, or psychological disability can contact the Student Disability Resource Center at (931) 221-6230 or sdrc@apsu.edu.

Writing Center

The APSU Writing Center can assist with any kind of writing, including citation requirements and proofreading papers. Information can be found at the **APSU Writing Center**. Students can contact the Writing Center at (931) 221-6559 or writinglab@apsu.edu.

Other APSU Student Support Services

Other student support services on campus include various offices and centers.

- *Adult, Nontraditional, & Transfer Student Center:* provides a computer lab, printer, lounge area, study area, workshops & outreach, and programs for adult, nontraditional, and transfer students & families.
  - **APSU Adult, Nontraditional & Transfer Student Center**
- *Community Engagement & Sustainability:* coordinates service-learning courses with faculty and community agencies, alternative break program, ENGAGE volunteer-based living community, AmeriCorps VISTA program, SOS Food Pantry & Green Room, Campus garden program, and service opportunities for students.
  - **Community Engagement & Sustainability**
- *Foy Fitness & Recreation Center:* 78,000 square foot fitness and recreation center.
  - **Foy Fitness & Recreation Center Facilities**
- *Latino Community Resource Center:* provides cultural events, language & translation assistance, computers with Spanish keyboards, written Spanish material, and recognition programs for Latino students.
  - **Latino Community Resource Center**
- *Little Govs Child Learning Center*: childcare available for the children of APSU community members (students, faculty, alums, and staff). The ages served are children 2.5-5 years.
  - **Little Govs Child Learning Center**
- *Office of Student Affairs:* offers students advocacy, wellness, diversity, involvement, engagement, spirit, recreation, and leadership opportunities.
  - **APSU Student Affairs**
- *Office of Student Research and Innovation:* connects APSU students with opportunities to conduct research and creative activity.
  - **Office of Student Research and Innovation**

- ***Office of Study Abroad and International Exchange:*** encourages domestic and study abroad opportunities for APSU students.
  - **Study Abroad Programs**
- ***Student Support Services:*** provides academic support resources to help students achieve their educational goals.
  - **APSU Student Support Services**
- ***Wilbur N. Daniel African American Cultural Center:*** provides calculators, laptops, netbooks, over 1600 library resources, Rosetta Stone language software, computers, Respondus program, smart boards, and special programs.
  - **African American Cultural Center**

Student Scholarship Opportunities

Students are encouraged to take advantage of scholarship opportunities within the School of Nursing and University. All students are encouraged to apply annually. Scholarship information can be found on the APSU scholarship website: **Scholarships**.

Appendices

Appendix A:
APSU SON Request for Leave of Absence (LOA)

Email the completed form to the Chair of the Admissions and Retention Committee

First Name: _____   Last Name: _____

A#: _____   Date: _____

Date of Last Attendance: _____   Date LOA will Begin: _____   Year/Semester: _____

Expected Return Date: _____   Year/Semester: _____

Basis upon which LOA is requested: ☐ Personal   ☐ Medical   ☐ Military/Civic Duty

Explanation:

Contact Information while on LOA:

Phone Number: _____

Email Address: _____

Student Signature: _____

Committee Chair Signature: _____

SON Director Signature: _____

Student Leave of Absence Checklist:

- I have completed the LOA Request Form and submitted it to the SON Admissions and Retention Committee Chair.
- I understand the Admissions and Retention Committee must review and approve my request to be valid.
- I understand I must withdraw from nursing courses.
- I understand I am responsible for maintaining my health regulation requirements in CastleBranch before re-enrolling in the SON.
- I understand that I need to notify the SON Admissions and Retention Committee Chair at least thirty (30) days prior to the beginning of the semester in which I plan to return.

Note: Students who miss one or more semesters of coursework will be required to either repeat selected courses and/or demonstrate mastery of specific competencies.

Appendix B:
Clinical Unsatisfactory Documentation Form

Student Name: _____

Student A#: _____

Course Number: _____ Term: _____

Upon receipt of this form, the unsatisfactory conditions begin immediately and last as designated below.

