



Austin Peay State University
SCHOOL OF NURSING

BSN PROGRAM STUDENT GUIDELINES
2021-2022

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INTRODUCTION and PURPOSE of STUDENT GUIDELINES

The Austin Peay State University (APSU) School of Nursing Student Guidelines are reviewed and updated annually, and as needed, by the School of Nursing Academic Policy committee. The most current edition is available to students online on the School of Nursing website. The handbook is a companion to the APSU Undergraduate Bulletin and Student Handbook/Calendar.

These guidelines are designed to inform the student of their rights as a student, and equally important, the students obligations and responsibilities as a student in nursing. 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 in the Office of the School of Nursing, and thereby routed to the appropriate faculty member or Director of the School of Nursing.

MISSION, VISION, CORE VALUES and STRATEGIC GOALS

Mission Statement
The Austin Peay State University School of Nursing is designed to prepare the professional nurse to meet regional healthcare needs while cultivating an appreciation of diversity and an understanding of the national and global healthcare environments. The Director, staff, and faculty of the School of Nursing demonstrate respect for all persons, serving as role models and mentors to students as they evolve in professional development specific to their level of education and practice roles. A supportive, positive, and collaborative environment is a hallmark of the school. The School of Nursing is committed to empowering students to become critical thinkers, healthcare leaders, excellent communicators, and life-long learners. The school serves traditional and non-traditional students, including the military community.
Vision Statement
The APSU School of Nursing's vision is to develop leaders in nursing and healthcare who have the critical inquiry, skills, and values for life and practice in a global society.
Core Values
Quality Innovation Collaboration Community Global Awareness Professionalism Caring Safety
Strategic Goals
Goal 1. Growth and Sustainability 1a. Increase growth in the undergraduate and graduate nursing programs while maintaining quality and innovative nursing education that prepares competent and professional nurses. 1b. Increase nursing classroom, laboratory, simulation, and student commons space. 1c. Continued use and updates of technology and equipment to assure sustainability for long-term use. 1d. Forge community partnerships to connect education, practice, and research that will improve the quality of healthcare locally and globally.
Goal 2. Student Success, Scholarship, and Critical Thinking 2a. Foster and support students' success toward program completion. 2b. Create an engaging student-centered learning environment that supports critical thinking and innovation.

- 2c. Create incentives to include faculty productivity.
- 2d. Provide students with research opportunities.
- 2e. Expand and increase access to student resources.

Goal 3. Culture of Diversity and Inclusion

- 3a. Cultivate a climate of inclusion with an appreciation of diversity.
- 3b. Support cultural enrichment programs in the SON and campus related to health care for diverse populations.
- 3c. Implement recruiting and retention geared toward faculty, staff, and student groups that are underrepresented.
- 3d. Incorporate cultural competence across curriculum.

Goal 4. Professional Leaders and Educators in Health Care

- 4a. Provide opportunities and support for faculty to obtain and maintain certifications in nursing education, leadership, and specialty areas.
- 4b. Create fiscal structure to support staff development.
- 4c. Faculty and students will take an active role in committee and leadership positions at program, university, state, and national level.

PROGRAM OUTCOMES

The Austin Peay State University baccalaureate nursing program will prepare students to:

- (1) Provide care that is safe and effective.
- (2) Respond to a dynamic health care environment.
- (3) Demonstrate cultural competence in providing individual and population health care.

PROFESSIONAL STANDARDS

The curriculum of the BSN program is guided by the following professional standards:

- Tennessee Board of Nursing Standards of Practice
- Quality and Safety Education for Nurses (QSEN) Pre-Licensure Competencies
- American Nurses Association (ANA) Essentials of Baccalaureate Education for Professional Nursing Practice
- ANA Code of Ethics

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) are measurable statements that express what a student will know, do, or think at the end of the learning experience. The following SLOs 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 care using evidence-based practice to support optimal client health outcomes.
- Integrate knowledge about current healthcare policy, finance, and regulatory environments.
- Employ effective oral, written, and technological communication skills when interacting with colleagues, clients, and the health care system.
- Demonstrate culturally competent health promotion and disease prevention interventions for individuals and populations.
- Exhibit professionalism and professional values that include altruism, autonomy, human dignity, integrity, and social justice.

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 certain physical tasks and suitable emotional fitness. A qualified student with a disability is one who with or without reasonable accommodations of modification, meets the program's essential eligibility requirements known as the *Core Performance Standards*. The School of Nursing has established core performance standards that were promulgated by the Southern Council on Collegiate Education for Nursing (www.sreb.org). 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 judgement consistent with level of educational 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, 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, work spaces 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 in patient 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 Office of Disability Services. 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 Office of Disability Services must determine whether accommodations can reasonably be made.

Admission Requirements

Students who are interested in the Pre-licensure Bachelor of Science in Nursing track should refer to the guidelines for admission, which may be found at:

https://www.apsu.edu/nursing/bachelornursing/bsn_criteria.php

Students who are interested in the Registered Nurse to Bachelor of Science in Nursing Online track should refer to the guidelines for admission, which may be found at:

<https://www.apsu.edu/nursing/bachelornursing/rn-to-bsn/>

Information on admission and sample programs of study is located in the APSU Undergraduate Student Bulletin, which may be found at: <http://catalog.apsu.edu>

Reasonable Accommodation

It is the policy of the School of Nursing 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 a requested accommodation is reasonable will be determined on an individual basis by the Office of Disability Services (ODS) 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 the Office of Disability Services (ODS). 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 University Disability Services and the School of Nursing 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.

