

SouthUniversitySM

**BACHELOR OF SCIENCE IN
NURSING PROGRAM**



**NURSING STUDENT HANDBOOK
2009-2010**

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Preface

Welcome to the South University Bachelor of Science in Nursing Program. You have chosen to pursue a rewarding, dynamic and challenging profession. It is our wish that you will experience personal satisfaction with your education at South University as you begin the foundation in the profession of nursing.

The purpose of this handbook is to serve as a reference for nursing department policies and information. Students are required to read this handbook and the South University Student Handbook to promote effective communication and positive student outcomes. Please note that the information and policies contained in this handbook may be revised at any time. You will be officially notified of any changes as soon as possible.

The faculty, staff and administration are committed to assisting you in your educational and career goals. We look forward to sharing this journey with you.

South University College of Nursing

The College of Nursing supports the South University policy of nondiscrimination.

South University is an equal opportunity university open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, genetic marker or disability. Pursuant to all applicable federal anti-discrimination laws and regulations, South University does not discriminate against any of the protected categories of individuals in the administration of its policies, programs or activities. This non-discriminatory policy includes admission policies, scholarship and loan programs, employment practices, and all other university-related programs.

OVERVIEW OF THE SOUTH UNIVERSITY BACHELOR OF SCIENCE IN NURSING PROGRAM

The South University College of Nursing joins the American Nurses Association (ANA) and the American Association of Colleges of Nursing (AACN) in support of the belief that the Bachelor of Science in Nursing (BSN) degree should serve as the entry level for professional nursing practice. The South University BSN program provides students with a solid liberal arts educational foundation that prepares individuals for entry into the nursing profession. The nursing graduate incorporates the concepts of caring, communication, critical thinking, professionalism, and holism to provide care for individuals, families and communities. The comprehensive theoretical and clinical practice components allow South University graduates to succeed and make a smooth transition into professional nursing practice. Graduates of the South University College of Nursing are encouraged to continue the educational process and are prepared for the challenges of graduate study.

AACN's document *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) continues to be used to guide South University nursing program and curriculum development. These nine Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) are:

- Liberal Education for Baccalaureate Generalist Nursing Practice
- Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Scholarship for Evidence Based Practice
- Information Management and Application of Patient Care Technology
- Health Care Policy, Finance, and Regulatory Environments
- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

The AACN professional values of altruism, autonomy, human dignity, integrity and social justice are reflected in the South University College of Nursing Code of Ethics. The AACN core competencies of critical thinking, communication, assessment, technical skills are integral components of the nursing curriculum. The AACN core knowledge components of health promotion, risk reduction and disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, and health care systems and policy ground theoretical and practice course objectives. Additionally, AACN addresses three components of role development; provider of care, designer/manager/coordinator of care and member of a profession which are used to holistically frame professional nursing practice.

The South University Nursing Program is designed for completion within seven quarters. After successful program completion, the graduate must pass the National Council Licensure Examination-Registered Nurse (NCLEX-RN) in order to obtain licensure and begin practice as a registered nurse.

The South University Nursing Program accepts two classes each year; one class in the Fall quarter and one class in the Spring quarter. The traditional Bachelor of Science in Nursing Program is offered in Florida at the West Palm Beach and Tampa campuses and in Columbia, South Carolina. Additionally, South University offers a Bachelor of Science in Nursing RN to BSN Program (for currently licensed Registered Nurses); this program is offered online and through the on ground campuses in West Palm Beach and Tampa, FL, and Columbia, SC. South University offers a Master of Science in nursing program for specialty preparation at the graduate level.

DEFINITIONS OF NURSING

Definitions of nursing have evolved due to changes in healthcare, expectations of nursing practice and the nursing profession. The *American Nurses Association (ANA)* is the professional organization representing the over 2.9 million registered nurses in the United States. The ANA has established definitions of nursing, social policy statements, standards of practice, and a code of ethics. Aspects of the ANA documents are integrated into the framework of the nursing program at South University. This includes but it not limited to:

The current ANA definition of professional nursing:

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. (ANA, 2003, p. 6).

Six essential features of professional nursing proposed in Nursing's Social Policy Statement (2003):

- Provision of a caring relationship that facilitates health and healing,
- Attention to the full range of human experiences and responses to health and illness within the physical and social environments,
- Integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience,
- Application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking,
- Advancement of professional nursing knowledge through scholarly inquiry, and
- Influence on social and public policy to promote social justice (ANA, 2003, p. 5).

The practice of professional nursing is defined in the statute for the individual state. For example, the Florida Board of Nursing (Statutes 464 Rule 464.003 Definitions (3) (a)) states:

“Practice of Professional Nursing” means the performance of those acts requiring substantial specialized knowledge, judgment, and nursing skill based upon applied principles of psychological, biological, physical, and social sciences, which shall include, but are not limited to:

1. The observation, assessment, nursing diagnosis, planning, intervention, and evaluation of care: health teaching, and counseling of the ill, injured or infirm; and the promotion of wellness, maintenance of health, and prevention of illness of others.
2. The administration of medications and treatments as prescribed or authorized by a duly licensed practitioner authorized by the laws of this state to prescribe such medications and treatments.
3. The supervision and teaching of other personnel in the theory and performance of any of the above acts.

References:

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Retrieved January 7, 2009, from <http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>

American Nurses Association. (2003). *Nursing's social policy statement* (2nd ed.). Washington, DC: Nursebooks.org.

State of Florida. (2008). *The 2008 Florida Statutes*. Retrieved January 8, 2008, from http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch0464/SEC003.HTM&Title=->2008->Ch0464->Section%20003#0464.00

GENERAL INFORMATION

SOUTH UNIVERSITY-COLLEGE OF NURSING MISSION STATEMENT, PURPOSE, PHILOSOPHY AND CONCEPTUAL FRAMEWORK PILLARS

MISSION STATEMENT

The South University Bachelor of Science in Nursing Program seeks to prepare competent, caring professional nurses to meet the ever-changing health care needs of individuals, families, and communities.

PURPOSE

Congruent with the purpose of South University, the Bachelor of Science in Nursing Program offers a program of study based on a solid foundation of liberal education designed to prepare students for entry-level practice in the profession of nursing. The nursing profession is in a continuous state of evolution and growth with a projected need for an increased number of professional nurses to meet the health care needs of our local and global community.

Nursing faculty will serve as educators and role models to provide students with a solid foundation that supports learning and success in practice. Faculty and students work collaboratively to identify student-learning needs and develop strategies that will lead to successful outcomes. The philosophy and conceptual framework pillars of the South University College of Nursing will be modeled and integrated throughout the program. The nursing profession, South University and the College of Nursing believe in lifelong learning, professional advancement, and contributing to the advancement of the community. The purpose of the nursing program is to provide a solid educational foundation and prepare nurses for the challenges of their future careers.

PHILOSOPHY

The South University College of Nursing offers the degree of Bachelor of Science in Nursing. The nursing faculty supports the belief that the Baccalaureate degree is the entry into the professional level of nursing practice. Baccalaureate nursing education provides foundational support in the sciences and liberal arts to effectively prepare students for a professional career in our dynamic and diverse society. The South University Nursing Program prepares students for entry into advanced study of Nursing. The Bachelor of Science degree from South University will provide students with the credentials for entry into nursing practice and prepare the student for advanced studies.

This philosophy is congruent with the statements of purpose of South University and the College of Nursing and describes faculty beliefs related to nursing, person, community, health, learning, and environment. These components are viewed independently and then interdependently to demonstrate the nursing faculty beliefs of the nursing profession.

