



COLLEGE *of*
NURSING

EAST TENNESSEE STATE UNIVERSITY

Undergraduate Programs

BSN Student Handbook

Fall 2020

Celebrating over 60 Years of Excellence in BSN Education 1954 – 2020

PREFACE

The purpose of this student handbook is to assist you in understanding the policies, procedures, and general information specific to your academic program within the College of Nursing at East Tennessee State University. The information in this guide is a supplement to, not a substitute for, information published in the East Tennessee State University undergraduate catalog.

Successful matriculation and graduation from an academic program require adherence to all policies, procedures, and regulations as stipulated by both the College of Nursing and the university. If you have any questions regarding requirements or policies, do not hesitate to refer them to your academic advisor, program director, associate dean, or other appropriate persons.

This handbook presents the policies, procedures, and general information in effect at the time of publication. Students affected by any changes to this handbook will be notified in writing through web posting and/or class announcements. The current handbook will also be available online at www.etsu.edu/nursing in the Undergraduate Programs section.

This handbook is not intended to replace state contractual terms and does not constitute a contract between the student and the College of Nursing.

East Tennessee State University is fully in accord with the belief that educational and employment opportunities should be available to all eligible persons without regard to age, gender, color, race, religion, national origin, veteran status, disability, or sexual orientation.



COLLEGE *of* NURSING

EAST TENNESSEE STATE UNIVERSITY

Office of the Dean
PO Box 70617
Johnson City, Tennessee 37614
(423) 439-7051

Dear Nursing Students:

Welcome to East Tennessee State University College of Nursing! We are truly pleased that you are now part of our College and hope that your educational experience in nursing is filled with challenge, excitement, and accomplishment. The mission of the College of Nursing is to *facilitate the health of the community.....* and, as a student; you will be very involved in fulfilling this mission through your guided clinical experiences. We will work with you in many ways to help you achieve your goals.

This handbook is offered to help you to understand the policies and procedures in the College of Nursing. We hope it answers many questions you may have about the resources available to you and the opportunities you will have as a student.

Please feel free to contact any college administrator, faculty, or staff member should you need assistance or support. We are here to serve you. Best wishes for your academic success as you pursue your degree.

Warmest Regards,

Wendy M. Nehring, RN, PhD, FAAN, FAAIDD
Dean and Professor
East Tennessee State University, College of Nursing

**EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING**

Located in Nicks Hall, 365 Stout Drive, Johnson City, TN 37614

IMPORTANT PHONE NUMBERS & OFFICE INFORMATION

Office of Student Services, Suite 230423-439-4578
Or 1-888-376-8773
Fax Number.....423-439-4522
E-mail.....nursing@etsu.edu

Hours: Monday - Friday 8:00 a.m. - 4:30 p.m.

Office of the Dean, Room 3-310423-439-7051
Graduate Programs, Room 2-206423-439-5626
Undergraduate Programs, Room 2-263.....423-439-4417
Skills Lab (Practice Lab) Room 3-326 + 3-327.....423-439-4063
Learning Resource Center (Computer Lab), Room 3-346423-439-4546
Testing Center, Room 2-264423-439-4262
Center for Nursing Research, Room 1-104.....423-439-4082
Office of Practice, Room 1-143.....423-439-4077

COLLEGE OF NURSING PERSONNEL

OFFICE OF THE DEAN

Wendy M. Nehring, RN, PhD, FAAN, FAAIDD, Dean of the College of Nursing

As Dean, Dr. Nehring is responsible for the administration and leadership of the entire College of Nursing. She oversees the degree programs, nursing faculty, support staff, the college budget, and ensures that the overall college mission and goals are being achieved. Her office is located in Suite 3-310.

Teresa Feltner, C.P.S., Office Coordinator
Shelly Mangiacotti, Personnel Coordinator

ASSOCIATE DEANS

The Associate Dean for Academic Programs is responsible for the overall development, coordination, and evaluation of the academic programs within the college.

Dr. Myra Carew, PhD, MSN, FNP, RN is the Associate Dean for Graduate Programs.
Dr. Vallrie Hooper, PhD is the Associate Dean for Nursing Research.
Dr. Melessia D. Webb, EdD, MSN, RN is the Associate Dean for Undergraduate Programs.

PROGRAM DIRECTORS/PROGRAM COORDINATORS

Program directors are responsible for the staffing, implementation, and evaluation of courses as well as the overall leadership of faculty and staff within their respective programs. Program Directors are provided below. This also represents the formal Chain of Command.

Ms. Michelle Littleton is the Senior Director for Undergraduate Programs.

littletonm@etsu.edu

423.439.4083

Ms. Emma Hopson is the Director of Main Campus Traditional, Second Degree Accelerated, and Accelerated Programs.

hopsoneh@etsu.edu

423.439.7244

Ms. Tabitha Quillen is the Director of Post Licensure Programs for Undergraduate Programs.

Quillent@etsu.edu

423.439.4521

Ms. Mary Campbell is the Coordinator of RN to BSN Program.

campbellmc@etsu.edu

423.439.4092

Ms. Kacie Hauldren is the Coordinator of the LPN to BSN Program.

hauldren@etsu.edu

423.439.5776

Ms. Jessica Hudson is the Director of the ETSU-HVMC Cohort Program.

HUDSONJL@ETSU.EDU

423.439.3973

Dr. Cindy Phillips is the Director of the ETSU-Sevierville Cohort Program.

PhillipsCD2@ETSU.EDU

1.865.429.8961

UNDERGRADUATE STAFF

The program Executive Aides are

Pat Fink, Rm. 2-262, 423-439-4055, finkp@etsu.edu

Veronica Roberson, Rm. 2-263, 423-439-4552, robersonv@etsu.edu

Terri Thomas, Rm. 2-300, 423-439-5414, thomastr@etsu.edu

Mandra Hicks, Sevierville Campus, 1-865-429-8948, hicksmr@etsu.edu

The Undergraduate Programs Office Coordinator is Melanie Peters, Rm 2-287, 423-439-4417, petersmd@etsu.edu.

Ms. Holly Mitchell, RN, MSN, is the Undergraduate Clinical Coordinator, Rm 2-303, 423.439.5085, mitchellk1@etsu.edu.

Ms. Denise Bowser is the Testing Center Administrator, Rm 2-265, 423.439.4262, bowserd@etsu.edu

Reviewed and approved UP Faculty Meeting 01.13.20

OFFICE OF STUDENT SERVICES

For students, the Office of Student Services is a primary source of information and assistance in the college. Personnel in the Office of Student Services are responsible for all phases of the non-classroom College of Nursing experience, e.g., recruitment, academic advising, referrals to campus resources, assistance in processing university forms, and "just listening."

Advisors are available to meet with students throughout the calendar year, Monday through Friday. The office phone number is 423-439-4578 or 1-888-37NURSE. Students are encouraged to make an appointment to meet with an advisor, but "walk-ins" are welcomed on a first-come, first-serve basis.

The Executive Aide for the Office of Student Services is Katherine McDonald, 423-439-7199 or mcdonaldke@etsu.edu. The Executive Aide for all Clinical Health Care Requirements tracking and questions is Susan Diddle, 423.439.8224 or diddles@etsu.edu.

Professional and support staff in the Office of Student Services are located in Nicks Hall, Suite 230 and include:

- Matt Johnson, MA, Academic Advisor, RN to BSN and LPN to BSN, johnsonm@etsu.edu
- Maria Grindstaff, Academic Advisor, Nursing Majors, grindstaffdm@etsu.edu
- Margaret Mahlin, Academic Advisor, ETSU-HVMC and ETSU-Sevierville Cohorts, mahlin@etsu.edu
- Frannie Miller, MA., Academic Advisor, HPNU Advisor, millerf@etsu.edu
- Karen Hirst, Assistant Dean of Student Services, hirstk@etsu.edu

CENTER FOR NURSING RESEARCH

This center is responsible for promoting, facilitating and monitoring research activities within the college. Professional and support staff in the center include:

- Vallrie Hooper, PhD, Associate Dean for Research
- Yan Cao, MPH, PhD, Research and Evaluation Services Coordinator

OFFICE OF PRACTICE

This office is responsible for supporting the college's practice network and the integration of teaching, research, and service in the College of Nursing's Faculty Practice Network. Professional and support staff in

the Office of Practice include:

- Silas Tolan, MPH, Executive Director, Community Health Centers
- Lisa Bowen, Executive Aide
- Janice Jones, Business Coordinator
- Nancy Laws, Office Assistant
- Karen Bowers, Billing and Collections Specialist

LEARNING RESOURCES

The Learning Resource Center (LRC), located in Nicks Hall, Room 3-346, is the computer lab for College of Nursing students. The College of Nursing Testing Center provides services to promote nursing students' academic success. The Skills Labs in Room 3-326 and 3-327 provide equipment and space for students to practice nursing skills. The Simulation Labs, located in Rooms 3-347 and 3-348, play a vital part of many nursing courses. Simulations (imitation of real-nursing practice processes) range from basic assessment skills to higher-order thinking and decision-making during life-threatening scenarios (i.e. myocardial infarction, cerebral vascular accidents or respiratory arrest). Faculty work with learners to offer teaching and learning strategies that meet the needs of different learning styles. More information on all these learning resources can be found in this handbook.

ADDITIONAL SUPPORT STAFF

Personnel and support staff in the College of Nursing include:

- Testing Center: Denise Bowser, Information Research Tech I
- Skills Lab Coordinator, Main Campus: Anette "Jill" Street Kennedy, BSN, RN
- Skills Lab Coordinator, ETSU-HVMC Campus: Brittany Flanary, MSN, RN
- Skills Lab Coordinator, Sevierville Campus: Lydia Russell, MSN, RN
- Interim Skills/Simulation Lab Director: Ms. Stephanie Coston, MSN, RN

Reviewed and approved UP Faculty Meeting 01.13.20



COLLEGE *of*
NURSING

EAST TENNESSEE STATE UNIVERSITY

**HISTORY, VISION, MISSION, GOALS, VALUES
AND
B.S.N. PROGRAM OUTCOMES**

HISTORY

East Tennessee State University (ETSU)

East Tennessee State University (ETSU), a state supported, comprehensive, regional university opened in 1911. ETSU had been part of the Tennessee Board of Regents (TBR) University and Community College System of Tennessee until March 24, 2017 when based on the Focus on College and University Success (FOCUS) Act of 2016, the universities in the TBR system became independent universities each under the governance of a Board of Trustees. The first meeting of the ETSU Board of Trustees (BOT) was held on March 24, 2017. This change in governance was recognized and approved by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) in March 2017 (see letters in Appendix 1) and a focused site visit was held May 15-17, 2017. This change was also reported to CCNE and the Tennessee Board of Nursing (see letters in Appendix2). A new 10-year strategic plan and budget model was approved by the BOT in March and June 2017 respectively.

ETSU was originally designated as a Normal School and subsequently a State Teachers College in 1925, East Tennessee State College in 1943, and East Tennessee State University in 1963. Master's degrees have been offered since 1951 and doctoral degrees since 1972. ETSU received its first SACSCOC accreditation in 1927 and is currently accredited through 2023. The university has a Carnegie Classification of Doctoral/Research University – Intensive.

Located in the Appalachian Mountains of eastern Tennessee, ETSU and the surrounding region boast of mountains, lakes, a nationally recognized storytelling center, historic towns, the Birthplace of Country Music, and a mix of cities and rural communities. The university embraces the regional setting and has formed active community partnerships both to enhance its institutional effectiveness and to serve the region. The ETSU Center for Appalachian Studies and Services opened as a state Center of Excellence in 1984; in 2009, the first-ever Bachelor of Arts degree in Bluegrass, Old Time and Country Music was approved. Another unique program is the Gray Fossil Site and Museum which opened in 2007 after the discovery of a vast fossil deposit that dates back from 4.5 to 7 million years ago.

The main campus of the university, consisting of over 300 acres, is in Johnson City, a community of approximately 65,000 residents, with branch campuses in Kingsport and Sevierville, a location in Elizabethton, and two primary sites for the Colleges of Medicine and Pharmacy at Mountain Home Veterans' campus. The university offers over 100 undergraduate, graduate, and professional degree programs.

Academic Health Sciences Center

In 1988, the Colleges of Nursing, Medicine, and Public and Allied Health formed the Division of Health Affairs. In 2011, the Division was recognized as an Academic Health Sciences Center (AHSC) at ETSU. Currently the AHSC stands as the only major academic health sciences center between Nashville, Tennessee and Roanoke, Virginia. In 1991, the AHSC received \$6 million from the W.K. Kellogg Foundation to improve health care delivery in rural communities. Emphasis continues to be placed on the concept of interprofessional, community-based learning. Within the Academic Health Sciences Center (AHSC) new initiatives include an expansion in interprofessional education (IPE) activities, an IPE pilot project, development of a university Interprofessional Education and Research Committee (IPERC), development of an IPE Strategic Plan, and groundbreaking for the Interprofessional Education and Research Center which will include increased space for simulation and standardized patient experiences and will open in Summer 2018.

The Colleges in the AHSC include Clinical and Rehabilitative Health Sciences, Medicine, Nursing, Pharmacy, and Public Health. All degree programs in the AHSC, which are eligible for accreditation, have been accredited. The College of Medicine offers programs leading to the Doctor of Medicine as well as an interdisciplinary program leading to the Master of Science and Doctor of Philosophy in Biomedical Science, with concentrations in Anatomy, Biochemistry, Microbiology, Pharmacology, Physiology, Pharmaceutical Sciences, and Quantitative Biosciences. In the College of Clinical and Rehabilitative Health Sciences, student may pursue undergraduate degrees in Allied Health with concentrations in Allied Health Leadership,

Cardiopulmonary Science, Radiography, Dental Hygiene, and Nutrition. Master's degrees are available in Allied Health, Communicative Disorders with a concentration in Speech-Language Pathology, and Clinical Nutrition, and doctorates in Audiology and Physical Therapy. Approved in 2005, the College of Pharmacy offers the Doctor of Pharmacy degree, dual degree options with the Doctor of Pharmacy and a Masters of Business Administration or Masters of Public Health. The College of Public Health, the first accredited Public Health College in Tennessee, manages the Tennessee Institute of Public Health, a statewide public-private partnership created to improve the overall health status of Tennesseans. Students in the College of Public Health may select from Bachelor degree programs in Environmental Health, Health Sciences, and Public Health as well as master degrees in Public Health and Environmental Health and doctorate programs in Community Health, Epidemiology, and Environmental Health Sciences.

College of Nursing

The College of Nursing has its roots in the Memorial Hospital Program which began in 1911. In 1949, under the leadership of Miss Vesta Swartz, Director of Nursing and Education at the Hospital, and the hospital's nursing staff, the School of Nursing became formally affiliated with East Tennessee State College. The Hospital's nursing program was closed in 1954 after the Tennessee Council for Nursing recommended the establishment of a Bachelor of Science in Nursing (B.S.N.) degree program at East Tennessee State College.

The Associate of Applied Science (A.A.S.) in nursing degree program at East Tennessee State University was established in 1967. Originally located in the Bristol area as a result of a pilot associate degree program, the program moved to the East Tennessee State University (ETSU) campus in 1982.

In June 1978, a plan for the reorganization of the university was approved by the Tennessee Board of Regents and became effective in August 1978. Under the reorganizational plan, the departments of associate degree and bachelor degree programs were no longer under the administration of the College of Health, but were under the newly formed School of Nursing (SON) and the direction of a new nursing dean.

In 1988, the School of Nursing, along with the College of Medicine and the School of Public and Allied Health, became part of the Division of Health Sciences. In March 1989, the SON faculty plan for the reorganization of departments was approved by the Tennessee Board of Regents. The two program-based departments were reorganized into three departments. These three departments, Professional Roles/Mental Health Nursing, Adult Nursing, and Family/Community Nursing, were developed to meet present and future needs of the SON in research, service, and teaching. Both the associate and baccalaureate degree nursing programs operated within the new departmental structure. In 1993, the School of Nursing became the College of Nursing (CON) to better reflect the educational, service, and scholarship mission of the programs.

In 1997, the College of Nursing implemented a new community-based baccalaureate-nursing curriculum designed to better prepare B.S.N. graduates for practice in the changing health care delivery system. The B.S.N. curriculum was revised, again, in 2003, to meet the Tennessee Board of Regents' mandate to limit all baccalaureate degree programs to 120 credit hours. The most recent revision to the baccalaureate curriculum was completed in spring 2014 and implemented in fall 2014 in order to update knowledge, quality, and safety standards and technology / informatics related information. In response to national and state mandates to focus nursing education at the baccalaureate and graduate levels, the college began to phase out its A.A.S. degree program in fall 1997. In that year, an evening/weekend option in the R.N.-B.S.N. program was first offered in Johnson City and in Greeneville and Johnson City in 1998. The last group of associate degree students graduated in December 1999. The RN-BSN program was transitioned into an online program in fall 2006 with advising cohorts available in Johnson City, Kingsport, Bristol, Knoxville and Sevierville, TN. In 2009 the College of Nursing introduced the Dual Degree program with Walter's State Community College. This option allows an ADN student to enroll and begin ETSU nursing courses prior to graduating from the community college

and ultimately completing their BSN in a shorter period. Currently there are Dual Degree program arrangements with six community colleges in east Tennessee.

In fall 2014, the BSN program implemented a newly revised curriculum, which was fully implemented in fall 2016 and includes improved integration of the *Essentials of Baccalaureate Education for Professional Nursing Practice* and other professional standards. A newly format for the RN-BSN program was initiated in fall 2016. A seven-week term for the RN-BSN program was implemented in fall 2016, which allows for five terms across the year. In fall 2016, the College of Nursing initiated of an accelerated BSN program at Wellmont Holston Valley Medical Center, an off-site location. A cohort accelerated BSN program was initiated in fall 2016 at a location about 20 miles from the main campus to assist a health system to attract and hopefully recruit new nurses upon graduation due to their current nurse shortage.