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. 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 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”.

It is the intent of the faculty of the School of Nursing to provide experiences in this curriculum that will help the student develop independence in thinking, decision-making, and learning. It is the responsibility of the individual student to ensure that expectations are mutually understood between students and faculty members responsible for each course.

Information regarding grading, progression, and retention requirements is located in the APSU Undergraduate Student Bulletin, which may be found at: <http://catalog.apsu.edu>

Grading Scale

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

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

Students must obtain a 76% weighted average in any nursing course to pass.

Pre-Licensure 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 Students—Clinical course grading policy

- 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 a 76%, the non-rounded, calculated weighted exam average will be the students final grade.
- Only after attaining a 76.00 weighted average 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.

Final course grade rounding will occur as follows: Grades of 0.50-0.99 will be rounded upward.

RN-BSN Students—Course grading policy

- An overall grade of 76% must be obtained to pass any 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

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

1. The same grade is to be given in both clinical and didactic components.
2. If a student fails the clinical component (F) then the student also fails the didactic component (even if they have passing test scores). Clinical is Pass/Fail- there is no option for a D).
3. 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 # 7).
4. Students cannot sign up for the didactic component without signing up for the clinical component, and vice versa.
5. If a student withdraws, he/she must withdraw from all courses.

6. For SON policy purposes, registering for the didactic component and clinical component would be considered one registration (SON policy states a student may begin a course two times only).
7. For SON policy purposes withdrawal or failure from the didactic component and clinical component will be considered one failure. (Policy states students who fail (D or F) two nursing courses cannot return to the program).
8. Assignments and requirements for the clinical component of co-requisite courses will be posted clinical course shell (D2L site).

RN to BSN Track Co- Requisite Clinical/ Didactic Courses

Guidelines for courses that include both clinical and didactic components in RN to BSN track are as follows:

1. The same grade is to be given in both didactic and lab components of the Assessment course.
2. 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) then they will take it again before attempting the clinical course.
3. SON policy states a student may begin a course two times only. For SON policy purposes withdrawal or failure from the didactic component or clinical component will be considered one failure.

General Progression in Didactic and Clinical Components

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 component of the course 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 didactic component / F in 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. Failure (D or F in didactic component / F in clinical component) of the same course a second time will result in termination from the RN-BSN and BSN program at APSU. Eligibility to re-enroll, following the first and only failure (D or F) in a repeat nursing course, will be determined by the Admission and Retention Committee.

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 termination from the BSN program at APSU. A student who is terminated from the BSN program is not eligible for re-admission to the program. The *Fresh Start* and *Care* policies may not be applied to a transcript for the student who is reapplying to progress in the School of Nursing.

Students who have been enrolled in another nursing program must obtain a letter from their previous Director/Dean stating that he/she is eligible to be re-admitted to that program in order to be considered for admission to the APSU School of Nursing.

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.

Upon any instance of failure (D or F) or withdraw failing 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 Chairperson of the Admissions and Retention Committee within two weeks following failure (D or F) or withdraw failing 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 as to why the student thinks they were unsuccessful in the course.
- An explanation as to what the student has done to remedy the cause of being initially unsuccessful.

Students who have missed one semester or more of course work will be required to either repeat selected courses and/or re-demonstrate mastery of specific competencies. The Admissions and Retention Committee in collaboration with the Director will determine the options available to the student prior to 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 reflective of faculty recommendations and available student capacity of the course.

If a student is terminated (with a D or F) from a clinical course, the Admissions and Retention Committee in collaboration with the Director will review that 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.

Withdrawing From a Course

Withdrawal from a course will follow University guidelines in the APSU student Handbook which may be found at: <https://www.apsu.edu/handbook/>

and <https://www.apsu.edu/financialaid/withdrawing-from-courses/>

School of Nursing 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.

CLINICAL PERFORMANCE POLICY

Clinical can be at other agencies or at the APSU campus, which is often referred to as lab.

Professionalism in nursing practice requires accountability and responsibility from the student in all aspects of clinical. 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, and followed by a scheduled meeting between the student and faculty in which written documentation will be developed and a copy 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 day of clinical. Examples of student behaviors which may result in receiving a clinical unsatisfactory(ies) include, but are not limited to:
 - Failure to demonstrate adequate preparation prior to 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 health care team;
 - Failure to demonstrate an awareness of the need for quality oriented/cost effect 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. Under some circumstances, a probation status incurred late in the clinical experience may carry over to another semester. The determination of extending the probation will be in consultation with the Director of the School of Nursing. Clinical Probation will be initiated in two instances:
- a) *With the Second Clinical Unsatisfactory*: With the second clinical unsatisfactory, the student will be placed on clinical probation. 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 (administering, 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 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 which 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 wellbeing.
- 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 in which the clinical experience is occurring.
- 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 prior to 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 on 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-BSN Progression/Completion

- Once enrolled in a RN-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 course completed more than five (5) years prior may require faculty approval before accepted as credit.