We believe that nursing is a dynamic profession in which nurses work collaboratively with the person and the community to achieve holistic health care goals. Nursing blends evidence-based scientific and technical skills with the humanistic art of caring to provide person and community centered care. The nurse models professionalism and caring by using effective communication and critical thinking in an ongoing effort to promote health and well-being in a comprehensive holistic manner.

Person is viewed as being whole. More than the sum of parts, person is comprised of physiological, intellectual, emotional, spiritual, philosophical and cultural components. Each person is a complex being worthy of human compassion, unconditional regard and concern and deserving of comprehensive holistic health care across the lifespan. Each person has value to self and to the community. Each person has unique individual qualities, values and abilities and shares commonalities with society as a whole. Each person has a responsibility to participate in health maintenance behaviors.

Community is viewed as groups of individuals in various dynamic arrangements. Community may be viewed with specific boundaries such as a finite locality and may also be viewed with fluidity and lack of boundaries such as the global community. Community is the blend of all persons and as such requires a holistic view into cultural, ethnic and religious concerns. Community has common goals and needs related to health, safety, education, and prosperity. The nurse interacts with the community in an attempt to provide education and nursing care to promote health and well-being. Community has a shared responsibility to participate in health maintenance behaviors.

Health is a continuum of physiological, psychological, sociological and spiritual levels of well-being. Health is viewed as a dynamic state in constant flux. Person and community share responsibility for health maintenance and collaborate with health care providers including nurses to promote health and well-being.

Learning is the ability to attain, retain, and utilize knowledge. Learning occurs by integration of the cognitive, affective, and psychomotor domains and is enhanced by focusing on the needs of the learner in a holistic manner. Learning is a continuous process that occurs incrementally throughout the life span. Learning is dynamic and interactive with the teacher and learner both engaged in the teaching and learning process.

The environment encompasses the world in which we live. Environmental influences upon the local and global community include the availability and quality of air, water, food and living conditions. The increasing population of the world, pollution, poverty, hunger, homelessness, and the stressors of war and terrorism threaten our environment. People must collaborate with the global community to preserve our environmental resources, which are in jeopardy.

Nursing interacts holistically with the person and the community in an effort to achieve health, well-being and learning. Environmental issues must continue to be addressed to protect the individual and the community and to promote health. Communication and critical thinking are integral to promote learning in the person and the community to maintain health and care for the environment. Utilizing components of professionalism, the nurse further provides high quality holistic care by acting as an advocate for and a collaborative partner with other health care providers in issues with legal, ethical, political, or economic implications. The nurse demonstrates competency through leadership responsibilities inherent in the delivery of complex technical care evident in appropriate delegation and management of care through utilizing advanced medical treatment modalities, information systems, and other emerging technologies.

CONCEPTUAL FRAMEWORK PILLARS

In addition to the purpose and philosophy, the nursing faculty believes in five integral components to nursing practice. These components are viewed as the Conceptual Framework Pillars. The philosophy is built upon these pillars and they support the structure of the nursing profession. Without the strength of the pillars the foundation will weaken and fail. These pillars are used within the constructs of each nursing course at South University and shape the way the student will learn, develop and practice.

The Conceptual Framework Pillars of South University are: 1. Caring, 2. Communication, 3. Critical Thinking, 4. Professionalism, and 5. Holism. Each pillar is defined separately and then interdependently to demonstrate their interconnectedness.

Caring encompasses the nurses' empathy for and connection with the patient as well as the ability to translate the values of altruism, autonomy, human dignity, integrity, and social justice into compassionate, sensitive, safe and appropriate high quality care.

Communication is a dynamic, complex, interactive circular process by which information is shared between two or more individuals. Conveyed formally or informally, communication may be verbal, nonverbal, or written in a social, personal, professional or therapeutic manner. Three elements included in the communication process are the sender, the message and the receiver. Communication is a learned process influenced by an individual's past experiences, sociocultural background and competency. Advances in technology further stretch and stress the boundaries of communication, demanding a familiarity and comfort with increasingly complex information systems and electronic medical records.

Critical Thinking is highly developed thought, the outcome of which reflects assimilation of inquiry, reasoning, analysis, evidence-based research and decision making. Knowledge is generated and learning occurs with the application of critical thinking relevant to the discipline of nursing.

Professionalism is a multifaceted process involving competency, legal, ethical, political and economic issues inherent in the leadership roles assumed by nurses across practice venues. Nurses utilize the fields of law and ethics in reference to standards of practices, legal interpretations, and shared beliefs concerning health-related behaviors. Professional issues play an ever-increasing role in the standards and safe delivery of high quality health care by the contemporary nurse.

Holism is the unity and completeness of person. Holism recognizes that persons are entire entities composed of complex, integrated systems. Conditions of the body, mind and spirit are influenced by culture, religion, education, environment, standard of living, interpersonal relationships, gender and developmental stage. Holistic nursing practice focuses on the whole being in the attempt to achieve optimal wellness across the lifespan through comprehensive health promotion, disease/illness prevention and restorative care of person, family, and community.

Integration of Conceptual Framework Pillars

Nursing practice is based upon caring. The nurse applies the components of professionalism together with critical thinking and effective communication skills to engage in holistic caring for person, the family or the community. The conceptual framework pillars are singularly important and collectively essential as the underpinnings of the nursing profession.

PROGRAM OBJECTIVES

Students graduating from the Bachelor of Science in Nursing Program will have demonstrated their acquisition of competencies and proficiencies related to the following:

- **Liberal Education for Baccalaureate Generalist Nursing Practice:** Synthesize knowledge from nursing, the physical and social sciences, arts, and humanities in the practice of professional nursing practice.
- **Basic Organizational and Systems Leadership for Quality Care and Patient Safety:** Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
- **Scholarship for Evidence Based Practice:** Integrate care and concern for humanity, with scholarly research and systematic inquiry to deliver evidenced based, comprehensive, and holistic nursing care which promotes health and quality of life.
- **Information Management and Application of Patient Care Technology:** Utilize informatics and technology to adapt to the challenges of nursing practice of today and the future.
- **Health Care Policy, Finance, and Regulatory Environments:** Demonstrate professionalism by advocating for legal, ethical, financial and political issues involving health care.
- **Interprofessional Communication and Collaboration for Improving Patient Health Outcomes:** Communicate effectively and collaboratively within nursing and other healthcare disciplines to empower patients experiencing health challenges through education and promotion of health and well-being.
- **Clinical Prevention and Population Health:** Utilize the nursing process to collaborate with consumers and other health professionals to initiate improvements in healthcare and promote health and well-being in persons, families and communities.
- **Professionalism and Professional Values:** Demonstrate a self awareness of and commitment to excellence in nursing practice through the pursuit of community, educational, and organizational opportunities to enhance personal and professional growth.
- **Baccalaureate Generalist Nursing Practice:** Provide holistic caring to diverse patient populations, across the lifespan in a variety of settings with technical proficiency that integrates foundational, discipline-specific and interdisciplinary knowledge essential for professional practice.