The Master of Science in Nursing (M.S.N.) degree program was approved by the Tennessee Board of Regents and the Tennessee Higher Education Commission in 1990 and the first class was admitted in fall 1991. The program is designed to prepare nurses for advanced practice; graduates are eligible to take a national certification examination in the specialty field for which they are prepared. The college offered the Family, Adult, Gerontological, and Psychiatric Mental Health Nurse Practitioner specialties and a specialty in Nursing Administration. The ETSU on ground MSN program graduated the final students in 2013. This program was closed due to the national trend to offer the Doctor of Nursing Practice (DNP) program as the terminal nursing clinical degree. In fall 2004, the College of Nursing initiated the M.S.N. – Regents Online Degree Program (M.S.N. – RODP). This degree is offered collaboratively by ETSU and the five other universities under the auspices of the Tennessee Board of Regents, including: Austin Peay State University; Middle Tennessee State University; Tennessee State University; Tennessee Technology University; and the University of Memphis. M.S.N. degree concentrations available include Nursing Education, Nursing Administration, Advanced Practice, and Nursing Informatics.

The MSN program was discontinued with the implementation of the DNP program in 2011. The last student graduated in 2014 and a letter was sent to CCNE in summer 2016. This delay in notification was due to the CON understanding that the Clinical Nurse Leader concentrations was still viable since the DNP proposal indicated that only the nurse practitioner MSN concentration would be deleted with the start of the DNP program. In 2016, the CON learned that the THEC had terminated the MSN program, thus the notice to CCNE. The CON continued to participate in the Tennessee eCampus, a separate MSN program administered by the TBR and accredited by the Accreditation Commission for Education in Nursing (ACEN) until August 2017, when due to the governance change, chose to restart the MSN solely at ETSU.

The Post-Master's Certificate Program in Advanced Nursing Practice was approved by the Tennessee Board of Regents and the Tennessee Higher Education Commission in 1995. This program is designed to prepare registered nurses who already have a master's degree in nursing for specialty practice as Family, Adult, Gerontological, or Psychiatric Mental Health Nurse Practitioners. An 18-credit-hour, interdisciplinary Graduate Certificate in Health Care Management program was approved and initiated in 1997. Courses in this program are co-listed and co-taught by faculty from the colleges of Nursing, Business and Technology, and Public & Allied Health. In fall 2001, a 22-credit-hour interdisciplinary Graduate Certificate Program in Gerontology was approved and initiated. Faculty from the colleges of Nursing, Public & Allied Health, Business and Technology, Education, and Arts & Sciences teach courses within this unique certificate program.

The Doctor of Philosophy (Ph.D.) degree program had its beginning as a Doctor of Science in Nursing (D.S.N.) degree program, approved by the Tennessee Board of Regents in March 2001 and the Tennessee Higher Education Commission in November 2001. The first class was admitted in summer 2002. The College of Nursing received significant federal funding in July 2002 from the Division of Nursing, Department of Health and Human Services to implement the doctoral program. From the onset, the D.S.N. degree program was primarily a research degree, and in keeping with the national

trend to designate research degrees as the Ph.D. and practice doctorates as Doctor of Nursing Practice, the D.S.N. degree designation was changed to a Ph.D. by the Tennessee Board of Regents, effective fall 2007. In 2009 the program was converted to an online and blended format with 3 on ground intensive sessions per year. The program prepares students for careers as nurse scientists and emphasizes research that will improve the health of diverse population groups. In 2011, the College of Nursing introduced the DNP program, the second doctoral program in the college. This program is the first DNP program in the Tennessee Board of Regents system. Students can choose from the MSN-DNP or BSN-DNP options. Nurse practitioner concentrations exist in Family, Adult, Gerontological, and Psychiatric Mental Health. A fourth concentration in Executive Leadership is also available. The format of the program is online and blended with 3 on ground intensive sessions per year. The program prepares nursing leaders for practice and administrative roles.

Changes in the DNP program included a post-DNP certificate program was approved in spring 2015.

The B.S.N., M.S.N., and D.N.P. degree programs are all fully approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The M.S.N. - Regents Online Degree Program is accredited by the Accreditation commission on Education in Nursing (ACEN).

**EAST TENNESSEE STATE
UNIVERSITY
COLLEGE OF NURSING**

VISION

To be the best College of Nursing in the state and region, nationally recognized in improving health through the innovation and integration of teaching, research, scholarship, creative activity, service, and practice.

MISSION

The mission of the College of Nursing is to facilitate the health of the community through excellence and innovation in nursing education, research, service, scholarship, and practice.

GOALS

- Provide highest quality nursing education programs.
- Provide BSN, MSN, DNP, and PhD graduates to address nursing workforce needs. Provide culturally diverse and international opportunities for students and faculty.
- Engage in faculty, staff, and /or student research and scholarly activities that improve health and advance nursing knowledge.
- Deliver innovative health care in partnership with communities.
- Influence systems and policies, through professional leadership and collaboration, to improve individual and community health.
- Engage in interprofessional education, research, service, scholarship, and health care delivery.

VALUES

We Value:

- Professional interactions that demonstrate caring, respect, and compassion for others
- Diversity and inclusivity, embracing the full scope of human cultures, ethnicities, and identities
- Excellence in fulfilling the work of the college through collaboration and cooperation
- The nursing profession's global contributions to social justice and to the holistic health of individuals, families and communities
- Stewardship and accountability in the use of resources
- Innovative leadership modeled through effective shared governance principles

Approved:

CON Faculty Council 05/12/15, 08/18/17

Reaffirmed:

CON Faculty Council 08/18/17

B.S.N. Program Purpose Statement

The Bachelor of Science in Nursing (BSN) degree is the foundation for professional practice. The BSN program prepares competent nurse generalists who demonstrate professional accountability while coordinating and delivering highest quality, compassionate nursing care. Professional nursing integrates nursing theory and research and synthesizes knowledge from the sciences and humanities in the provision of safe and effective care. As integral members of multidisciplinary healthcare teams, BSN-prepared nurses identify health needs and provide direct and indirect care for individuals and groups across diverse spectrums of life and human experience. Professional nurses promote and restore health, reduce risk, optimize health outcomes, and preserve human dignity through the skilled application of patient care and information system technologies. Guided by clinical judgment; evidence-based practice; and global perspectives; ethical principles of social justice and personal and professional integrity, BSN-prepared nurses are prepared to contribute leadership roles in healthcare. Professional nurses demonstrate altruistic values, critical thinking, social awareness, advocacy, communications excellence, interprofessional collaboration, and life-long learning. Evidence-based practice, ethical reasoning, and relationship-based care are used to direct culturally-relevant practice across multiple settings at individual, group, and population levels.

Approved by Undergraduate Programs 08/15/12

Reviewed by Undergraduate Programs 01/17, 08/15/18

B.S.N. PROGRAM OUTCOMES

On completion of the B.S.N. degree program, the graduate will be able to:

1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society.
2. Communicate effectively with health care consumers, colleagues and other members of interprofessional teams at local, regional, national and global levels.
3. Synthesize data to make and evaluate decisions related to best nursing practice.
4. Engage in safe health care practices with individuals, families, groups, and populations.
5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning.
6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations.
7. Apply research and health quality data to provide evidence-based nursing practice and improve health outcomes.
8. Demonstrate leadership to positively influence healthcare policy, using quality, safety, and regulatory standards.
9. Use information systems and healthcare technology to deliver effective nursing care.

Approved by Faculty Council 12/06/04

Amended by Faculty Council 03/20/06

Revised and Approved by Curriculum Committee 10/5/09

Approved by Faculty Council 10/26/09

Addition of DNP Outcomes 08/12

Editorial Changes 07/01/15

Editorial Changes by UP Faculty 10/16

Revised and Approved by Academic Council 11/21/16

Reviewed by Undergraduate Programs 08/15/18

**EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING**

Relationship of College of Nursing Goals and Program Outcomes

| College of Nursing Goal | BSN Program Outcome | MSN Program Outcome | DNP Program Outcome | PhD Program Outcome |
|--|--|--|--|---|
| Provide high-quality nursing education programs. | 1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society. | 1. Synthesize specialized knowledge and theories from nursing and related disciplines as an advanced practice nurse. | 1. Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice. | 1. Evaluate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice. |
| Engage in interprofessional education, research, service, scholarship, and health care delivery. | 2. Communicate effectively with health care consumers, colleagues and other members of interprofessional teams at local, regional, national and global levels. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. | 2. Practice advanced nursing in collaborative interprofessional relationships and in partnership with communities. | 2. Assume leadership roles as advanced clinicians, nurse educators, and/ or administrators. | 2. Collaborate with communities and other disciplines in research, practice, and service. |
| Deliver innovative health care in partnership with communities. | 4. Engage in safe health care practices with individuals, families, groups, and populations. 9. Use information systems and healthcare technology to deliver | 3. Manage the health care of clients within current legal, ethical, and professional standards. | 3. Demonstrate accountability in nursing practice according to accepted standards of patient care and safety. | 3. Assume leadership roles as nurse researchers, advanced clinicians, nurse educators, and/or administrators. |

| College of Nursing Goal | BSN Program Outcome | MSN Program Outcome | DNP Program Outcome | PhD Program Outcome |
|---|---|--|--|--|
| | <p>effective nursing care</p> <p>6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations.</p> | | | |
| <p>Provide culturally diverse and international opportunities for students and faculty.</p> | <p>1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society.</p> <p>4. Engage in safe health care practices with individuals, families, groups, and populations.</p> <p>6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations.</p> | <p>4. Design health promotion strategies across the life span and among diverse cultures to improve the health of a community.</p> | <p>4. Use information technology to translate research findings into evidence-based practice at the individual and health system levels.</p> | <p>4. Analyze outcomes of health promotion strategies using theory and research findings to improve the health of communities.</p> |
| <p>Engage in faculty, staff and/or student research and scholarly activities that improve health and advance nursing knowledge.</p> | <p>3. Synthesize data to make and evaluate decisions related to best nursing practice.</p> <p>7. Apply research and health quality data to provide evidence-based nursing practice and improve health outcomes.</p> | <p>5. Apply research findings in advanced nursing practice and the delivery of health care services.</p> | <p>5. Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.</p> | <p>5. Conduct research that contributes to nursing science and practice.</p> |

| College of Nursing Goal | BSN Program Outcome | MSN Program Outcome | DNP Program Outcome | PhD Program Outcome |
|--|--|--|--|--|
| Influence systems and policies, through professional leadership and collaboration, to improve individual and community health. | <p>5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning.</p> <p>8. Demonstrate leadership to positively influence healthcare policy, using quality, safety, and regulatory standards.</p> | 6. Use leadership skills to effect health policy and promote change. | <p>6. Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.</p> <p>7. Demonstrate advanced knowledge and skill in planning and delivery of health management.</p> | 6. Initiate change in health care delivery systems, health policy, and the nursing profession. |
| Provide BSN, MSN, DNP and PhD graduates to address nursing workforce needs. | <p>All BSN program outcomes are related to meeting nursing workforce needs.</p> <p>4. Engage in safe health care practices with individuals, families, groups, and populations.</p> <p>5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning.</p> | All MSN program outcomes are related to meeting nursing workforce needs. | All DNP program outcomes are related to meeting nursing workforce needs. | All PhD program outcomes are related to meeting nursing workforce needs. |

Approved by Faculty Council 12/6/04
Amended by Faculty Council 03/20/06
Revised and Approved by Curriculum Committee 10/05/09
Approved by Faculty Council 10/26/09
Addition of DNP Outcomes 08/12
Editorial Changes 07/01/15
Reviewed by Undergraduate Programs 08/15/18

Editorial Changes by UP Faculty 10/16
Revised and Approved by Academic Council 11/21/16

**EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING**

Relationship of College of Nursing Mission, Goals and BSN Program Outcomes

| CON Mission | CON Goals | BSN Program Outcomes |
|--|---|--|
| <p>“...facilitate the health of the community through excellence and innovation in nursing education, research, service, scholarship, and practice.”</p> | Provide high-quality nursing education programs | 1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society. |
| | Provide BSN, MSN, DNP, and PhD graduates to address nursing workforce | 4. Engage in safe health care practices with individuals, families, groups, and populations. 5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning. |
| | Provide culturally diverse and international opportunities for students and faculty | 1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society. 4. Engage in safe health care practices with individuals, families, groups, and populations. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. |
| | Engage in faculty, staff, and /or student research and scholarly activities that improve health and advance nursing knowledge | 3. Synthesize data to make and evaluate decisions related to best nursing practice. 7. Apply research and health quality data to provide evidence-based nursing practice and improve health outcomes. |
| | Deliver innovative health care in partnership with communities | 4. Engage in safe health care practices with individuals, families, groups, and populations. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. 9. Use information systems and healthcare technology to deliver effective nursing care. |
| | Influence systems and policies, through professional leadership and collaboration, to improve individual and community health | 5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning. 8. Demonstrate leadership to positively influence healthcare policy, using quality, safety, and regulatory standards. |

| CON Mission | CON Goals | BSN Program Outcomes |
|-------------|---|---|
| | Engage in interprofessional education, research, service, scholarship, and health care delivery | <p>2. Communicate effectively with health care consumers, colleagues and other members of interprofessional teams at local, regional, national and global levels.</p> <p>6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations.</p> |

Approved by Faculty Council 12/06/04
Amended by Faculty Council 03/20/06
Revised and Approved by Curriculum Committee 10/05/09
Approved by Faculty Council 10/26/09
Addition of DNP Outcomes 08/12
Editorial Changes 07/01/15
Editorial Changes by UP Faculty 10/16
Revised and Approved by Academic Council 11/21/16
Reviewed by Undergraduate Programs 08/15/18

**EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING**

Relationship of *BSN Essentials* and BSN Program Outcomes

| BSN Essentials | ETSU BSN Outcomes |
|--|--|
| <i>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</i> | 1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society. |
| <i>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</i> | 4. Engage in safe health care practices with individuals, families, groups, and populations. 5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. 8. Demonstrate leadership to positively influence healthcare policy, using quality, safety, and regulatory standards. |
| <i>Essential III: Scholarship for Evidence-Based Practice</i> | 3. Synthesize data to make and evaluate decisions related to best nursing practice. 7. Apply research and health quality data to provide evidence-based nursing practice and improve health outcomes. |
| <i>Essential IV: Information Management and Application of Patient Care Technology</i> | 2. Communicate effectively with health care consumers, colleagues and other members of interprofessional teams at local, regional, national and global levels. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. 9. Use information systems and healthcare technology to deliver effective nursing care. |
| <i>Essential V: Healthcare Policy, Finance, and Regulatory Environments</i> | 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. |

| BSN Essentials | ETSU BSN Outcomes |
|--|--|
| | 8. Demonstrate leadership to positively influence healthcare policy, using quality, safety, and regulatory standards. |
| <i>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</i> | 2. Communicate effectively with health care consumers, colleagues and other members of interprofessional teams at local, regional, national and global levels. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. |
| <i>Essential VII: Clinical Prevention and Population Health</i> | 1. Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society. 4. Engage in safe health care practices with individuals, families, groups, and populations. 6. Collaborate to promote health and prevent disease for individuals, families, groups, and populations. |
| <i>Essential VIII: Professionalism and Professional Values</i> | 5. Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning. |
| <i>Essential IX: Baccalaureate Generalist Nursing Practice</i> | 3. Synthesize data to make and evaluate decisions related to best nursing practice. 4. Engage in safe health care practices with individuals, families, groups, and populations. |

*Editorial Changes by UP Faculty 10/16
Revised and Approved by Academic Council 11/21/16
Reviewed by Undergraduate Programs 08/15/18*



COLLEGE *of*
NURSING

EAST TENNESSEE STATE UNIVERSITY

ACADEMIC REQUIREMENTS AND POLICIES
Progression and Retention

Admitting Undergraduate Students with Previous GPA Below Minimum Requirement ^(UAS policy)

If a student submits a letter and appeals to the Undergraduate Academic Standards Committee requesting waiving of the minimum admission GPA because their current GPA reflects poor grades earned at some earlier time in their academic career the committee shall consider recommending a waiver of the GPA if:

1. The student earned the lower grades five or more years before the year of application to the College of Nursing.
2. The student has substantial credit hours (more than 23 credits) earned from five years before which will make it difficult to raise the overall GPA without taking more than a semester's worth of courses not required for graduation.
3. The student has earned sufficient credit hours in previous work that Academic "Fresh Start" will result in loss of a significant (more than 12 credits) worth of course credit toward graduation.
4. The student has earned a semester GPA of at least 12 credits which reflects the College of Nursing minimum within the last year.
5. The student has met all other requirements for admission to the College of Nursing.

Devised 01/05

Revised: Undergraduate Academic Standards Committee 11/13, 4/20

Approved: Undergraduate Programs Faculty 05/09/14; reaffirmed 10/09/17; 5/11/20

Approved: Faculty Council 05/13/14

Transfer from another Nursing Program ^(UAS policy)

Students wishing to transfer to the ETSU CON from another nursing program must request special consideration through the CON academic appeals process. Transfer students must be in good academic standing at their current (or most recent) nursing program.

The Undergraduate Academic Standards Committee will consider appeals that meet the following requirements:

- Documentation from a Pre-Nursing Advisor verifying eligibility in terms of transfer credits and completion of admission requirements
- Admission to ETSU in good academic standing
- Submission of required CON application materials including official transcripts from the current (or most recent) nursing program
- Fulfillment of all ETSU CON minimum admission requirements
- Documentation of Good Academic Standing from the current (or most recent) nursing program which must include a copy of the official transcript from Dean or Director sent directly to the Chair of Academic Standards Committee.

Individuals wishing to be considered as transfer applicants from another nursing program are advised to contact the Office of Student Services for assistance.

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

Revised: Undergraduate Academic Standards Committee 2/17

Approved: Undergraduate Academic Standards Committee 05/13; reaffirmed 10/09/17; revised 10/23/17

Approved: Undergraduate Programs Faculty 08/16/13, 03/13/17, 11/13/17, 4/9,18

Approved: Faculty Council 08/21/13

Estimated Expenses*

| | |
|--|-------------------|
| Textbooks | \$1,700.00 |
| ATI | \$2,500.00 |
| Incidental Fee (\$50/credit hour)* | \$3,750.00 |
| Professional Nursing Student Malpractice Insurance | \$105.00 |
| Tennessee Nursing Professional Assistant Fee | \$15.00 |
| Uniforms & Shoes | \$200.00 |
| Supplies (Clinical) | \$160.00 |
| Physical Exam (estimated cost first semester only)** | \$150.00 |
| Hepatitis B (3 injections) | \$300.00 |
| Other Immunizations and/or Titters | \$500.00 |
| Background Checks | \$100.00 |
| Nursing Pin (Optional) | \$60.00 |
| CPR | \$80.00 |
| Program Estimated Expenses | \$9,620.00 |
| NCLEX-RN Costs: | |
| Pictures for NCLEX-RN Exam | \$10.00 |
| NCLEX-RN Application Fee for State Board of Nursing | \$100.00 |
| Pearson Vue NCLEX-RN fee | \$200.00 |
| Background Check for NCLEX-RN | \$40.00 |
| NCLEX-RN Estimated Expenses | \$350.00 |

* This is an estimate for traditional, second degree accelerated, and LPN to BSN students. RN to BSN students' expenses may be less.

