



UNDERGRADUATE NURSING  
STUDENT HANDBOOK  
2018-2019



**CARSON-NEWMAN**  
DEPARTMENT OF NURSING

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## INTRODUCTION

The Carson-Newman University Program of Undergraduate Studies in Nursing offers studies toward a Bachelor of Science in Nursing in two formats, traditional and accelerated. The traditional track consists of 8 semesters over four years with upper level nursing beginning in January. The accelerated track can be completed in 8 continuous semesters with an August entry into upper level nursing courses.

Carson-Newman University Department of Nursing offers a rigorous baccalaureate nursing curriculum that includes academic and clinical performance requirements. To be awarded a bachelor's degree in nursing, the student must successfully complete both elements of the program. Students who receive a nursing degree from Carson-Newman University will have been exposed to the skills and knowledge necessary to attain licensure and to perform the clinical tasks normally expected of registered nurses. Successfully attaining licensure and securing employment as a nurse is entirely dependent on the efforts of the graduate and the economic forces influencing the health care industry. These factors are beyond the control of the Carson-Newman University Department of Nursing.

The *Undergraduate Nursing Student Handbook* contains information pertaining to the Undergraduate Studies in Nursing Program of Carson-Newman University. All students are responsible for following the policies and procedures in the *Undergraduate Nursing Student Handbook*. The plans, policies and procedures described in this handbook are subject to change by the Undergraduate Studies in Nursing Program at any time without prior notice.

This handbook does not constitute a contract between the Undergraduate Studies in Nursing Program at Carson-Newman University and its students.

### UNDERGRADUATE NURSING STUDENT HANDBOOK

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## **NURSING PHILOSOPHY**

The philosophy of the Department of Nursing at Carson-Newman University affirms the institutional mission to prepare, through its bachelor's and master's degree programs, educated men and women as servant leaders and world citizens. As an institution, Carson-Newman emphasizes academic excellence and Christian commitment within a caring community. The faculty affirms the liberal arts foundation with its emphasis on the intrinsic value of each person, Christian caring in human relationships, logical understanding of life, appreciation of truth and beauty, and practical solutions for human problems.

This philosophy characterizes the faculty's beliefs about nursing education and practice as understood through the nursing metaparadigm of person, environment, health, and nursing. Each person is a unique being created by God. Each person possesses intrinsic value, worth, dignity, and freedom of choice as an individual and as a member of the local and world-wide community. The environment in which the individual develops is both ever-changing and often unpredictable. This environment is both collectively experienced and individually perceived and interpreted according to the person's cultural experiences. Health is a dynamic state that is uniquely perceived and defined. Health is influenced by physical, psychosocial, emotional, and spiritual factors within the individual and by factors within the greater economic, social, and physical environment. Health is facilitated by the caring interaction between two or more individuals.

Nursing is a learned discipline whose focus is the promotion and maintenance of the health of individuals, families, communities, and populations. Nursing practice is an on-going humanistic process utilizing critical thinking and decision-making skills. Nursing is sensitive to each person's culture, values, and perceptions of health. Nursing, as a profession, is grounded in the domains of education, research, and practice. The scope and diversity of nursing necessitate the synthesis of concepts from nursing, the psychosocial and biophysical sciences, and the liberal arts. This knowledge, supported by nursing theories and research findings, constitutes the foundation for evidence-based nursing practice and empowers the profession to apply nursing ethics as it advocates for social justice and health care reforms.

The baccalaureate level of nursing education has been defined as the entry level to professional nursing practice. The baccalaureate nurse provides direct and indirect care; designs, coordinates, and manages care; and functions as a member of the profession. The graduate level of nursing education prepares an advanced practice nurse with the substantive knowledge, competence, and skills needed to practice in an area of specialization. An integral part of graduate nursing education is the development of scholarly investigation and leadership skills that contribute to the discipline of nursing and improvement of health care.

Learners at both undergraduate and graduate level are responsible for their own learning. Learners bring their unique potential for growth and development to the learning environment. Faculty act as catalysts to facilitate learning in a caring relationship. Faculty encourage independent thinking and a sense of inquiry. Faculty model professional behaviors which reflect a commitment to ethical and legal standards of practice.

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## UNDERGRADUATE LEVEL OUTCOMES

<b>AACN Essentials of Baccalaureate Education</b>	<b>Level I</b>	<b>Level II</b>	<b>BSN Program Outcomes</b>
1. Liberal Education for Baccalaureate Generalists Nursing Practice.	Relate knowledge from liberal arts, nursing science and related disciplines in the use of the nursing process for assessment, promotion, and maintenance of health.	Integrate and apply knowledge from liberal arts, nursing science and related disciplines in the use of the nursing process for promotion, maintenance, and restoration of health.	Integrate, synthesize and apply knowledge from liberal arts, nursing science and related disciplines in the use of the nursing process for promotion, maintenance, and restoration of health.
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety.	Demonstrate selected assessment, safety intervention, and management skills.	Collaborate in patient management to improve health care outcomes of individuals and populations in a variety of settings.	Integrate and utilize leadership and management skills within health care delivery systems to promote safe, high quality care.
3. Scholarship for Evidence-Based Practice.	Explore nursing research literature related to specific patient populations.	Identify, analyze and utilize research findings related to specific patient populations.	Evaluate and utilize nursing research for the provision of patient care.
4. Information Management and Application of Patient Care Technology.	Demonstrate beginning skills in the effective use of communication and database retrieval systems in accessing pertinent nursing information and communication with patients and other collaborative health care professionals.	Utilize technology and communication systems in providing quality patient care and education.	Integrate and utilize knowledge of current and changing technology and information systems to enhance nursing practice and managerial decision support.
5. Healthcare Policy, Finance, and Regulatory Environments.	Explain the importance of cost effectiveness to high quality and cost-effective patient care of health care settings.	Describe the use of creativity and flexibility in implementing high quality and cost-effective patient care.	Demonstrate flexibility, creativity, and collaborative skills in implementing high quality and cost-effective nursing practice with a variety of patients.

<b>AACN Essentials of Baccalaureate Education</b>	<b>Level I</b>	<b>Level II</b>	<b>BSN Program Outcomes</b>
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.	Compare and contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team.	Demonstrate appropriate communication, team building and collaborative strategies in the classroom and clinical setting.	Incorporate collaborative and team building strategies to deliver evidence based, patient centered care.
7. Clinical Prevention and Population Health.	Demonstrate basic knowledge of health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.	Utilize evidence-based practices in the provision of health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.	Assess health care and emergency preparedness needs of a defined population and collaborate with others to develop and implement an intervention plan that takes into account available resources, and the range of activities that contribute to health and the prevention of illness.
8. a. Professionalism and Professional Values	Describe the ANA standards of nursing clinical practice and the AACN Essentials of Baccalaureate Education.	Demonstrate commitment to self-growth and development as a professional nurse.	Assume responsibility for independent learning, continued professional growth and ongoing awareness of issues affecting nursing.
8. b. Professionalism and Professional Values	Identify and demonstrate the professional nurse's role and responsibility based on ANA standards of nursing clinical practice and AACN Essentials of Baccalaureate Education.	Recognize and apply ethical principles in supervised practice situations.	Analyze the influence of the law and legal decisions on current and future nursing practice.
9. Baccalaureate Generalist Nursing Practice.	Utilize concepts from liberal arts, nursing science and related disciplines to assess and identify sources of personal values and biases and their relationship to the delivery of health care.	Develop and utilize individualized plans of care that are culturally and developmentally/age appropriate for diverse individuals, families, and groups.	Synthesize, implement, and manage individualized, culturally and developmentally/age appropriate patient care to individuals, families, aggregates, and communities across the life span and in diverse settings.

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## ADMISSION TO THE NURSING PROGRAM

### Criteria to Begin Nursing Courses

All students must meet the following admission criteria:

1. GPA 2.75 or higher.
  - a. Science GPA of 2.5 or higher. Science courses include BIOL 207, BIOL 208, BIOL 316, and CHEM 101.
2. Completion of all prerequisite courses with a C or better plus a maximum of one retake per course.
3. Successful completion of a criminal background check.
4. Accelerated program only – can only have four (4) liberal arts courses left to complete prior to enrolling in nursing courses.

### Nursing Curriculum Requirements

There are three groups of courses that are taken to satisfy nursing degree requirements -- prerequisites, liberal arts, and nursing.

1. Prerequisites are completed prior to beginning nursing courses.
  - Anatomy and Physiology I and II (BIOL 207, 208)
  - Microbiology (BIOL 316)
  - General Chemistry (CHEM 101)
  - Human Development Across the Lifespan (CFS 206 or PSY 206)
  - English (ENG 101 and ENG 201)
  - Science of Nutrition (FN 214 or approved 200 level nutrition course)
  - Statistics (MATH 201 – prior to beginning Nursing 315 in the Traditional program, prior to beginning the Accelerated program)
2. Liberal Arts Core Curriculum contains those courses as specified in the university catalog. There are no foreign language requirements for the nursing degree.
3. Nursing courses comprise 65 semester hours including NURS 200, 202, 203, 212, 217, 302, 303, 307, 308, 315, 404, 405, 412, 413, 414, and an approved nursing elective. NURS 405 is the senior capstone course required to fulfill liberal arts core requirements. **See next page for sequence of nursing courses.**

## **TRADITIONAL PROGRAM**

### **First Semester – Spring**

NURS 202 – Health Assessment  
NURS 203 – Pharmacology  
NURS 212 – Fundamentals of Nursing Practice  
NURS 217SL – Health Care of the Elderly

### **Second Semester – Fall**

NURS 302 – Introduction to Altered Health States  
NURS 303 – Health Pattern Alterations in Adults

### **Third Semester – Spring**

NURS 307 – Child Health Patterns  
NURS 308 – Mental Health Nursing  
NURS 315 – Foundations of Nursing Research  
\*Nursing Elective

### **Fourth Semester – Fall**

NURS 404SL – Community Health Nursing  
NURS 413 – Childbearing Health Patterns and Alterations  
NURS 432 – NCLEX Success Prep

### **Fifth Semester – Spring**

NURS 405 – Leadership and Management  
NURS 412 – Dimensions of Professional Nursing  
NURS 414 – Complex Alterations of Health Patterns

## **ACCELERATED PROGRAM**

### **First Semester – Fall**

NURS 202 – Health Assessment  
NURS 203 – Pharmacology  
NURS 212 – Fundamentals of Nursing Practice  
NURS 217SL – Health Care of the Elderly

### **Second Semester – Spring**

NURS 302 – Introduction to Altered Health States  
NURS 303 – Health Pattern Alterations in Adults

### **Third Semester – Summer**

NURS 307 – Child Health Patterns  
NURS 413 – Childbearing Health Patterns and Alterations  
\*Nursing elective

### **Fourth Semester – Fall**

NURS 308 – Mental Health Nursing  
NURS 315 – Foundations of Nursing Research  
NURS 404SL – Community Health Nursing  
NURS 432 – NCLEX Success Prep

### **Fifth Semester – Spring**

NURS 405 – Leadership and Management  
NURS 412 – Dimensions of Professional Nursing  
NURS 414 – Complex Alterations of Health Patterns

\*Can be taken at any time.