GRADUATE COMPETENCIES

Students who successfully complete the nursing program will be able to:

- Apply critical thinking to formulate professional practice decisions by utilizing theoretical and empirical knowledge from scientific, humanistic and nursing disciplines.
- Utilize the nursing process, as a problem solving approach, in assessing and analyzing health problems in diverse clinical settings.
- Provide professional holistic nursing care based on knowledge derived from theory and research.
- Provide technically proficient, competent comprehensive care.
- Communicate effectively through conventional modalities and emerging information systems with persons in need of care and persons who are part of the healthcare delivery system.
- Integrate discipline-specific and interdisciplinary knowledge to nursing practice in a complex highly technical, rapidly changing health care environment.
- Demonstrate professionalism and caring in nursing practice.
- Collaborate with clients, healthcare providers, and members of the public, to build community partnerships that achieve healthcare goals and promote individual, family and community wellness.
- Demonstrate responsibility and accountability for individual nursing practice, and participate in the supervision of selected personnel in the provision of nursing care.
- Seek opportunities for educational advancement, personal and professional growth, and lifelong learning.
- Engage in professional role behaviors, using leadership and management skills to improve nursing, improve healthcare delivery, and meet the changing needs of society.
- Practice nursing in an ethically and legally responsible manner.

Acceptance into a South University nursing program or its completion does not imply or guarantee that a student will be able to obtain licensure or certification. The student should contact the state licensing board or professional certification body in each state in which the student intends to practice for specific requirements and the application process.

OUTCOME STATEMENTS

1. South University nursing students will pass a mandatory exit examination during Quarter 7.
2. South University nursing graduates will achieve a passing rate on the National Council Licensure Examination-Registered Nurse (NCLEX-RN) equal to or above the national average.
3. Ninety percent of South University graduates will be employed as registered nurses within one year after graduation.
4. At least ninety percent of employers of South University nursing graduates will be satisfied with their performance one year post graduation based upon the following criteria:
 - A. Reliability
 - B. Interpersonal skills
 - C. Application of knowledge
 - D. Critical thinking skills
 - E. Performance of technical skills
 - F. Stress management skills
 - G. Communication skills
 - H. Attendance and punctuality
 - I. Personal appearance
 - J. Flexibility

GRADUATION REQUIREMENTS

To graduate from the nursing program a student must satisfy the following requirements:

1. The student must complete the course requirements described in the catalog in effect when the student enrolled. Students who leave the university longer than one calendar year will be required to meet catalog requirements in effect at the time of their return.
2. Passing grades in all nursing lab and practice courses.
3. Grades of "C" or higher in all other nursing courses.
4. A cumulative grade point average (G.P.A.) of 2.5 or higher.
5. Successfully complete comprehensive achievement examinations and NCLEX review courses.

BOARD OF NURSING AUTHORIZATION

The Bachelor of Science in Nursing Program at South University has approval from the State Board of Nursing and licensed to award the bachelor's degree.

PROGRAM ACCREDITATION

The Bachelor of Science in Nursing program at South University is authorized to operate by the Florida State Board of Nursing and is licensed to award the degree of Bachelor of Science by the Commission for Independent Education, Florida Department of Education. The Bachelor of Science in Nursing program at West Palm Beach and Tampa are nationally accredited by

the Commission on Collegiate Nursing Education (CCNE). The Bachelor of Science in Nursing program on the Columbia campus is approved by the South Carolina Board of Nursing.

LICENSURE

Licensure is required in for registered nurses to practice. Eligibility criteria may vary from state to state. Graduates may elect to seek licensure in any state. It is the individual student's responsibility to obtain information pertaining to licensure in states other than the state of the campus attended.

DISABILITY SERVICES

South University does not discriminate on the basis of disability in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) is the Dean of Student Affairs.

The Dean of Student Affairs provides assistance for students with disabilities. Services are varied depending on individual needs and include, but are not limited to individual campus orientation, academic accommodations, and assistance in university activities. Students with disabilities are encouraged to contact the Dean of Student Affairs for appropriate academic accommodations.

Students with disabilities, whether a visible or hidden disability, are required to provide appropriate documentation of that disability to the Dean of Student Affairs. Once registered, the Dean of Student Affairs will work collaboratively with the student and faculty to provide reasonable accommodation for the student to have a successful academic career. The Dean of Student Affairs will protect the confidentiality of the student's disability.

ESSENTIAL FUNCTIONS RELATED TO THE PROFESSION OF NURSING

Students in the nursing program at South University must demonstrate the ability to perform specific cognitive functions and psychomotor skills in order to succeed in the profession of nursing. Nursing students must possess the ability to perform all functions that are necessary components of the nursing program. Any student with a documented disability who wishes to discuss reasonable accommodations is encouraged to meet with the Dean of Student Affairs.

The Dean of Student Affairs will determine what reasonable accommodations may be provided for students with disabilities and will complete an accommodation letter that will be given to the Nursing Program Director.

The following Core Performance Standards are necessary for all nursing education programs for program admission and progression as described by the Southern Regional Educational Board Council on Collegiate Education for Nursing. See <http://www.sreb.org>

1. Critical Thinking: demonstrate judgment and identify cause/effect relationships in the clinical setting as well as develop and utilize nursing care plans.
2. Interpersonal skills: demonstrate effective interactions with clients and colleagues from various social, emotional, cultural, and intellectual backgrounds
3. Communication skills: demonstrate effective verbal and written communication skills while interacting in all learning environments.
4. Motor skills: demonstrate physical ability to assess clients, perform technical skills involving gross and fine muscular movements and motor strength.

5. Mobility- demonstrates ability to move effectively in patient care areas; perform CPR.
6. Sensory Integrity: demonstrate ability to effectively assess and care for clients utilizing the senses of sight, hearing, smell and touch.

REQUEST FOR TESTING MODIFICATION ON LICENSURE EXAMINATION

Students who require accommodations during testing situations are able to request testing modifications when making application to take the National Council of Licensing Examination-Registered Nurse (NCLEX-RN).

Prerequisite Courses and Nursing Curriculum for the South University Nursing Program

Prerequisite Courses (Pre-Professional Level)

Humanities	24 credit hours	
<i>English Composition sequence</i>		3 courses
<i>Humanities Electives</i>		2 courses
<i>Public Speaking</i>		1 course
Math and Science	42 credit hours	
<i>Math Electives</i>		2 courses
<i>Statistics</i>		1 course
<i>Anatomy and Physiology (with lab)</i>		2 courses
<i>Microbiology (with lab)</i>		1 course
<i>General Chemistry</i>		1 course
<i>Nutrition</i>		1 course
<i>One approved elective (Math or Science)</i>		1 course
Social Science	12 credit hours	
<i>Human Growth and Development</i>		1 course
<i>General Psychology</i>		1 course
<i>Sociology</i>		1 course
Other Electives	12 credit hours	
<i>Computer Elective</i>		1 course
<i>Open Electives (any)</i>		2 courses
Total Prerequisite Curriculum Credits	90	