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 prior to graduation. The student is responsible for filing the online graduation review application with the Registrar's office by the date indicated in APSU bulletin each year. If substitutions are needed, the student and nursing advisor are to complete the APSU online process for waivers, substitutions or additional hour requirements within the first 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 1 month after graduation application submission, it is the student's responsibility to follow-up with the Registrar's office.

Additional information regarding graduation is located in the APSU Undergraduate Student Bulletin, which may be found at: <http://catalog.apsu.edu>

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 must review the Student Academic Misconduct Policy (3:005)

https://www.apsu.edu/policy/3s_student_policies/3005-student-academic-misconduct.php

PROFESSIONAL COMMUNICATION

Professional communication between students, faculty, and administration is essential in facilitating academic success of the student and effectively meeting the desired outcomes of the School of Nursing. 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, the following is the chain of command, if needed:

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

GRIEVANCE POLICY

The APSU School of Nursing is dedicated to a policy which 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.

Steps to initiate the university grievance policy for BSN students are as follows. The student will be advised at 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:** In the event 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, then the School of Nursing 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 they may 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:

<https://www.apsu.edu/student-affairs/dean-of-students/student-appeals-and-complaint-procedures/grade-appeal.php>

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. In the event that 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.

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, it is imperative that information given the nurse in the nurse-client relationship, or in the nurse's collegial relationships with other professionals, 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 as an individual with rights, one of that 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 rights of the client in any way, and particularly and most noticeably in the area of confidentiality, is in danger of failing the course and being dismissed from the program.

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 closure of the university due to hazardous weather conditions. If the university is open and hazardous conditions exist where the student lives, the individual is expected to make the judgment as to whether it is safe to travel to campus or the clinical setting. If the individual student decides it is not safe to travel, she/he is expected to follow the attendance policy guidelines regarding notification of faculty.

In the event that 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, it is the policy of the School of Nursing that students shall directly via phone, verbally notify individual course faculty prior to 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 makeup of an exam. The student is responsible for arranging all makeup examinations within the specified timeframe with the involved faculty. Refer to individual course syllabus.

Final Exams

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

Class Attendance Policy

Classroom attendance is extremely important 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 specific course syllabus for detailed information.

Clinical Attendance

Attendance at clinical is required. Consistent with an emphasis on professional integrity, the student has a responsibility to inform lab/clinical faculty before missing a clinical session. The student must notify the clinical faculty before 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 may require a special fee if times outside of normal hours are required.

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

INJURY and EXPOSURE OCCURRENCE

In the case of a student injury and/or exposure during a School of Nursing 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, then the nurse preceptor must be notified. The policies of the occupational or employee health department of the institution 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 health care 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 School of Nursing incident/injury/exposure report (Appendix C) 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.

CLINICAL SUPPLIES & TRANSPORTATION

Students are required to purchase their own stethoscopes and clinical supplies. These and other supplies may be purchased at any vendor or through the University Book and Supply Store.

Students are responsible for furnishing their own transportation to and from clinical sites for lab experiences or other home or agency visits. Clinical facilities in Montgomery County, as well as outlying areas are used. 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 also has a responsibility to inform 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 be dependent upon the recommendations of an appropriate medical care provider and the student's responsibility to meet core standard requirements.

Procedure

In order 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 school of nursing or clinical setting.

If you suspect that you are having symptoms of latex sensitivity, immediately report those symptoms to faculty and avoid direct contact with latex gloves. Avoid all other latex containing products until you can see a health care provider experienced in 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. Students are advised to consult the Austin Peay State University Student Handbook for more information.

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. 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 pressed. The uniform scrubs are unisex and may require some tailoring for best fit. Students are responsible for making sure the uniforms scrubs are the correct fit and are appropriately worn. Scrubs are designed to be loose/comfortable in fit and not tight fitting/

Clean black, non-mesh shoes must be worn with the clinical uniform. No open toe 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 pullover shirts may be worn under the scrub top. The plain black or white pullover shirt cannot be visible at the bottom of the scrub top. Students admitted to the program prior to Spring 2019 may wear white non-mesh shoes as outlined in the previous SON dress code policy OR they may wear black shoes as indicated in the current policy. Lab coats may also be required as directed by specific course faculty. *Rationale: Professional appearance and aesthetic value to clients and colleagues as well as freedom from bacteria.*

Pre-Licensure Students— “PROFESSIONAL UNIFORM”

1. 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 dress pants or khaki skirt (must be at least knee length). Pants must cover high shoes or boots. No open toe 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.

RN-BSN Student Requirements

RN-BSN students must wear professional attire 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 toe shoes or clogs can be worn. Shoes must be flat. Socks above the ankles must be worn with pants. Lab coats may be required by the clinical facility.