## Nursing Major

All students who declare nursing as a major are assigned a departmental advisor who will closely follow the student's academic progress. Those students who wish to transfer into nursing from another major must first file a change of major form and be assigned an advisor for nursing. Transfer students from other institutions must have their previous work evaluated before being admitted to the university and declaring a nursing major. Granting credit for coursework completed at other institutions is determined by the registrar and department chair.

## Types of Students

1. Qualified **high school seniors admitted as freshmen** to Carson-Newman University may at the time of admission to the University be admitted as pre-nursing majors. Freshman admission to the pre-nursing major guarantees the student, upon successful completion of prerequisites and satisfying all admission criteria, placement in the nursing department in the second semester of the sophomore year. Students will complete an application in the semester prior to their projected start of nursing coursework.
2. Carson-Newman students who begin as freshmen in a different major and then **change majors to pre-nursing**, must complete an on-line application. Admission to the nursing major guarantees the student, upon successful completion of prerequisites and satisfying all admission criteria, placement in the nursing department.
3. **Transfer students** must complete an application for admission to the nursing department. Admission into the nursing department is dependent upon successful completion of prerequisites and satisfying all admission criteria. Transfer students will be considered on a space available basis.
4. **Transfer students with nursing coursework** completed at other institutions must complete an application for admission to the nursing department which will be processed after admission to the University. In addition, the student must attach a letter of good standing from the previous nursing university faculty. To be considered for admission, a student may have no more than one nursing failure as defined by the previous institution. Admission into the nursing department is dependent upon successful completion of prerequisites and satisfying all admission criteria. Transfer students will be considered on a space available basis.
5. **Admission information:** If the number of qualified students exceeds the number that can be accommodated in the class, the following criteria will be utilized in selection: cumulative GPA, Carson-Newman credit hours, ROTC enrollment, current military service, prior nursing education or experience, prior degree, nursing prerequisite grades, number of course withdrawals and repeats, grade improvement over time, number of prerequisite courses to complete, and interview as deemed necessary by the admission and progression committee.
6. After graduation from Carson-Newman, registered nurse (RN) licensure is acquired when the NCLEX-RN examination is successfully completed. Any state board of nursing reserves the right to deny licensure to anyone ever convicted of a crime other than a minor traffic violation. Anyone having such a conviction should contact the appropriate state board of nursing for advice prior to enrolling in nursing as a major. Successful completion of the BSN degree does not guarantee successful completion of the NCLEX-RN.

## **PROGRESSION THROUGH NURSING PROGRAM**

Students must earn a grade of C or above in all nursing and required courses to progress and must maintain a cumulative GPA of at least 2.75. A grade of F constitutes failure in nursing and nursing prerequisite courses. The student must repeat the failed nursing course before taking any other nursing courses. If a student fails a nursing course, they must send a letter requesting readmission to the admission and progression committee. This letter needs to include the reasons why the student was unsuccessful in the course, changes he/she has made to become successful and intended date of readmission. However, failure in Nursing 315 will not impede progression to other nursing courses. If two nursing courses are failed or one nursing course is failed twice, the student will be dismissed from the major.

If a nursing student's cumulative GPA falls below 2.75, the student will be placed on academic probation. In the subsequent semesters, the student must show continued improvement in the Cumulative GPA. If the cumulative GPA falls a second time prior to the final semester of the nursing program, the student will be dismissed from the nursing program.

If the student has failed to complete the course in the allowed time due to illness or some justifiable delay, a grade of "I" will be recorded. The "I" will carry no grade points and will count as failure (F) in the computation of the grade point average until removed. A grade of "F" will be assigned if the "I" is not removed by the end of the next semester in which the student is enrolled at Carson-Newman University (must be within the eight-year catalog period).

### **Grading**

The following grading scale will be used in all Undergraduate Nursing Courses:

- A = 93-100
- B = 85-92
- C = 78-84
- F = Below 78

A 78.0% test average must be achieved on all exams, including the final examination, in order to pass a nursing course. There will be no rounding of exam grades.

Testing in nursing courses is comprised of both instructor-developed and standardized exams. To achieve a passing grade in a nursing course, students are required to achieve a 78.0% unweighted average on tests. Once a 78.0% test average is achieved, other course assignments will be added with the exams and combined for a final course grade. The specific assignments and additional grading criteria are per course syllabus. Failure to achieve a 78.0% on the test average for a nursing course will result in a failing grade. The student is referred to the progression policy.

Faculty are the context experts in the courses they teach. Faculty have been educated on test item development and test item analysis. Once a test has been administered and analyzed, the faculty will make determination as to the reliability and validity of the individual test questions. No further discussion of the reliability and/or validity of the test items will be entertained by the faculty. The grade earned by the student stands.

## **ATI Achievement Tests**

Students are required to take standardized, comprehensive exams every semester. These exams assess a student's current mastery of content. Standardized exams developed by the Assessment Technologies Institute LLC (ATI) will be taken by students during the following courses: NURS 212, 303, 307, 308, 404, 405, 412, and 413. The ATI assigned scores will be included as part of the course grade and be published in the individual course syllabi.

The assigned score on the ATI will be the course final exam score and comprise 25% of the test average for the course.

There is no retake for clinical course related ATI's.

## **HESI Mid-Curricular Exam**

HESI Mid-curricular exam will be administered after the student completes three semesters of clinical nursing courses. All students are required to register for NURS 432 following the HESI Mid-Curricular Exam. Successful completion of the course is expected.

## **Senior Level Testing in NURS 412**

In NURS 412, graduating seniors take 3 standardized exams. The ATI pharmacology exam tests knowledge of medications and their use in nursing practice. Two comprehensive NCLEX predictor exams, the ATI – RN and the HESI – RN are also administered to students. Students will be given one opportunity to retake each exam. To pass NURS 412, students must pass the ATI pharmacology exam and at least one of the comprehensive predictor exams. Students who fail one of the predictor exams will complete extensive remediation as determined by the Chair.

## **ATI Exams - Remediation**

All students scoring below Level 3 on ATI exams will be required to complete a directed remediation covering material missed on the exam. This remediation will be directed by the course coordinator of the course for which the ATI was completed. Students scoring a level 3 may be required to remediate in individual courses. Successful completion of the work is required before the student will be allowed to attend the next semester classes.

## **Drug Calculation Exam**

The ability to calculate drug dosages accurately is a vital part of nursing. Progress in the nursing program requires that students be safe in administering medications. Therefore, before any student can participate in laboratory experiences involving patient care, he/she must successfully complete a dosage calculation exam with a minimum grade of 85% for 1<sup>st</sup> semester, 90% for second and third semesters, and 95% for fourth and fifth semesters. Students will have two opportunities to demonstrate a passing score.

Following the teaching of dosages and solutions in the first semester of nursing courses, an exam on dosages and solutions will be administered a maximum of 2 times. Students who are unsuccessful in achieving the required percentage after the second attempt will be dropped from the clinical portion of the course. This results in failure of the course since satisfactory completion of clinical is essential in passing any nursing course.

In subsequent semesters, dosage and solution calculation exams must also be taken at the beginning of each semester of clinical coursework before clinical experiences involving patient care begin for that semester. Students who are unsuccessful in achieving the appropriate score after the second attempt must withdraw from the course since the clinical component is essential to passing any nursing course. Students scoring below the appropriate score on the first attempt each semester will be required to complete a remediation program before the second attempt. Faculty will approve and supervise the remediation activities. Students may use non-programmable, faculty provided calculators for the drug calculation exam.

### **Degree Plan**

Carson-Newman University requires that all students must file a degree plan for graduation and have it accepted by the Registrar. This plan must be filed prior to completion of the semester in which the student will complete at least 90 semester hours. The student is responsible for obtaining the worksheet, form and an advisor's copy of his/her transcript. The degree plan form is available on C-N Connect. The student's advisor will assist in completing the worksheet. The student will submit the form to his/her advisor and the Department Chair for signatures before filing with the Registrar.

### **Withdrawal Policy**

Students dropping a nursing course will follow the university deadlines. Anecdotal notes will be recorded in the student folder of all students withdrawing from a course. Notes should reflect the reason for the drop, describe the student's clinical and classroom status at the time, and include recommendations for readmission. Students will only be allowed to withdraw from one nursing course due to a failing grade.

All students who withdraw from nursing courses must request readmission and the Nursing Admission and Progression Committee will review the anecdotal notes and approve/disapprove on an individual basis. Available space, status at time of withdrawal, reason for withdrawal, and removal of problems causing withdrawal will be considered in the decision to readmission. **Readmission is not guaranteed.**

### **Leave of Absence**

Students who are in good standing within the Department of Nursing and who find it necessary to interrupt their nursing program will be considered on leave of absence. Prior to student's anticipated return to the program, the student must submit a letter identifying the projected date of return to the nursing major. If the student has been enrolled in any course work during the leave of absence, official transcript(s) must be received by the Department of Nursing and the Registrar of Carson-Newman University. This letter and transcript(s) must be received in the Department of Nursing office at least one semester prior to the requested date of return. Action on the student's request to return to the program will be completed in a timely manner. The student will re-enter the nursing major at the point of exit, and **this will be dependent on space available. There is no guarantee that a position will be available. Recommendations may be made regarding review of material prior to readmission.**

### **Extended Program**

Students who require more than 7 semesters to complete all clinical nursing courses will have a curriculum review with possible remediation and/or auditing of previously completed course work in order to progress in the program. The student's advisor will be responsible for initiation of the curriculum review in consultation with the Nursing Admission and Progression Committee.