Nursing Curriculum (Professional Level)		Credit Hours
NSG3001	Introduction to the Profession of Nursing	4
NSG3009	Principles of Assessment	3
NSG3011	Principles of Assessment Lab	4
NSG3014	Critical Reading, Studying and Thinking in Nursing	2
NSG3016*	Caring for a Multicultural Society	2
NSG3022	Pharmacotherapeutics I	3
NSG3023	Fundamentals of Nursing	3
NSG3024	Fundamentals of Nursing Skills Lab	4
NSG3027	Fundamentals of Nursing Practice	2
NSG3028*	Caring for the Community	4
NSG3032	Pharmacotherapeutics II	3
NSG3033	Caring for Adults I	5
NSG3034	Caring for Adults I-Practice	5
NSG3036	Introduction to Nursing Research	3
NSG3042	Caring for Women and Neonates	4
NSG3043	Caring for Women and Neonates Practice	5
NSG3044	Caring for Adults II	2
NSG3045	Caring for Adults II- Practice	3
NSG4050	Caring for Children	4
NSG4051	Caring for Children- Practice	5
NSG4052	Caring for Adults III	2
NSG4053	Caring for Adults III- Practice	3
NSG4060	Caring for Adults IV	2
NSG4061	Caring for Adults IV- Practice	3
NSG4062	Caring for Persons with Psychiatric/Mental Health Problems	4
NSG4063	Caring for Persons with Psychiatric/Mental Health Problems- Practice	5
NSG4070	Legal and Ethical Issues in Nursing	2
NSG4071	Transition into Professional Nursing	6
NSG4072	Transition into Professional Nursing Preceptorship	5
Total Nursing Curriculum Credits		102

*At selected sites, an allowable substitution for this two-course sequence (NSG 3016 and 3028) is the sequence of NSG 3069 and 4069 Caring for Diverse and Vulnerable Populations I & II)

ACADEMIC INFORMATION & COLLEGE OF NURSING POLICIES

GRADING SYSTEM

The nursing department will follow the South University grading policy with the following interpretations. Students must earn a grade of “C” or higher in all lecture course and a grade of “P” in all Practicum and Lab Courses. Refer to the progression policy below.

Lecture Course Grade	Range	Interpretation
A	90 - 100	Excellent
B	80 - 89	Above average
C	70 - 79	Average
D	60 - 69	Below Average
F	< 59	Failure

Practicum & Lab Course Grades	Interpretation
P	Pass-meets course objectives
F	Fail-fails to meet course objectives

MAKE-UP EXAMINATIONS

Make-up examinations will only be permitted in cases of documented student hardship. Some courses may have policies that prohibit make-up examinations.

CRITERIA FOR ALL REQUIRED PAPERS

1. All formal papers must be typed (or word processor generated) on plain white paper. The original copy (not a photocopy) must be submitted.
2. All students must utilize Microsoft Word for all documents as directed by ACO or course syllabus.
3. Correct spelling, grammar, and punctuation are essential components of collegiate writing. Unsatisfactory papers will be returned to the student for revision.
4. All papers must be stapled.
5. Any references used must be appropriately documented/referenced using *The Manual of American Psychological Association* (APA format) (Fifth Edition.)
6. Incidents of plagiarism will be subject to the Academic Integrity policy. Please refer to this topic listed in the *South University Student Handbook* and the *Nursing Student Handbook*.
7. All papers must be submitted by the required dates. Late papers are subject to a reduction in grade. Exceptions to the due date will be made only under an extraordinary circumstance; arrangements must be made with the instructor in advance.

MATH PROFICIENCY EXAMINATIONS

Students will be tested at various intervals throughout the nursing program to assess math proficiency as a method to promote safe medication administration practices. Students are required to pass Nurse ProCalc examinations each quarter in order to participate in clinical practice courses and to remain in the nursing program. Students are encouraged to seek assistance immediately if they do not pass the examination on their first attempt. South University peer tutors are available for assistance with math. See the Progression Policy on the following page.

PROGRESSION POLICY

Effective 3/2/2009

Once admitted to the South University initial licensure or to the nursing concentration in the RN completion program, successful completion of all courses within each quarter/session is required for progression to the next quarter/session. The student must earn a passing grade in all nursing courses. A letter grade is issued for didactic courses and a grade of C or higher is required. Pass/Fail grades are issued for lab and practice courses and a grade of P (Pass) is required.

Additionally, students must maintain a term GPA of 2.5 or greater in every quarter/session of the program. If part time in the RN completion program, students must maintain a term GPA of 2.5 or greater in the most recent 3 courses or 12 credits attempted, whichever is greater. Failure to meet these requirements may result in the student's dismissal from the College of Nursing.

Students who pass nursing didactic courses with a grade of C or better and who receive a passing grade in practice courses but do not achieve a term GPA of 2.5 or greater in a quarter/session are placed on academic probation for the next quarter. During the subsequent quarter/session and in every quarter following until graduation, the student must achieve a term GPA of 2.5 or greater. Failure to obtain a term GPA of 2.5 while on academic probation will result in dismissal from the nursing program. The student may petition for readmission into the program. The student may be required to repeat or complete specific courses or conditions for reentry into the program. Reentry will be contingent upon available space and satisfactory completion of all requirements. The student may be placed on academic probation only once in the nursing program and will remain on academic probation while continuously enrolled until the cumulative GPA is raised to 2.5 or higher.

Note: To graduate with the baccalaureate nursing degree, the student must have a cumulative grade point average of 2.5 or higher for all nursing pre-requisite course work taken at the University and a cumulative grade point average of 2.5 or higher for nursing course work.

For initial licensure nursing program, progression is also contingent upon completion of required assessment examinations. These examinations include:

1. Standardized achievement tests in course subjects as assigned.
2. Final pre-licensure examination.
Students are required to obtain a minimum score on this examination. Students who fail to achieve the required minimum score must perform remediation activities and retest. Failure to achieve the required score within three attempts will delay program completion.
3. Math Competency Examinations.
Junior level students (Quarters 1-3) must receive a score of 80% or higher on all math examinations. Senior level (Quarters 4-6) students must receive a score of 90% or higher on all math examinations. Quarter 7 students must receive a score of 100% on the math examination. A maximum of three opportunities are allowed to pass the math requirement each quarter. Failure to pass the math requirement will result in course failure and prevent progression in the nursing program.

ACHIEVEMENT EXAMINATIONS AND NCLEX-RN PREPARATION

The South University Nursing Faculty is committed to assisting students to achieve success on the National Council Licensing Examination-Registered Nurse (NCLEX-RN). Successful completion of this examination is required for entry into the practice of professional nursing. In addition to faculty prepared examinations, nursing students take a series of achievement examinations upon completion of the various courses in the nursing program to prepare for taking the NCLEX-RN. The examinations are used to measure student nursing knowledge, acquired nursing skills and competencies. Students failing to achieve the national average on any achievement test must provide evidence of remediation to their faculty advisors.

South University provides students with ample educational resources including library resources, CDs, DVDs, computer software programs, videotapes, audiotapes and access to a variety of nursing education websites such as ATITesting.com, and Software for Nurses. Students are required to attend NCLEX-RN review courses during the final quarter of the program.

INTERRUPTION OF PROGRESS POLICY

In the event that a student must withdraw from the nursing program or require an interruption in course sequencing due to an extenuating circumstance, the student must see the Nursing Program Director to discuss the feasibility of making accommodations. Students who fail a course must seek reinstatement as described in the Reinstatement section of this document.

EMERGENCY LEAVE

A nursing student may be granted an official emergency leave for personal or medical reasons for a period not to exceed one calendar year. The student must make this request in writing and meet with the Nursing Program Director to seek approval. If the emergency leave is approved, the Nursing Program Director will provide the student, the registrar and the Director of Financial Aid with written notification including applicable timeframes of the leave. The student must notify the Nursing Program Director at least thirty calendar days prior to the anticipated date of re-entry. Students will not be required to repeat successfully completed nursing courses. In all cases of emergency leave, the student is required to complete the full nursing curriculum to be eligible to earn the degree of Bachelor of Science in Nursing. The student who fails to reenter the nursing program within the timeframe established may be required to apply for readmission to the nursing program. (For purposes of deferring loan payments during a program approved emergency leave, federal regulations limit the leave to six months.)