**Additional physical exams may be required after an illness, injury, surgery, pregnancy, or other times as deemed by nursing faculty and/or Program Director to ensure students are able to perform clinical duties without restrictions.

Please note that the above expenses are estimates for costs for the entire length of program and are subject to change.

Reviewed and updated summer 2020

CORE PERFORMANCE STANDARDS FOR UNDERGRADUATE STUDENTS

The Core Performance standards assist students in determining whether accommodations or modifications are necessary. They provide an objective measure to determine whether students can meet program requirements. Students seeking specific accommodations or modifications to meet and achieve these standards will need to contact Disability Services and follow guidelines as noted at:

<http://www.etsu.edu/students/disable/default.aspx>

| Standard | Definition | Some Examples of Necessary Activities (not all inclusive) |
|-------------------|--|--|
| Critical Thinking | Critical thinking ability sufficient for clinical judgment | Identify cause/effect relationships in clinical situations, develop nursing care plans, ability to make safe judgments when planning and implementing nursing care, identify safety issues, and respond without delay to emergency situations. |
| Interpersonal | Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. | Establish rapport with clients, colleagues, faculty and other health care personnel, interact with classmates and course instructors on course related subjects, and work in groups on course activities. |
| Communication | Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction with others in verbal and written form. | Explain treatments, procedures, initiate health teaching to individual and groups of clients, document and interpret nursing actions and client responses. Communicate information accurately and effectively with other departments, colleagues, faculty and clients/families. Evaluate clinical documentation, care plans and treatment requests. Complete written assignments, participate in classroom discussion/activities, complete group projects. Ability to focus on class without disruptive interruptions, and communicate with faculty and other students via e-mail and electronic threaded discussions. |
| Mobility | Physical abilities sufficient to move from room to room and maneuver in small spaces, lift and position clients, and carry out nursing procedures. | Move around in client rooms, work spaces, and treatment areas, administer CPR, reposition, transfer and ambulate clients, and stamina to function over an 8-12-hour period in a hospital setting. |
| Motor Skills | Gross and fine motor abilities sufficient to provide safe and effective nursing care, use a computer, and complete class assignments | Calibrate and use equipment (blood pressure cuffs, syringes), maintain sterility of equipment, position, lift, and transfer patients, ability to lift at least 20 pounds, administer CPR, access and use a computer, and complete written assignments and examinations by typing on the computer. |
| Hearing | Auditory abilities sufficient to monitor and assess client health needs, hear class presentations and participate in classroom | Hear verbal exchanges among health care personnel and clients, monitor alarms and emergency signals, hear cries for help, perform auscultatory physical assessment, hear and |

| | | |
|---------|--|--|
| | activities | participate in class lectures/discussions, and listen to online audiovisual presentations. |
| Visual | Visual ability sufficient for observation and assessment necessary in providing nursing care and to attend class and participate in classroom activities | Able to read written documents (paper and/or electronic medical record data), able to see small calibrations on syringes, sphygmomanometer, thermometers, observe client responses to interventions and/or health problems, ability to detect subtle color changes, able to see audio-visual aids used in class and lab, and complete reading assignments and watch audiovisual presentations. |
| Tactile | Tactile ability sufficient for physical assessment | Perform palpation, functions of physical assessment and/or those related to therapeutic interventions (e.g., insertion of catheters, administration of injections, etc.). |

Approved:

Undergraduate Academic Standards Committee 09/21/15

Undergraduate Programs Faculty (as amended) 10/09/15; reaffirmed 04.10.17; editorial revisions 08/15/17

CON Academic Council 11/16/15

Address/Name Change

Students who change their address or name must submit the change(s) to the University Registrar's Office and to the CON Office of Student Services. Additionally, for purposes of clarification, please let your faculty know if you have had a recent name change.

Advisement and Registration

Academic advising for undergraduate students, including RN-BSN students, is coordinated through the Office of Student Services. All students within the College of Nursing should meet with their advisor prior to registration each semester. Students are encouraged to see advisors to develop a program plan and to help ensure enrollment in required courses. "Walk-in" appointments are seen as soon as possible; however, students who have a scheduled appointment have priority. Appointments with advisors may be scheduled by calling the Office of Student Services, (423) 439-4578 or 1-888- 37NURSE.

Class and clinical schedules will follow the university schedule as closely as possible; students will be made aware via their course D2L site.

Students who are experiencing academic difficulties should contact their advisor for information about resources to promote academic success. Students who need to change schedules, drop courses, or add courses, should see their advisor regarding the process and discuss the impact of these actions on their academic program.

Students are reminded that advisors are available to assist students in the achievement of their academic goals, but each student is, ultimately, responsible for knowing and meeting the degree requirements.

Adding a Course

http://catalog.etsu.edu/content.php?catoid=21&navoid=1062#Adding_A_Course

A course(s) may be added through the late registration/late add period without special permission, unless the course has reached the established maximum enrollment. To add any class that has reached the enrollment limit requires permission of the instructor and Associate Dean/Program Director. After the late registration/late add period, special permission must be obtained from the instructor, the Associate Dean/Program Director and the registrar and may be granted only in extenuating circumstances.

Dropping A Course

http://catalog.etsu.edu/content.php?catoid=21&navoid=1062#Dropping_A_Course

- A. Courses dropped during the first two weeks of the term will not appear on the student's permanent record. Students who drop courses after the second full week of classes through the eighth week will receive grades of W. During the summer session or when courses do not conform to established term calendars ETSU will adjust this schedule appropriately.
- B. After the eighth week of the term students may drop courses only when they can demonstrate verifiable, extenuating circumstances beyond their control, such as illness or accidental injury. Poor performance in a course is not an extenuating circumstance.
- C. Students seeking permission for late drops must present a petition to the dean of the college or school in which they were majoring at the beginning of the term. Students who have not yet declared majors will present petitions to the University Advisement Center. If a late drop is approved, the student will receive a grade of W (Withdrawal) or WF (Withdrawn-Failing), to be determined by the instructor of the course.

Nursing students seeking permission for late drops must present a completed petition with instructor signature to the Director of Student Services, College of Nursing, Nicks Hall, Room 230.

Withdrawing from the University

http://catalog.etsu.edu/content.php?catoid=21&navoid=1062#Withdrawal_Policy

Students may withdraw from all classes through the published last day to withdraw for a term. Students withdrawing during the first two weeks of classes will not have those courses appear on their permanent records. Withdrawals from the university from the beginning of the third week through the end of the eighth week will be recorded with a grade of 'W.' Withdrawals from the university after the eighth week will be recorded with a grade of 'W' or 'WF' at the discretion of the instructor. (During the summer session or other shortened terms, this schedule is adjusted appropriately to fit the condensed time frame.) All requests for withdrawal from the university must be received in the Office of the Registrar no later than the close of business hours two days before the last day of classes of any academic term. Students will not be permitted to withdraw from the university after that date.

Students who do not withdraw by the official procedure will receive an 'F' for each course.

Undergraduate Academic Performance Agreement (UAS policy)

A student academically unsuccessful in two didactic and/or one clinical nursing course is dismissed from the nursing program. They may appeal to the Undergraduate Academic Standards (UAS) Committee one time for readmission to the program. If the appeal is successful and the student is permitted to return to the program, the student is readmitted on probationary status and must sign an Undergraduate Academic Performance Agreement (UAPA). The UAPA is individualized to the student and includes actions and activities designed to optimize student success while they are on probation. Once an appeal is granted, the Academic Advisor notifies the student of the appeal decision and meets with the student to outline the conditions of the UAPA. If a student does not agree to the conditions of the UAPA, the student will not be readmitted to the program.

- Documentation of required activities will be maintained using the Undergraduate Academic Performance Agreement Flowsheet.
- It is the student's responsibility to arrange then attend the meetings to satisfy the UAPA requirements.
- Faculty and/or advisors will maintain the Undergraduate Academic Performance Agreement Flowsheets documenting faculty/advisor meetings.
- Students will maintain the Undergraduate Academic Performance Agreement Flowsheets documenting tutoring sessions.
- All Undergraduate Academic Performance Agreement Flowsheets must be returned to the Chair of the Undergraduate Academic Standards Committee at the end of each semester.

Approved: Undergraduate Academic Standards Committee 3/26/18

Approved: Undergraduate Programs Faculty 4/9/18

Undergraduate Academic Performance Agreement

Name: _____ E# _____

Course(s) Failed: NRSE _____

Semester/Year of Probation: _____

Requirements of the agreement:

1. Successfully complete failed course(s): NRSE _____
2. Successfully complete NRSE 4300 Skills Validation (if not enrolled in clinical during probationary semester)
3. Meet with course instructors of all repeated courses within 2 weeks of the start of the semester, after each major exam, and after ATI testing (if applicable).
4. Meet with the Academic Advisor within 2 weeks of the start of the semester, after the Early Semester Grade Report is posted, and after exam 2 in the repeated course(s).
5. Additional suggested referrals based on individual need:

Disability Services Test Taking Strategies/Studying Tips Counseling Services

Date: _____

Student Signature: _____

Advisor Signature: _____

Undergraduate Academic Performance Agreement Flowsheet MEETINGS WITH ACADEMIC ADVISOR

Name: _____ E# _____

Semester/Year of Probation: _____ Course(s) Failed: NRSE _____

I acknowledge it is my responsibility to meet with my academic advisor within 2 weeks of the start of the semester, after the Early Semester Grade Reports is posted (or mid-semester), and after exam 2 in the repeated course(s).

Student Signature: _____

Date: _____

| Date | | Signatures | Comments |
|--------------------------------|--------------------------------|------------|----------|
| First two weeks Date: _____ | <input type="radio"/> Attended | | |
| | <input type="radio"/> No Show | | |
| After ESGR Date: _____ | <input type="radio"/> Attended | | |
| | <input type="radio"/> No Show | | |
| After Exam 2 Date: _____ | <input type="radio"/> Attended | | |
| | <input type="radio"/> No Show | | |

Undergraduate Academic Performance Agreement Flowsheet

MEETINGS WITH FACULTY

Name: _____ E# _____

Semester/Year of Probation: _____ Course(s) Failed: NRSE _____

I acknowledge it is my responsibility to meet with my course faculty within 2 weeks of the start of the semester, after each major exam, and after ATI testing (if applicable).

Student Signature: _____ Date: _____

| Date | | Signatures | Comments |
|---|---|------------|----------|
| First two weeks Date: _____ | <input type="radio"/> Attended <input type="radio"/> No Show | | |
| Exam 1 Date: _____ Score _____ | <input type="radio"/> Attended <input type="radio"/> No Show | | |
| Exam 2 Date: _____ Score _____ | <input type="radio"/> Attended <input type="radio"/> No Show | | |
| Exam 3 Date: _____ Score _____ | <input type="radio"/> Attended <input type="radio"/> No Show | | |
| ATI Testing Date: _____ Level _____ | <input type="radio"/> Attended <input type="radio"/> No Show | | |

Undergraduate Academic Performance Agreement Flowsheet MEETINGS WITH TUTORS

Name: _____ E# _____

Semester/Year of Probation: _____ Course(s) Failed: NRSE _____

The UAS Committee recommended I attend tutoring sessions during the semester. **I acknowledge it is my responsibility** to attend tutoring sessions and obtain signatures to document my attendance.

| Date | Signatures |
|-------------------------------|------------|
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |

| Date | Signatures |
|-------------------------------|------------|
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |
| Date: _____ Subject: _____ | |

COLLEGE OF NURSING GRADING SCALE ^(UAS policy)

According to College of Nursing Policy, a student must earn a C (75%) to pass a nursing course.

Lecture/Theory Course Scale

| | | |
|---|-----------|--|
| A = | 95 – 100% | |
| A- = | 92 – 94% | |
| B+ = | 89 – 91% | |
| B = | 86 – 88% | |
| B- = | 83 – 85% | |
| C+ = | 79 – 82% | |
| C = | 75 – 78% | |
| Grades below this level are not considered passing | | |
| C- = | 70 – 74% | |
| D+ = | 65 – 69% | |
| D = | 60 – 64% | |
| F = | Below 60% | |

Clinical/Practicum Course Scale

| | | |
|---|-----------|--|
| A = | 92-100% | |
| B = | 83-91% | |
| C = | 75-82% | |
| Grades below this level are not considered passing | | |
| D = | 65-74% | |
| F = | Below 65% | |

Approved by Faculty 04/14/97, 03/13/17

Revised by Faculty 11/08/99

Amended 06/2000

Revised by UAS 2/17

Reaffirmed Undergraduate Academic Standards Committee 10/17

Reaffirmed Undergraduate Programs Faculty 11/13/17

Final Course Point Calculation

Final course **points**, *not percentages*, will be rounded to the whole number. Totals ending with 0.5 or higher will round up to the whole number. Totals ending with less than 0.5 will not be rounded.

Approved UP Faculty Meeting 08/21/19

Grade Appeal Process

| | |
|---|---|
| 1. Basis for Appeal | |
| 1.1 | A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. The following steps provide a guideline for the appeals process. All persons concerned with this process should make every attempt to adhere to the time schedule outlined in the following description of the appeals process. |
| 2. Appeal to the Faculty Member for Review of the Assigned Grade | |
| 2.1 | Within 21 calendar days after the beginning of the next term, excluding summer school, the student should discuss the assigned grade with the faculty member. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the change is made at this point, the matter is concluded. |
| 2.2 | If the faculty member is no longer with the university, the student should confer with the departmental Chair/Associate Dean who will then make every effort to receive written input concerning the matter from the former faculty member. If it is not possible to receive information from the former faculty member regarding the grade, then the student may appeal the grade as described below and the departmental Chair/Associate Dean will represent the interests of the faculty member who issued the grade. |
| 3. Appeal to the Department Chair/Associate Dean | |
| 3.1 | If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the Chair/Associate Dean of the department in which the course was taught. The written appeal to the departmental Chair/Associate Dean must be made by the end of the fourth week of the term. The student should include all known information relating to the appeal with the written appeal. After receiving such an appeal in writing from the student, the Chair/Associate Dean shall review with the faculty member the substance of the student's appeal and seek to determine its validity. |
| 3.2 | If the Chair/Associate Dean determines that the assigned grade, in his/her judgment, is inappropriate, the Chair/Associate Dean should recommend to the faculty member that the grade be changed. The faculty member may or may not concur with the Chair/Associate Dean's recommendation. |
| 3.3 | The Chair/Associate Dean will notify the student in writing, within 14 calendar days of the appeal, whether or not the assigned grade will be changed by the faculty member. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade will not be changed, the Chair/Associate Dean will also advise the student of the right of appeal to the dean of the college/school within which the grade was assigned. |
| 3.4 | If the grade will not be changed, copies of all written communication mentioned above should be sent by the Chair/Associate Dean to the dean of the college/school as described below. |
| 4. Appeal to the College/School Dean | |
| 4.1 | If the grade is not changed to the satisfaction of the student at the departmental level, an undergraduate student may appeal the assigned grade, in writing, to the dean of the college/school within which the course was offered. With the written appeal, the student should provide all information possible relating to the appeal. The written appeal to the dean of the college/school must be made within seven calendar days of receipt by the student of the notice |

| | | |
|---|---|---|
| | | from the department Chair/Associate Dean. |
| | 4.2 | If the dean of the college/school, or his/her designee, the student, and the faculty member are unable to resolve the appeal informally, the dean shall request a review of the student's appeal by a committee comprised of three faculty members and three undergraduate students, all of whom have voting privileges, and meet the approval of the student and faculty member involved. This committee will be appointed by the dean, unless a standing committee already exists, and will elect its own chair. |
| | 4.3 | The committee shall conduct a hearing and shall review all pertinent information presented by the student, the faculty member, and any others who may be called to assist the committee. |
| | 4.4 | In the case of all graduate students (including those graduate students enrolled in the M.S.-Ph.D. program in Biomedical Sciences within the College of Medicine), the appeal shall be directed to the Dean of the Graduate School. If the dean, the student, and the faculty member are unable to resolve the appeal informally, the dean shall convene an ad hoc committee, comprised of three members of the graduate council and three graduate students, all of whom shall have voting privileges. This committee shall elect a chair and hold a hearing concerning the appeal. At this hearing all material relevant to the appeal shall be presented by the student, faculty member, the department chair, dean of the college in which the course was taught, the Dean of the Graduate School, and any others who may be called to assist the committee. |
| | 4.5 | In the case of a medical student, the appeal shall be prepared by the student in consultation with the Associate Dean for Academic Affairs of the College of Medicine who shall convene an ad hoc committee comprised of three members of the Faculty Advisory Council of the College of Medicine and three medical students, all of whom have voting privileges. This committee shall elect a chair and hold a hearing concerning the appeal. At this hearing all material relevant to the appeal shall be presented by the student, the faculty member, the department chair, the Associate Dean for Academic Affairs, the Dean of the College of Medicine, and any others who may be called to assist the committee. |
| | 4.6 | In the case of a pharmacy student, the appeal shall be prepared by the student in consultation with the Office of Academic Affairs of the College of Pharmacy who shall convene an ad hoc committee comprised of three members of the Faculty Council of the College of Pharmacy and three pharmacy students all of whom have voting privileges. This committee shall elect a chair and hold a hearing concerning the appeal. At this hearing all material relevant to the appeal shall be presented by the student, the faculty member, the department chair, the Associate Dean for Academic Affairs, the Dean of the College of Pharmacy, and any others who may be called to assist the committee. |
| 5 | Appeals Process Following Committee Review | |
| | 5.1 | Within 21 calendar days of its constitution, the committee will submit to the appropriate dean a written report containing a recommendation for a specific course of action regarding the student's appeal. The dean will, in turn, review the committee's recommendation and reasoning. The dean may also confer with any of the parties involved. After consideration of all appropriate information, the dean shall accept, reject, or modify the recommendation. The dean shall notify the student, the faculty member, the chair of the appeals committee, the departmental chair, and the appropriate individuals of his/her opinion concerning the appeal. The dean shall forward his/her decision to the Vice President for Academic Affairs/Vice President for Health Affairs who will hold the documentation for 21 calendar days, at the end of which time he/she will notify the Registrar of the disposition of the student's grade, if it is to be changed. |
| | 5.2 | A written appeal of the decision of the dean may be submitted to the Vice President for Academic Affairs/Vice President for Health Affairs within 14 calendar days from the time the |

| | | |
|----------|--------------------------------|---|
| | | dean reports his/her decision to the appropriate individuals. |
| | 5.3 | The Vice President for Academic Affairs/Vice President for Health Affairs will then review the dean's report and the other grade appeal documentation and endorse the dean's decision, reject the decision, or modify the decision. The Vice President for Academic Affairs/Vice President for Health Affairs shall then notify the student, the dean, the faculty member, the chair of the appeal committee, the departmental chair, and the appropriate individuals of his/her opinion concerning the appeal. |
| | 5.4 | In the absence of further appeal, the opinion rendered by the Vice President for Academic Affairs/Vice President for Health Affairs becomes final. The Vice President for Academic Affairs will wait 21 calendar days, at the end of which time e/she will notify the Registrar of the disposition of the student's grade, if it is to be changed. |
| 6 | Appeal to the President | |
| | 6.1 | If either the student or faculty member believes that due process* has not been afforded, a written appeal may be made to the President; otherwise, the decision of the Vice President for Academic Affairs/Vice President for Health Affairs is final. Such an appeal, based on denial of due process and specifically identifying the failure of the process, must be initiated in writing within 14 calendar days from the time the dean reports his/her decision to the appropriate individuals. * The right to have your concerns reviewed by an impartial third party. |

Revised 05/11/20 UP Faculty Meeting, 08/21/20

Progression Guidelines for Undergraduates (UAS Policy)

All students admitted to the nursing major must earn a minimum grade of "C" (2.0) in each required theory and/or clinical nursing course. Grades of C- and below indicates a nursing course failure. Students in the BSN accelerated 2nd degree program who fail a course will be moved to the traditional program pending space availability (see number 3).