RN-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)

1. Hair should not be worn longer than collar length unless secured in an “up fashion” or tied in a Paul Revere style (low ponytail/bun). Hair should not touch uniform or be in the students face. Only small hair adornments are acceptable. This can be individually stipulated for unique clinical settings. Hair should reflect natural color hues. Head coverings will only be permitted for religious purposes. *Rationale: Hair can be a fomite for bacteria and can contaminate food and procedures as well as be offensive to the client.*
2. Earring posts or small unobtrusive earrings may be worn (one earring per earlobe only). No other visible body piercing. Tattoos must be covered. *Rationale: Large or inappropriately dressy earrings can be offensive as well as hazardous. A professional appearance should be maintained.*
3. Nails must be short and clean. Artificial nails or nail tips are not acceptable. *Rationale: Long fingernails can injure the client and artificial nails harbor bacteria.*
4. No strong perfumes or colognes can be worn. No offensive body odor. *Rationale: Strong and varied odors can be offensive to clients and co-workers. Some people are allergic to scents.*
5. Moderate make-up allowed. Discretion should be employed. *Rationale: Non-professional appearance may be offensive in a multicultural society.*
6. 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.
7. Rings should be kept to a minimum. *Rationale: Rings can harbor bacteria, can injure clients, and can be misplaced or lost.*
8. Some courses/institutions may require different attire as specified by course faculty. Generally, lab coats with name badge, school badge and professional dress are required.
9. When a student is in uniform the entire dress code must be adhered to.
10. APSU School of Nursing student name badge should always be worn and visible.

DENIAL OF APPLICATION FOR NURSING LICENSURE

Pre-Licensure students are required to review and acknowledge the TCA Rule 1000-1-13 pertaining to the Board of Nursing 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, as in 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.

PROFESSIONAL DEVELOPMENT

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 School of Nursing should be initiated by the student and completed prior to pre-registration if at all possible. Each student must meet with a faculty advisor for academic counseling each semester.

RN-BSN students will schedule a telephone advising appointment with their assigned advisor prior to the beginning of each semester. They will choose a time based on 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 are not to assume the privilege of audio recording live classroom presentations of either guest lecturers or faculty members in the BSN Program. Permission from the faculty member responsible for or presenting the materials must be obtained before recording any presentation of the School of Nursing. An acknowledgement form must be signed by all parties prior to any audio recording.

Policy on Professional Integrity

Each student, as a future candidate for a professional degree, should demonstrate personal and academic integrity in all areas of classroom and laboratory performance; including tests, written work preparation, practice of skills, 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 student 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. These standards are listed and explained in the Austin Peay State University Student Handbook. All standards of conduct, rights and responsibilities stated within the University Student Handbook are applicable to the student of the School of Nursing.

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 Simulation Lab Coordinator.

Equipment must be formally checked out by faculty and/or students if the equipment is to be used outside of the School of Nursing. The equipment must be signed out by the student with the Clinical Lab Coordinator.

Equipment maintenance problems must be reported to the clinical laboratory coordinator

ASAP.

Clinical Sites Outside of Clinical Hours

Students will visit the clinical facility only at the direction of faculty for the purposes of 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 of 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 of clinical hours (for example, to report medication or assessment data not documented) the student will first notify 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.

SOCIAL NETWORKING

This policy is to provide guidelines outlining how Austin Peay State University School of Nursing students support institutional communication goals and social media computing guidelines.

Policy Statement

1. Confidentiality of students, faculty, staff, clinical facilities, and clinical clients are to be maintained at all times. 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 but individuals can be identified by the remarks/posting, 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 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 him/herself as associated with the Austin Peay SON must clearly and explicitly note any views or opinions made are explicitly his/her own and not the 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 having obtained consent from the Public relations department at Austin Peay.
9. Violation of this policy may result in disciplinary action, including disenrollment 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 is or easily can 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 online what you would want your chair or supervisor to see. 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 the respect and trust your clients have 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 the copyright and intellectual property rights of others and of the college. For guidance, visit the college's library for copyright information.
9. **If in doubt, don't post!**

In response to concerns or complaints or information provided by individuals, the Austin Peay State University School of Nursing faculty may look up profiles on social networking sites and may use the information in formal proceedings. If SON faculty or director interprets the information to be in violation of this policy, it may lead to probation, suspension, or dismissal from the nursing program.

REQUIRED DOCUMENTATION

Required Documents

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

- Acknowledgement of Board Policy related to Denial of Nursing Licensure
- Personal Health Insurance Agreement
- Authorization for Use and Disclosure of Protected Health Insurance Statement (Appendix G)
- *Student Agreement to Assure Confidentiality
- *SON BSN Program Guidelines Acknowledgement (Appendix F)
- Assurance of Student Awareness of Evaluation Methods (*completed for each course—per course syllabus*)
- Health History & Physical Examination Form (Appendix H)

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

RN Licensure (if applicable)

RN-BSN students must be licensed as a Registered Nurse prior to beginning any clinical courses. Students must provide a copy of their current, unencumbered license within two terms of beginning 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 prior to 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 School of Nursing Director prior to the designated deadline for an individual assessment. Students who have not completed the required documentation by the designated deadline may be disenrolled 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 health care provider PRIOR to receiving any vaccines or health regulatory testing.