WITHDRAWAL POLICY

Students are permitted to drop/add a class through the first week of a term. Any student considering withdrawals must meet with the Nursing Program Director. **Dropping or withdrawing from any nursing course automatically withdraws the student from the nursing program.** If the student chooses to withdraw, the student will be directed to the Registrar and Financial Aid officers. Due to the sequencing of the courses, the student must reenter the program at the appropriate term cycle. Due to the limited availability of openings for enrollment, there is no guarantee of reinstatement for a student who withdraws from the nursing program.

ACADEMIC INTEGRITY

The South University College of Nursing teaches and models professionalism. Students are held accountable for maintaining academic integrity. The College of Nursing supports and follows the academic integrity policy as written in the *South University Student Handbook*.

DISMISSAL FROM NURSING PROGRAM

A student is subject to dismissal from the South University Nursing Program due to the following conditions:

1. Failure to maintain a grade of “C” or higher in any course with a NURSING designate.
2. Failure to maintain satisfactory progress as described in the *South University Academic Catalog*.
3. Breach of academic integrity.
4. Dismissal from a clinical affiliation for reasons related to safe, legal and ethical practice as defined in the Nurse Practice Act, applicable for your state.
5. Violation of the South University College of Nursing Code of Ethics.
6. Dismissal from the university due to disciplinary violations per the South University Code of Conduct as stated in the *South University Student Handbook*.

Students who are dismissed due to item #1 should refer to the reinstatement policy as indicated in the *Nursing Student Handbook*. Students who are dismissed due to item #2 should refer to the *South University Catalog* for the appeals procedure. Students who are dismissed due to items 3, 4, 5, or 6 should refer to the discipline procedure in the *South University Student Handbook*.

REINSTATEMENT

Students who are dismissed from the South University Nursing Program due to failure to achieve a “C” or better in any nursing course may apply for reinstatement into the program.

Considerations for reinstatement include the following:

1. The student must write a letter to the Director of the Nursing Program requesting that reinstatement be considered.
2. The student must have a G.P.A. of 2.5 or higher or be placed on academic probation.
3. Re-admission will be considered on space availability.
4. The student will be given only one opportunity for reinstatement for academic issues.

STUDENT COMPLAINT (GRIEVANCE) PROCEDURE

Effective communications are encouraged between nursing administration, faculty, staff and students. If a student has an issue that is unable to be resolved within the Nursing Department, that student may follow the Student Complaint Procedure as written in the *South University Student Handbook*.

COMMUNICATION ISSUES

Students are encouraged to make scheduled appointments with faculty as needed during office hours. Students are requested to limit phone calls to the nursing staff and faculty to urgent matters. Test or course grades will not be given to students over the phone. South University provides email services for faculty and student use.

- Students are expected to check their email at least twice each week.
- All personal communication devices (cellular phones, pagers) must be kept in silent mode or off during any nursing class, lab, or practice experience.

- Students are permitted to tape record lecture classes only. Recording devices of any type are prohibited in any lab or clinical practice setting.
- Refer to the directory in the next section for important campus contact numbers.

FACULTY ADVISORS

Students are assigned to a faculty advisor during the first quarter of the program and are encouraged to make appointments as needed during the program.

NATIONAL STUDENT NURSES ASSOCIATION

The National Student Nurses' Association (NSNA) is the pre-professional organization of the American Nurses Association. The NSNA is designed to prepare the nursing student for current and future participation in the professional organization. Students are encouraged to join the NSNA. Meetings are held monthly. Students participate in fundraising events to raise money for attending the state Nurses' Association convention and other NSNA events.

SOUTH UNIVERSITY NURSING HONOR SOCIETY

South University Honor Society of Nursing recognizes those students, faculty and community leaders who have demonstrated superior academic achievement, academic integrity, and professional leadership potential. The chapter was established in 2008 and is working toward attaining recognition as a chapter of Sigma Theta Tau International Honor Society of Nursing. Students who meet eligibility criteria may be invited to join. Members of the professional nursing community and graduates in clinical practice may also be invited to join the organization.

EMERGENCY SITUATIONS

In the event of a severe weather condition, stay tuned to local media for notifications of school and college closings. If the faculty is notified to cancel classes related to any emergency situation, every effort will be made to notify students in an expeditious manner.

CAMPUS DRESS CODE

From the South University Student Handbook: South University seeks to properly prepare students for the general business and professional community. Students in health professions majors have specific dress requirements which are defined by their departments. If a student is improperly dressed, he/she will not be permitted to attend class or use University facilities. Improper dress includes but is not limited to clothing that is inappropriately revealing.

In keeping with the South University dress code, students are encouraged to wear business casual attire to all lecture classes. Nursing uniforms are the appropriate dress for all lab and clinical practice courses. Clothing must be in good condition.

ATTENDANCE POLICY

Students are expected to attend all class sessions. Absences may affect course grades and the ability to pass the course. Students are expected to email course faculty to report any absence from

a lecture or lab course. Clinical absences require faculty notification by phone. This is discussed further in the next section.

CHANGES IN PERSONAL INFORMATION

In the event of any changes in your name, address or phone numbers please notify the following departments: (a) Administrative Assistant for the nursing program, (b) Financial Aid, and (c) Registrar.

INFORMATION RELATED TO PRACTICE & LAB COURSES

STUDENT HEALTH REQUIREMENTS

Annual Student Health Assessment

All nursing students are required to obtain an annual physical examination. The physical examination must be completed on the South University College of Nursing **Student Health Assessment** form. Completed forms must be submitted to a designated representative from the nursing program prior to the beginning of Quarter One and Quarter Five. Compliance is necessary in order to continue with any nursing courses.

TITERS, IMMUNIZATIONS AND TUBERCULOSIS POLICIES

Titers:

All students are required to have serum titer* results for the following: Rubella, Rubeola, and Varicella Zoster Virus. Titers must be obtained to determine immunity. Positive results indicate immunity and usually prevent the individual from contracting the disease. Negative results indicate a lack of immunity and students are strongly encouraged to receive immunization against these diseases. Documentation of immunizations or history of disease will not be accepted in lieu of titers.

Immunizations:

Hepatitis B Immunization is strongly recommended for all nursing students. Documentation of the completed series of three immunizations is requested. This information is addressed on the physical examination form. Students may elect to refuse these immunizations by signing a declination form releasing South University and/or any clinical facility of any responsibility related exposure to Hepatitis B. Students are encouraged to obtain a Hepatitis B titer 6-8 weeks after the 3rd Hepatitis B immunization. If this titer is positive, lifelong immunity has been established.

Tetanus immunization is strongly recommended for all nursing students. Tetanus immunization must be updated every ten years. Rubella, Rubeola (MMR), and Varicella immunizations are strongly recommended for all nursing students with negative titer results.

Tuberculosis testing:

Upon entrance to the Nursing program, students are required to have a physical assessment to determine exposure to Tuberculosis. The assessment involves a skin test with Purified Protein Derivative (PPD). ***Students with a history of taking BCG vaccine and with known positive PPD results should not be given a PPD test.***

Students who test positive to the PPD test must be assessed by their health care provider and submit a treatment plan that includes one documented negative chest x-ray with documentation of no active chest disease. The Tuberculosis assessment must be submitted upon entrance to the nursing program and at the one-year anniversary date from that initial assessment.

All students are required to keep a copy of all health records submitted.

*Titers will not be reassessed on the second annual physical examination.