1. Students must achieve an overall average of 75% on all **exams** (content and final) within a didactic course to pass the course. Points for course assignments other than exams (i.e., quizzes, class assignments, group work) are not calculated into the course grade until the 75% benchmark on exams is attained. Once the 75% benchmark is reached, any additional points earned by the student will be applied to calculate the final course grade. If a student fails to achieve an overall exam average of 75%, the student will receive the letter grade equivalent to the average of the exam scores and be required to repeat the course. (Effective Spring 2021)
2. If the student withdraws failing from a nursing didactic course or is unsuccessful in a nursing didactic course by earning a grade less than a "C" (2.0), the student will be placed on probationary status in the College of Nursing.* Progression in the nursing program will be suspended pending space availability as determined by the Associate Dean of Undergraduate Programs (or designee). Course availability is not guaranteed, and students may be required to submit documentation of circumstance for consideration.
3. If a student earns less than a "C" (2.0) in two required didactic courses—whether in the same semester or over a period of semesters— he or she is automatically dismissed from the College of Nursing. Students dismissed from the undergraduate nursing program for academic failure may appeal to the Undergraduate Academic Standards Committee one time for readmission to the program. Filing an Academic Appeal does not guarantee permission to repeat the course or reinstatement to the BSN program. All appeals are reviewed on an individual basis. This policy

applies even if one of the failed courses has been repeated previously with the grade of “C” (2.0) or higher.

4. Students who withdraw failing or earn a grade of less than “C” (2.0) in any one clinical course at any time within the nursing major will be automatically dismissed from the College of Nursing. Students dismissed from the undergraduate nursing program for academic failure may appeal to the UAS Committee one time for readmission to the program. Filing an Academic Appeal does not guarantee permission to repeat the course or reinstatement to the BSN program. All appeals are reviewed on an individual basis.
5. If a student’s appeal is granted and the student is permitted to return to the program, the following conditions apply:
6. The student is on probationary status until the failed course is successfully completed.*
 - a) The student is required to sign an Undergraduate Academic Performance Agreement (UAPA).
 - b) Space within the class/clinical course is not guaranteed. The Associate Dean of Undergraduate Programs (or designee) will direct the placement process based on space availability.
 - c) Subsequent grades below the grade of “C” (2.0) will result in a second academic dismissal from the program with no option to appeal to the UAS Committee for readmission.
 - d) Students will be removed from probationary status when the course is completed successfully and the terms of the UAPA are fulfilled.
7. If a student drops a didactic course that has a co-requisite clinical course, the student must also withdraw from the corresponding clinical course.
8. Students who withdraw from the same nursing course more than once will be academically dismissed from the College of Nursing. Students dismissed from the undergraduate nursing program for repeated withdrawals may appeal to the UAS Committee one time for readmission to the program. Filing an Academic Appeal does not guarantee permission to repeat the course or reinstatement to the BSN program. All appeals are reviewed on an individual basis. If the student is re-instated based upon the outcome of the appeal, the student shall be on probationary status until the course is completed successfully. * Permission to retake the course is not guaranteed and will be determined by the Associate Dean of Undergraduate Programs (or designee) pending space availability.

*Students not enrolled in a clinical for one or more semesters will be required to take NRSE 4300 Skills Validation

Approved:

UP Curriculum approved 05.09.19,

UP Faculty Approved 05.14.19, 09.16.19

University Undergraduate Curriculum Committee, 11.19

Reviewed:

SAC 09.11.19

UP Curriculum 09.12.19

UP Faculty 09.16.19

Readmission Process (UAS policy)

1. Students who leave the major for any reason for two consecutive semesters will be required to appear before the Undergraduate Academic Standards Committee.
2. Students who are re-admitted after 2nd semester level courses will be required to enroll in the NRSE 4300 Skills Validation to refresh clinical skills. Individualized learning contracts will be developed based on needed skills.
3. NRSE 4300 is required for students who are out progression, who are taking courses out of curriculum sequence due to non-progression, or who are enrolled in a didactic component without being enrolled in a clinical component. Successful completion of NRSE 4300 is required

for students to progress into the next clinical course as scheduled per curriculum guidelines.

Revised: Undergraduate Academic Standards Committee 2/17

Approved: Faculty Council 05/11/14

Approved: Undergraduate Academic Standards Committee 2/17

Approved: Undergraduate Faculty 03/13/17

Reviewed by Undergraduate Programs 08/15/18

Student Appeals Process - Readmission Following Suspension or Dismissal from the Program (UAS policy)

Students requesting readmission following suspension or dismissal from the program are required to follow the Appeals Process. A Letter of Appeal must be submitted, detailing:

1. The circumstances surrounding the suspension or dismissal;
2. Actions taken to positively change the circumstances and the results of those actions; and
3. Supports in place to facilitate continued success (should the appeal be granted).

Additionally, if medical, health, or legal circumstances were involved in the suspension or dismissal, documentation demonstrating correction, resolution, or substantial improvement of those circumstances must be provided.

The Undergraduate Academic Standards Committee makes a recommendation to the CON Dean or Dean's designee, who makes the final decision concerning the student's appeal. If a student believes due process (the right to have your concerns reviewed by an impartial third party) has not been afforded, a written appeal may be made to the Vice President for Health Affairs and Chief Operating Officer only on the basis of due process; otherwise, the decision of the CON Dean or Dean's designee is final.

While the appeal is pending, the recommendation/decision may not be discussed with the student. Advisors in the College of Nursing will make every effort to notify the student of the CON Dean or Dean's designee's decision by phone. The student will be formally notified of the decision by a letter mailed to the address on the appeal form. Readmission is not guaranteed and is only considered on a space-available basis.

Once the decision of appeal is made by the Dean/Dean's Designee, any subsequent appeal involving the same incident will not be reheard by the Committee. Instead, it will be referred to the Dean/Dean's Designee for consideration.

Approved:

Undergraduate Academic Standards Committee 03/16/15

Undergraduate Faculty 03/27/15

CON Faculty 04/20/15

Undergraduate Academic Standards Committee – Revised 03/21/16

Undergraduate Programs Faculty – Approved 05/09/16

Academic Council 09/19/16

Reaffirmed Undergraduate Academic Standards Committee 10/17

Reaffirmed Undergraduate Programs Faculty 11/13/17

Academic Appeals Policies and Guidelines*

This form outlines the student's right to appeal admission decisions, issues related to progression in the major, and academic dismissal from the program. An appeal does not ensure the student will automatically be approved to continue in the major once academically dismissed. College of Nursing progression policies are outlined in the College of Nursing Student Handbook. Additional information concerning the appeals process may be found in the undergraduate section at: https://www.etsu.edu/nursing/undergrad_nursing/handbook.php.

The Undergraduate Academic Standards Committee hears appeals in January, May, and/or August. The student must request an appeal using the Appeal Form obtained from the Office of Student Services. The completed form must be submitted to the Office of Student Services at least **TWO** business days before the committee meets. Specific meeting dates will be announced by the Office of Student Services via e-mail to all students during finals week. If the student is appealing because of course failure(s), documentation will be requested from the faculty of the specified course(s). Faculty may submit written documentation to the Office of Student Services and/or may appear before the committee. The student is urged to attend the appeal hearing in person or by video conference and may do so by making an appointment with the Executive Aide of the Office of Student Services. Otherwise, a College of Nursing academic advisor will represent the student using the information from the appeal form.

The student should be prepared to discuss the following:

1. The reason for the appeal;
2. Extenuating circumstances related to the denied admission or course failure(s); and
3. New strategies for success (why should the appeal be granted).

The committee's recommendation will be based on the student's information and plan and other information which may include faculty documentation regarding reason for course failure, number of withdrawals from nursing courses, prior academic record, prior clinical performance, adherence to core performance standards, adherence to the code of ethics, demonstration of practice standards and professional behavior, advising record, adherence to the policies and procedures in the College of Nursing Student Handbook, and the College of Nursing Progression Exam scores (if available).

The Undergraduate Academic Standards Committee makes a recommendation to the Dean or Dean's designee. The Dean or Dean's designee makes the final decision concerning the student's appeal. While the appeal is pending, the recommendation/decision may not be discussed with the student. Advisors in the College of Nursing will make every effort to notify the student of the decision by phone. Each student will be notified of the decision by email to the student's ETSU account.

*This form is not applicable if the student believes the wrong grade was assigned, and the student should refer to the University Student Handbook. Neither the Office of Student Services nor the Undergraduate Academic Standards Committee is responsible for the grade appeal process.

Academic Appeals Form

Name: _____ E-Number: _____
Address _____
Phone: _____ ETSU E-mail: _____

Program: HPNU-Health Professions-Nursing Interest Traditional BSN LPN-BSN RN-BSN
Accelerated 2nd degree BSN Accelerated BSN

I am appealing: to be reinstated in the BSN major.
to be considered in the candidate pool for admission into the BSN major
to transfer to ETSU's BSN major from another nursing program.
other – specify _____

I was dismissed: because of course failures/poor academic performance.
Specify course(s): _____
because of non-academic reasons
Specify reason(s): _____

Attach a **one-page business-style professional letter** addressed to the Members of the Undergraduate Academic Standards Committee. This letter must address the following issues:

- Key factors or circumstances that contributed to this appeal (i.e., illness/injury, other extenuating circumstances, reason(s) for low grades/transfer/lapses in professionalism).
- Strategies for improvement(s) the student plans to implement if the appeal is granted.

Optional: Student may request letters of support from College of Nursing faculty. These letters should be included with the appeal documents.

Please adhere to the College of Nursing (CON) professional dress code for the meeting.

I request a video conferencing link to attend the meeting remotely

Office Use Only

Date Appeal Form Submitted: _____ Time of Appointment: _____
Committee Recommendation*: Grant Appeal Deny Appeal Date: _____

*For a detailed summary of committee discussion, see the Faculty Recorder Documentation of Student Appeal Meeting

Dean or Dean's designee Response: Grant Appeal Deny Appeal

Comments:

Signature: _____ Date: _____

Student Notification of Appeal Outcome

Phone Call Date: _____ Time: _____ Letter Sent Date: _____

Comments:

Follow-up Email: Date: _____ Time: _____

Advisor Signature: _____

*Approved to add to Handbook: 05/11/20 UP Faculty Meeting
Policy approved UAS 1/28/2020, UGP 2/17/2020*

Undergraduate Academic Leave of Absence (UAS policy)

Students who need to be absent from the CON for one or more semesters are required to submit a formal request for academic leave. Request for academic leave requires completion of the Academic Leave Request form (available in the Office of Student Services) and a letter detailing the reasons for the requested leave. Failure to obtain formal approval for academic leave is considered relinquishment of the student's position in the program and requires application for readmission through the academic appeals process. Exceptions to this policy include leave for required military duty and unexpected severe illness or injury with medical documentation. A leave of absence may extend up to 1 year. Consideration for an extension greater than 1 year must be approved by the Associate Dean of Undergraduate Programs.

Approved: Undergraduate Academic Standards Committee 10/13, 2/17, 10/28/19, 12/03/19

Approved: Undergraduate Programs Faculty 05/09/14, 03/13/17, 12/16/19

Approved: Faculty Council 05/13/14

Revised: Undergraduate Academic Standards Committee 2/17

Reaffirmed Undergraduate Academic Standards Committee 10/17

Reaffirmed Undergraduate Programs Faculty 11/13/17

Undergraduate Academic Leave of Absence Form^(UAS policy)

Students who need to be absent from the CON for one or more semesters are required to submit a formal request for academic leave. Request for academic leave requires completion this Academic Leave Request form and a letter detailing the reasons for the requested leave. Failure to obtain formal approval for academic leave is considered relinquishment of the student's position in the program and requires application for readmission through the academic appeals process. Exceptions to this policy include leave for required military duty and unexpected severe illness or injury with medical documentation.

Name: _____ E #: E00 _____

Current Phone number: ____-____-_____

Current/last completed semester in nursing (circle one) 1st 2nd 3rd 4th 5th

Courses Completing this semester: _____

Courses Repeating upon return: _____

Courses Enrolling in upon return: _____

Program (circle one): Traditional BSN Accelerated BSN LPN-BSN RN-BSN

Location: _____

Dates/term leave to start? 20 __ (Year) and Semester: *Fall Spring Summer*

Expected return date/term? 20 __ (Year) and Semester: *Fall Spring Summer*

Readmission Process ^(UAS policy)

1. Students who leave the major for two consecutive semesters for any reason will be required to appear before the Undergraduate Academic Standards Committee.
2. Students who are re-admitted after 2nd semester level courses will be required to enroll in NRSE4300 Skills Validation to refresh clinical skills. Individualized learning contracts will be developed based on needed skills.
3. NRSE 4300 is required for students who are out of progression, who are taking courses out of curriculum sequence due to non-progression, or who are enrolled in a didactic component without being enrolled in a clinical component. Successful completion of NRSE 4300 is required for students to progress into the next clinical course as scheduled per curriculum guidelines.

I have read and understand the above policies. When I am ready to return, I will contact my advisor at least 4 weeks before my start date. I understand that I will only be able to take classes as space allows.

Student Name (printed) _____

Signature _____ Date _____

Approval: Name/signature of Associate Dean _____/_____ Date: _____

Please attach to this form a letter detailing the reasons for the requested leave.

Drop off material: Nicks Hall room 230, fax to 423-4394522 or mail to

ETSU PO Box 70664 Johnson City, TN 37614 or email to your advisor.

Student should receive an approved copy and a copy must go to the Assist Dean of Student Services

Approved: UAS 1/29/2020
UP Faculty 02.17.20, 05.11.20

Undergraduate Employment of Students (UAS policy)

Students are strongly advised not to exceed a total of 40 clock hours, including employment, class, and clinical experience. Students who fail to meet the established academic standards in the College of Nursing due to employment will not receive special consideration. Therefore, students who need to work should discuss their course load with their advisors before they risk academic jeopardy. In these situations, students may need to temporarily defer academic course work for a period of time, choose part-time academic status and/or take advantage of various loans and scholarships. Students employed as nursing assistants, Licensed Practical Nurses (LPNs), Registered Nurses (RNs), or as any other health care provider should be aware that neither the University nor the College of Nursing assume any responsibility for their activities as employees of an agency.

Devised 01/05

Revised: Undergraduate Academic Standards Committee 11/13, 2/17

Approved: Undergraduate Academic Standards Committee 2/17

Approved: Undergraduate Programs Faculty 05/09/14, 03/13/17

Approved: Faculty Council 05/13/14

Reaffirmed Undergraduate Academic Standards Committee 10/17

Reaffirmed Undergraduate Programs Faculty 11/13/17

Testing Procedures

Testing students is a method of documenting student progression and/or attainment of course objectives. The purpose of testing is to provide information about an individual's achievement of a course objective or mastery of nursing content.

Proctoring Exams, by an individual other than the legal instructor of record, may be initiated by the nursing faculty. Faculty members are responsible for proctoring their own tests or making necessary arrangements for proctoring needs prior to exam administration. In special circumstances when scheduled faculty member is unavailable to proctor a test, arrangements must be made 72 hours in advance to identify a different proctor. Faculty are required to implement all Testing policies as outlined in the *Nursing Student Handbook*.

Testing Guidelines

Didactic course evaluation points

- The courses listed below will have a minimum of 75% of course evaluation points from content/final exams. A minimum of (4) content exams and a final should be provided in lecture courses which include, but not limited to, the following:

| |
|-----------|
| NRSE 2016 |
| NRSE 2350 |
| NRSE 3010 |
| NRSE 3500 |
| NRSE 3540 |
| NRSE 3090 |
| NRSE 4550 |
| NRSE 4570 |
| NRSE 4580 |
| NRSE 4610 |
| NRSE 3900 |
| NRSE 4612 |

Types of Questions

As appropriate to course, all exams should comply with current NCLEX-style format as noted at www.ncsbn.org (i.e. multiple-choice, alternative format, multiple-select, chart exhibit, hot spots, etc.). In order to prepare students for the NCLEX-RN students will see an increase each semester in the level of critical thinking questions on exams as the student progresses through the program. The majority of questions will be written at an application or higher level of cognitive ability which requires more “complex thought processing”. Furthermore, students should expect an increase in the percentage of alternative-format items as the student progresses from semester to semester.