## **Interrupted Program Policy**

The student having an interrupted program must write a letter to the Nursing Admission and Progression Committee requesting a review of program and the date of desired return. That committee will determine eligibility of candidate by screening for appropriate admission and progression criteria as stated in the current student handbook. The committee will consult with appropriate faculty to determine methods of validation such as: a) independent study using current syllabi and testing, b) audit specified courses previously taken, c) failed course successfully completed, etc.

## **NCLEX-RN (RN Licensure) Exam**

After graduation from Carson-Newman, Registered Nurse (RN) licensure is acquired when a State Board of Nursing examination is successfully completed. Any Board of Nursing with a responsibility to protect the public, reserves the right to deny licensure to anyone ever convicted of a crime other than a minor traffic violation. Each Board of Nursing individually considers a person's situation. Anyone having such a record should contact a Board of Nursing for advice prior to enrolling in nursing as a major.

The application for NCLEX-RN within the State of Tennessee is online and cannot be completed until after graduation. Transcripts will be mailed to the Tennessee Board of Nursing by the Department of Nursing in batches. Students desiring to be initially licensed in another state must acquire the application forms from that state Board of Nursing and may bring them to the Department Chair for assistance.

## **NCLEX Review Course**

All nursing students will complete an approved NCLEX review course prior to graduation.

## **Transfer Credits**

In order to assure that off campus courses will transfer for prerequisites to nursing courses, the appropriate form to approve off-campus courses must be completed and on file in the Registrar's Office prior to enrolling in the course. Advisors can initiate the form which requires the advisor's signature and that of the course instructor.

Transfer students from other accredited nursing programs must submit both a transcript showing successful completion of the nursing course and the course outline to the Department of Nursing. Faculty members teaching the equivalent courses will evaluate the course outlines for theoretical and clinical content necessary to meet objectives of the courses in question before such courses are accepted for credit toward degree requirements.

## **Challenge Exam**

LPNs and others who have successfully completed an appropriate formal, organized program (e.g. Armed Services Medical Corpsman) may challenge selected sophomore and junior level clinical courses. Successful completion of program must be documented by licensure and/or certification. Students should contact the Department of Nursing for the appropriate procedure, fee schedule, and instruction. Credit by examination is not allowed if the student has previously enrolled and not successfully completed the course at any institution.

All prerequisites to nursing courses must be successfully completed before taking challenge exams. Contact the Department of Nursing to verify qualification and for guidance in the challenge process.

Prior to taking a clinical challenge exam, students may purchase a packet that will include a course syllabus, study guide (or course outline) and bibliography. Fee for the packet is \$10.00.

The cognitive portion of the clinical challenge exam must be passed prior to taking the clinical portion. Students must earn a passing grade equivalent to 78% or a "C" on challenge exams. No part of the challenge examination process may be repeated. Grade will be recorded as Pass/No Pass. See the current Carson-Newman catalog for guidelines to challenge courses outside the Department of Nursing.

## **TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROGRESSION, AND GRADUATION**

The goal of Carson-Newman University's undergraduate nursing programs is to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care. In addition, certain functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities. Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs.

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and will be counseled/advised to pursue alternate careers.

**General Abilities:** The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

**Observational Ability:** The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

**Communication Ability:** The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain



accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

**Motor Ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

**Intellectual, Conceptual, and Quantitative Abilities:** The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

**Behavioral and Social Attributes:** Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of sound judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

**Ability to Manage Stressful Situations:** The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program-related.

Resources: Adapted from Drexel University Undergraduate Nursing Technical Standards.

## **CLINICAL REQUIREMENTS FOR CLINICAL COURSE ATTENDANCE AND PARTICIPATION**

Before any student can participate in clinical experiences in client care settings each semester, he/she must successfully complete a dosage calculation exam. Prior to enrolling in initial nursing laboratory classes, students must provide a physician's/nurse practitioner's statement of health status. In order to satisfy clinical facility requirements, students must provide proof of the following:

- a. Negative tuberculin test annually or, if positive, a follow-up with a negative chest x-ray as required by clinical facilities
- b. Two MMR immunizations or proof of immunity
- c. Two Varicella immunizations or proof of immunity
- d. Tdap immunization within the past ten years
- e. Hepatitis B vaccine series or acceptable titer level or signed waiver
- f. Annual Flu vaccine
- g. Proof of medical insurance
- h. Other requirements as specified by any clinical agency used for required experiences

The clinical requirements listed above must be uploaded and approved by Verified Credentials.

An additional fee will be assessed for each laboratory nursing course for lab materials, standardized testing, and malpractice insurance.

### **STUDENT DRESS CODE**

The dress code for each clinical course will be stated on the first day of class as appropriate for clinical facilities in that course. Carson-Newman identification badges are required identification in **all** school-related clinical settings. Scrubs should be worn to all on-campus laboratory experiences.

#### **Identification Badges**

Identification badges are required with all uniforms, lab coats, or street clothes in the clinical setting. The student will wear appropriate identification as specified in each course. Unless other identification is indicated, the Carson-Newman student ID is to be displayed in a clip-on plastic badge holder without adornment.

#### **General**

A navy uniform must be purchased from MorUniversity and must be worn any time students are in the clinical area. MorUniversity representatives will be on campus at the beginning of every semester to help students order the appropriate university. Street clothes may be worn in some clinical areas. Guidelines will be provided by course coordinator. A short or long sleeve shirt, wrinkle-free (white, gray or navy and without writing) may be worn under the uniform top.

Clothing must be neat, clean, and in good repair with proper undergarments that are not visible through clothing. Clothing should be loose enough to move comfortably over body contours with no deep scoop or V neckline. Tattoos or body piercing must be covered. Tongue rings are not permitted in the clinical area.

Hair is to be clean, neatly groomed, and presenting a natural color. Hair should be groomed in such a manner it does not come into contact with a patient during patient treatments and procedures. Make-up should be conservative. Perfumes, colognes, after-shaves, strong scents, or tobacco smoke are not

permitted. Nails should be short and clean. No artificial nails are permitted. Please check with individual course coordinators for rules regarding nail polish.

Established mustaches and/or beards, if worn, are to be neatly groomed and clean. Otherwise men are to be clean shaven.

A watch capable of displaying seconds is required. No fitness monitoring devices or smart watches allowed. One pair of earrings (small stud, metal or stone) is allowed. No rings (other than wedding and engagement rings) may be worn. Dangling bracelets or necklaces are not allowed in the clinical area. Registered nurses may wear the graduate nurse pin from their basic nursing program.

Stethoscope, bandage scissors, and a pen light are required in most clinical areas.

### **Shoes and Hose/Socks**

Shoe color must be black. Shoes must be non-porous, neat, clean, and have a fully enclosed toe and heel. Socks or hose must be worn and must be solid blue or black in color. Ankle socks are not allowed.

## **STUDENT LEADERSHIP**

### **Student Organizations**

#### **Student Nurses Association (SNA)**

The Department of Nursing sponsors a chapter of the Student Nurses' Association. Students are invited to join the Student Nurses' Association when they declare nursing as their major and throughout the year. This organization serves to promote nursing, nursing education, and contact among all nursing majors.

Officers for this organization are elected by the organization membership. The faculty advisor for SNA serves two consecutive years and is selected on a rotating basis by the faculty.

#### **Sigma Theta Tau, International – Rho Mu-at-Large Chapter**

The Carson-Newman University Honor Society of Nursing was established in 1998 to recognize and further the scholarship of Carson-Newman nursing students, alumni, and appropriate community nursing leaders. The Rho Mu Chapter of Sigma Theta Tau, International at Carson-Newman University was established in April, 2002. In November 2006, Rho Mu Chapter at Carson-Newman University and the Nursing Honor Society at Tennessee Wesleyan University united to form Rho Mu-at-Large Chapter.

The purpose of this honor society shall be to:

1. Recognize superior achievement
2. Recognize the development of leadership qualities
3. Foster high professional standards
4. Encourage creative work
5. Strengthen commitment to the ideals and purposes of the profession.

Invitations to join the Rho Mu-at-Large Chapter of Sigma Theta Tau, International will be extended to senior students who have a cumulative GPA of 3.0 on a 4.0 scale and rank in the upper 35% of their class

in scholarship. The membership committee recommends potential candidates to the full membership of the organization for a decision.

### **STUDENT MEMBERSHIP ON DEPARTMENTAL COMMITTEES**

Students are asked to nominate class representatives for departmental committees. Acceptance of students on departmental committees rests with each committee.

The Nursing Curriculum Committee and Nursing Student Affairs Committee shall each have representatives from the undergraduate and graduate programs. The representatives in the fall will include one accelerated sophomore, one traditional junior, one accelerated senior, one traditional senior and 2 graduate students. The representatives in the spring will be one traditional sophomore, one accelerated junior, one traditional junior, one accelerated senior, one traditional senior, and two graduate students. Student representatives may serve more than one semester. Sophomore students will be non-voting members. All other students will have ½ a vote.

Nursing Curriculum Committee Functions:

1. Formulate, review, and revise the outcomes, purposes, and organization of the curriculum in keeping with the philosophy of the university and of the programs of nursing
2. Establish, review, and recommend format for course syllabus
3. Approve all new course proposals
4. Formulate, review, and revise the methods and forms for evaluation of student progress and performance
5. Implement program evaluation as outlined in the Systematic Plan of Evaluation
6. Perform other functions as determined by the department chair or program faculty

Nursing Student Affairs Committee Functions:

1. Coordinate recruitment efforts for the undergraduate and graduate programs with those of the university recruitment office and Office of Admissions
2. Work collaboratively with the Office of Admissions, Office of Financial Assistance, and Office of the Registrar
3. Review and recommend revisions of the undergraduate and graduate university catalogs
4. Plan and implement Celebration of Excellence and other activities recommended by department chair, program faculty, or students
5. Maintain a current Undergraduate and Graduate Student Handbook
6. Provide for periodic student-faculty information/discussion sessions
7. Perform other functions as determined by the department chair, program faculty, or students

## **RECOGNITION OF ACHIEVEMENT**

### **Outstanding Graduate**

This award is presented only once each year at May graduation. The recipient will be recognized at the annual Celebration of Excellence in May. This award goes to the student selected by department faculty to represent their definition of the most outstanding student to graduate that year. In nursing the outstanding graduate is chosen for clinical skills, academic standing and involvement in both Department of Nursing and University activities.