HEALTH ISSUES AFFECTING STUDENT ATTENDANCE

Nursing students are required to attend all nursing classes to facilitate learning and meeting course objectives. Nursing faculty will provide assistance to students who are absent from class due to extenuating circumstances related to serious or prolonged health issues. Healthcare provider (Physician, Advanced Practice Nurse, or Physician Assistant) assessment and medical clearance is required for any student who wishes to return to class after resolution of serious or prolonged health issues (including childbirth-see section below). The occasional simple health alterations will not require Health Care Provider assessment and/or medical clearance.

PREGNANCY

In the event that a nursing student becomes pregnant, the student is requested to:

1. Advise the Nursing Program Director who will advise the nursing faculty.
2. Obtain written information from the healthcare provider (Physician, Advanced Practice Nurse, or Physician Assistant) related to medical clearance for the student to continue to participate in the nursing program with inclusion of the expected date of delivery.
3. Discuss current health and pregnancy status with Nursing Program Director and clinical instructors.
4. The postpartum student must have medical clearance from the attending healthcare provider (Physician, Advanced Practice Nurse, or Physician Assistant) and the student must communicate directly with the Nursing Program Director before returning to the nursing program.

HEALTH INSURANCE

South University recommends that each nursing student to carry health insurance or comparable coverage for emergency medical care. Proof of health insurance coverage is required by some clinical facilities and agencies prior to student participation at clinical sites.

Students without health insurance must sign a statement, which acknowledges the individual's responsibility for any expenses related to any illness or accidents that may occur while participating in the South University nursing program.

ACCIDENT/INJURY POLICY

Any student who suffers an accident or injury as a result of being a student at South University must report this occurrence to the faculty person directly responsible for that course. The faculty person will advise or refer the student as necessary and complete appropriate incident reports.

STUDENT LIABILITY INSURANCE

All nursing students are provided with a professional liability insurance policy through South University. This policy is limited to students during their clinical practice courses taken at South University.

CARDIOPULMONARY RESUSCITATION (CPR) COURSE

Students must be proficient in CPR prior to attending any clinical practice course. The American Heart Association Health Care Provider level CPR course is required during Quarter One of the Nursing Program. Students will pay for the cost of the course and textbook.

COMPREHENSIVE BACKGROUND CHECKS

Students selected for the nursing program are required to obtain a criminal background investigation. Students are responsible for the cost of the criminal background investigation. While an arrest record will not keep you from enrolling in the nursing program, it may affect your ability to complete the educational experience, graduate; obtain a RN license, and/or obtain employment.

The Nursing Program Director is required to submit written documentation regarding the student status to the Board of Nursing that must accompany the licensure application materials. In the event of any arrest during the nursing program, the student is required to notify the Nursing Program Director.

LICENSURE ISSUES

CRIMINAL HISTORY, DISCIPLINARY HISTORY and HEALTH HISTORY.

Applicants must provide Boards of Nursing with information that will assist the board staff in providing appropriate screening for nursing applicants. Information can be requested related to the individual's criminal, disciplinary, and health history. Requirements vary from state to state.

DRUG TESTING

Health care facilities require that all persons caring for patients submit to drug screening. Students submit to urine drug screening upon selection to the nursing program and as directed by the Nursing Program Director to comply with affiliated health care facility requirements. Students with positive urine drug screens will not be permitted to attend clinical practice courses which could result in dismissal from the nursing program. A student with a positive urine drug screen will be required to obtain medical clearance to assess "fitness for duty". Students are responsible for the financial costs of required drug tests.

HEALTH CARE FACILITIES

Health care facilities affiliating with South University are located throughout our community. Clinical assignments will be determined based upon facility availability and desirable clinical learning opportunities. The College of Nursing is committed to clinical excellence. Carpools are encouraged and honored when possible. The student is responsible for transportation to assigned health care facilities.

CLINICAL PRACTICE LEARNING EXPERIENCES

Clinical learning experiences are offered in a wide variety of health care settings. **Clinical schedules will vary and may require daytime, evening, or weekend hours.** Participation and preparation for clinical practice is absolutely necessary. Students will be evaluated based upon their ability to apply the theory and skills learned in the classroom and laboratory to the practice setting.

WORKING PRIOR TO CLINICAL PRACTICE COURSES

Students are not permitted to work during the hours immediately preceding a clinical learning experience. The Nursing Faculty believes that students need to be mentally and physically alert and rested in order to perform optimally in the clinical setting.

REFLECTIONS OF NURSING PRACTICE

The student will compose reflections of nursing practice each week. Reflective journaling is an excellent way to capture the essence of our profession. Nursing students benefit from spending time reflecting on their practice experiences and their reflections demonstrate the aesthetic knowing of nursing. The student will use the conceptual framework pillars to describe their practice that is founded in caring, uses critical thinking and communication to demonstrate professionalism and holism. When describing professionalism the student will give specific examples that address (competence, legal, ethical, political and economic issues).

The Reflections of Nursing Practice will be submitted to the clinical faculty each week for each practice course.

DRESS CODE, HYGIENE and REQUIRED EQUIPMENT RELATED TO PRACTICE COURSES

South University seeks to properly prepare students for the general business and professional community. Students in health professions majors have specific dress requirements which are defined by their departments. If a student is improperly dressed, he/she will not be permitted to attend class or use University facilities. Improper dress includes but is not limited to clothing that is inappropriately revealing - South University Student Handbook.

1. Students must wear the required the South University nursing uniform for clinical practice and lab experiences. Uniforms must fit properly (not tight), be clean and wrinkle-free. Dress or skirt length must cover the knee. All students must wear a nametag with the following: the student's first and last name, Nursing Student, and South University. Students are required to wear a South University photo ID to all clinical practice experiences.
2. Students may wear a clean white lab coat in the clinical setting provided this is in compliance with the clinical facility policies. Additional information on the purchase of uniforms is provided in Appendix F.

Uniform Requirements

- Scrub Top and pants that are described in Appendix F
 - Lab Coat- Color White as described in Appendix F
 - Shoes-White Leather Upper-Closed toe and closed heel-No Clogs.
3. Students must wear underwear. Underwear should not be visible through uniforms. Underwear must be of modest style (no thongs). Women must wear a bra. Women must wear a half or

full-length slip if wearing a dress style uniform. Plain white camisoles or t-shirts may be worn under scrub tops. Men may wear plain white t-shirts or undershirts under scrub tops.