Suggested Minimum Number of Questions

| Credit hours for course | Clock hours required for course | X 4 questions per clock hour | Minimum number of questions, excluding final exam | Minimum number of new questions on final, comprehensive exam |
|-------------------------|---------------------------------|------------------------------|---|--|
| 1 | 15 | 60 | 60 | 75 |
| 2 | 30 | 120 | 120 | 75 |
| 3 | 45 | 180 | 180 | 75 |
| 4 | 60 | 240 | 240 | 75 |

Approved UP Faculty Meeting 12.16.19, Revised 05.11.20 UP faculty meeting, 08.21.20

Test Guidelines for Students

- Students are to be informed at the beginning of the semester of all testing dates and times and notified of any subsequent changes to testing schedule.
- Students should be given clear criteria in the syllabus for the grading and the weight of each test on the final grade at the beginning of the course.
- Students may not use texts or references during exams unless otherwise specified by the faculty.
- Only one un-proctored exam may be administered per course. The maximum window of time for un-proctored or take-home exams to be completed is 36 hours.
- Only one (1) make-up exam will be allowed per course with extraordinary circumstances. . Examples of extraordinary circumstances may include personal illness, hospitalization of an immediate family member, birth of a child, death in the immediate family, court appearance, military duty, ETSU/CON sponsored activities. (**Definitions** Immediate family - shall be deemed to include 1) spouse; 2) child, step-child; 3) parent, step-parent, foster parent, parent-in-law; 4) sibling(s); 5) grandparents and grandchildren and: 6) other members of the family who reside within the home.)
- Make-up exams must be completed within 48 hours (excluding weekends and holidays) of the original exam date and time. Extensions past 48 hours may be granted at the discretion of the faculty. Exams not made up within the 48 hours or designated time approved by faculty will result in a zero.
- Students must notify the exam/quiz proctor of testing issues prior to completion of the exam/quiz.
- Students will not have the option of backward navigation to return to a question once an answer has been submitted.

Final Exams

- Final exams should be scheduled during the university final exam week as stated in the academic calendar.
- Each course listed below are required to have a final comprehensive exam. This list is not inclusive. Other course coordinators may elect to have a final or comprehensive, final exam. Please refer to the course syllabus.

| |
|-----------|
| NRSE 2016 |
| NRSE 2350 |
| NRSE 3010 |
| NRSE 3350 |

| |
|------------|
| NRSE 3500 |
| NRSE 3540 |
| NRSE 3090 |
| NRSE 4550 |
| NRSE 4570 |
| NRSE 4580 |
| NRSE 4610* |
| NRSE 3170 |
| NRSE 3020 |
| NRSE 3900* |
| NRSE 4612* |

*These exams may be given outside university final exam schedule.

Revised UP Faculty Meeting 01.13.20, 08.21.20

Testing - Test time limits

Testing time limits are pre-established by the team teaching the course. Generally, the student should be able to answer one question in 1.5 minutes.

Classroom Management During Tests

Faculty will direct students to place all personal belongings, notes, and electronic devices away from the testing area. Cell phones must be turned off during the exam. College of Nursing personnel will not be responsible for student belongings.

1. No hats, hoodies, ear phones, headsets, or ear buds may be worn during the exam. Ear plugs may be allowed at the discretion and inspection of the exam proctor. Other personal belongings may be prohibited at the proctor's discretion.
2. Assure that students are seated as far as possible from one other. If deemed necessary to prevent cheating, faculty may reserve a second classroom, ask for additional proctors, and divide students between two classrooms during tests. If two classrooms are not available during regularly scheduled class times, faculty may reserve two classrooms at an alternate time specifically for testing.
3. Clearly specify a time limit for the exam.
4. Always have at least one proctor in the room, actively engaged in proctoring the exam.
5. Students are not allowed to ask questions during the exam.
6. Students are not allowed to read questions aloud during remote proctored exams, unless an approved accommodation form is on file with the faculty member. Events of this nature will be reviewed for academic misconduct.
7. Use discretion in allowing a student to leave the room during a test.
- ~~8.~~ Students should show a government issued photo ID for exams.
9. Faculty will take appropriate action upon suspicion of academic misconduct.
10. Academic integrity policy remains in effect during emergency interruptions. If an exam interruption occurs, students will power down the device and faculty will provide a code when the exam is to be resumed.
11. To ensure that the correct grade is being given to the correct student, all exam/quiz/assignment grades will be placed in D2L or given in person; no grades will be given to students by email or by telephone.

Revised UP Faculty Meeting 08.17.20, 08.21.20

Reviewing the Exam with Students after Exam has been Administered

- Post-Exam Review will be conducted on all content exams authored by CON faculty prior to the next exam. Final exams are excluded from this policy due to time constraints related to recording for final grades.
- The faculty will review the top missed exam topics which will be defined by each individual faculty member.
- The review may be scheduled outside of class time. Students may also review their individual content exam by scheduling an appointment with the faculty member
- Professional and respectful communication is expected during post-exam reviews, including no duplication of exam reviews.
- *Revised 08.19.20, 08.21.20 UP Faculty Meeting*

Management of Testing in the Testing Center

- A. Students with Official Documentation from Disability Services:
 - a. The electronic link to the University policy regarding students with documentation from Disability Services will be posted in the course syllabus.
 - b. Students with forms from Disability Services may be given the opportunity to take class quizzes in the Testing Center. Alternate approaches will be used for unannounced quizzes.
 - c. The Testing Center prioritizes scheduling testing accommodations for students with disabilities forms from Disability Services before any other testing needs.
 - d. Audio and/or video monitoring will be utilized by the Testing Center during exam administration.
 - e. Faculty will:
 - i. arrange testing accommodations through the Testing Center as early as possible; at least a 48-hour notice is needed for testing;
 - ii. provide the Testing Center with the course exam/quiz schedules by the first week of each semester;
 - iii. complete a Test Administration Form indicating instructions for the test or quiz, including time allowed (students with forms from Disability Services are given double time from regular nursing students unless indicated otherwise on their disability form), any resources they may have (calculators, reference books, etc.) and a contact number in case students have questions.
 - iv. indicate on the Test Administration form how to handle extended time for final exams that may require a student break. Faculty may choose to give the test in two sections with a break in between or give the student the entire test, with a required, supervised break after 2 hours; and
 - v. refer to the ETSU Disability Services Accommodation Descriptions handout for reference, as needed.
- f. Students will:
 - i. follow the Nursing Student Handbook testing policies;
 - ii. arrive at the Testing Center 15 minutes prior to the start of the exam to get checked in and seated;
 - iii. sign in and out of exam with name and time;
 - iv. avoid distractive behavior;
 - v. complete exam in the space provided in the Testing Center;
 - vi. close the exam once the exam has been completed or time expires; and
 - vii. submit test materials (scratch paper, pencils, etc.) to the Test Administration prior to leaving the Testing Center.
- g. The Test Administrator will:
 - i. maintain a confidential testing and office environment;
 - ii. continuously monitor test taker behavior;
 - iii. engage only in activities directly related to the administration of the exam during

- an exam;
- iv. provide individual appointments for students seeking assistance with completion of NCLEX-RN paperwork/requirements;
- v. avoid scheduling student meetings when serving as Test Proctor;
- vi. prohibit students in Testing Center Office when serving as Test Proctor; and
- vii. verify the exam has been closed once it has been completed or time expires.

B. Students with Special Needs: (i.e. make-up exams)

- a. Faculty will arrange testing needs for students in advance by contacting the Testing Center as soon as possible; at least 48-hour notice is needed for testing.
- b. Faculty will complete a form indicating instructions for the test, including time, any resources students may have (i.e. calculators, reference books, etc.) and a contact number in case students have questions.

Revised by UP Directors on 11.11.19

Approved UP Faculty 11.18.19

Remediation Requirements for Exams

Any student scoring less than 75% on an exam, is required to complete ungraded remediation. The remediation must be completed and submitted by the due date established by the faculty. Failure to complete remediation by the due date established by the faculty will result in a 10% deduction from the next exam's maximum allotted points.

Revised and approved 12.16.19 UP Faculty Meeting

Revised 03.09.20 UP Faculty Meeting

Sources:

Morrison, S., Nilbert, A., & Flick, J. Critical Thinking and Test Item Writing (2nd edition).

Health Education Systems, Inc., 2006.

Didactic Curriculum Work Group, 2000.

Effective Teaching Practices document, April 1997.

Testing Task Force Report, Spring 1997.

Oermann, M. & Gaberson, K. Evaluation and Testing in Nursing Education (2014).

Revised 08/16/04, 2012

Updated 08/09, 2010

Approved by

NCLEX Task Force 05/09/19

Undergraduate Programs Curriculum Committee 03/20/13, 04/14/14, 08/08/14, 11/16/16, 05/09/19

Undergraduate Programs Faculty 05/13/13, 08/15/14, 11/28/16, 11/13/17, 12/04/17, 05/07/18, 12/18/18, 08/21/19

Remediation for Students Making Less Than 75% on an Exam

ETSU College of Nursing Undergraduate Programs require remediation for students who do not achieve at least 75% on any exam. If a student fails to complete the remediation by the faculty designated due date, which will be set prior to the next exam, the student will receive a 10% deduction from the maximum allotted points for the following exam. (Revised 03.09.20 UP Faculty Meeting)

The purpose of remediation is to assist the student in acquiring, retaining, and mastering content. Remediation is viewed as a learning tool that will assist the student with correcting the deficiency, improving test taking strategies, and improving their ability to obtain the needed information for NCLEX success.

As a result, the College of Nursing, Undergraduate Programs require remediation to be meaningful. A purposeful, worthwhile, and relative activity related to the exam content is necessary and expected. Activities should be designed to engage and immerse the student in the material specific to the exam.

Remediation activities are at the discretion of the instructor, but will be tailored for the class and provide a way for the student to comprehend and retain the material.

Acceptable examples for remediation include the following:

- Computer Adaptive quizzing
- ATI activities
- NCLEX-RN style questions
- Case studies

Approved

UP Curriculum 08/20/19

UP Faculty 08/21/19

Guidelines for Curriculum-Wide Success Plan: Using Assessment Technologies Institute

What is ATI?

- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
- The comprehensive program offers multiple assessment and remediation activities. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from the student home page. **It is highly recommended that students spend time navigating through these orientation materials.**

ATI provides the following resources for students:

TEAS (Test of Essential Academic Skills) TESTS:

TEAS tests are used as part of the criteria for admission to the College of Nursing. These tests will also assist

faculty to identify students who may need additional support.

1. Students, who score less than program mean in reading comprehension or the cumulative score, will be required to register for and successfully complete NRSE 3300: Promoting Academic Success (1 credit hour) during the first semester in the College of Nursing (CON).
2. Students, who score less than the program mean in math, will be required to register for and successfully complete NRSE 3005: Dosage and Calculations (1 credit hour) prior to enrolling in NRSE 3501: Patient Centered Care- 2 (3 credit hours).

Modular Study:

ATI provides online review modules that include written and video materials in all content areas.

Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers unique Tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions.

1. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. Nurse Logic is comprised of 4 modules that provide a power percent presentation followed by a quiz to assist students become better readers, test takers, and clinical decision makers. These modules include the following:
 - o Knowledge and Clinical Judgment
 - o Nursing Concepts
 - o Priority-Setting Frameworks
 - o Testing and Remediation

Students may be required to successfully complete Nurse Logic as a course assignment while enrolled in the Nursing program.

2. Students will complete **Learning Systems Quizzes** found under Tutorials Tab prior to taking Practice Assessment.

3. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.
4. **Nurse's Touch** is a suite of tutorials and interactive simulation products that will enhance students' knowledge, skills, and attitudes in regard to the professional skills of communication, leadership, professionalism, informatics/technology, and wellness/self-care.

Skills :

1. Students will use ATI skills modules in every semester of the nursing curriculum.
2. Students are responsible for submitting ATI Skill Module documentation to course faculty as assigned.
 - a. The CON requires post-test score of 90% or higher.
 - b. Students may take the post-test as many times as needed to achieve the minimum 90% score.

Assessments (Content Mastery Assessments and RN Comprehensive Predictor):

Standardized Assessments help students to identify current knowledge of content as well as areas requiring active learning/remediation.

There are two types of assessments students are required to successfully complete through the Nursing program. These include the following:

- Content Mastery Assessments (CMAs)
- RN Comprehensive Predictor

Each Assessment identified above (CMAs and RN Comprehensive Predictor) has **practice assessments** available that may be scheduled during courses.

- Practice Assessments are developed from the same test plan as the Content Mastery Assessments and the RN Comprehensive Predictor.
- Students take the practice assessments to identify strengths and weaknesses.

A successful score on Content Mastery Assessment (CMA) is a proficiency score of Level 2 or greater.

A successful score on the RN Comprehensive Predictor is considered as 90% or greater Passing Predictability.

Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information

to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates. **Students are encouraged to use course notes and texts to complete remediation.**

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

These products may assist you as you prepare for classroom exams and ATI CMA's. Some may be assigned in your courses. You are free to use these products to benefit you. For assistance with these products please contact Mrs. Denise Bowser, room 265 Nicks Hall- bowserd@etsu.edu

Learn Tab

Achieve is an interactive tutorial with multimedia that supports student success in study skills, test taking, and learning styles and strategy preferences. The tutorial contains five modules that offer evidence-based recommendations to aid nursing students **at all levels** in enhancing their experience as learners and test takers. The tutorial contains detailed information to aid ESL students in their unique challenges. Achieve includes in-depth information to prepare students for success in completing their clinical experiences.

Includes the following 5 modules:

- Test-Taking Skills
- Study Skills
- Classroom Skills
- Preparing for Clinical Experiences
- Challenges for ESL Students

NurseLogic is an interactive, media-rich, online tutorial designed to introduce students to the new ATI Helix of Success. This model illustrates how knowledge and clinical judgment, supported by concepts derived from the QSEN Competencies and the Institute of Medicine (IOM) recommendations for nursing education, can prepare the student for academic and NCLEX® success. This robust and interactive tutorial introduces nursing students to core concepts relevant to nursing practice, arms students with study and test taking skills, and introduces them to the NCLEX examination process. Faculty and students both will benefit from a wide array of case studies, applied learning examples, and learning resources that support student success throughout the curriculum. The depth and breadth of the content will provide beginning and advanced students valuable information they can use in classroom and clinical settings. **Modules listed below can be completed at beginner level Semesters 1-2 and advanced levels Semesters 3-5:**

- Knowledge and Clinical Judgment
- Nursing Concepts
- Priority Setting Frameworks

- Testing and Remediation

Pharmacology Made Easy is an interactive, media-rich online tutorial designed to help students learn about pharmacology and drugs given in practice. The tutorial contains 12 modules with about 200 prototype drugs addressed. Each module focuses on drugs that relate to a body system and contains detailed drug information related to the drugs' use in the management of alterations in health. **This product is ideal for study during NRSE 3010 Pharmacology and with each didactic course where drugs are tested. Includes a great review of anatomy and physiology.**

The screenshot displays the ATI website interface. At the top, there are navigation links: "Denise Bowzer's Account", "Online Store", "Contact Us", and "Return to Faculty Account". Below this is a navigation bar with "HOME", "MY ATI", "MY RESULTS", and "HELP". The main content area is titled "Study Materials" and "Active Learning Templates". A "Content Area:" dropdown menu is set to "All". Below this are tabs for "LEARN", "TEST", "IMPROVE", "APPLY", and "NCLEX® PREP". A "Type:" dropdown menu is set to "All", and there is a checkbox for "Hide disabled products (0 hidden)" and an "ADD PRODUCT" button. The main content is a grid of product cards:

| Product Name | Type | Modules | Accessed |
|---|------------|------------|-----------|
| Achieve | Tutorial | 5 | Never |
| Active Stack® Pharmacology Flash Cards | Flashcards | 12 | Never |
| ATI Plan - Student Orientation *NEW* | Tutorial | 1 | 1/10/2010 |
| ATI TEAS SmartPrep | Tutorial | 4 (DEMO) | Never |
| Dosage Calculation and Safe Medication Administration 3.0 | Tutorial | 9 | Never |
| Nurse's Touch: Becoming a Professional Nurse | Tutorial | 4 | 0/5/2018 |
| Nurse's Touch: Nursing Informatics and Technology | Tutorial | 4 | Never |
| Nurse's Touch: Professional Communication | Tutorial | 5 | Never |
| Nurse's Touch: Wellness and Self-Care | Tutorial | 5 | Never |
| NurseLogic 2.0 | Tutorial | 4 | 0/10/2018 |
| Pharmacology Made Easy 3.0 | Tutorial | 13 | Never |
| PN eBook Library | eBook | 8 (EBOOKS) | Never |
| RN eBook Library | eBook | 9 (EBOOKS) | Never |
| Sigma Theta Tau Modules 2017 | Tutorial | 18 | Never |
| Skills Modules 2.0 | Tutorial | 30 | 5/15/2010 |

Learning System RN provides practice in content-specific areas, which allows students to identify their strengths and focus efforts on their areas of need. Faculty can identify which areas to direct students' attention to for remediation using ATI practice assessments and tutorials. ATI is committed to increasing student confidence by providing students with experience answering NCLEX-style questions in a variety of quizzing formats. With Learning System 3.0, students can assess their knowledge through pre-set quizzes, build a customized quiz that focuses on specific categories, or test their category specific comprehension in an adaptive quizzing environment.

Students can make dynamic quizzes that are adaptive. Students select topic areas, the level of difficulty, the time for each item, and the number of items in each quiz.

Built in Quizzes include:

- Communication
- Community Health
- Fundamentals 1
- Fundamentals 2
- Maternal Newborn 1
- Maternal Newborn 2
- Med Surg Cardio & Hemat.
- Med surg. Dermatological
- Med Surg. Musculoskeletal
- Med Surg. Neurosensory.
- Med Surg. Renal & Urin.
- Med Surg. Endocrine
- Med Surg. Oncology
- Med Surg. Respiratory
- Med Surg. Gastrointestinal
- Med Surg. Immune & Infect.
- Mental Health 1
- Mental Health 2
- Nursing Care of Children 1
- Nursing Care of Children 2
- Gerontology
- Leadership
- Pharmacology
- Targeted Medical Surgical tests

Each 30-item Targeted Medical Surgical test offers an assessment of the student's basic comprehension and mastery of adult medical surgical nursing principles. ATI Nursing identified content for these assessments based on the 2016 NCLEX-RN® test plan, topics in primary references, and collaboration with multiple nursing programs across the U.S. The assessments are only available online, include rationales, and cover the following content areas:

- Cardiovascular
- Endocrine
- Fluid, Electrolyte, and Acid-Base
- Gastrointestinal
- Immune
- Neurosensory and Musculoskeletal
- Perioperative
- Renal and Urinary
- Respiratory



Study Materials Active Learning Templates

Content Area: All

LEARN TEST IMPROVE APPLY NCLEX® PREP

View All Type Quiz Banks Sort Date Accessed Hide disabled products (0 hidden) ADD PRODUCT

Note: There are currently no proctored exams in session. When a proctored exam is in session, it will [Check for Proctors](#) display here.