Vaccination and Titer Documentation

1) Required Vaccines

- a. *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.
- b. *Annual Influenza*: Required every Fall semester as the vaccine is released. Students are required to submit documentation of vaccination upon enrollment if beginning in a spring semester.
- c. Students who decline vaccination(s) will be required to complete an immunization declination form (Appendix E) 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.
- d. Proof of additional vaccines may also be required (i.e. COVID-19 Vaccination) for certain clinical facilities.

2) 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.

- a. **Exact type of titers required:**
 - i. Quantitative, **NOT** Qualitative Titers
 - ii. IgG, **NOT** IgM Titers
 - iii. 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)

- b. **Varicella**— if initial titer is non-immune, written documentation of two (2) varicella vaccines given no less than four to eight weeks apart is required or medically documented history of varicella

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 E)

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 is able to meet the Core Performance Standards. Should a significant change in health status occur students must obtain a new physical examination to ensure they meet core performance standards. See Appendix H.

Tuberculosis (TB) Screening

- Students must present documentation of an Initial two-step TB skin testing or 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 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:
- § Initially required, a chest x-ray with no evidence of active TB, medical documentation of treatment for latent TB infection offered, and a physician signed clearance letter. The student must be symptom free from active TB to attend clinical.
- § By the start of each fall semester thereafter, a negative IGRA blood test and “Past-Positive TB Screening” questionnaire (Appendix D) 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 will be required to submit documentation of non-communicability before continuing in the program. Appropriate preventive therapy should be considered by those with positive tests and should be based upon health care 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 must be purchased by all pre-licensure nursing students upon first semester enrollment and must be renewed every fall semester thereafter.

RN-BSN students are required to purchase professional liability insurance prior to the start of a clinical course. Professional liability insurance can be purchased through the University for a reduced cost.

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 including CPR/AED. Students must provide documentation of renewal PRIOR to the expiration of the current CPR card.

Criminal Background Check and Drug Screening

To enhance client safety, protect the public, and meet clinical contract requirements all nursing students must undergo required criminal background checks and drug screening. The School of Nursing uses outside vendors that all students are required to use. Students must complete an initial background check and drug screen upon enrollment and pre-licensure students must complete a new background check and drug screen every 12 months while in the program. Students will not be permitted to attend clinical without a completed background check and drug screening. Failure to attend clinical due to incomplete documents can result in clinical failure.

Students must review requirements on the APSU SON website:

<https://www.apsu.edu/nursing/bachelornursing/program-requirements.php>

Students can review CDC requirements here:

CDC Healthcare Personnel Vaccination Recommendations

- <https://www.immunize.org/catg.d/p2017.pdf>

For on-ground BSN students

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 full academic year (both fall and spring semesters). Students are encouraged to review these materials each year by July to ensure documents and required forms are **all** 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. For students who begin the nursing program in the spring semester, they 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 to this is the required annual flu shot which must be completed, with uploaded proof by September 25. Missing or expired required documentation may result in a student 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. It is the responsibility of the student to ensure they do not have any expired or soon to expire documents prior to 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 such requirements as well in order to attend such clinical facilities. Alternative facilities may not be available.

Background Checks, Drug Screening and Licensure

BACKGROUND CHECKS

All students are required to 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 would exclude a student from placement at their facility. If a student does not pass the criminal background check or meet clinical agency standards, reasonable efforts will be made to find an alternative clinical placement, but this will not be guaranteed. Any additional criminal background check requirements that result from a facility refusing to accept a student based on his or her 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 from the course or program.

LICENSURE CONVICTION GUIDELINES

Please note that students who have been convicted of a felony and/or misdemeanor must submit this 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.

STUDENT EVALUATION & SURVEYS

Course Evaluations

Throughout the program, students will be asked to evaluate courses and faculty. Students are expected to use these opportunities to provide constructive criticism. The evaluations intend to provide valuable feedback for the planning and revising of 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 of importance for improving faculty teaching effectiveness and often used to support curricular changes and faculty evaluation.

Student Graduate Surveys

Students will be expected to complete surveys to aid in program evaluation and curriculum revision. Information requested is necessary for ongoing program improvement and for program approval and accreditation purposes.

Graduating Seniors—all graduating seniors will complete a senior Exit Survey before graduation.

Nursing Alumni survey—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.

APSU 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 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** web sites.

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.

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 (one nursing student representative)

- collaborate with the Admissions and Retention Committee to formulate, review, evaluate and revise policies for admission, advanced standing and re-admission;
- review the School of Nursing Student Handbook annually and revise as needed making sure that policies are congruent with university policies;
- review the School of Nursing Faculty Handbook annually and revise as needed making sure that 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 confidentiality of financial information of students).

Curriculum Committee (two nursing student representatives)

- develop, implement, and evaluate the philosophy, purposes, 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 in the program based on evaluation, recommendations, professional and societal needs;
- review and summarize faculty evaluation of clinical agencies and actions taken.

Faculty Development Committee (one nursing student representative)

- comply with the established criteria of the granting agency in awarding CEU's in nursing;
- maintain a working relationship with the APSU Department of Extended Education;
- assist in planning continuing education offerings sponsored by the School of Nursing;
- review and revise School of Nursing Faculty By-laws;
- review and revise Faculty Orientation Plan (including adjunct faculty);
- coordinate workshops to update faculty on university technology.