4. White pantyhose or knee-high stockings must be worn with dress style uniforms (no socks with dress style uniform). White knee-high stockings or socks must be worn with pants uniform. Men must wear white socks.
5. Professional white leather shoes must be worn for all clinical experiences. Backless shoes and athletic shoes are not acceptable.
6. Minimal jewelry may be worn during clinical experiences. Students may wear: a plain metal wedding band type ring, a single stud or one pair of stud pierced earrings. Students must have a watch with a second hand or digital read out. No other visible body-piercing jewelry. (A clear device is expected to be used if tongue is pierced) **Students may wear Medic-Alert bracelet or necklace if applicable.*
7. Students must be clean and well-groomed when participating in clinical experiences. Students are encouraged to wear antiperspirants or deodorants. Students must refrain from wearing perfumes, colognes, and after-shave fragrances. Many individuals suffer from allergies and intolerance to fragrances. Oral hygiene is required. Odors from foods, coffee, and smoking may require attention while in the clinical setting.
8. Hair must be clean and well-groomed. Ponytails may not hang down the student's back. Hair must not touch the student's uniform including the collar. Bangs should be no longer than eyebrow length. Hair accessories must be modest in appearance. Men may wear a mustache and or beard providing that it is well-trimmed.
9. Fingernails must not be longer than the fingertips (short). Clear or light colored polish may be worn unless it is against facility policy. No acrylic nails or nail jewelry is permitted.
10. Makeup if desired may be used in moderation.
11. Students are requested to exercise discretion related to visible tattoos.
12. All students will need the following items for clinical experiences.
 - a. A stethoscope (Sprague-Rappaport type).
 - b. Hemostats
 - c. Bandage scissors.
 - d. Protective eyewear (goggles).
 - e. Ballpoint pens - black, red.
 - f. Penlight.
 - g. Gait Belt

PRACTICE COURSE POLICIES

1. Clinical evaluations will be given at the middle and end of each term. The evaluation provides the student with feedback related to their practice performance. Students must pass all course objectives at the final evaluation in order to pass the practice course.
2. Students will receive information regarding scheduled clinical hours. In the event that clinical learning experiences require evening or weekend scheduling, students will be notified in advance. Clinical hours may begin as early as 6:30AM. Clinical hours typically conclude at 3:15 PM, although some assignments require variation of these hours.
3. Students must attend all clinical practice experiences. Attendance is necessary in order to apply nursing theory to clinical practice and is required to meet course objectives. Failure to attend clinical practice experiences will result in failure to meet course objectives and will result in course failure.
4. Tardiness to clinical practice experiences is unacceptable. Tardiness will result in the inability to meet course objectives and will result in course failure.
5. Students are required to personally notify the clinical instructor and agency in the event of an absence or tardiness to the clinical practice setting prior to the scheduled educational experience. Faculty will provide specific instructions regarding numbers to call and required notification time on the first day of class.
6. A make-up assignment will be required for students who are absent from the practice setting.
7. Students may not leave the clinical practice site during assigned hours without permission of the faculty.
8. The medical record is private, confidential and legally protected. Students may only have access to the medical record of their assigned patients and must maintain all matters in strict confidence. No part of the medical record may be copied and no documents bearing the name or other identifying features may leave the clinical facility.
9. All students are required to obtain a South University Photo ID and wear to clinical practice experiences.
10. Each student is responsible for providing personal transportation to and from clinical educational facilities.
11. Students with any condition (regardless of cause) that impairs their judgment and ability to function will not be permitted in the clinical setting.
12. Cell phones and beepers are not permitted to be used by students in the patient care areas. Unauthorized use of a cell phone or beeper in a patient care area may result in dismissal from the program. Cell phones and beepers may be used by students in the facility cafeteria or lobby areas only, if permitted by the clinical facility.

LAB COURSE POLICIES

1. The nursing curriculum includes two lab courses. NSG3011 Principles of Assessment Lab and NSG3024 Fundamentals of Nursing Skills Lab. Each course is four credits and requires eight hours of class per week.
2. A simulation learning experience may be incorporated as a component of any quarter from Quarter 2-7. Simulation experiences will begin with less challenging activities and progress to complex learning activities as the student progresses through the program.
3. Attendance to lab sessions is required. Tardiness to lab classes is unacceptable. Repeated absence or tardiness will result in the inability to meet course objectives and will result in course failure.
4. Dress code: Same as Clinical Practice courses: in South University uniform, nursing shoes, name tag, hair up/off collar.
5. NSG3011. Bring the following to class each day: Study laboratory manual, watch, stethoscope, penlight, and pen.
6. NSG3024. Bring the following to class each day: Skills book, scissors, and stethoscope.
7. Cell phones. Phones must be on silent or off during class. Students may not use cell phones during class.
8. Active learning. Lab is a hands-on learning experience. Students are expected to practice. Competency assessments will be conducted to provide feedback of student learning.
9. The Conceptual Framework Pillars of caring, communication, critical thinking, professionalism and holism are integral to all lab coursework.
10. Students will work with student partners, manikins and simulators to practice nursing assessment and skills.
11. Student performances may be videotaped or recorded for learning and/or testing purposes.
12. Open lab hours are available weekly and hours will be posted.
13. Counseling reports are provided to inform students of any performance deficiencies and will include a remediation plan.
14. Performance evaluations are provided to students during Weeks 5 and 10.
15. Students failing to meet clinical practice, attendance, or timeliness requirements will receive formal verbal and/or written counseling. Students not in compliance with course and professional performance standards will face serious consequences, resulting in placement on probation, course failure or dismissal from the nursing program.

APPENDICES

APPENDIX A

SOUTH UNIVERSITY BACHELOR OF SCIENCE IN NURSING PROGRAM CODE OF ETHICS

1. **Practice of nursing:** Nursing students will abide by all State Board of Nursing rules and regulations as defined in the State Board of Nursing Statutes. A nursing student shall practice nursing as a student only within the courses of an approved program in which the student is enrolled and under the supervision of program faculty.
2. **Provision of care:** Nursing students will incorporate the foundational pillars of caring, communication, critical thinking, professionalism and holism when caring for patients, families and communities. Recognizing the inherent worth and uniqueness of individuals and populations the nursing student demonstrates respects of the patients' rights to make decisions about their health care.
3. **Social Justice:** Nursing students support fairness and nondiscriminatory behaviors to assure equal treatment under the law and equal access to quality health care.
4. **Professional integrity:** Nursing students are honest, respect human dignity and demonstrate accountability for their own actions. Nursing students protect patients from harm by seeking to remedy errors made by self or others. Nursing students take action to prevent or limit unsafe or unethical health and nursing care practices by self and/or others.
5. **Confidentiality:** Nursing students value and preserve the confidentiality of patients and health care providers.
6. **Rules, regulations and policies:** Nursing students will abide by the rules and policies of the *South University Nursing Student Handbook*, the *South University Student Handbook*, and any assigned facility or agency utilized in a South University educational experience. Additionally, nursing students will abide by the *Code of Academic and Clinical Conduct of the National Student Nurses' Association*.

A violation of the South University Code of Conduct, the South University Bachelor of Science in Nursing Program Code of Ethics or the Code of Academic and Clinical Conduct of the National Student Nurses' Association may result in dismissal from the nursing program. Students who violate any ethical code will be afforded due process, as specified in the South University disciplinary procedure.

APPENDIX B

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

PREAMBLE

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

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

A CODE FOR NURSING STUDENTS

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

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the students has not been adequately trained.
13. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization are obtained from clients regarding any form of treatment or research.
14. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
15. Strive to achieve and maintain an optimal level of personal health.
16. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
17. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

APPENDIX C
SOUTH UNIVERSITY
Bachelor of Science in Nursing Program
Faculty Evaluation of Student Clinical Performance

Student Name: _____ Course Number/Title: _____

Clinical Faculty: _____ Clinical Facility: _____

Faculty Evaluation of Student Clinical Performance

The Faculty Evaluation of Student Clinical Performance addresses clinical objectives as they relate to the Conceptual Framework Pillars: Caring, Communication, Critical Thinking, Professionalism, and Holism. Clinical performance will be formally evaluated by faculty and discussed with the student providing feedback to facilitate clinical learning at midterm (Week 5) and final (Week 10). A failure to meet an objective requires a written and verbal Clinical Student Counseling Report. Students may receive a failure at the mid-term evaluation period only. Students must pass all objectives at the final evaluation in order to pass the course.

Evaluation Criteria

Pass – Successfully meets the objective. **Fail** – Does not meet the objective.