Other available assessments:

Quiz Bank ⓘ

Learning System RN 3.0

QUIZZES 35

Accessed: Never

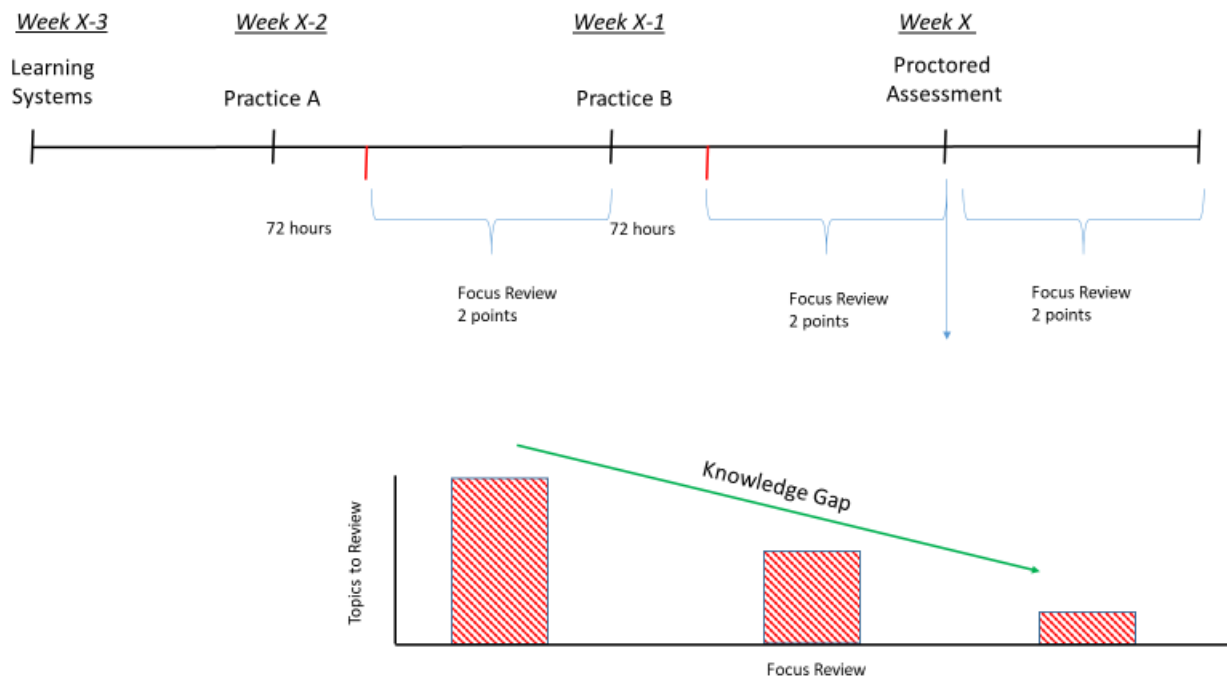
Traditional and Accelerated Program Placement

| Content Mastery Assessment | Semester | Associated Course | Grading Rubric | Re-takes |
|-----------------------------------|-------------------------------|--|-----------------------|---|
| Fundamentals | 1 st Sem Junior | NRSE 3500 PC Care 2 | A | NA |
| Mental Health | 2 nd Sem Junior | NRSE 3090 Mental Health | A | NA |
| Maternal Newborn | 1 st Sem Senior | NRSE 4570 OB | A | NA |
| Nursing Care of Children | 1 st Sem Senior | NRSE 4580 Peds | A | NA |
| Pharmacology | 1 st Sem Senior | NRSE 4550 Adult Care 2 | A | NA |
| Adult Medical-Surgical | 2 nd Sem Senior | NRSE 4610 Adult 3 | A | NA |
| Leadership | 2 nd Sem Senior | NRSE 4620 (Approximately Week 12-14) | A | NA |
| RN Comprehensive Predictor | 2 nd Sem Senior | NRSE 4620 (After Capstone completed) | B | Required for scores of less than 90% Passing Predictability |

LPN-BSN Program Placement

| Content Mastery Assessment | Semester | Associated Course | Grading Rubric | Re-takes |
|-----------------------------------|--------------------------|----------------------------|-----------------------|---|
| Fundamentals | 1 st Sem | NRSE 3170 Transition | A | NA |
| PN Comp | 1 st Sem | NRSE 3170 Transition | | NA |
| Pharmacology | 2 nd Semester | NRSE 3020 Pharm for LPN | A | NA |
| Mental Health | 3 rd Semester | NRSE 3900 OB-Peds MH | A | NA |
| Maternal Newborn | 3 rd Semester | NRSE 3900 OB-Peds MH | A | NA |
| Nursing Care of Children | 3 rd Semester | NRSE 3900 OB-Peds MH | A | NA |
| Adult Medical-Surgical | 4 th Semester | NRSE 4612 AC3 LPN | A | NA |
| Leadership | 4 th Semester | NRSE 4620 Leader | A | NA |
| RN Comprehensive Predictor | 4 th Semester | NRSE 4620 Leader | B | Required for scores of less than 90% Passing Predictability |

**IMPLEMENTATION OF ATI THROUGHOUT NURSING PROGRAM:
CONTENT MASTERY ASSESSMENT (CMA):**

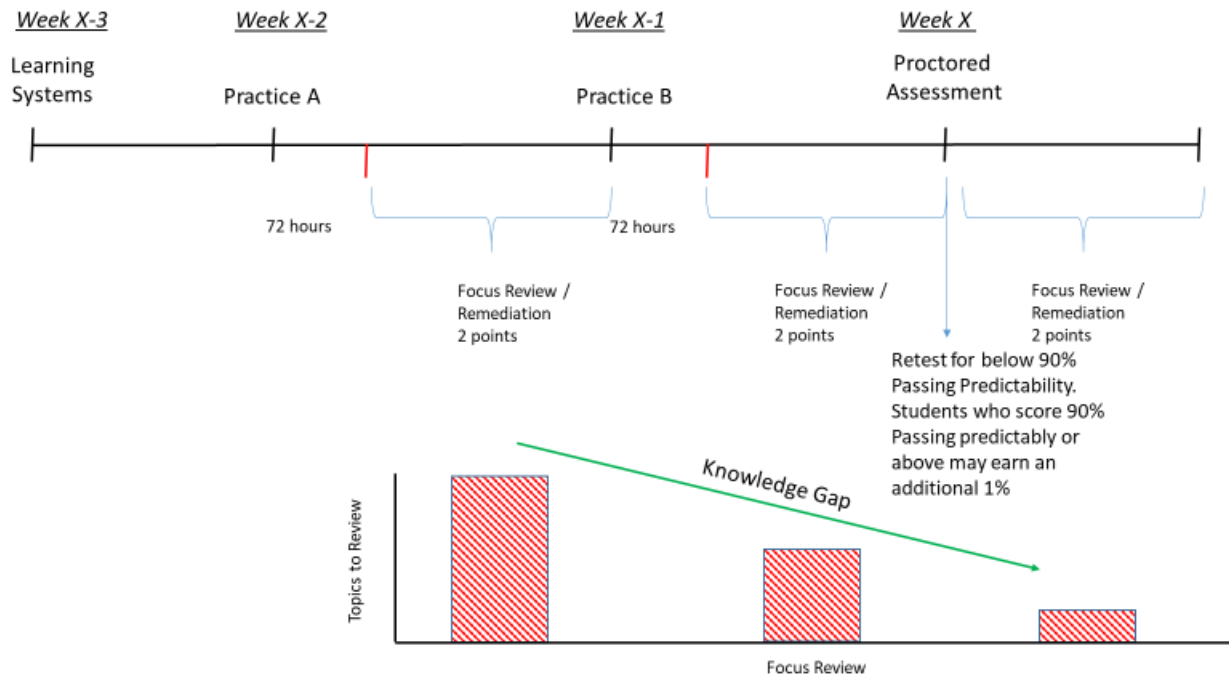


CONTENT MASTERY ASSESSMENT

- **Learning System RN:** 3 weeks before proctored assessment students will complete all the content practice quizzes and final for the clinical area of the content mastery assessment or the Comprehensive Predictor.
- **Practice Assessment A:** 2 weeks before a student takes the proctored assessment students complete Practice Assessment A **without rationales**. Individual Performance Profile (IPPR) pdf should be uploaded to d2l drop box. Students may take in class or outside of class (course specific decision). Rationales open after 3 days.
 - **Remediation**
 - Students complete Active Learning Templates for all topics in major content areas where the score is less than 75% on their first attempt of the CMA.
 - Templates must be **Handwritten** and placed in ATI binder. Faculty may require students to scan templates and place in drop box on D2L.
 - Students spend time in focused review and complete a customized quiz within focus review after remediation if available. High scoring students may not have a quiz available. ATI recommends a minimum of 1 hour* in focus review.
 - Students should add the page of transcript showing their name, the CMA assessment, time in focus review and quiz score, if available. Transcript should be uploaded to d2l drop box
- **Practice Assessment B:** 1 weeks before a student takes the proctored assessment students complete Practice Assessment B **without rationales**. Individual Performance Profile (IPPR) pdf should be uploaded to d2l drop box. Students may take in class or outside of class (course specific decision). Rationales open after 3 days.
 - **Remediation**
 - Students complete Active Learning Templates for all topics in major content areas where the score is less than 75% on their first attempt of the practice assessment.

- Templates must be **Handwritten** and placed in ATI binder. Faculty may require students to scan templates and place in drop box on D2L.
 - Students spend time in focused review and complete a customized quiz within focus review after remediation if available. High scoring students may not have a quiz available. ATI recommends a minimum of 1 hour* in focus review.
 - Students should add the page of transcript showing their name, the CMA assessment, time in focus review and quiz score, if available. Transcript should be uploaded to d2l drop box
- **Content Mastery Assessment (CMA)** as scheduled per instructor.
 - Binders should be checked for completion before CMA. Faculty may check in d2l or hard copy binders (course specific decision).
 - Students who do not complete Practice Assessment A and B, as directed by course faculty, may not take the proctored exam until the assessments are completed. Course late policies may affect CMA grade. *See grading rubric A for how course credit is awarded.*

RN COMPREHENSIVE PREDICTOR (RN COMP)



- **Learning System RN:** 3 weeks before proctored assessment students will complete comprehensive-final for the clinical area of the content mastery assessment or the Comprehensive Predictor.
- **Practice Assessment A:** 2 weeks before a student takes the proctored assessment students complete Practice Assessment A **without rationales**. Individual Performance Profile (IPPR) pdf should be uploaded to d2l drop box. Students may take in class or outside of class (course specific decision). Rationales open after 3 days.
 - **Remediation**
 - Students complete Active Learning Templates for all topics in major content areas where the score is less than 75% on their first attempt of the practice assessment.
 - Templates must be **Handwritten** and placed in ATI binder. Faculty may require students to scan templates and place in drop box on D2L.
 - Students spend time in focused review and complete a customized quiz within focus review after remediation if available. High scoring students may not have a quiz available. ATI recommends a minimum of 1 hour* in focus review.
 - Students should add the page of transcript showing their name, the CMA assessment, time in focus review and quiz score, if available. Transcript should be uploaded to d2l drop box
- **Practice Assessment B:** 1 weeks before a student takes the proctored assessment students complete Practice Assessment B **without rationales**. Individual Performance Profile (IPPR) pdf should be uploaded to d2l drop box. Students may take in class or outside of class (course specific decision). Rationales open after 3 days.
 - **Remediation**
 - Students complete Active Learning Templates for all topics in major content areas where the score is less than 75% on their first attempt of the practice assessment.
 - Templates must be **Handwritten** and placed in ATI binder. Faculty may require students to scan templates and place in drop box on D2L.

- Students spend time in focused review and complete a customized quiz within focus review after remediation if available. High scoring students may not have a quiz available. ATI recommends a minimum of 1 hour* in focus review.
 - Students should add the page of transcript showing their name, the CMA assessment, time in focus review and quiz score, if available. Transcript should be uploaded to d2l drop box
- **RN COMP** as scheduled per instructor.
 - Binders should be checked for completion before CMA. Faculty may check in d2l or hard copy binders (course specific decision).
 - Students who do not complete Practice Assessment A and B, as directed by course faculty, may not take the proctored exam until the assessments are completed. Course late policies may affect CMA grade. *See grading rubric B for how course credit is awarded.*
 - **Remediation**
 - Students complete Active Learning Templates for all topics in major content areas where the score is less than 75% on their first attempt of the practice assessment.
 - Templates must be **Handwritten** and placed in ATI binder. Faculty may require students to scan templates and place in drop box on D2L.
 - Students spend time in focused review and complete a customized quiz within focus review after remediation if available. High scoring students may not have a quiz available.
 - ATI recommends a minimum of 1 hour* in focus review for 95% or above Passing Predictability
 - ATI recommends a minimum of 2 hours* in focus review for 90% or above Passing Predictability
 - ATI recommends a minimum of 3 hours* in focus review for 85% or above Passing Predictability
 - ATI recommends a minimum of 4 hours* in focus review for 84% or below Passing Predictability
 - Students should add the page of transcript showing their name, the CMA assessment, time in focus review and quiz score, if available. Transcript should be uploaded to d2l drop box

Grading Rubric A (Content Mastery Assessments - CMA)

Using a combination of the practice and proctored assessments to achieve 10% of course grade.

| Learning System RN for Content Area: Practice and Final Quizzes | |
|--|--|
| 1% | |
| <p style="text-align: center;">Practice Assessment A</p> <p>Turn in IPPR first attempt and Transcript (PDF)</p> <p style="text-align: center;">0.5%</p> | <p style="text-align: center;">Practice Assessment B</p> <p>Turn in IPPR first attempt and Transcript (PDF)</p> <p style="text-align: center;">0.5%</p> |
| <p><i>Remediation:</i></p> <ul style="list-style-type: none"> • <i>Complete a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 75% on the Individual Performance Profile (1.5%)</i> • <i>Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 0.5%*</i> | <p><i>Remediation:</i></p> <ul style="list-style-type: none"> • <i>Complete a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 75% on the Individual Performance Profile (1.5%)</i> • <i>Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 0.5%*</i> |

| Content Mastery Assessment Score | | | |
|---|------------------|------------------|----------------------|
| LEVEL 3 | LEVEL 2 | LEVEL 1 | BELOW LEVEL 1 |
| 4 Percent | 3 Percent | 1 Percent | 0 Percent |

| | | | |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Total Percent = 10/10 | Total Percent = 9/10 | Total Percent = 7/10 | Total Percent = 6/10 |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|

** Each student's focused review materials are created based upon the questions the student missed. Please take students' test scores into account when assigning time to spend in remediation, as a higher score means less focused review materials will be available.*

Grading Rubric B (RN Comp)

| Learning System RN for Content Area: Comprehensive Final Quizzes 0.5% | |
|---|--|
| Practice Assessment A Turn in IPPR first attempt and Transcript (PDF) 0.5% | Practice Assessment B Turn in IPPR first attempt and Transcript (PDF) 0.5% |
| <i>Remediation:</i> <ul style="list-style-type: none"> • Complete a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 75% on the Individual Performance Profile (1 %) • Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 0.25%* | <i>Remediation:</i> <ul style="list-style-type: none"> • Complete a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 75% on the Individual Performance Profile (1%) • Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 0.25%* |

| Content Mastery Assessment Score | | | |
|--|---|---|---|
| 95% or above Passing predictability =4 % | 90% or above Passing predictability = 3% | 85% or above Passing predictability = 1% | 84% or below Passing predictability = 0 % |
| <i>Remediation:</i> <ul style="list-style-type: none"> • Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* | <i>Remediation:</i> <ul style="list-style-type: none"> • Minimum 2 hours in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* | <i>Remediation:</i> <ul style="list-style-type: none"> • Minimum 3 hours in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* | <i>Remediation:</i> <ul style="list-style-type: none"> • Minimum 4 hours in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* |
| No retake required | No retake required | Retake required for students scoring less than 90% Passing Predictability** | Retake required for students scoring less than 90% Passing Predictability** |
| <ul style="list-style-type: none"> • Complete a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 75% on the Individual Performance Profile (1 %) | | | |

| | | | |
|-----------------------|----------------------|----------------------|----------------------|
| Total Percent = 10/10 | Total Percent = 9/10 | Total Percent = 7/10 | Total Percent = 6/10 |
|-----------------------|----------------------|----------------------|----------------------|

*Each student's focused review materials are created based upon the questions the student missed. Please take students' test scores into account when assigning time to spend in remediation, as a higher score means less focused review materials will be available.