### **Highest Academic Standing**

This award goes to the student in the Department of Nursing graduating class having achieved the highest cumulative GPA at the end of the semester prior to graduation. The award is presented at the annual Celebration of Excellence.

### **Achievement Award**

This award is presented by the faculty of the Department of Nursing to the student showing a consistently high quality of clinical performance in all clinical areas. The student must have at least a "B" level academic standing. The award represents high achievement in nursing, is announced at Honor's Convocation, and presented at the annual Celebration of Excellence.

### **Leadership Award**

This award is selected by the recipient's peers to represent the individual demonstrating the most leadership within the group. In order that the recipient shall not become known prior to the awards ceremony, the secret ballots are counted by the faculty, and the award is presented by the Junior Class Student Affairs Representative at the annual Celebration of Excellence.

### **Sigma Theta Tau, International Undergraduate Nursing Student Award**

Sigma Theta Tau, International is the international honor society of nursing. The Undergraduate Nursing Student Award of Sigma Theta Tau, International, Rho Mu-at-Large Chapter is presented to an undergraduate nursing student who demonstrates outstanding leadership potential, scholarly effort, and clinical skill. The recipient is a member in good standing of the Rho Mu-at-Large Chapter of Sigma Theta Tau, International. The recipient must also have demonstrated commitment to excellence in nursing practice. The award is announced at Honors Convocation and is presented at the annual Celebration of Excellence Ceremony.

## **SCHOLARSHIPS**

### **Carson-Newman**

All awards and grants are obtained through the Office of Financial Assistance at Carson-Newman University. For the best opportunities, complete your application by February each year. See the current Carson-Newman University Catalog or contact the Office of Financial Assistance for further information.

### **Nursing**

Several nursing scholarships are awarded each year to those students who have been accepted into the nursing classes and meet the criteria stated in each scholarship agreement. Criteria include GPA, financial need, community service, junior/senior status, and work experience. To be considered, students should have completed a financial aid form filed with the financial office at Carson-Newman that indicates financial need and the nursing scholarship application. Nursing scholarship forms will be distributed to all junior nursing students during the spring semester. If you feel that you have a specific need or questions, please contact the Program Director for Undergraduate Studies.

## **TRANSPORTATION**

All students are required to have access to a car for transportation in clinical courses. Students may carpool.

## **GUIDANCE**

Counseling Services: If personal, academic or vocational concerns arise, Counseling Services, located in the Wellness Center, can help you prioritize and/or learn new ways of dealing with developmental issues.

Student Success Center: This office is located on the second floor of the Stephens-Burnett Memorial Library and can assist you with problems dealing with advising, tutoring, academic problems, study skills, and difficulties that do not fall into any particular category. This office will help you contact the right person for help. Students who may have a learning disability may contact the David Humphrey at 865-471-3268.

## **HEALTH**

Refer to the current Eagle Student Handbook for information about health care and insurance. All students in clinical courses must have health insurance.

## **DRUG OR ALCOHOL USAGE**

### **Purpose**

Carson-Newman University is concerned with the safety of its students and wants to provide an atmosphere that allows every student to be as productive and safe as possible. Additionally, patients have the right to safe and competent care. A nursing student in a clinical assignment who is under the influence of alcohol or drugs that impair judgment, poses a threat to the safety of patients. For these reasons, evidence of use of these substances, documented by positive drug and/or alcohol screening tests, will result in immediate withdrawal of the student from the nursing course or program. In the event of an

appeal, Carson-Newman University will make every effort to expedite the appeals process and assure the student of fundamental fairness.

According to the student Eagle Handbook, Carson-Newman University prohibits the possession, use, distribution or manufacture of alcohol or illicit drugs or drug paraphernalia, and the misuse or abuse of prescription medications, OTC medications, and synthetic drugs on its property or as part of any of its activities, including but not limited to off campus activities sponsored by the university.

### **Pre-clinical drug screening**

1. All students must submit a drug test during the first clinical course.
2. Students will pay for this screening through Verified Credentials and will be advised of the procedure to follow to complete the urine drug screen.
3. Students receiving negative drug screens or positive drug screens due to permissible prescription drugs will be permitted to begin clinical experiences. In the latter case, medical review and documentation will be required.
4. Students testing positive for illegal substances or for non-prescribed legal substances will be dismissed from the nursing program.

### **“For cause” testing**

1. This procedure refers to the use/misuse of, or being under the influence of alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution, or other location as a representative of Carson-Newman University.
2. The student will be asked to submit to an alcohol and drug screening immediately (on-site) if the nursing faculty, clinical instructor, staff, family member, or patient at a clinical facility where the student is assigned:
  - a. Have reasonable cause to suspect that the student is mentally or physically impaired due to alcohol or substance abuse immediately prior to or during the performance of his/her clinical duties, or
  - b. Perceives the odor of alcohol or observes physical signs and/or behaviors including but not limited to slurred speech, drowsiness, behavior change, inability to pay attention, pupil dilation, erratic behavior, confusion, or unsteady gait
3. Students will have a urine specimen and a breathalyzer test collected according to the following procedures:
  - a. The clinical or classroom faculty will notify Tennessee Drug and Alcohol to come to the site to conduct the testing.
  - b. The student will be asked to disclose prescription and OTC medications he/she is taking at the time of testing.
  - c. The clinical faculty will notify the clinical staff to assume care of the student’s patient(s).
  - d. Students will be responsible for the cost of testing – must be cash only
  - e. If student is unable to pay at the time of testing, then Tennessee Drug and Alcohol will bill the Department of Nursing and the student will reimburse the department.
4. The student will be removed from clinical, pending results of the test(s).
5. The student must arrange for a responsible adult or taxi service for the ride home.
6. Test results will be sent to the Chair of the Department of Nursing or designee.

### **Positive screening test**

1. If the results of the drug screening test are positive for a prescription substance and the student provides documentation of a prescription for the substance, the Chair of the Department of Nursing and/or designee will consider the case in collaboration with the student and his/her health care provider.

2. If the results indicate a positive drug screen for alcohol, illegal substances or medications not prescribed for that individual, the student will be dismissed from the program for a period of one year.
3. After a one-year absence from the nursing program or course, the student may apply for readmission according to the guidelines below:
  - a. Must meet the current requirements related to registration and admission to the nursing program. Readmission for returning students is contingent on space available in the class.
  - b. Must provide documentation of evaluation by an addiction counselor and his/her determination as to whether the student is addicted to alcohol or drugs. If positive, the student must provide evidence of rehabilitation related to the alcohol/drug illness to include all of the following:
    - i. Documentation of satisfactory completion of recognized substance abuse treatment program.
    - ii. Evidence of after-care attendance upon completion of the treatment program
    - iii. Weekly attendance at a 12-step or other mutually agreed upon support group. Attendance will be documented by the student and submitted to the Chair of the Department of Nursing by the last day of each month.
    - iv. Letter or other acceptable documentation from treatment facility and/or therapist stating that the student would be able to function effectively and provide safe and therapeutic care for clients in a clinical setting.
  - c. Students requesting readmission must have a repeat screening for alcohol and/or drugs immediately prior to readmission.
4. Following readmission to the nursing program, the student will be required to submit to periodic drug screening at the Chair's discretion and at the student's expense.
5. Following readmission to the nursing program, the student who has been evaluated as having an addiction must continue participation in a 12-step or other mutually agreed upon support group. Documentation must be submitted to the Chair of the Department of Nursing by the last day of each month or the student will be dismissed from the nursing program without the opportunity for readmission.
6. If a student, after being readmitted to the nursing program has positive results on subsequent alcohol or drug screening, then the student will be dismissed from the nursing program without opportunity for readmission.

#### **Negative screening test**

1. If the results of the tests indicate a negative drug screen for alcohol or drugs, the student shall meet with the Chair of the Department of Nursing within two (2) working days of the results to discuss the circumstances surrounding the impaired clinical or classroom behavior.
2. If the indicator was the odor of alcohol, the student will be mandated to discontinue the use of the substance that may have caused the alcohol-like odor, before being allowed to return to the clinical or classroom setting.
3. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation, with a report provided to the Chair of the Department of Nursing may be requested.
4. Based on the information presented in the meeting (see above) and a medical report if required, the Chair of the Department of Nursing will make a decision regarding return to the classroom and clinical setting.
5. If readmitted, the student must make up clinical absences incurred for testing.



**Confidentiality**

All test results will be sent to the Chair of the Department of Nursing or designee. All results will be kept separate from the students' regular files and will be handled in accordance with the family education rights and privacy act (FERPA). The Chair of the Department of Nursing or designee may consult with University officials, nursing faculty, and others for appropriate action/follow-up.

**Refusal to submit to a screening**

If a student refuses to be tested at the time of the incident or does not follow-up with the testing if readmitted, then the student will be dismissed from the program without the opportunity to apply for readmission.

This explanation is not intended to cover every circumstance that may arise in administering this program. The Department of Nursing reserves the right to modify any portion that seems reasonable without advance notice.

**COMPUTER USE**

All hardware, software, and documentation contained in any computer lab at C-N are either owned or licensed by Carson-Newman University. Any unauthorized removal, duplication, or reproduction is unlawful and prohibited.

**University:** All students are eligible to use the computer labs across campus when they are available for general use. Check schedules on the door or the computer network menu for available times. Student monitors are available for limited help during these times. All computers located in these labs are connected to the network.

**Department:** Use of the computer lab located in Heritage Hall South is available 8:00 a.m. – 4:30 p.m., unless otherwise reserved. Computers in this lab are connected to the network.

**NO FOOD, DRINK, OR CELL PHONE USAGE** is permitted in computer labs.

**RIGHTS AND RESPONSIBILITIES****Absentee Policy**

There are no free absences within the department of nursing for either classroom or clinical instruction. Clinical absences will be made up at the instructor's discretion. Students will be allowed to make-up classroom work if the absence is due to illness (doctor's excuse will be required), death in the family, or attendance at a school sponsored event. Students will be counted absent if they:

1. Are not in class; or
2. Leave class after a test or after the class break; or
3. Leave early for an appointment; or
4. Are tardy three times.

Consequences of excessive absenteeism will be determined by the course instructor and may include reduction of the course grade or, in the case of clinical absence, clinical failure. The number of clinical absences that will result in a clinical failure will be up to the individual course coordinator.

### **Clinical Expectation Policy**

Students will not be allowed to participate in Carson-Newman University clinical experiences if they have been awake and participated in any activity the 6 hours immediately preceding the clinical experience. Participation in such activities places a patient at risk for unsafe nursing practice and healthcare related errors.