Program Evaluation Committee (one nursing student representative)

- develop evaluation plans for all phases of the program administration;
- review, revise, and develop evaluation forms required for program evaluation;
- facilitate the distribution, analysis and disseminate the results of graduate surveys;
- validate completion of master evaluation plan.

Resources Committee (one nursing student representative)

- provide a means for faculty and student input into recommendations for books and other publications related to nursing, to be purchased by the University Library or by the School of Baccalaureate Nursing;
- 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 a means for repairing or replacing needed equipment.

SCHOOL OF NURSING POLICY REGARDING USE and/or ABUSE OF DRUGS/ALCOHOL

Awareness of this policy is required of each student and is verified by signing an acknowledgement 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 for the safe and effective care of clients while students are in a clinical setting. The presence or use of substances, lawful or otherwise that interferes with the judgment or motor coordination of nursing students in this setting poses an unacceptable risk for clients, colleagues, the University, and the health care 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

1) Testing Prior to the Clinical Experience

Students should be aware that agencies whom Austin Peay State University contracts may require successful completion of a drug/alcohol screen prior to commencement of participation in the clinical. Testing positive may result in denial of 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 not being able to attend clinical at that site. Due to limited and specialized clinical sites, an alternate site is not guaranteed. The costs of all routine testing prior to clinical experiences shall be incurred by the student.

2) 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 prior to 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 of such; 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 basis to believe reasonable suspicion exists, that supervisor must contact another supervisor (faculty or staff) to corroborate his/her observations. In situations in that 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 next 24 hours (instructor discretion). Refusal to submit to a facility's request for reasonable suspicion screening will result in the student not being able to attend clinical at that site and they will be subject to disciplinary action by the School of Nursing 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 not being able to attend clinical at that site and they will be subject to disciplinary action by the School of Nursing or University. The facility must contact APSU School of Nursing at the time the behavior occurs and report the incident. A written complaint will be sent to the School of Nursing also.

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 for a determination of 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 make the decision as to 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 has a duty to report to the student's respective licensing board.

Readmission following a 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 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-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 condition.
 - b) RN-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 her/himself. 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 his/her 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 random and reasonable suspicion drug screening at the student's expense for the duration of his or her studies in the nursing program. Subsequent drug screenings may be direct observation screenings.
 - a) TnPAP may be used by RN-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 his or her studies in the Nursing Program.
 - a) TnPAP may be used by RN-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 to the student, involved faculty, Director of the SON, and the Dean of the College. All records relating to the event will be retained by the Admission and Retention Committee, 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 procedure.

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, that results in a clinical unsatisfactory.

Tobacco and Related Substances/paraphernalia

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

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. It is expected that the policies and opinions will be updated, or at least examined and analyzed for relevancy, by each group entering in 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.

For further information on student rights and responsibilities, please see your nursing advisor or refer to the **NSNA** website.

The NSNA "Grievance Procedure Guidelines" are not included in this handbook, as the School of Nursing and the university have a updated grievance procedures that are 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.

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 School of Nursing staff will be intimately involved with the entire planning and decision-making process. The ceremony must be held on campus.

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

Pre-licensure student dress code: the dress code for the ceremony is 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 must be worn.

RN-BSN student dress code: dress for the ceremony for RN-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, 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.

SCHOOL OF NURSING WHITE COAT CEREMONY

The BSN Pre-Licensure Track White Coat 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 School of Nursing staff will be intimately involved with the entire planning and decision-making process.

Nurses play a pivotal role as caretakers, educators, and advocates in the clinical setting. The White Coat 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 as well as welcoming them to a prestigious and rewarding profession.

CLIENT SAFETY, CARE and ETHICS

The APSU School of Nursing adheres to the ANA Code of Ethics in regard to 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, the alleviation of suffering, and the protection, promotion, and restoration of 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 primary goals, values, and obligations of the profession.

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 that has been safely delegated to the student by faculty. Students who practice beyond the level of care that has been delegated are in violation of the Nurse Practice Act.

The confidentiality of all clients must be maintained in accordance with 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 who is removed or barred from clinical practice by a clinical agency will earn an immediate failing grade (F) in clinical.

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, all members of the Austin Peay State University School of Nursing pledge to abide by our co-created goals and ground rules and to communicate and interact in a respectful, civil manner and with utmost integrity. When we disagree, we will restrict our differences to the issue itself while continuing to respect 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 in a respectful, civil, and dignified manner as we move towards 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 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.

APSU STUDENT SUPPORT SERVICES

Career Services

The Office of Career Services functions as a centralized unit providing career development, job search tools, and opportunities to help support student success. Information can be found at <http://www.apsu.edu/careers/>.

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. Students can contact the Counseling Center at 931-221-6162 or delap@apsu.edu.

Distance Education

Online learning is supported by the APSU Office of Distance Education. Distance Education offers a variety of 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 extremely important to remain in contact with a Financial Aid Counselor. Please contact sfao@apsu.edu or 931-221-7907 to get in touch with a representative from the APSU Financial Aid Office.