Conceptual Framework Pillars	Midterm		Final	
	Pass	Fail	Pass	Fail
Caring				
1. Demonstrates caring behaviors toward patients, families and members of the health care team.				
2. Integrates caring and concern for humanity with scientific knowledge to promote health and quality of life.				
3. Demonstrates awareness of and accepts responsibility for self.				
4. Inspires trust through caring competent nursing behaviors.				
Communication	Pass	Fail	Pass	Fail
1. Communicates effectively with all persons in need of care, and persons who are part of the health care delivery systems.				
2. Collaborates with persons experiencing health challenges by providing education and promoting health and well-being.				
3. Exhibits effective and timely documentation of pertinent information in the medical record and clinical tools.				
4. Actively participates in clinical conferences.				
5. Accepts and profits from constructive feedback.				
6. Demonstrates learning and competency in completion of written assignments.				
Critical Thinking	Pass	Fail	Pass	Fail
1. Demonstrates clinical application of theoretical knowledge and integrates the nursing process in practice and written formats.				
2. Integrates relevant pharmacological data and anticipates client response related to medications.				
3. Explains rationale for all procedures and nursing care.				
4. Develops a client-focused plan of care that incorporates the interdisciplinary health care team.				
5. Applies critical thinking skills in establishing priorities, delegating responsibility and formulating decisions.				

Conceptual Framework Pillars	Midterm		Final	
	Pass	Fail	Pass	Fail
Professionalism				
1. Arrives on time to practice experiences and conferences.				
2. Attends all practice experiences.				
3. Maintains confidentiality and observes HIPAA regulations.				
4. Demonstrates competency in performance of technical skills.				
5. Complies with facility guidelines for standard precautions and blood borne pathogens.				
6. Demonstrates competence and safety in the calculation, preparation, and administration of medications.				
7. Applies and integrates nursing research into clinical nursing practice.				
8. Demonstrates initiative, assertiveness and self-direction in seeking out learning opportunities.				
9. Adheres to the South University Code of Conduct, the Nursing Program Code of Ethics as well as program and agency policies.				
10. Demonstrates knowledge of economic, political, legal and ethical factors.				
Holism	Pass	Fail	Pass	Fail
1. Recognizes unique needs of all persons and utilizes information to provide comprehensive, holistic care.				
2. Honors human dignity and respects client choices.				
3. Provides professional holistic nursing care based on knowledge derived from theory and research.				
4. Recognizes conditions of the body, mind, and spirit that are influenced by culture, religion, education, environment, standard of living, interpersonal relationships, gender, and developmental stage.				

MIDTERM SUMMARY: _____

FACULTY SIGNATURE _____ **DATE** _____

STUDENT COMMENTS: _____

STUDENT SIGNATURE _____ **DATE** _____

FINAL SUMMARY: _____

FACULTY SIGNATURE _____ **DATE** _____

STUDENT COMMENTS: _____

STUDENT SIGNATURE _____ **DATE** _____

Appendix D

South University Bachelor of Science in Nursing Program

Student Participation in Governance

South University encourages student participation with faculty in governance, curriculum planning, and development of policies affecting students' welfare. Students are encouraged to use the catalog and student handbook to find out more about resources and to participate in the Student Nurses Organization. Both informal and formal communication channels exist to elicit student concerns.

Students may discuss questions/concerns/suggestions with faculty or clinical instructors informally. The faculty/clinical instructor will provide feedback to the program director who may clarify the issue or policy, or may place the matter on the faculty meeting agenda. A student may also bring student issues, concerns, questions or suggestions directly to the program director who may invite the student to address the item at a student or faculty meeting.

Representatives from each nursing class are invited to attend faculty meetings to discuss questions/concerns/suggestions, especially in the areas of student welfare, curriculums, the library, recruitment and admissions, progression, and retention. Representatives are responsible for obtaining student input and for presented those views effectively with the community of nursing scholars. These representatives also participate in planning pinning and graduation activities.

The faculty value constructive student feedback to continually improve the program. Therefore, students at all levels are asked to participate in a variety of evaluation activities:

- IDEA course/faculty evaluations are completed at the end of every semester for each nursing course. Students are asked to evaluate the effectiveness of the course/instructor in a variety of areas, including meeting course objectives, stimulating interest and intellectual effort, scheduling course work for student to stay up-to-date in their work, providing timely and frequent feedback, as well as progress on gaining knowledge, skills, competencies, and points of view.
- Students participate in an annual evaluation of the university and its resources to meet student learning objectives (Noel-Levitz).
- Students complete a quarterly evaluation of the facility/agency used for clinical experiences.
- Program evaluations are conducted in the graduating semester. Both random exit interviews and written evaluations of the program will be completed by the Dean of Student Affairs.
- Post-graduation surveys of employers and graduates are conducted within 6 months of graduation. Continued participation in program evaluation after graduation is very important and essential to ensuring on-going program improvement.

APPENDIX D

SOUTH UNIVERSITY COLLEGE OF NURSING
CONTACT INFORMATION

<p><i>Columbia Campus</i> 9 Science Court Columbia, SC 29203 Phone: 803.935.4403 FAX:</p> <p>Administrative Assistant Program Director (On Ground) Ms. Harden</p>	<p>803.935.4403 803.935.4404 lharden@southuniversity.edu</p>
<p><i>Tampa Campus</i> 4401 North Himes Avenue Tampa, FL 33614-7095 Phone: 813.393.3800 FAX: 813.393.3814</p> <p>Administrative Assistant Program Director (On Ground) Dr. Parrish</p>	<p>813.393.3702 813.393.3701 dorparrish@southuniversity.edu</p>
<p><i>Savannah Campus</i> 709 Mall Boulevard Savannah, GA 31406 912.201.8000</p> <p>College of Nursing Dean Dr. Kearney-Nunnery</p>	<p>912.790.4096 rkearney-nunnery@southuniversity.edu</p>
<p><i>West Palm Beach Campus</i> 1760 North Congress Avenue West Palm Beach, FL 33409-5178 Phone: 561.478.3380 FAX:</p> <p>Administrative Assistant Program Director (On Ground) Dr. Bartolone</p>	<p>561.478.3380 561.478.3378 pbartolone@southuniversity.edu</p>

APPENDIX F

SOUTH UNIVERSITY COLLEGE OF NURSING

CAMPUS SPECIFIC INFORMATION: XXX

IMPORTANT CONTACT INFORMATION

- Nursing Department Administrative Assistant ()
- Nursing Program Director ()

APPROVED SOURCES FOR CLINICAL UNIFORMS

Uniforms must be purchased at

EMERGENCY SITUATIONS

In the event of a severe weather condition, stay tuned to local media () for notifications of school and college closings. If the faculty is notified to cancel classes related to any emergency situation, every effort will be made to notify students in an expeditious manner.

Submittal Page

I am in receipt of the South University College of Nursing Student Handbook for the Bachelor of Science Program including the South University Code of Conduct, the South University Bachelor of Science in Nursing Program Code of Ethics, and the Code of Academic and Clinical Conduct of the National Student Nurses' Association. My signature below indicates I have read and understand the information and policies presented in this publication. I understand that the College and the faculty reserve the right to make changes to adhere to state, regional, and national accreditation standards. I agree to abide by the regulations delineated in this handbook.

STUDENT NAME (PRINT)

STUDENT SIGNATURE

/ /
DATE

WITNESS SIGNATURE

/ /
DATE