This will be documented as an unexcused clinical absence.

### **Tardiness Policy**

All students are expected to be on time and prepared for all scheduled classes. Students who are late to class will be issued a tardy. Receiving a tardy three times will result in an absence.

All students are expected to be on time and be prepared for all clinical. Tardiness to clinical will not be tolerated. The first time a student is late he/she will receive a warning. The second time a student is late he/she will be sent home for that clinical day and will have to make up that day at a later time. The third time a student is late he/she will receive a clinical failure for the semester.

### **Cell Phone Policy**

**NO CELL PHONES** are permitted in the classroom or clinical area unless so advised by your clinical course coordinator. Use of the cell phone during class or clinical will result in the following:

1. Use of cell phone during classroom time or leaving the classroom to answer the cell phone will result in the student being asked to leave the class for the day and will count as an absence.
2. Use of the cell phone during clinical will result in a clinical failure for the semester (zero tolerance).

### **Classroom Etiquette**

As nursing students, you are expected to adhere to the codes of professionalism as set forth by the Tennessee Nurse practice act in both the classroom and clinical settings. In addition to the Tennessee Nurse practice act, the following are additional guidelines and expectations for the classroom setting:

1. Be on time to class; this includes being in your seat and ready to participate.
2. Be respectful of other students and faculty during discussions and lectures.
3. Be polite to others.
4. Do not leave the classroom or clinical setting unless so directed by the instructor of the course.
5. All cell phones must be in the off position and put away.
6. Students are not to schedule any appointments of any kind during scheduled class or clinical days.
7. Personal computer use during class must be course related/specific.

### **Classroom Visitors**

Only those persons registered for the course may be present in classrooms or laboratories. No pets will be allowed in the classroom settings.

## Make Up Exams

Exams missed for reasons of documented illness, death in the family, or participation in a university sponsored event will be given on reading and study day. Other arrangements for make-up exam testing will be made on a case by case basis by course coordinators.

## Academic Honesty in Nursing

The profession of Nursing requires a high level of personal integrity and ethical behaviors. At Carson-Newman University, the undergraduate and graduate departments of Nursing believe that the values of personal integrity and ethical behavior are consistent with the Christian worldview. Academic honesty is an integral part of personal integrity and ethical behaviors and is an expectation of all students completing professional nursing education at Carson-Newman University. Faculty, students and staff share the responsibility for ensuring personal integrity and ethical behaviors are not compromised.

The following are examples of compromised academic integrity. The list is not all inclusive.

1. Cheating
  - a. Giving or receiving aid on tests, assignments or book reviews
  - b. Removing and/or copying test questions
  - c. Unauthorized collaboration with other students on any academic work
2. Fabrication
  - a. Inventing or falsifying information, data, or citations
  - b. Altering documents that are a part of academic records
  - c. Falsifying or altering clinical documentation
3. Plagiarism
  - a. Literal repetition of another author's or person's work without acknowledgement of that author or person.
  - b. Borrowing another's ideas and representing them as your ideas.
  - c. Using another person or organization to prepare your academic work.

Violation of academic honesty will be addressed by the course faculty. After hearing the student and considering all of the evidence, sanctions will be assessed if guilt is determined. These sanctions are as follows:

1. First offense
  - a. A grade of "F" on just the suspect course work **or**
  - b. A grade of "F" in the course **or**
  - c. Dismissal from the program.
2. Second offense
  - a. Dismissal from the program **and**
  - b. Ineligibility for readmission

Any finding of violation of academic honesty and the sanction applied or recommended shall be reported to the Office of the Provost who shall assess any sanction more severe than loss of credit for the course. A student may appeal a finding and/or a sanction assessed to the Student Success Center as directed in the nursing student handbook. Otherwise, no appeal shall be allowed. A note regarding the charge and the sanction will be placed in the Student's academic file.

## **Tobacco Products**

Use of any tobacco product is prohibited while dressed for clinical.

## **Equipment Use**

Anyone borrowing lab equipment must sign for the specific piece of equipment on a form maintained in the Health Assessment or Clinical Skills Laboratory. A faculty member or the Administrative Assistant must get the equipment and ensure that the form is signed when the equipment is borrowed and when it is returned. Equipment should be returned to the faculty person loaning the equipment.

A grade of "I" will be issued if equipment is not returned. The incomplete will be changed to the grade earned when equipment is returned or paid for. In the event of equipment breakage due to accidents or misuse, the borrowing person is responsible for paying for the replacement of the equipment.

## **New Policies**

New policies and changes in policies will be published annually in the Undergraduate Nursing Student Handbook. Students are responsible for knowledge of and compliance with policies published in the Undergraduate Nursing Student Handbook, Eagle Student Handbook, and C-N Undergraduate Catalog. All three documents may be accessed from the Carson-Newman website ([www.cn.edu](http://www.cn.edu)). Students will receive notification of any policies approved between issues of the Undergraduate Nursing Student Handbook. Students will sign a form stating that they are aware of the location and the significance of the Undergraduate Nursing Student Handbook. This form will be placed in the student's folder.

## **STUDENT RECORDS**

Advising records of all students declaring nursing as a major are maintained in the Department of Nursing Office.

### **Access**

These records are available only to Department of Nursing faculty, administrative assistant, office workers, and to the individual student concerned.

### **Accuracy**

To maintain accuracy of these records, students are asked to:

1. report and discuss a change of name, telephone number, and/or address to the Department Administrative Assistant and
2. discuss any considered withdrawal or change of major with his/her advisor.

## **GRIEVANCE PROCEDURE**

The purpose of the grievance procedure is to protect the student's rights in academic and other matters if the student feels that he/she have been treated unfairly. Grievances related to policies must pertain to the implementation of policies and may not contest the substance of these policies.

If the incident is non-academic, then the student should follow the procedure outlined in the current Eagle Student Handbook.

Any student with an academic-related incident, who feels that he/she have been treated unfairly, should follow the steps listed below:

1. Notify the appropriate faculty person (person named in the grievance) and submit a letter describing the formal complaint (an incident of unfairness and/or how the policy implementation was inappropriate) within five working days of the incidence.
  - a. After the formal complaint has been received by the appropriate faculty person, a conference will be scheduled with the student, his/her advisor (unless the advisor is named in the grievance), and the faculty person named in the grievance. If the student's advisor is named in the grievance, the student may select an available faculty member or his/her choice to attend the meeting.
  - b. A record of the conference will be written by faculty person with whom the grievance was against. A copy will be placed in the student file, and a copy will be given to the student.
  
2. If the grievance was not rectified by the conference between the student and the faculty member, then
  - a. The student must send a formal letter to the appropriate Program Director and Chair of the Department of Nursing describing the complaint and the result of the meeting between in the student and the faculty member.
  - b. This must be completed with 48 hours of the conclusion of the conference.
  - c. The Program Coordinator/Director and Department Chair will review all of the documents and will either send a written response to the student or schedule a conference with the student within five working days.
  - d. A copy of the formal complaint and the written response will be placed in the student's file.
  - e. If a meeting was scheduled, then a record of the conference will be placed in the student file, and a copy will be given to the student.
  
3. If the student is not satisfied with results at this point, then
  - a. A formal letter describing the incident should be sent to the Office of the Provost of the University if the matter is related to academics.
  - b. The Provost or designee will review all documents related to the incident and schedule a conference with the student.

### **STUDENTS WITH DISABILITIES**

Any student with a special documented disability (learning, sight, hearing, mobility, etc.) which may affect class activities should contact Mr. David Humphrey, ext. 3268; Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.

### **CLASSROOM PROFESSIONALISM POLICY**

#### **Professionalism & Faith**

A key aspect of success in today's workplace is the ability to communicate effectively and professionally. As people of faith, the importance of professionalism and communication competence goes far beyond personal success. The way we conduct ourselves communicates the reality of faith in our lives. No matter how we can communicate Biblical truth verbally, the way we conduct ourselves holistically determines the weight of those words. Understanding the culture of our workplace, meeting expectations,

communicating competently, and building credibility through authenticity is important work. As people of faith, professionalism should not merely stem from a desire to succeed; it should be an authentic and integral aspect of who we are in Christ.

To provide focus on this important aspect of life and work, a percentage of your final course grade will be based on your communication in and outside the classroom (See individual course syllabi for the exact percentage per course). This includes all written, verbal, and nonverbal communication with your professor and fellow students in class as well as your written, verbal, and nonverbal communication with your professor, clinical preceptors or faculty, fellow classmates, or others outside of class. As in the workplace, it is important to remember that your credibility with your fellow students and your professor is directly related to how competently you communicate in the professional culture established.

Below is the framework for our professional culture, followed by the rubric for professional communication.

### **Preparation**

The nursing faculty's experience, education, and ongoing professional development enable them to provide meaningful content, leadership, and evaluation of courses. The nursing faculty take that responsibility seriously. But the quality of any class or clinical time is directly proportional to the time both faculty and students dedicate to preparation. Just as the nursing faculty prepare diligently for each class and clinical setting, students are expected to be punctual turning in homework, thorough in completing assignments (including all readings), and disciplined in studying for tests. Just as late work affects performance evaluation in the workplace, it affects performance evaluation in the class or clinical setting (See the course syllabus for penalties regarding late assignments).

### **Engagement**

Engagement is an important aspect of the educational experience. As a result, the course faculty and students are partners in learning. The nursing faculty pledge to students that they will be innovative in creating interactive learning opportunities, interested in student insights, and attentive to student feedback. Engagement requires students to be attentive to the faculty and classmates, ask relevant questions, and provide informed insights. Students are expected to be positive and engaged in class, open in the approach to fellow classmates and class/clinical content, and concerned about progress in learning the material, not just with grades.

### **Meetings**

Every professional culture has formal and/or informal expectations during meetings. For the purposes of nursing courses, meetings are defined as regularly scheduled class periods, individual meetings scheduled with the instructor as needed, and any clinical situations. Since meetings are designed to facilitate work best done corporately, students are expected to attend and be on time for all meetings. In professional cultures it is not acceptable to miss a meeting without informing the appropriate person, regardless of the reason. The same is true for us. Anytime a student will not be able to attend a meeting the student must notify the appropriate nursing faculty in advance, regardless of whether the absence is excused or unexcused (See the attendance policy for more information on excused and unexcused absences).