Brief Explanation of Criteria Not Met:

REQUIREMENTS FOR CONTINUING THE CLINICAL COMPONENT OF NURSING:

1.

2.

3.

4.

This Unsatisfactory Ends/Continues: _____

_____   _____
Faculty Signature & Date   Student Signature & Date

Austin Peay State University
School of Nursing

Appendix C:
Clinical Probation Documentation Form

Student Name: _____

Student A#: _____

Course Number: _____ Term: _____

Upon receipt of this form, your probation begins immediately and lasts as designated below.

Brief Explanation of Criteria Not Met:

REQUIREMENTS FOR REMOVING THE PROBATION AND PASSING THE CLINICAL COMPONENT OF NURSING:
1.

2.

3.

4.

The Probation Ends: _____

_____   _____
Faculty Signature   Student Signature

_____   _____
Faculty Signature   Date

Appendix D:
APSU SON—Incident/Injury/Exposure Report Form

Complete the following information and return it to the Director of the School of Nursing. The form is to be completed by the student and/or faculty member as soon as possible after an injury, accident, or unusual occurrence.

Student or Employee Name: _____

Date of Incident: _____   Time of Incident: _____

Location: _____   Faculty: _____

Course: _____   Student A#: _____

Check the type of incident or exposure:

_____Needle stick injury*   _____Exposure to blood/body fluids*

_____Medication error   _____Treatment error

_____Other (fall, car accident, etc.)   _____Exposure to TB

_____ Other Exposure (please describe)

*Note: For needle stick injury or exposure to blood products, the Faculty is to notify the

Director's office as soon as possible.*

To be completed by the student:
Describe the incident below:

Name of Witness (if any): _____

Describe the injury and treatment given:

To be completed by the faculty or witness:
If this occurred to a student, describe the incident, the actions taken, and the list of instructions given to the student to prevent similar incident reoccurrence.

_____

Faculty Signature   Date

_____

Witness Signature   Date

_____

Student Signature   Date

Appendix E: **Health History and Physical Examination Form**

AP Austin Peay
State University
CLARKSVILLE ✦ TENNESSEE

School of Nursing

Health History and Physical Examination Form

Austin Peay State University
School of Nursing
P.O. Box 4658
Clarksville, TN 37044
931-221-7710

Name: _____ Date: _____

A#_____ AP Email Address: _____

Address: _____

Phone Number: _____

Gender (check one): _____ Male _____ Female _____ Nonbinary _____ Transgender _____ Agender _____Prefer not to say

DOB: _____ Age: _____

Section I- Health History (to be completed by the student/patient)
Allergies (include medication, latex, etc.) _____

_____

YES	NO	
		Head/Brain Injuries, stroke, numbness/tingling, weakness of fingers/hands/arms/legs/feet
		Seizures/Epilepsy, Dizziness, fainting, or loss of consciousness
		Eye disease, double vision, color blindness, cataracts, or glaucoma
		Eating disorders, loss of hearing or balance, ringing in ears
		Heart disease or heart attack, Heart surgery, other cardiovascular conditions, chest pain, irregular heartbeat
		High blood pressure
		Hernia or "rupture"
		Lung disease, shortness of breath, emphysema, asthma, chronic bronchitis, chronic cough, TB

YES	NO	
		Liver disease, jaundice, cirrhosis of the liver
		Diabetes or "sugar" problems
		Joint, muscle, bone disease, back pain, painful joints, disc herniation, arthritis, sciatica
		Thyroid problems, difficulty swallowing, lump in neck, frequent sore throats
		Skin disease
		Hospitalized (inpatient) or surgeries requiring hospitalizations?
		Nervous System disorders
		Alzheimer's disease, memory loss
		Blood disorders (including anemia or low blood count) or peripheral-vascular disease
		Kidney or bladder disease, blood in the urine

Explain any **YES** answers from the above grid: _____

_____

_____

How would you **describe your health (check one)**?