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 used by students. The Help Desk is the best resource for help with D2L, AP Email, OneStop, and Outlook Exchange (APSU email). The Help Desk can be reached by telephone at 931-221-HELP (4357), and by 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

The Health Center, 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.

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 call the general library line at 931-221-7346.

Office of Disability Services

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 Office of Disability Services at 931-221-6230 or Disabilityservices@apsu.edu

Veteran's Affairs

The APSU Veterans Affairs Office supports the transition from military life to civilian life. The Veterans Affairs 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. Students can contact the Veteran's Affairs Office at 931-221-7760 or ova@apsu.edu.

Writing Center

The APSU Writing Center can assist with citation requirements and proofreading papers. Details on its resources are covered in the Transition (NURS 5100) course.

Other APSU Student Support Services

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

- **Academic Support Services:** provides academic support resources to help students achieve their academic goals. <http://www.apsu.edu/academic-support-center>

- **Office of Student Affairs:** offers students advocacy, wellness, diversity, involvement, engagement, spirit, recreation, and leadership opportunities. <http://www.apsu.edu/student-affairs>

- **Adult & Non-Traditional Student Center:** provides a computer lab, printer, lounge area, study area, workshops & outreach, and programs for adult & non-traditional students & families. <https://www.apsu.edu/student-life/ants/>

- **Wilbur N. Daniel African American Cultural Center:** provides calculators, laptops, netbooks, over 1600 library resources, Rosetta Stone language software, computers, and Respondus program, smart boards, special programs. <https://www.apsu.edu/aacc/>

- **Boyd Health Services:** walk-in clinic on the campus of APSU, which serves to ensure the delivery of high-quality holistic health care that is accessible, affordable, and that emphasizes and promotes healthy lifestyles. <http://www.apsu.edu/health-and-counseling/boyd-health-services/>

- **University Recreation (APSU Foy Center):** 78,000 square foot fitness center. <http://www.apsu.edu/recreation/facilities/>

- **Little Gows Child Learning Center:** childcare available for the children of APSU community members (students, faculty, alumni, and staff). Ages served are children 2.5-5 years. <http://www.apsu.edu/clc/index.php>

- **APSU Office of Career Services:** a centralized unit providing career development, job search tools, and opportunities to help support student success. <http://www.apsu.edu/careers/>.

- **Center for Service-Learning and Community Engagement:** 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. <http://www.apsu.edu/volunteer/index.php>

- **APSU Counseling Center:** offers health, counseling, and wellness services to all currently enrolled APSU students. <http://www.apsu.edu/health-and-counseling/>

- **APSU Office of Disability Services (ODS):** provides academic accommodations, assistive technology, peer support, disability awareness programs, and supportive, services, resources, & referrals. <http://www.apsu.edu/disability/>

- **Hispanic Cultural Center:** provides cultural events, language & translation assistance, computers with Spanish keyboards, written Spanish material, and recognition programs for Hispanic students. <http://www.apsu.edu/student-life/hcc/>
- **Office of Study Abroad and International Exchange:** encourages domestic and study abroad opportunities for APSU students. <http://www.apsu.edu/study-abroad-exchange/index.php>
- **Office of Student Research and Innovation:** connects APSU students with opportunities to conduct research and creative activity. <https://www.apsu.edu/osri/index.php>
- **Resources for Software:** Software downloads and instructions for software <https://www.apsu.edu/asc/resources/software/index.php>.

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:

<https://www.apsu.edu/scholarships/>

APPENDIX A
CLINICAL UNSATISFACTORY DOCUMENTATION FORM

Student Name: _____

Student A#: _____

Course Number _____ Term _____

Upon receipt of this form the conditions of the unsatisfactory begins immediately and lasts 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

Student

Austin Peay State University
School of Nursing

APPENDIX B

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.

This Probation Ends: _____

Faculty

Student

Faculty

Date

APPENDIX C

School of Nursing—Incident/Injury/Exposure Report Form

Complete the following information and return this 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 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
	_____ Exposure to other (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 D

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 health care 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):

Health Care Provider Signature

Date

Health Care Provider Printed Name

Date

APPENDIX E

VACCINE DECLINATION DOCUMENTATION

This form is **MANDATORY** if you decline to receive the required vaccines. Students who complete this form, by policy, 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 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 Hepatitis B vaccine, I can receive the vaccination series by Student Health Service or from my personal healthcare provider.

Signature

Date

A#number

SON Witness

Date

APPENDIX F

APSU SCHOOL OF NURSING BSN PROGRAM GUIDELINES ACKNOWLEDGEMENT

Student Name: _____

Student A#: _____

I have read the APSU School of Nursing BSN Program Guidelines. By signing or typing my name/A number and submitting, I am acknowledging that I understand the material contained within. I am also acknowledging that I have had the opportunity to ask questions and that it is my responsibility to be informed of my student rights and obligations, and that being uninformed is no excuse in any situation involving the rights and responsibilities contained.