To be equipped for each meeting, students should have their textbook and a way to take notes manually or electronically. Professional cultures create guidelines for use of technology in meetings based on a number of variables including meeting length and objectives. Since engagement is key to the educational

objectives. Sending or receiving text messages, IMing, Tweeting, Facebooking or using other forms of social media during class or clinical is not appropriate, and doing so will affect your performance evaluation in the class or at clinical.

## **Inquiries**

An important aspect of professional culture is understanding and adhering to appropriate timing. Questions regarding class schedule, homework, and clinical situations are always welcome. However, these questions are appropriate at the beginning and end of class only. Unrelated questions during class activities, including group work, indicate students are not engaged in the work at hand. Just as lack of focus affects performance evaluation in the workplace, it affects performance evaluation in the class or clinical setting. Similarly, questions regarding personal circumstances that are not relevant to the entire class (i.e. absences, medical issues) should be asked one-on-one before or after class. Just as there are certain topics that should be discussed privately in the workplace (i.e. performance, salary), there are topics that should never be discussed in the classroom. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of individual student educational records. Based on FERPA regulations, questions regarding assignment/test evaluation and grades are inappropriate in the classroom or clinical setting. Questions regarding assignment/test feedback or grades need to be discussed face-to-face and require setting up a meeting to provide appropriate time and privacy.

## **Communication via Technology**

All professional cultures designate appropriate ways to communicate formally and informally via technology. For us, formal communication is appropriate through your Carson-Newman University email account and informal communication is appropriate through texting or phone calls. Email messages should include a subject line starting with “Class name and number” followed by the subject (ex.: NURS 413: Homework Question). To receive a positive performance evaluation, all written communication should be formatted appropriately, written in complete sentences, free of spelling and grammatical errors, and include the required subject line.

Formal communication is anything directly related to assignments, individual meetings, absences, grades, and technical issues with E360. Messages should contain clear questions, include any pertinent details, and be specific if a response is needed within a certain time frame. Please do not use abbreviations.

### *Emails*

Most emails received by 4:00 pm Monday - Friday will be responded to within 24 hours (barring illness or other extenuating circumstances). Emails received after 4:00 pm on Friday will receive a response on Monday.

### *Text messages*

Most text messages received by 4:00 pm Monday – Friday will be responded to on the same day, all will be responded to within 24 hours (barring illness or other extenuating circumstances). Text messages received after 4:00 pm on Friday may not receive a response until Monday. However, if the text message sent refers to a class assignment or clinical that is to be completed over a weekend, then the message will be answered within 24 hours.

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## CLASSROOM PROFESSIONALISM RUBRIC

Professionalism will be monitored throughout the semester and evaluated the following rubric.

	Savvy (A)	Competent (B)	Developing (C)	Insufficient (F)
<b>Class Meetings</b>	Always arrives on time.	Generally arrives on time.	Often arrives late.	Consistently arrives late.
	Always brings required materials and completed assignments.	Generally brings required materials and completed assignments.	Often does not bring required materials and completed assignments.	Consistently does not bring required materials and completed assignments.
	Always informs instructor in advance of excused/unexcused absences via email.	Generally informs instructor in advance of excused/unexcused absences via email.	Inconsistent in informing instructor (in advance) of excused/unexcused absences via email.	Never informs instructor in advance of excused/unexcused absences via email.
	Only asks content related questions during class, saving general inquires for before or after class.	Generally asks content related questions during class, saving general inquires for before or after class.	Makes general inquires during class not related to class content.	Often makes general inquires during class not related to class content.
	Only makes inquiries regarding grades and evaluations in one-on-one meetings.	Only makes inquiries regarding grades and evaluations in one-on-one meetings.	Inquires about grades or evaluations before or after class.	Inquires about grades or evaluations during class.
<b>Engagement: Conduct</b>	Shows verbal and nonverbal respect for professor.	Generally shows verbal and nonverbal respect for professor.	Shows little verbal and nonverbal respect for professor.	Shows a lack of verbal and nonverbal respect for professor.
	Shows verbal and nonverbal respect for peers.	Generally shows verbal and nonverbal respect for peers	Shows little verbal and nonverbal respect for peers.	Show a lack of verbal and nonverbal respect for peers.
	Shows verbal and nonverbal respect for the method of shared inquiry and discussion.	Generally shows verbal and nonverbal respect for the method of shared inquiry and discussion.	Shows little respect for the method of shared inquiry and discussion.	Shows a lack of respect for the method of shared inquiry and discussion.



	Savvy (A)	Competent (B)	Developing (C)	Insufficient (F)
<b>Engagement: Conduct (continued)</b>	Never uses technology inappropriately during class.	Rarely uses technology inappropriately during class.	Occasionally uses technology inappropriately during class.	Regularly uses technology inappropriately during class.
	Does not dominate discussion.	Rarely dominates discussion.	Sometimes dominates discussion.	Often dominates the discussion.
	Is always actively engaged verbally or nonverbally.	Is generally actively engaged verbally or nonverbally.	Sometimes disengages.	Often disengages.
	Challenges ideas respectfully, encourages and supports others in doing the same.	Generally challenges ideas respectfully, but is not always open to challenges from others.	Resorts to ad hominem attacks within in disagreement with others.	When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.
<b>Engagement: Content</b>	Insights, opinions, and examples are relevant and infused with knowledge gained through readings and assignments.	Insights, opinions, and examples are relevant and often reveal knowledge gained through readings and assignments.	Contributions are often based solely on opinion or unclear views and even when relevant do not demonstrate knowledge gained through readings and assignments.	Comments are frequently illogical or without substantiation and reveal student has not completed readings or assignments.
	Analysis of ideas often deepens the conversation by going beyond the text to further the conservation	In general, comments and ideas contribute to the understanding of the material and concepts.	Comments and ideas contribute little to the understanding of the materials and concepts.	Comments do not contribute to understanding of the material or are distracting to the learning environment.

	Savvy (A)	Competent (B)	Developing (C)	Insufficient (F)
<b>Engagement: Listening</b>	Always actively attends to what others say as evidenced by nonverbal feedback.	Usually listens well to what others say as evidenced by nonverbal feedback.	Does not regularly listen well as indicated by nonverbal cues.	Frequently fails to listen or attend to the discussion as indicated by nonverbal cues and off-task activities.
	Regularly builds on, clarifies, or responds to others' comments.	Responds to ideas and questions offered by other participant.	Repeats comments or questions presented earlier.	Does not build on, clarify, or respond to others' comments.
<b>Engagement: Group work</b>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed.	Generally is an active participant in maintaining flow and quality of discussion.	Rarely takes an active role in maintaining the flow and quality of discussion or does not take an active role in discussion.	Does not engage in discussion.
	Helps to redirect or refocus discussion when it becomes sidetracked or unproductive.	Does not sidetrack discussion or explore unproductive topics.	Does not remain focused on discussion, easily sidetracked and occasionally unproductive.	Intentionally undermines the efforts of those engaged in discussion and or unproductive.
	Makes efforts to engage reluctant participants.	Sometimes encourages reluctant participants to engage	Does not attempt to engage reluctant participants.	Ignores or sidetracks reluctant participants.
	Consistently provides constructive feedback and support to others.	When providing feedback is generally constructive and supportive	Rarely provides feedback or feedback is not constructive and or supportive.	Does not provide feedback or attempts to control discussion through negativity toward discussion or participants.

	Savvy (A)	Competent (B)	Developing (C)	Insufficient (F)
<b>Communication via Technology</b>	All email and text messages are appropriately professional and contains necessary details.	Email and text messages are appropriately professional and generally contain necessary details.	Email and text messages are not consistently professional and or do not contain necessary details.	Email and text messages are not professional and or do not contain necessary details.
	Messages are free of spelling and grammatical errors, formatted appropriately, and written in complete sentences.	Messages are generally free of spelling and grammatical errors, formatted appropriately, and written in complete sentences.	Messages commonly contain one or more of the following: spelling errors, grammatical errors, incorrect formatting.	Messages are written without attention to formatting, spelling, or grammar.
	All messages contain the required subject line.	Messages generally include the required subject line.	Message often do not contain required subject line.	Messages rarely or do not contain the required subject line.

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## MEDICATION ADMINISTRATION POLICY

### Overview

The Carson-Newman Nursing faculty are committed to safe medication administration and reduction of medication errors for all nursing students of the program. A strong medication administration policy along with appropriate faculty supervision is needed to oversee student medication administration. Failure to follow will result in course failure or dismissal from the program.

### Medication Administration Posology Exam

Prior to administering medications in the clinical setting for any clinical course, each student must achieve **sophomores 85%, juniors 90%, and seniors 95%** on a Medication Administration Posology Exam. A Posology Exam is given at the beginning of each semester. Students will have two opportunities to take the Posology Exam and pass.

Students who do not achieve the appropriate percentage on the Medication Administration Posology Exam will not be able to continue in the nursing course(s). Students who are not successful with the first Posology Exam should make individual appointments with faculty for remediation. Students are strongly advised to practice drug dose calculations.

### Medication Administration Principles

All medications are expected to be administered safely through use of the **SEVEN RIGHTS**.

Medications are to be administered in a timely manner and documented accurately

**Confirm the following seven (7) "Rights" each time a medication is administered.** Compare the medication label with the Medication Administration Record (MAR).

1. **Right Patient:** Verify a patient's identity by **checking the ID bracelet** while asking them to state their name and birth date; this would prevent the **Right Drug from being administered to the Wrong Patient**. Two patient identifiers must be used and compared to the MAR.
2. **Right Medication:** Read the medication and check for spelling or "sound alike" medications.
3. **Right Dose:** Re-check any dosage calculations, and verify with the physician if the order is illegible or incomplete. **Administering the wrong dose can have fatal consequences.** Verify with the physician if the dose seems out of the ordinary. A nurse can be **held liable** even if the physician's order was wrong.
4. **Right Route:** For example, administering **insulin intravenously instead of subcutaneously** could send a diabetic patient into shock or a coma due to excessively **fast absorption**. Also, if the patient isn't supposed to have anything to eat or drink but the drug route states **PO (by mouth)**, the nurse should consult clinical faculty or preceptor.
5. **Right Time:** Some medications have **blood serum** levels that must be maintained in a **therapeutic range**. Delayed administration could compromise the effectiveness of some medications.
6. **Right Documentation:** Accurate documentation of the medication administration time, patient response to the drug, and any refusal is essential for **continuity of care** between providers and for maintaining **legal records**. Co-signature by preceptor or clinical faculty is required with the documentation of each medication given by a student.
7. **Right of Patient to Refuse:** A patient may refuse any medication. The accurate documentation and physician notification impacts the plan of care.