____Excellent   ____Very Good   ____ Good   ____ Fair   ____ Poor

Are you currently under treatment for any medical illness?

____ YES. Please describe below.   **OR**

____ NO, I do not take any prescription medicines.

Explain: _____

Are you taking any prescription medicines that may impact your ability to function or think clearly?

_____ YES. Please describe below.   **OR**

_____ NO, I do not take any prescription medicines that would impact my ability to function or think clearly.

Do you have any condition(s) that could affect your ability to handle stress, temperament, or interaction with others? ____ YES   **OR**   ____ NO

Please explain: _____

_____

Do you have any limitations in any of the following? (Check all that apply)

	Either HAND that affects gripping or holding objects firmly, or handing objects with your fingers?
	Either ARM or SHOULDER that affects the strength or motion of your arm?
	Either FOOT or LEG that affects standing, walking, squatting, and kneeling?
	Bending or turning your NECK, or holding your head in a certain place?
	Use of your BACK to lift, bend, or move heavy objects?
	Working in remote, isolated, or CONFINED spaces (e.g. exam rooms)?
	SITTING or STANDING for long periods of time?
	Ability to move quickly and keep pace with clinical/laboratory activities? STAMINA to remain alert?
	Ability to lift and turn patients. Lifting at least 50 pounds.

I certify that the above health history information is complete and true. I understand that inaccurate, false, or missing information may invalidate the examination.

Student Signature: _____ Date: _____

Medical Examiner's Comments on Health History (may attach a letter as necessary)

Examiner's Signature: _____

Date: _____

SECTION II—Physical Assessment

Direction: Must be complete and signed by a licensed health provider- physician, nurse practitioner, or physician assistant.

VITAL SIGNS & MEASUREMENT

Weight	Height	B/P	Pulse	Respiration	Temperature

HEARING (required): Audiometry is not required. Record the distance from an individual at which the forced whispered voice can first be heard. If audiometry is performed, please attach a copy of the audiometric test.

Right ear: _____ ft	Left ear: _____ ft

BASIC VISION (required)

Right Eye Acuity	Left Eye Acuity	Both Eye Acuity	Vision Corrected (check)
20/	20/	20/	____ Yes **OR** ____ NO

PHYSICAL EXAMINATION:

BODY SYSTEM	NORMAL	ABNORMAL	COMMENTS
GENERAL APPEARANCE			
HEENT			
HEART/CIRCULATION/ VASCULAR			
LUNGS/CHEST- not to include a breast exam			
ABDOMEN/HERNIAS			
EXTREMITIES			
SKIN			
LYMPHATICS			
BACK & SPINE/ MUSKULOSKELTAL			
NEUROLOGICAL			
FLEXIBILITY			
STRENGTH/MOTOR SKILLS			

Is there any significant medical history or condition (including stress disorders and mental health issues) that could affect functioning as a nursing student, including participation in a rigorous academic setting, clinical practice in a high-stress environment, and interaction with patients and staff in high-acuity clinical settings? **

_____ YES   **OR**   ____ NO

If yes, please explain: _____

_____

Do you anticipate any health-related concerns that might endanger the health and safety of this student or the patients within his/her nursing career? **

_____ YES   **OR**   ____ NO

If yes, please explain: _____

_____

Is this individual currently taking any medication that could affect participation in a nursing education program, including interaction with patients and staff in clinical settings? **

_____ YES   **OR**   ____ NO

If yes, please explain: _____

_____

I certify that the above-named student has been examined by me and is found to be in good physical and mental health and appears able to undertake all aspects of the nursing education program, including interaction with patients, health care providers, faculty, and staff in clinical settings.**

Examiner Name (printed): _____

Examiner Signature: _____

Licensed as (check one): _____ **APRN** _____ **Physician Assistant** _____ **Physician**

License Number/State: _____

Date: _____

Address: _____

Please see Attachment **"Core Performance Standards" for the APSU School of Nursing.

