



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

This handbook does not constitute a contract between the Department of Nursing at Carson-Newman University and its students.

RN-BSN ONLINE STUDENT HANDBOOK

Approved: 9/18

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

AACN Essentials of Baccalaureate Education	Level I	Level II	BSN Program Outcomes
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.

AACN Essentials of Baccalaureate Education	Level I	Level II	BSN Program Outcomes
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.

Reviewed, Revised, and Approved 5/95, 8/95, 5/96, 1/99, 6/02, 8/10, 4/16, 5/18

ADMISSION REQUIREMENTS

1. Complete online application.
2. Unencumbered RN license for the state in which the license was obtained.
3. An official transcript verifying completion of an Associate degree in Nursing.
4. Cumulative GPA of 2.75 or higher

LIBERAL ARTS CORE REQUIREMENTS

Any student entering Carson-Newman University who holds an Associate of Science (A.S.) degree from an accredited post-secondary institution is considered to have satisfied all liberal arts core requirements at Carson-Newman University with the following exceptions: RN-BSN students are required to take NURS 421, Studies in Biblical Traditions (8 hours), and NURS 351 – Statistics for the Healthcare Professional, if no previous statistics course has been taken.

REQUIRED NURSING COURSES

NURS 332 – Health Assessment for the Registered Nurse, 4 hours
NURS 352 – Nursing Research and Evidenced-Based Practice, 4 hours
NURS 354 – Altered Health States, 4 hours
NURS 420 – Leadership and Management for the Registered Nurse, 6 hours (3 hrs lecture, 9 hrs clinical)
NURS 430 – Pharmacology for the Registered Nurse, 4 hours
NURS 451 – Community/Public Health Nursing, 5 hours (3 hrs lecture, 6 hrs clinical)
Nursing Elective, 2 hours

OTHER DEGREE REQUIREMENTS

1. Need 36 hours of 300 level or higher courses to attain a bachelor's degree
2. Can transfer 60 hours toward baccalaureate degree from a community college and any number of hours from a 4-year institution (60 hours must be from 4-year institution)
3. A total of 120 hours is required for graduation
4. Classes offered in – 5-week blocks – 3 courses per semester with the exception of NURS 420 and NURS 451 which are 10 week courses

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 352 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.

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.

Degree Plan

Carson-Newman University requires that all students must file a degree plan and application for graduation which are accepted by the Registrar. These documents must be filed after completion of the first clinical course. The student's advisor will assist in completing the graduation documents. The student will submit the forms 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.**

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.

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

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 and must be worn any time students are in the clinical area. Street clothes may be worn in some clinical areas. Guidelines will be provided by course coordinator. A short or long sleeve white shirt, wrinkle-free (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

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.

GUIDANCE

Counseling Services: If personal, academic or vocational concerns arise, Counseling Services can help you prioritize and/or learn new ways of dealing with developmental issues. Counseling Services may be contacted at 865-471-3350.

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.

POLICY ON DRUG 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.

This policy applies to all students in the RN-BSN and MSN programs at Carson-Newman University.

Pre-clinical drug screening

1. All students must submit a drug test prior to 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 work location as a representative of Carson-Newman University undergraduate nursing program.
2. The student will be asked to submit to an alcohol and drug screening immediately (on-site) if the nursing faculty, clinical instructor, preceptor, 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 preceptor will notify the course coordinator and send the student to the ER for a drug screen
 - b. Students will be responsible for the cost of testing
4. The student will be removed from clinical, pending results of the test(s).
5. The student must arrange for a responsible adult or ride 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 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. Each student will be asked to disclose prescription and OTC medications he/she is taking at the time of testing.
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 and will be referred to the TnPAP program (if students practice in TN) or the appropriate impaired nurse program for the state in which the student practices.
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 evidence of rehabilitation related to the alcohol/drug illness to include all of the following:
 - i. Documentation of satisfactory continuance with the appropriate impaired nurse program.
 - ii. Documentation of satisfactory completion of recognized substance abuse treatment program.
 - iii. Evidence of after-care attendance upon completion of the treatment program
 - iv. 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.
 - v. Letter or other acceptable documentation from the appropriate impaired nurse program 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 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 permanently dismissed 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 permanently 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 decide regarding return to the classroom or 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. If the student refuses the referral or quits participation with the appropriate impaired nurse program, 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.

RIGHTS AND RESPONSIBILITIES

Absentee Policy

There are no free absences within the department of nursing for either classroom or clinical instruction. However, clinical absences will be made up at the instructor's discretion. 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.

Cell Phone Policy

NO CELL PHONES are permitted in the clinical area unless so advised by your clinical course coordinator.

Make Up Exams

Make up exams 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 RN-BSN Online Student Handbook (see Grievance Procedure). 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.

New Policies

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

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, 865-471-3268; Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.

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 RN-BSN students are enrolled in a nursing program approved by the Tennessee Board of Nursing and therefore may practice professional nursing at the undergraduate level only while under the supervision of the nursing faculty.

"Professional Nursing" is defined as the practice of professional nursing meaning 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;
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. 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, as those terms are used in the statute, 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, school, 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, school, 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, school, 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, school, 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 1000-4-.08 and 1000-4-.09 Rules of Tennessee Board of Nursing (or the state board of nursing where the student practices);
- u. Practicing professional nursing in a manner inconsistent with T.C.A. § 63-7-103 (or the state board of nursing rules and regulations where the student practices).
- 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).

- [*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.