**Students must prepare medications for only one patient at a time for safety. Students must perform "four checks" of the "rights" to ensure the correct medication is being administered to the right patient.**

- **First Check:** After collecting the medication from the stocked location(s) and before you pour, mix, or draw up medications, return to the EMR and compare the medication label against the MAR. Check the generic name and expiration date. Be sure that the name, route, dose and time match the MAR entry.
- **Second Check:** Double check the medication label against the MAR, preparing as necessary. Show calculations. Be sure that the name, route, dose and time match the MAR entry.
- **Third Check:** Will be made at the patient's bedside prior to administration. The student will use a minimum of two patient identifiers when administering medications. This can include the patient's verbalized name and birth date. Compare the patient's name and ID band with the MAR, computer printout, or computer screen information. Be sure that the name, route, dose and time match the MAR entry.

**High-alert medications** may require additional verification by two licensed professionals. High-alert medications are drugs that bear a heightened risk of causing significant patient harm when they are used in error. The consequences of an error with these drugs are more devastating to patients. Employing redundancy, such as requiring independent double-checks is a strategy to reduce the risk of error. Some high-alert drug classifications include anticoagulants (Heparin), all insulins, IV antiarrhythmic, and others. Students should be familiar with hospital policy regarding which drugs are considered high-alert.

### **Medication Administration**

After passing the Posology Exam students may administer medications as outlined below. Students may give medications to the patients they are caring for *provided clinical faculty or preceptor supervises all dosage calculations, pouring/drawing up, administration, and documentation of medications.*

1. Each semester students will be evaluated by clinical faculty for medication administration safety.
2. IV medications are not given at the sophomore level.
3. No student will give medications without knowledge of generic name, classification, mechanism of action, reason for patient receiving medication, patient dose and route, safe dosage range, relevant nursing implications and incompatibilities of drugs concurrently given. The student must have the required pharmacology references available during the clinical experience, as outlined in each clinical syllabus.
4. When administering medications, the student is required to utilize the medication textbook required by the nursing program. Students must have the appropriate resources with them in the clinical setting.
5. **Under no circumstances will students give meds without supervision by either faculty or preceptor.**
6. **Failure to follow this policy may result in failure of the course or dismissal from the program.**

### **Clinical Requirements**

1. At the beginning of each shift, the student will check the medication record to determine which medications are to be administered that shift and their respective times of administration.
2. Medications will be prepared for administration ideally **within 30 minutes** of the actual written time of administration, except for extenuating circumstances (i.e., SNF, patient off floor, patient NPO, missing meds, etc.).

3. Oral medication will be placed in a medicine or soufflé cup in their unit dose package (do not open packages to half a tablet until checked by the instructor but be sure to state that tablet is to be halved). The medications should be secured until the time of administering them. Equipment needed for medications delivered by other routes (syringes, IV tubing, etc.) should be available.
4. Asepsis (medical and/or surgical) must be maintained during the entire medication procedure.
5. **PATIENT ID BAND MUST BE CHECKED PRIOR TO MEDICATION ADMINISTRATION.**
6. **PRIOR to check by the clinical faculty or preceptor**, the student will be knowledgeable about:
  - a. Drug action/type (i.e., antihypertensive-type ace inhibitor)
  - b. Major side effects and incompatibilities
  - c. Correct IV drip rate (ml/hr.) or IV pump rate for IV meds
  - d. The correct medication dosage: i.e., a tablet must be halved, a fraction of the medication is to be used, and/or if more than one tablet, vial etc. needs to be used
  - e. Proper needle/syringe size, appropriate site selection, and appropriate amount of medication to be injected at each site
  - f. All proper abbreviations related to medication administration
  - g. Saline flush procedures
  - h. Safe dose ranges
7. **PRIOR to check by the clinical faculty or preceptor**, the student will have the following drug information documented:
  - a. BP and apical pulse taken by the STUDENT within one hour of medication administration of vasoactive drugs and/or drugs that will affect heart rate or rhythm
  - b. Appropriate laboratory values needed for specific medications. For example:
    - i. PT, PTT levels, and INR levels
    - ii. Potassium and sodium levels
    - iii. Dilantin, phenobarbital, digoxin
    - iv. Aminophylline and theophylline levels
    - v. Blood glucose levels, whether laboratory results or point of care equipment for glucose monitoring
8. The student will be knowledgeable of normal ranges and/or therapeutic ranges and of inappropriate vital signs and/or levels (based on the normal and/or therapeutic ranges) that will cause a medication to be held and will state these to the instructor at the time of the medication check. Failure to have vital signs and lab or drug values will be considered as failure to meet the provision of this policy and will require remediation.
9. The students will demonstrate skill proficiency in all medication administration.
10. All students must have the following with them at all clinical sites:
  - a. A working watch with a second hand;
  - b. A stethoscope; and.
  - c. Access to program-required current drug resources and hospital computer drug references.
11. All medications must be documented *immediately following administration*, or no more than 10 minutes later, unless a special circumstance has prevented it.

## PROFESSIONAL STANDARDS FOR NURSING

The profession of Nursing requires a high level of personal integrity and ethical behaviors. At Carson-Newman University, the Department of Nursing believes that the values of personal integrity and ethical behaviors are consistent with the Christian worldview. Professionalism is the consistent demonstration of these values and behaviors in all interactions and includes the individual's accountability for the actions.

### HONESTY/INTEGRITY

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Truthfulness	Untruthful; misrepresents position/status; misuses resources; falsifies data, cheats, plagiarizes	Exhibits forthrightness and truthfulness; trustworthy; identifies status/position appropriately; displays honesty at all times	Truthful to the point of blatant insensitivity; tactless
Adherence to ethical principles	Engages in unethical behavior (e.g., acceptance of inappropriate gifts, violating professional boundaries, theft, fraud, plagiarizes)	Models ethical behavior	Sanctimonious; intolerant
Adherence to standards of practice	Unaware of resources, requirements or position/status of professional nurse	Functions within the scope and standards of practice for nursing	Inflexible; overly dependent on rules

**RESPONSIBILITY/RELIABILITY/DEPENDABILITY**

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Punctuality	Exhibits a consistent lack of punctuality (comes late or leaves early); does not adhere to deadlines	Punctual; meets deadlines	Values timeliness over quality
Compliance	Does not comply with policies, rules, regulations and/or laws; does not attend required classes/clinical	Complies with policies, rules, regulations and laws; attends required classes/clinical	Inflexible; overly reliant on rules; rule-bound to the point of obstructionism
Prioritization	Personal affairs take priority over professional activities	Shows appropriate balance between personal and professional life	Professional activities compromise personal and/or family life
Accountability	Overlooks inappropriate behaviors; avoids responsibility and work	Confront or reports inappropriate behaviors; assumes responsibility for own actions	“Above the law”; not accountable to anyone; controlling; excessive fault-finding; self-righteous; self-aggrandizing

**ALTRUISM: CONCERN FOR THE WELFARE AND WELL-BEING OF OTHERS**

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Concern for others	Concern for self supersedes concern for others; self-centered; selfish; unwilling to extend self	Shows appropriate concern for others; goes the extra mile without thought of reward; able to listen therapeutically	Selfless to the point of taking needless risks; overextends self to own detriment

**RESPECT FOR OTHERS (peers, faculty, hospital and administrative staff)**

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Appearance	Poor hygiene; sloppy/dirty clothing	Appropriately groomed and clean	Extremes of dress; provocative
Interactions/attitudes	Arrogant; overcritical of others; demeans those in subordinate roles	Respects authority and other professionals	Obsequious; goes overboard to please
Teamwork	Non-participatory; not adequately contributing to teams	Works well with others and team members	Dominant and authoritarian; uncooperative; overbearing



### RESPECT FOR PATIENTS

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Relationships	Disrespectful to patients and/or families; insensitive to their beliefs, opinions, gender, race, culture, religion, sexual orientation, and/or status	Demonstrates sensitivity to patients' beliefs, opinions, gender, race, culture, religion, sexual preference and status	Accepting of all patient and family members' behaviors regardless of their effect
Autonomy	Disregard for patient autonomy, i.e. patient's right to choose	Respects patients autonomy and right to choose	Unable to provide for patients choice
Confidentiality	Disregards patient confidentiality	Demonstrates and maintains sensitivity to confidential patient information	Inappropriately upholds patients right to confidentiality, thereby putting them and others at risk for adverse consequences (e.g., suicide, sexual assault, child abuse)

### COMMITMENT TO COMPETENCE AND EXCELLENCE

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Compassion	Emotionally unresponsive; exhibits little compassion for others; at times appears cold, indifferent, and "heartless"	Is empathetic and sensitive to others; perceptive; can put self "in others' shoes"; maintains objectivity	Objectivity is clouded by desire to help others; emotionally over-responsive and unduly empathetic, resulting in inability to be objective or effective; gives misleading information in effort to console
Goal setting	Aimless; educationally adrift	Sets and achieves realistic goals; reflective	Set unachievable goals
Motivation and drive	Has low standards of achievement in class and for clinical; satisfied to 'pass' or "make do"; aspires to minimum standards	Routinely seeks to develop additional knowledge and skills; conscientious; strives for excellence	Overly competitive; perfectionist; answers for others when others are questioned
Preparation	Is not prepared for class and/or clinical; does not have a plan for success as a nursing student	Attains knowledge and competent skills prior to class/clinical	Overly driven to obtain knowledge and skills to the exclusion of classmates

## SELF-ASSESSMENT/SELF-IMPROVEMENT

	Inappropriate – Too Little	Appropriate	Inappropriate – Too Much
Responsibility	Makes excuses; displaces blame	Admits errors; accepts responsibility for actions	Afraid to act for fear of making errors; assumes blame inappropriately; overly obsessive
Feedback	Resists feedback- positive or negative; defensive	Seeks feedback; implements change	Requires constant reassurance and feedback
Self-confidence	Always insecure; unable to act independently	Appropriately confident; asks for help when necessary	Overconfident; does not recognize own limitations
Professional practice	Does not engage in following guidelines; statutes, rules and regulations	Evaluates own practice in relation to guidelines, statutes, rules and regulations	Overly obsessive in following guidelines, statutes, rules and regulations

Adapted from: American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author; American Nurses Association. (2004). *Nursing: Scope and standards of practice*. Silver Spring, MD: Nursebooks.org; and, American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Nursesbooks.org.