Core Performance Standards

Requirements	Standards	Examples
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with the level of education preparation.	• Identification of cause/effect relationships in clinical situations • Use of the scientific method in the development of patient care plans • Evaluation of the effectiveness of nursing interventions
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups.	• Establishment of rapport with patients/ clients and colleagues • Capacity to engage in successful conflict resolution • Peer accountability
Communication	Communication adeptness sufficient for verbal and written professional interactions	• Explanation of treatment procedures and initiation of health teaching. • Documentation and interpretation of nursing actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	• Movement about patient's room, workspaces, and treatment areas • Administration of rescue procedures-cardiopulmonary resuscitation
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	• Calibration and use of equipment • Therapeutic positioning of patients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	• Ability to hear monitoring device alarm and other emergency signals • Ability to discern auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary inpatient care	• Ability to observe patient's condition and responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	• Ability to palpate in physical examinations and various therapeutic interventions

Vaccine Declination Documentation

This form is **mandatory** if you decline to receive the required vaccines. By policy, students who complete this form must schedule an appointment and review this decision with the School of Nursing Director or Assistant Director.

Student Name: _____

Student A#: _____   Date _____

List of Declined Vaccine(s): _____

Reason for Declination: _____

_____

Vaccine Declination—by submitting this form, I acknowledge that each clinical facility defines the specific required health documentation. I also understand that vaccination declination may limit my ability to attend clinical and may impact my ability to meet clinical course outcomes and requirements. Due to limited and specialized clinical sites, an alternate site is not guaranteed.

Hepatitis B Vaccine Declination—I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I decline the Hepatitis B vaccination at this time. I understand that I may be at risk of acquiring Hepatitis B virus (HBV) infections. I have been given the opportunity to be vaccinated with Hepatitis B vaccine. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I want to be vaccinated with the Hepatitis B vaccine, I can receive the vaccination series from the Student Health Service or my healthcare provider.

_____   _____

Signature   Date

_____

A# number

_____   _____

SON Witness   Date

<p style="text-align:center">Appendix G:</p>

Annual Past-Positive TB Screening Questionnaire

Directions: This form is to be used annually when a student or employee has had a positive result occur from Tuberculosis screening using either TB skin testing (PPD) or TB blood test (Interferon Gamma Release Assay or IGRA).

Name: _____   Date of Birth: _____

A# number: _____

Tuberculosis (TB) Screening Questions

1. Have you ever had a positive TB test?   Yes   No
2. Have you been vaccinated with BCG?   Yes   No
3. Are you allergic to the TB skin test (PPD)?   Yes   No

If the answer to all of the above questions is NO, there is no need to complete this form. Proceed with yearly TB skin test screenings. If one of the answers above is YES, have your healthcare provider complete the tuberculosis risk assessment below.

Medical Assessment

1. Positive TB skin test (PPD) OR Positive TB Blood Test (IGRA) date: _____
2. If either PPD or IGRA is positive- then: Last Chest X-ray date: _____
3. Please indicate if you are having any of the following problems for three to four weeks or longer:
   - **a.** Chronic Cough (greater than 3 weeks)   Yes _____ No _____
   - **b.** Production of Sputum   Yes _____ No _____
   - **c.** Blood-Streaked Sputum   Yes _____ No_____
   - **d.** Unexplained Weight Loss   Yes _____ No_____
   - **e.** Fever lasting several weeks   Yes _____ No _____
   - **f.** Fatigue/Tiredness   Yes _____ No _____
   - **g.** Night Sweats   Yes _____ No _____
   - **h.** Shortness of Breath   Yes _____ No _____
   - **i.** Frequent cough in absence of cold or flu.   Yes_____ No_____
   - **j.** Coughing up blood.   Yes____ No_____

Check one of the following:

_____ No evidence of pulmonary tuberculosis or contagion risk

_____ Needs further evaluation (please list recommendations):

_____

Healthcare Provider Signature   Date

_____

Healthcare Provider Printed Name