** For students who earn 90% or above Passing predictability on the required retake, an additional 2% will be added.

Students, who have not completed the Practice Assessments A and B, **WILL NOT BE allowed to test on the scheduled testing day and course late penalties may apply.**

Grading Rubrics for ATI Customized Exams

Grading Template Subject Specific Customized Assessment Exams

| Learning System RN for Content Area: Practice and Final Quizzes 1 % | |
|--|--|
| Practice Assessment A Turn in IPPR first attempt and Transcript (PDF) 0.5 % | Practice Assessment B Turn in IPPR first attempt and Transcript (PDF) 0.5% |
| <i>Remediation:</i> <ul style="list-style-type: none"> • <i>Complete</i> a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 80% on the Individual Performance Profile (1.5%) • <i>Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) (0.5%)*</i> | <i>Remediation:</i> <ul style="list-style-type: none"> • <i>Complete</i> a HANDWRITTEN active learning template for each specific topic missed in major content areas scoring less than 80% on the Individual Performance Profile (1.5%) • <i>Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) (0.5%)*</i> |

| ATI Comprehensive Assessment Score | | | |
|---|--|---|--|
| LEVEL 3 4%= (92-100% score on Assessment) | LEVEL 2 3%= (83-91% score on Assessment) | LEVEL 1 1%= (75%-82% score on Assessment) | BELOW LEVEL 1 0 %= (Less than 75%) |
| Total % 10/10 | Total %= 9/10 | Total% = 7/10 | Total % = 6/10 |

Grading Rubric B (RN Comp) Using Customized Assessment

| Learning System RN for Content Area RN Comprehensive Predictor 0.5% | | | |
|--|---|--|--|
| Practice Assessment A Turn in IPPR first attempt and Transcript (PDF) 0.5% | Practice Assessment B Turn in IPPR first attempt and Transcript (PDF) 0.5% | | |
| <i>Remediation:</i> <ul style="list-style-type: none"> Complete a HANDWRITTEN or typed active learning template for each specific topic missed in major content areas scoring less than 80% on the Individual Performance Profile (1 %) Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 0.25%* | <i>Remediation:</i> <ul style="list-style-type: none"> Complete a HANDWRITTEN or typed active learning template for each specific topic missed in major content areas scoring less than 80% on the Individual Performance Profile (1%) Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 0.25%* | | |
| RN Comprehensive Custom Assessment | | | |
| 92-100% = 4 % | 83-91% = 3% | 75-82%= 1% | Less than 75% = 0 % |
| <i>Remediation:</i> <ul style="list-style-type: none"> Minimum 1 hour in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* | <i>Remediation:</i> <ul style="list-style-type: none"> Minimum 2 hours in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* | <i>Remediation:</i> <ul style="list-style-type: none"> Minimum 3 hours in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* | <i>Remediation:</i> <ul style="list-style-type: none"> Minimum 4 hours in focus review and completion of quiz if available (Upload a pdf of transcript showing time in focus review and results of quizzing if available) 2 %* |
| No retake required | No retake required | Retake required for students scoring less than less than 83% | Retake required for students scoring less than less than 90% |
| Complete a HANDWRITTEN typed active learning template for each specific topic missed in major content areas scoring less than 80% on the Individual Performance Profile (1 %) | | | |
| Total Percent = 10/10 | Total Percent = 9/10 | Total Percent = 7/10 | Total Percent = 6/10 |

* Each student's focused review materials are created based upon the questions the student missed. Please take students' test scores into account when assigning time to spend in remediation, as a higher score means less focused review materials will be available.

** For students who earn 83% or higher on the required retake, an additional 2% will be added.

Students, who have not completed the Practice Assessments A and B, **WILL NOT BE allowed to test on the scheduled testing day and course late penalties may apply.**

Approved UP Faculty 04/20

ATI CAPSTONE

An ATI educator takes students through a pre-set calendar. The RN ATI Capstone Content Review is delivered over an 8-week calendar.

The ATI Capstone Content Review will include two proctored ATI Capstone Comprehensive Assessments. ATI Capstone Comprehensive Assessment A will be administered before the content review, and ATI Capstone Comprehensive Assessment B will be administered in the last week of the review. The ATI Comprehensive Predictor® will be administered at the completion of the ATI Capstone Content Review.

The program requires students to spend 4 to 6 hours per week on average or about 30 to 60 minutes per day reviewing, depending on their knowledge level. The objective of the ATI Capstone Content Review is completion of all components of the program: Fundamentals, Pharmacology, Medical Surgical, Maternal Newborn/Women's Health, Nursing Care of Children, Mental Health, and Management/Leadership. In the review, each week we will focus on a different content area, moving through the following each week.

- Completion of a pre-assignment quiz located in the online ATI Capstone site.
- Use the Review of Concepts List to prepare for the ATI Capstone Content Review Assessment.
- Taking weekly assessments on campus during class in a computer lab or at home.
- Completion of individualized ATI Focused Review® after each content assessment.
- Completion of individualized post-assessment assignment sent by the ATI educator.

ATI Capstone is associated with NRSE 4611 Adult Care 3 Practicum or NRSE 4613 Adult Care for the Transitioning Licensed Practical Nurse. It comprises 10% of the final grade for those courses. See course specific information for the grading rubric.

Approved by UP Faculty Meeting 01.13.20

ATI Capstone Content Review and Virtual ATI Review (VATI)

During the last semester of the BSN program, students will be required to complete two (2) separate ATI components – ATI Capstone Content Review and Virtual ATI (VATI).

ATI Capstone Content Review is designed to help students assess and remediate on important content. Students will spend approximately 4-6 hours per week engaging in content review, depending on current knowledge level. ATI Capstone Content Review should be completed within eight (8) weeks. At the end of ATI Capstone Content Review, Virtual ATI (VAIT) begins.

Virtual ATI (VATI) is an innovative, online partnership that provides 12-week access (approximately 4-6 weeks during the last semester and 6 weeks after completion of the last semester) to an interactive online review resource to prepare nursing graduates for NCLEX success. The review is guided by a Master's-prepared ATI nurse educator and is individualized to each graduate. VATI directly aligns with the current NCLEX® test plan, and takes place in an online setting that provides access to a variety of on-demand resources including online learning activities, NCLEX test-taking strategies, content-based case studies, concept maps, NCLEX subscale-specific quiz questions, and alternate item format quiz questions that are all accessible by

computer and tablet devices. Students successfully completing VATI will be assigned a “green light”, thus indicating the probability of passing NCLEX-RN at a 92% or greater.

“Green Light” Requirement

- Students enrolled in NRSE 4620: Leadership and Professional Practice must complete ATI Capstone Content Review, followed by the Virtual ATI (VATI) and receive the “green light” from the ATI Coach before the Dean will submit the student’s transcript for confirmation of graduation to the Board of Nursing.
- Upon receipt of the green light, the student should immediately schedule to take the NCLEX-RN as soon as possible. Each student should continue to review VATI materials to keep knowledge fresh and enhance probability of passing.
- If the “green light” is not achieved by the end of the last semester of the BSN curriculum, an “Incomplete” grade will be assigned for NRSE 4620: Leadership and Professional Practice.
 - All University requirements related to an “Incomplete” grade must be met.
 - During the time students continue to work on acquiring the “green light” and removal of Incomplete grade, additional access to VATI may be required at an additional fee.
- The “Incomplete” grade will be removed by achieving the “green light” prior to the end of the following semester.
 - The degree conferral date on the transcript is based on the specific date the green light is achieved.
- If the “Incomplete” grade is not removed by the end of the following semester, a grade of “F” will be entered for NRSE 4620: Leadership and Professional Practice.

Approved Undergraduate Programs Faculty 11.18.19, legal reviewed, revisions approved 12.16.19, 08.17.20

ATI RN LIVE Review

In the week before graduation, students attend a 3-day, live review with a nurse educator from ATI. This is a comprehensive review. Attendance at the Live Review is mandatory and associated with NRSE 4621 Professional Practice Practicum.

Draft for RN NCLEX task force 7/23/19

Draft for ATI Task Force 7/22/19

Approved

Undergraduate Programs Faculty 01/04/17; revised 08/15/17; 01/14/19, 08/21/19

Undergraduate Curriculum 11/16/16, 11/13/17, 12/18/17, 01/10/19, 08/20/19

| | |
|-----------|------------|
| Semester: | |
| Fall | ____20____ |
| Spring | ____20____ |
| Summer | ____20____ |

**Incomplete
Grade Report**

Student Name: _____ Student ID Number: _____

Course Number and Title: _____

The above-named student is passing this course and is being assigned a grade of "Incomplete."

Incomplete Grade Policy

The incomplete grade indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control, was unable to complete the course requirement. It also indicates that the student has received consent from the instructor to complete the work for which an "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course. An "I" grade must be removed no later than one calendar year from the time the grade is awarded. An "I" grade not removed under the guidelines noted above will be converted to an "F." A student cannot withdraw from or drop a course after a grade of "I" has been assigned. To remove an "I" grade, the student must complete the work independently and must not register for the course a second time or attend the same course at a later time in order to complete the course requirements..... **For the complete policy regarding Incomplete Grades please see the appropriate catalog.**

Reason for incomplete: Final Exam _____ Test _____ Paper _____ Project _____

Other (Specify) _____

| | | | |
|---|------|------------------------|------|
| State all work to be completed before a final grade will be | | | |
| All work must be completed by: ____/____/____ (No more than the end of the same term in one | | | |
| Student's Signature | Date | Instructor's Signature | Date |

NOTE: Students who want to progress to courses for which the Incomplete course is a prerequisite must obtain the written permission of the appropriate chairperson(s).

INSTRUCTOR: Use an official Grade Change Form to assign a course grade. Forms are available in the Office of the Registrar. Grade Change forms are not to be carried by or in the possession of students.

| | |
|--|---|
| Incomplete grade removed by submission of a Grade Change Form to the Office of the Registrar. (Attach a copy of the grade change form to this contract.) | |
| Final Grade Assigned _____ | _____ |
| | Instructor's Signature _____ Date _____ |

Associate Dean for UP Signature: _____ Date: _____

Faculty: make copies and distribute as follows: Original -Instructor

- Copies - Student
- Office of Student Services
- BSN Program Directors
- BSN Senior Program Director
- Clinical Coordinator

Discussion Board Grading Guidelines and Grading Rubric General Guidelines:

Please note highlighted information can be changed to fit each individual course. This only serves as a template for students and faculty.

- There is **one (1)** discussion board in this course.
- Discussion board will be open for **14** days. Students are to submit their initial post within the first **seven (7)** days. Initial postings are to be prior to responding to any other student posting.
- Peer Response posts will be due on day **fourteen (14)** of the DB. Please refer to the course calendar for specifics on all due dates.
- Students must submit their posting directly into the discussion board composition box. A word document attached to the discussion board as a separate file WILL NOT be graded.
- Late postings will not be accepted.
- Postings are to follow the guidelines listed below for full credit. Excellent work is expected, and grading will reflect this expectation.
- Interactions on the discussion board will remain professional and constructive at all times.

Guidelines for Initial Posts

- The initial post must be supported by a minimum of **one (1)** Scholarly reference related to the discussion topic (this should be an article not included in the course content), in addition to referencing the assigned reading/course materials found in the course content (i.e. supplemental articles, text, etc.).
- This scholarly reference should be from a current (less than 5 years old), peer-reviewed journal from the Sherrod Library online database, unless the article chosen is a classic piece of evidence-based writing. American Journal of Public Health, Public Health Nursing, Social Science and Medicine, JAMA, Nursing Research, Research in Nursing & Health, New England Journal of Medicine, Western Journal of Nursing Research, and Applied Nursing Research are some suggested sources. Entry-level nursing journals such as AJN, RN, and Nursing are not acceptable.
- Use Internet sources very selectively, making sure that they are appropriately professional and in-depth. If you are unsure of the appropriateness of the website, use this link for additional information: <https://usm.maine.edu/library/checklist-evaluating-web-resources>.
- Information from the article must be cited using appropriate in-text citations in the body of the post. The following website is very helpful in formatting references and in-text citations: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The article's full citation should be presented at the end of the post using correct APA format.

Guidelines for Peer Response Posts

- Students are expected to provide **one (1)** meaningful response to a peer's post in addition to the initial post.
- Comments and responses should not be limited to positive reinforcement and/or social interaction. Postings of this nature are not acceptable and will earn a grade of "0". So, in other words, do not just respond with "good job" or "I agree". Follow-up posts must be substantive.
- The peer response post must be supported by a **minimum of one (1)** scholarly reference that contributes to the peer's discussion topic.
- In the body of the response post, the student should:
 - demonstrate that he/she has read and reflected on the information presented in the initial post.
 - bring new discussion threads into the post by describing patient care experience(s) related to the topic
 - student may choose to respond to this new thread vs original student posting present the information using appropriate spelling and grammar.

Discussion Board Grading Rubric

In this course, Discussion Boards (DB) will be graded based on quality, frequency, and responses. Discussion Boards will be open for **seven (14) days** with the requirement of a minimum **of two posts** on **two separate** days to receive an excellent grade on each Discussion Board. You are to post your initial response within the **first seven days the DB is open and prior to responding** to other students. **The Peer Response Post will be due on the 14th day of the DB.** Please see the course calendar for specifics for all due dates. **Your faculty will determine your score based on the guidelines posted in the rubric table below.**

| Criteria | Excellent 4 points | Good 3 points | Acceptable 1.5 points | Needs Improvement 1 point | Unacceptable 0 points |
|-----------------------|---|---|---|---|---|
| Frequency | Participates on a minimum of 2 calendar days meaning the initial and peer response posts are on different days. | | Participates on only of 1 calendar day meaning initial and peer response posts are on the same day. | | Participates on no calendar days |
| Initial Posting | Demonstrates <i>synthesis</i> of assigned material, and incorporates both assigned textbook/course content readings and evidence-based information from a scholarly article into the content of the posting. | Demonstrates <i>analysis</i> of assigned material, and incorporates either assigned textbook/course content readings or evidence-based information from a scholarly article into the content of the posting. | Demonstrates <i>application</i> of assigned material, and incorporates neither the assigned textbook/course content readings reading nor an additional current, evidence-based article for information. | Post demonstrates <i>comprehension</i> of assigned material, and incorporates neither the assigned textbook/course content readings reading nor an additional current, evidence-based article for information. | Missing |
| Peer Response Posting | Demonstrates <i>analysis</i> of peer's post and assigned topic; incorporates at least one (1) supporting current, evidence-based article; builds on peer's post in a significant manner. | Demonstrates <i>application</i> of peer's post and assigned topic; incorporates support from the textbook/course content; builds on peer's post in a meaningful way. | Demonstrates an <i>understanding</i> of topic, elaborates with minimal integration of assigned material, and content is mostly opinions and/or personal experiences; includes additional supporting articles that are outdated | Minimal information provided that is off-topic, irrelevant, opinionated, or incorrect; does not include any supporting information/articles | Missing |

| | | | | | |
|--|---|--|---|--|----------------------|
| | | | and/or not scholarly | | |
| Quality of Posts | Thoughts are organized, thoughtful, analyze content, and stay on topic; pose insightful ideas that clearly connect to the topic | Thoughts are appropriate and on topic, but lack depth and loosely connect to the topic | Information is accurate, but only summarized; incorporates opinions and personal experiences; marginal effort | Information is superficial and/or off topic; no connections made between topics and literature; minimal effort | NA – due to no posts |
| APA (includes grammar, punctuation, & sentence structure) | No errors with in-text citations or references; correct grammar and punctuation demonstrated; proficient sentence structure | 1-2 errors with citations/references, grammar/punctuation, or sentence structure | 3-4 errors with citations/references, grammar/punctuation, or sentence structure | 4-5 errors with citations/references, grammar/punctuation, or sentence structure | NA – due to no posts |

Approved
UP Curriculum 08/20/19
UP Faculty 08/21/19

Social Media Guidelines

Rationale: The goal of this policy is to protect patients, students, as well as, the nursing program and College. This policy represents a set of standards of conduct when students identify themselves with the East Tennessee State University.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Remember that all content contributed on all platforms becomes ***immediately searchable and can be immediately shared***. This content instantly leaves the contributing individual's control ***forever*** and may be traced back to the individual after long periods of time.

Social Media Platforms include technology tools and online spaces for integrating and sharing user generated content in order to engage constituencies in conversations and allow them to participate in content and community creation.

Guidelines for Online Professional or Personal Activity:

These guidelines apply to ETSU nursing students who identify themselves with ETSU and/or use their ETSU email address in social media venues for deliberate professional engagement or casual conversation.

1. Follow the same practices as outlined in the **Nursing Student Ethical and Professional Behavior** policy with respect to copyrights and disclosures, and not revealing proprietary financial, intellectual property, patient care or similar sensitive or private content inclusive of the posting of client pictures or information.
2. Protect confidential information. While a student is posting to friends, many of the sites are open to anyone browsing or searching. Be thoughtful about what is published. Do not disclose or use confidential information or that of any other person or agency. Respect HIPAA regulations. ***Do not post any information about your clinical rotations or clients in any online forum or webpage.***
3. If individual identifies themselves as an ETSU nursing student in any online forum and/or use their ETSU email address, students need to ensure that it is clear that they are not speaking for ETSU, and what they say is representative of their individual personal views and opinions and not necessarily the views and opinions of ETSU. By virtue of self-identifying as part of ETSU in such a network, students connect themselves to, and reflect upon, ETSU faculty, staff and even patients and donors.
4. Be thoughtful about how you present yourself. ETSU nursing students are preparing for a career providing services to the public. ETSU and future employers hold you to a high standard of behavior. By identifying yourself as an ETSU student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. If you identify yourself as an ETSU nursing student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared with everyone. This content instantly leaves the contributing individual students control forever.
5. Respect your audience and your coworkers. ETSU's students, faculty, and clients have a diverse set of customs, values, and points of view. Respect others and self. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory—such as politics and religion. Remember, what may be humorous to some, may be offensive to others. Civility is an important component of on-line communication as well.

6. If someone or some group offers to pay a student for participating in an online forum in their ETSU nursing student role or offers advertising for pay and/or for endorsement, this could constitute a conflict of interest and ETSU policies and guidelines apply.
7. If someone from the media or press contacts students about posts made in online forums that relates to ETSU nursing in any way, students should alert the dean of Nursing to seek assistance prior to responding.

National Council of State Boards of Nursing (2012) guidelines regarding Social Media also apply to ETSU nursing students. Nursing students shall follow all guidelines below in preparation for entering the professional workforce.

1. Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
2. Nurses must not transmit by way of any electronic media **any patient-related information or image**.
3. Nurses must not share, post, or otherwise disseminate any information about a patient or information gained in the nurse-patient relationship with anyone.
4. Nurses must not identify patient by name or post or publish information that may lead to the identification of a patient. Information that leads to inference of patient identify is prohibited.
5. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
6. Nurses must not refer to patients in a disparaging manner, even if they are not identified.
7. Nurses must not take photos or videos of patients on personal devices, including mobile phones.
8. Nurses must maintain professional boundaries in the use of electronic media.
9. Nurses must consult employer policies or an appropriate leader within the organization for guidance regarding work-related (or school related) postings.
10. Nurses must promptly report any identified breach of confidentiality or privacy.
11. Nurses must be aware of and comply with employer policies regarding the use of employer-owned computers, cameras, and other electronic devices and the use of personal devices in the workplace.
12. Nurses must not make disparaging remarks about employers, co-workers, (peers, or faculty members).