Student Signature

Date

Appendix G

Authorization of Use and Disclosure of Protected Health Information



Authorization for Use and Disclosure of Protected Health Information

The purpose of the Federal Educational Rights and Privacy Act of 1974 (FERPA) is to protect the privacy of information concerning individual students by placing restrictions on the disclosure of information contained in a student's records. I understand for the university to release records and information related to my records, a signed authorization must be on file.

By typing my name on the signature line, dating, and providing my A Number on this form, I authorize the **AUSTIN PEAY STATE UNIVERSITY SCHOOL OF NURSING** to release information from my records (e.g., TB Screening Test and or Chest X-ray, Immunization Records, Health Assessment, Health Insurance Verification, and Background Check) to satisfy a request made by any sponsoring agency or potential sponsoring agency. The information will be released with my **FULL CONSENT**. I understand this release authorization remains in effect until I revoke the consent in writing.

Signature:

A Number:

Date:

Appendix H

Health History and Physical Examination Form



HEALTH HISTORY & 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: _____

Phone Number: _____

Gender (check): ☐ Male ☐ Female DOB: _____ AGE: _____

SECTION I—HEALTH HISTORY *(to be completed by the student/patient)*

Allergies (include medications, latex): _____

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
☐	☐	Ear disorders, loss of hearing or balance, ringing in ears
☐	☐	Heart disease or heart attack; Heart surgery, other cardiovascular conditions, chest pain, irregular beat
☐	☐	High blood pressure
☐	☐	Hernia or "rupture"
☐	☐	Lung disease, shortness of breath, emphysema, asthma, chronic bronchitis, chronic cough, TB
☐	☐	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 or 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: _____

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.

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 ☐ No If yes, please explain _____

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

- ☐ Either HAND that affects gripping or holding objects firmly, or handling 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 certain positions?
- ☐ 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 _____

DO NOT WRITE BELOW THIS LINE—NEXT SECTION SHOULD BE COMPLETED BY LICENSED HEALTH CARE PROVIDER

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

Examiner's Signature: _____ Date reviewed: _____

SECTION II—PHYSICAL ASSESSMENT

Directions: Must be completed and signed by a licensed health care provider—physician, nurse practitioner, or physician assistant.

VITAL SIGNS & MEASUREMENTS

Weight:	Height:	B/P	Pulse	Respiration	Temperature

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

Right ear: _____ feet	Left ear: _____ feet
-----------------------	----------------------

BASIC VISION (required)

Right Eye Acuity	Left Eye Acuity	Both Eye Acuity	Vision Corrected (<i>circle</i>)?	
20/	20/	20/	YES	NO

PHYSICAL EXAMINATION:

BODY SYSTEM	NORMAL	ABNORMAL	COMMENTS
GENERAL APPEARANCE			
HEENT			
HEART/ CIRCULATION/ VASCULAR			
LUNGS/CHEST— <i>not including breast examination</i>			
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 level environment, and interaction with patients and staff in high acuity clinical settings? **

___ NO ___ YES

If yes, please explain: _____

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

___ NO ___ YES

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? **

___ NO ___ YES

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**

APSU School of Nursing Core Performance Standards

Because the School of Nursing seeks to provide a reasonably safe environment for its nursing students and patients, 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 certain physical tasks and suitable emotional fitness. A qualified student with a disability is one who with or without reasonable accommodations of modification, meets the program's essential eligibility requirements known as the **Core Performance Standards**. The School of Nursing has established core performance standards that were promulgated by the Southern Council on Collegiate Education for Nursing (www.sreb.org). The standards set forth cognitive, sensory, affective and psychomotor performance requirements. They are as follows:

Requirements	Standard	Examples
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation.	<i>Not limited to</i> identification of cause/effect relationships in clinical situations. Use of 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.	<i>Not limited to</i> establishment of rapport with patients/clients, groups and colleagues of a variety of social, emotional and cultural backgrounds. Capacity to engage in successful conflict resolution. Peer accountability.
Communication	Communication adeptness sufficient for verbal and written professional interactions.	<i>Not limited to</i> explanation of treatments, procedures, initiation of health teaching. Documentation in written form and interpretation of nursing actions and patient/client responses.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces.	<i>Not limited to</i> movement about patient's room, work spaces and treatment areas that may include confined spaces. Administration of rescue procedures- cardiopulmonary resuscitation. Lifting up to fifty pounds of weight.
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care.	<i>Not limited to</i> calibration and use of equipment. Operate computers and other equipment in clinical, laboratory and classroom settings. Therapeutic positioning of patients.
Hearing	Auditory ability sufficient for monitoring and assessing health needs.	<i>Not limited to</i> auditory ability sufficient to monitor and assess health needs; and to learn from audio aided instruction in classroom settings. Ability to hear monitoring devices, alarms, and emergency signals. Ability to discern auscultatory sounds and cries for help.

Visual	Visual ability sufficient for observation and assessment necessary in patient care.	<i>Not limited to</i> visual ability sufficient for observation and assessment necessary in nursing care; and to learn from visual-aided instruction and demonstration in the classroom. Ability to observe patient's condition and responses to treatments.
Tactile Sense	Tactile ability sufficient for physical assessment.	<i>Not limited to</i> ability to palpate in physical examinations and various therapeutic interventions (e.g. insertion of a catheter or intravenous line).