## PRACTICE OF PROFESSIONAL NURSING

Carson-Newman University, Department of Nursing unlicensed sophomore, junior, or senior students are enrolled in a nursing program approved by the Tennessee Board of Nursing and therefore may practice professional nursing only while under the supervision of the nursing faculty. Practice of professional nursing, as defined by the Tennessee Board of Nursing, at any other time or place is a violation of the Tennessee Nurse Practice Act. This does not preclude your working as an unlicensed health care provider but you must **read and follow** the job description for that institution for which you are hired.

The Tennessee Nurse Practice Act states that "...willfully and knowingly practicing professional nursing without a permit, license, certification or other authorization from the Board is one of the violations of the Nursing Practice Act..." (Tennessee Nurse Practice Act Amendment, 1990).

"Professional Nursing" defined. (a) The practice of professional nursing means the performance for compensation of any act requiring substantial specialized judgment and skill based on knowledge of the natural, behavioral, and nursing sciences, and the humanities as the basis for application of the nursing process in wellness and illness care.

Professional nursing includes:

1. responsible supervision of a patient requiring skills and observation of symptoms and reactions and accurate recording of the facts;
2. promotion, restoration and maintenance of health or prevention of illness of others;
3. counseling, managing, supervising, and teaching of others;
4. administration of medications and treatments as prescribed by a licensed physician, dentist, podiatrist, or nurse authorized to prescribe pursuant to Section 63-7-123;

5. application of such nursing procedures as involve understanding of cause and effect; and
6. nursing management of illness, injury or infirmity including identification of patient problems.

### **GUIDELINES TO AVOID UNPROFESSIONAL CONDUCT**

Students are expected to conduct themselves in a manner appropriate to the nursing profession.

Therefore, they are expected to avoid behaviors identified in the Guidelines for Unprofessional Conduct as identified by the Tennessee Board of Nursing in the Rules and Regulations of Registered Nurses.

Some aspects of these guidelines are appropriate only to RNs. A copy follows. Documentation of any of these behaviors can result in course failure.

Unprofessional conduct, unfitness, or incompetency by reasons of negligence, habits or other causes is defined as, but not limited to, the following:

- a. Intentionally or negligently causing physical or emotional injury to a patient;
- b. Failure to maintain a record for each patient which accurately reflects the nursing problems and interventions for the patient and/or failure to maintain a record for each patient which accurately reflects the name and title of the nurse providing care;
- c. Abandoning or neglecting a patient requiring nursing care;
- d. Making false or materially incorrect, inconsistent or unintelligible entries in any patient records or in the records of any health care facility, department, institution or other work place location pertaining to the obtaining, possessing or administration of any controlled substances as defined in the Federal Controlled Substances Act;
- e. Unauthorized use or removal of narcotics, drugs, supplies, or equipment from any health care facility, department, institution or other work place location;
- f. The use of any intoxicating beverage or the illegal use of any narcotic or dangerous drug while on duty in any health care facility, department, institution or other work place location;
- g. Being under the influence of alcoholic beverages, or under the influence of drugs which impair judgment while on duty in any health care facility, department, institution or other work place location;
- h. Impersonating another licensed practitioner;
- i. Permitting or allowing another person to use his or her license for the purpose of nursing the sick or afflicted for compensation;
- j. Revocation, suspension, probation or other discipline of a license to practice nursing by another state or territory of the United States for any act or omission which would constitute grounds for the revocation, suspension, probation or other discipline of a license in this state;
- k. Practicing professional nursing in this state on a lapsed (state) license or beyond the period of a valid temporary permit;
- l. Assigning unqualified persons to perform functions of licensed persons or delegating nursing care functions and tasks and/or responsibilities to others contrary to the Nurse Practice Act or rules and regulations to the detriment of patient safety;
- m. Failing to supervise persons to whom nursing functions are delegated or assigned;
- n. Aiding, abetting, assisting or hiring an individual to violate or circumvent any law or duly promulgated rule intended to guide the conduct of a nurse or any other licensed health care provider;
- o. Exercising undue influence on the patient including the promotion or sale of services, goods, appliances, or drugs in such a manner as to exploit the patient for financial gain of the nurse or of a third party;

- p. Discriminating in the rendering of nursing services as it relates to race, age, sex, religion, national origin, or the condition of the patient;
- q. Violating confidentiality of information or knowledge concerning the patient, except when required to do so by a court of law;
- r. Failing to take appropriate action in safeguarding the patient from incompetent health care practices;
- s. Failing to report, through proper channels, facts known to the individual regarding incompetent, unethical or illegal practice of any health care provider;
- t. Over-prescribing, or prescribing in a manner inconsistent with Rules 1000-4-.08 and 1000-4-.09;
- u. Practicing professional nursing in a manner inconsistent with T.C.A. § 63-7-103.
- v. Performing nursing techniques or procedures without proper education and practice;
- w. Engaging in acts of dishonesty which relate to the practice of nursing.

## **POLICY FOR THE USE OF SOCIAL MEDIA**

### **Purpose**

Carson-Newman Department of Nursing supports the use of social media as it relates to reaching current and prospective students and faculty/staff regarding school activities. However, the Department of Nursing is dedicated to keeping students and faculty aware of the considerations in the use of social media as it relates to professional behavior.

Social media has become a common mechanism of communication in our society. Examples of social media and social networking are Wikipedia, blogs, podcasts, Allnurses.com, Twitter, Facebook, MySpace, YouTube, LinkedIn, as well as many others. Social media is public information and can be tracked. Individuals posting on social media have very little control over the use of the information. Nurses must keep professional boundaries with patients served. However, social media crosses those traditional boundaries. Students have an obligation to maintain professional boundaries. In addition, the reputation of Carson-Newman and the Department of Nursing must be protected.

### **Guidelines for Use of Social Media**

Guidelines for the use of social media for the Department of Nursing are based upon the following documents. The student is expected to read them (links have been provided). Additionally, the student is expected to watch the video on the use of social media on the National Council of State Boards of Nursing website ([www.ncsbn.org](http://www.ncsbn.org)).

- [\*A Nurse's Guide to the Use of Social Media\*](#) from the National Council of State Boards of Nursing (November, 2011)
- [\*White Paper: A Nurse's Guide to the Use of Social Media\*](#) from the National Council of State boards of Nursing (August, 2011)
- *ANA's Principles for Social Networking and the Nurse* published by the American Nurses Association. (September, 2011)

## Consequences

- Students are expected to conduct themselves in a manner appropriate to the nursing profession. In addition to **following** the guidelines above, students are expected to avoid behaviors identified in the Guidelines for Unprofessional Conduct as identified by the Tennessee Board of Nursing in the Rules and Regulations of Registered Nurses. Violating confidentiality of information or knowledge concerning the patient, except when required to do so by a court of law, is a violation of these guidelines. **Violations of social media policy may result in course failure and/or dismissal from the program.**
- Each student is legally responsible for individual postings. Postings that are harassing, defamatory, or in violations of state and federal laws may lead to additional liability for the student.
- HIPPA regulatory consequences apply to violations of patient privacy with an electronic device.

## INFECTIOUS DISEASE POLICY

Communicable disease information for the Carson-Newman University Department of Nursing Infectious Disease policy is based on current available information from the Centers for Disease Control (CDC) and the Tennessee Department of Health (TDH). The current assessment of the risk that infected health care workers will transmit an infectious disease to patients during invasive procedures does not justify mandatory testing of health care workers (TDH). Students diagnosed with an infectious disease will meet the current requirements for admission into the Department of Nursing and for progression in the major. If a student is unwilling or unable to comply with standard/universal precautions or has functional impairments that interfere with completion of course requirements, admission and progression decisions will be made on a case by case basis.

Standard/universal precautions are an approach to infection control in which all human blood and certain human body fluids are to be treated as if known to be infectious for HIV, HBV, and/or other blood-borne pathogens. The proper application of standard/universal precautions will minimize any risk of transmission of Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) from a health care worker to patient, patient to health care worker, or patient to patient (TDH).

The Department of Nursing requires all students to abide by the CDC Universal Precautions in all client contacts. The following measures for preventing infectious disease transmission in health care settings are recommended by the CDC:

1. Wear protective barriers appropriate for the procedure being performed when anticipating exposure to any body fluid.
2. Wear gloves and surgical masks for all invasive procedures. Wear eyewear and face shields when exposure to droplets, blood or body fluid splashing, or generation of bone chips is possible.
3. Remove glove if torn or a needle stick occurs and apply a new glove as promptly as patient safety permits.
4. Wash hands and other skin surfaces before and immediately after contact with body fluids.
5. Do not recap or manipulate needles or sharps in any way! Place immediately in puncture-resistant container after use.
6. Use available mouthpieces, resuscitation bags and other ventilation devices when resuscitation is needed for infection control.

7. Maintain equipment and handle specimens in accordance with hospital/institutional guidelines that reflect CDC recommendations.
8. Refrain from direct patient care and contact with patient care equipment if suffering from draining lesions or weeping dermatitis.
9. Exercise judgment at all times as it is impossible to specify the type of barrier needed for every clinical situation.

Students who experience a needle-stick or body fluid exposure incident must report this to their faculty immediately and follow the agency protocol for exposure/injury. Students are advised to contact their own personal health care provider or local health department following the incident and are responsible for maintaining their own health care coverage.

Students have a fundamental responsibility to provide care to all patients assigned to them. Currently, only four medical conditions exist that exempt students from caring for known HIV-positive clients. These include the following health care provider conditions:

1. a known infection that can be transmitted to the client,
2. an immunosuppressed condition,
3. pregnancy, or
4. open lesions or weeping dermatitis.

Refusal to care for HIV positive clients is contrary to the ethical standards of the nursing profession. Faculty exemplify standards of ethical behavior and compassion and serve as positive role models when assigning HIV positive clients to students for care. Students who refuse to care for these clients will be counseled by their faculty in regard to HIV/AIDS transmission, personal fears, and use of universal precautions. If refusal persists, disciplinary action may be taken.

## **UNIVERSITY POLICIES**

The faculty of the Department of Nursing will uphold all Carson-Newman University policies. These policies are found in the current Eagle Student Handbook.