Social Media Guidelines Specific to ETSU Nursing Students

All ETSU Nursing students shall refrain from posting any school, clinical or patient information. Any student violating this policy will receive an “F” for the clinical course.

*Reviewed and Revised Undergraduate Curriculum Committee 02.01.17
Approved Undergraduate Faculty 09.26.16, 11.13.17*

DOSAGE & CALCULATION POLICY

1. Students must demonstrate competency in dosage and calculation skills in each semester they are enrolled in clinical course(s).
2. Competency must be established prior to administering medications.
3. Competency in dosage and calculation skills will be established by a score of 85% on dosage.
4. Each exam will consist of 20 problems. In accordance to NCLEX-RN Testing guidelines, students should be able to answer a question in 1.5 minutes. Due to the entire exam consisting of Dosage and Calculation questions, 3 minutes per question will be allotted. The complexity of the problems will be determined by the level of skills needed to administer medications safely in each clinical course.
5. The math exam will be linked with the following courses:
 - NRSE 2351
 - NRSE 3170
 - NRSE 3501
 - NRSE 3901
 - NRSE 3541
 - NRSE 4551
 - NRSE 4611
 - NRSE 4613
6. Initial Exam:
 - a. Dosage & Calculation skills are introduced in the first and second semesters.
 - b. After the second semester, initial testing should occur during the first two weeks of the semester for all clinical courses.
 - c. Students who do not establish competency on the initial exam will be required to complete a remediation plan and submit proof of remediation at the time of the retake exam.
 - d. It is the student's responsibility to coordinate remediation.
7. Remediation Plan
 - a. Students who do not pass the initial exam are required to complete a packet of additional practice problems. The additional practice problems as well as the key to the problems will be posted on D2L.
 - b. Students who do not pass the initial exam are required to meet with designated faculty for math remediation or an approved math tutor.
 - c. Remediation sessions may include review of initial test, review of completed practice problems, and additional practice to address identified problem areas.
8. Retake Exam
 - a. Students must submit proof of a completed remediation to be admitted to the retake exam.
 - b. The retake exam should occur within two weeks of the initial exam.
 - c. Students who are not successful on the retake exam are required to withdraw from clinical courses or receive a grade of F for the clinical course.
9. Students who do not attend a scheduled math exam will forfeit the testing opportunity, which will be assessed as an unsuccessful attempt. Extenuating circumstances will be assessed on an individual basis by the faculty member.
10. Students who fail to establish competency will not be permitted to administer medications in the clinical setting, thus not meeting clinical course requirements. Failure to meet clinical course requirements will result in clinical course failure.

Revised UP Faculty Meeting 08.17.20

MATH RULES

- All medication dosage problems must be calculated using DIMENSIONAL ANALYSIS.
- Basic calculators will be provided. Use of other devices is not permitted.
- The “answer” to the problem includes the entire set-up plus the final answer. To receive credit, the problem must be set-up, labeled, and rounded correctly. A box should be placed around the answer.
- Always place a zero to the left of the decimal point when the number is less than 1. Never leave a zero as the only number or the last number to the right of the decimal point.
Incorrect: 2.0 0.20 .5 Correct: 2 0.2 0.5
- When solving problems for the following units, round to the nearest whole number.

| | | |
|---------------|--------------------|------------------------------|
| capsules/dose | suppositories/dose | unscored tablets/dose |
| units/dose | drops/minute | milliliters/hour |
| units/hour | | |
- When solving problems for the following units, round to the nearest half or whole number (0.5, 1, 1.5, 2, etc.).

| | | | |
|---------------------|------------------|----------------|-------------|
| scored tablets/dose | tablespoons/dose | teaspoons/dose | ounces/dose |
|---------------------|------------------|----------------|-------------|
- For all other problems:
 - If less than 1, round to the nearest hundredth (2 decimal places – 0.666 goes to 0.67)
 - If greater than 1, round to the nearest tenth (1 decimal place – 1.66 goes to 1.7)

Units that fall under the above math rule include BUT ARE NOT LIMITED TO:

mL/dose, mg/dose, mg/day, grams/day, grams/dose, mcg/day, mcg/dose, mcg/min

COMMON ABBREVIATIONS

| | | | |
|-------------------|-----------|---------------------------|------------|
| milliliter | (mL) | teaspoon | (tsp) |
| cubic centimeter | (cc) | tablespoon | (Tbsp) |
| micrograms | (mcg) | tablets | (tab) |
| milligram | (mg) | capsule | (cap) |
| gram | (G or Gm) | milligrams per milliliter | (mg/mL) |
| kilogram | (Kg) | milliliters per hour | (mL/hr) |
| pound | (lb) | drops per minute | (gtt/min) |
| twice a day | (BID) | microdrops per minute | (mgtt/min) |
| three times a day | (TID) | Every__hours* | (q__h)* |
| four times a day | (QID) | By mouth | po |
| Intramuscular | IM | Intravenously | IV |
| Intravenous Push | IVP** | Intravenous piggyback | IVPB** |

*Any number can be placed in the blanks, but the most commonly seen are 2, 4, 6, 8, and 12.

**These abbreviations DO NOT stand for IV pump. They are two different ways of administering IV medications.

Official “Do Not Use” List¹

The Joint Commission (30 June 2016)

| Do Not Use | Potential Problem | Use Instead |
|---|---|---|
| U, u (unit) | Mistaken for “0” (zero), the number “4” (four) or “cc” | Write "unit" |
| IU (International Unit) | Mistaken for IV (intravenous) or the number 10 (ten) | Write "International Unit" |
| Q.D., QD, q.d., qd (daily) Q.O.D., QOD, q.o.d, qod (every other day) | Mistaken for each other Period after the Q mistaken for "I" and the "O" mistaken for "l" | Write "daily" Write "every other day" |
| Trailing zero (X.0 mg) * Lack of leading zero (.X mg) | Decimal point is missed | Write X mg Write 0.X mg |
| MS MSO ₄ and MgSO ₄ | Can mean morphine sulfate or magnesium sulfate Confused for one another | Write "morphine sulfate" Write "magnesium sulfate" |

¹Applies to all orders and all medication-related documentation that is handwritten (including free-text computer entry) or on pre-printed forms.

***Exception:** A “trailing zero” may be used only where required to demonstrate the level of precision of the value being reported, such as for laboratory results, imaging studies that report size of lesions, or catheter/tube sizes. It may not be used in medication orders or other medication-related documentation.

Development of the “Do Not Use” List

In 2001, The Joint Commission issued a *Sentinel Event Alert* on the subject of medical abbreviations. A year later, its Board of Commissioners approved a National Patient Safety Goal requiring accredited organizations to develop and implement a list of abbreviations not to use. In 2004, The Joint Commission created its “Do Not Use” List to meet that goal. In 2010, NPSG.02.02.01 was integrated into the Information Management standards as elements of performance 2 and 3 under IM.02.02.01.

Approved: UP Curriculum Committee 04/30/15

Approved: UP Faculty 05/08/15; 02/13/07; 09/10/18, 11/18/19

Approved: CON Academic Council 08/17/15

Revised UP Curriculum Committee 02/01/17

Simulation in Undergraduate Nursing Education

High quality simulation following best practices may be used in lieu of undergraduate clinical hours in NRSE 2351, NRSE 3501, NRSE 3541, NRSE 3091, NRSE 3901, NRSE 4551, NRSE 4561, NRSE 4611, NRSE 4613 and NRSE 4621. The TN Board of Nursing (TBoN) recommends- up to 50% of simulation activities as a comparable replacement for clinical clock hours in the healthcare setting. Furthermore, the TBoN does not require a set number of clinical clock hours in the healthcare setting. For more information, please see <https://www.inacsl.org/simulation-regulations/tennessee/>. Simulation experiences vary between face-to-face and virtual simulation. Virtual simulation activities may also take a variety of forms such as asynchronous and synchronous experiences. Determining clinical experience time will be calculated utilizing the following table.

| Simulation Activity | Calculation | Ratio |
|--|---|-------|
| Face-to-Face simulation | 1-hour simulation equates to 2 hours of clinical clock hours (NCSBN, 2016) | 1:2 |
| vClinical Product | Pre-briefing: 1 hour equates to 1 clinical clock hour <i>Asynchronous or Synchronous</i> | 1:1 |
| | Debriefing: 1 hour equates to 1 clinical clock hour <i>Asynchronous or Synchronous</i> | 1:1 |
| | vClinical activities (math refresher, med-pass, scenarios, etc.) 1-hour simulation equates to 2 clinical clock hours <i>Asynchronous or Synchronous</i> <i>Bristol, T.J., Herrman, J., & Sherrill, K. (2019). White Paper: The role of virtual simulation: Using vClinicals to provide clinical experience for nursing students during COVID-19. NurseTim, Inc.</i> | 1:2 |
| ATI Product | Follow ATI recommended time for each activity <i>Asynchronous or Synchronous</i> | 1:1 |
| Online Activities (without references to support a 1:2 ratio) | Online activity: 1 hour equates to 1 clinical clock hour Examples include (but not limited to): online case studies; videos; simulation scenarios [created by ETSU or another college/company]; interactive games. | 1:1 |

Guidelines: The best practices are identified in the National Council State Boards of Nursing's (2016) NCSBN Simulation Guidelines for Prelicensure Nursing Education Programs; the Tennessee Department of Health's (2017) Tennessee Board of Nursing Position Statement on Simulation; and, the International Nursing Association of Clinical Simulation and Learning's (INACSL, 2016 and 2017) INACSL Standards of Best Practice on different aspects of simulation. The Tennessee Board of Nursing has approved the following guidelines for use in each Tennessee nursing program's simulation instruction and specifies in their position statement cited above that the nursing program must have a policy addressing each category. This policy does so for East Tennessee State University's (ETSU) College of Nursing (CON) Undergraduate Programs. The guidelines are as follows with a statement of compliance: NCSBN Simulation Guidelines for Prelicensure Nursing Education Programs:

- Organization and Management:
 - "The program shall have an organizing framework that provides adequate fiscal, human, and material resources to support the simulation activities" (NCSBN, 2016).
 - The CON supports or helps to support simulation labs in Nicks Hall on the main campus, the Center for Interprofessional Education and Research (Building 60) on the VA campus, Holston Valley Medical Center in Kingsport, and ETSU Sevier in Sevierville. Funding will be available for personnel, travel, and supplies.

- “Simulation activities shall be managed by an individual who is academically and experientially qualified. The individual shall demonstrate continued expertise and competence in the use of simulation while managing the program” (NCSBN, 2016).
 - The CON has a position description for the Director of Simulation which stipulates that the person be academically and experientially qualified and continue to seek professional development in simulation and associated technology (see Appendix A).
- “There shall be a budget that will sustain the simulation activities and training of the faculty” (NCSBN, 2016).
 - The Director of Simulation receives an annual budget for supplies and travel. The Director may request additional funds as needed.
- Facilities and Resources:
 - “The program shall have appropriate facilities for conducting simulation. This shall include educational and technological resources and equipment to meet the intended objectives of the simulation” (NCSBN, 2016).
 - The CON supports or assists in supporting simulation labs in four locations noted above. Requests for resources and equipment are made as needed and plans are made to accommodate in the budget as available.
- Faculty Preparation:
 - “Faculty involved in simulations, both didactic and clinical, shall have training in the use of simulation” (NCSBN, 2016).
 - The Director of Simulation has funds in the budget for the purpose of professional development. Faculty and lab staff have opportunities to attend state, national, and international simulation conferences.
 - “Faculty involved in simulations, both didactic and clinical, shall engage in ongoing professional development in the use of simulation (NCSBN, 2016).
 - Ongoing professional development in the use of simulation and associated technologies is valued in the CON. The Director of Simulation shall plan for professional development on an annual basis. Professional development in simulation is ongoing utilizing online and onsite training methods.
- Curriculum:
 - “The program shall demonstrate that the simulation activities are linked to programmatic outcomes “(NCSBN, 2016).
 - The baccalaureate nursing program at ETSU is accredited by the Commission on Collegiate Nursing Education (CCNE) and as part of the accreditation process must have a Systematic Plan for Program Effectiveness Satisfaction (SPPE) with the simulation activities are part of the SPPE where applicable.
- Policies and Procedures:
 - “The program shall have written policies” on “short-term and long-term plans for integrating simulation into the curriculum; method of debriefing each simulated activity; and plan for orienting faculty to simulation” (NCSBN, 2016).
 - Currently, the CON plan for simulation across the undergraduate programs, including plans for debriefing, faculty and student orientation, and interprofessional involvement is being developed.
- Evaluation:
 - “The program [faculty] shall develop criteria to evaluate the simulation activities” (NCSBN, 2016).

- Currently, the CON plan for simulation across the undergraduate programs is developing evaluation tools for assessing student performance. A plan for regular evaluation of the tools' effectiveness in measuring performance is being developed.
 - "Students shall evaluate the simulation experience on an ongoing basis" (NCSBN, 2016).
 - Baccalaureate nursing students will complete evaluation tools related to their satisfaction following the simulation experience and after each semester in which simulation is used.
 - Faculty will review data in effort to implement action to seek improvement when needed.
 - Outcome data will be reviewed regularly by the Simulation team and presented to the UP Faculty on a regular basis.
 - Interventions will be determinate through collaboration with faculty and the simulation team based on the outcome data presented.
- Annual Report:
 - "The program shall include information about its use of simulation in its annual report to the Board of Nursing" (NCSBN, 2016).
 - Simulation is an evolving part of the curriculum in the baccalaureate nursing program. The dean shall report on the use of simulation in the CON annual report and shall be reported on in the CON's annual Community Advisory Board and Development Council meetings. Information on interprofessional involvement in simulation shall also be reported on at least on an annual basis at a meeting of the Academic Health Sciences Center Dean's meeting.

The CON is developing alignment of the simulation program with the International Nursing Association for Clinical Simulation and Learning's (INACSL) Standards of Best Practice. INACSL Standards of Best Practice include aspects such as simulation design, simulation outcomes and objectives, simulation facilitation, simulation debriefing, simulation participant evaluation, simulation professional integrity, simulation-enhanced interprofessional education, and simulation operations.

*Approved:
UP Faculty Meeting, August 15, 2018, 05/11/20
Revised UP Faculty Meeting, 01/13/20; Clinical Coordinators 05/11/20*

Undergraduate Programs Clinical Incident Reporting

The academic programs of the College of Nursing (CON) shall have a procedure for the reporting by faculty and students of quality, safety, and health risk issues that may occur during clinical learning experiences. An incident may include, but is not limited to, acts of commission or omission that may compromise quality, safe patient care, or present a safety or health risk to a nursing student.

This policy does not replace the reporting of incidents/accidents involving students and guests on ETSU owned or leased property.

This policy does not replace the reporting of faculty and staff employee injury at work.

This policy does not replace the reporting of incidents/accidents as required by affiliate clinical agencies. All required policies and procedures for reporting an incident/accident within an affiliate clinical agency must be followed by nursing faculty and students.

Purpose: To provide a mechanism for reporting and tracking incidents related to quality, safety and health risks occurring during clinical learning experiences and involving patients and nursing students, in an effort to identify and reduce risks and improve quality and safety.

Procedure:

1. Nursing faculty or student identifies the incident and takes appropriate immediate actions.
2. Nursing student involved in an incident must complete the attached form, in consultation with the supervising nursing faculty member, within 48 hours of the incident.
3. Nursing student must complete all incident/accident forms required by the affiliate clinical agency. The attached form does not replace any incident/accident reporting form(s) required by an affiliate clinical agency.
4. The supervising nursing faculty member will advise the student if a Clinical Remediation Plan will be required related to the incident.
5. The supervising nursing faculty member and student will discuss the incident and the completed form in a conference where additional nursing faculty members may or may not be present.
6. The supervising nursing faculty member shall immediately notify their Associate Dean, and shall forward the completed Incident Report to the Associate Dean.
7. The Associate Dean will maintain a file of all Incident Reports and, in collaboration with nursing faculty members, will conduct a review of all incidents at least annually to identify any patterns/trends, and opportunities for program improvement.

Approved:

University Counsel 11/15/16

UP Faculty 11/28/16

AC Council 01/23/17

Reviewed by Undergraduate Programs 08/15/18

EAST TENNESSEE STATE UNIVERSITY COLLEGE OF NURSING
Undergraduate Programs Clinical Incident Report

Recipient of Unsafe Event
 Who received error or injury?
 Patient
 Student
 Other: _____

Gender
 Male
 Female
 Not reported

English is predominant language
 Yes
 No
 Unknown

Status of recipient
 Harm
 No harm
 Death
 Other _____

Event Demographics
 Date of incident: _____
 Time of incident: _____
 Category of Event
 Error
 Near Miss

Type of Incident

- Medication error
- Needle stick
- Blood/pathogen exposure
- Fall event
- Outside scope of practice
- Injury to body
- Change in patient condition
- Deviation in protocols
- Equipment or medical device malfunction
- Environmental safety - for self, patient, or others
- Inappropriate or Inadequate communication by: Faculty, preceptor, other student, health care team, patient, or visitor
- Other (describe): _____

Location of event

Who is completing the report?
 Student
 Faculty
 Student/faculty dyad

Follow-up Action
 Who is alerted?
 Faculty
 Program Director
 Patient/family
 Other _____
 Unknown

Inform clinical agency
 Yes
 No
 Unknown
 N/A

Agency incident report completed
 Yes
 No
 Unknown
 N/A

Changes occurring as a result of incident
 System changes
 Policy changes
 Practice changes
 Curriculum changes
 No action required

Student Referred for Medical Care
 No
 Yes
 Yes, but Student Refused

Information about Student
 Current semester number _____
 Total number of semesters in program _____

Program
 BSN
 BSN/RN

Event Description

Document all details relevant to the event. If the event involved a patient, do not include patient name or identifiers.

Final Remarks/Additional Comments

Do you wish to share anything else relevant to this report?

This form provides a mechanism for reporting and tracking incidents related to quality, safety and health risks occurring during clinical learning experiences and involving patients and nursing students, in an effort to identify and reduce risks and improve quality and safety. This form is intended for internal quality improvement purposes only.

Student Name: (print) _____ Course Number: _____

Supervising Faculty Name (print): _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

*Approved:
University Counsel 11/15/16
UP Faculty 11/28/16
Reviewed by Undergraduate Programs 08/15/18*



COLLEGE *of*
NURSING

EAST TENNESSEE STATE UNIVERSITY

**GENERAL COURSE POLICIES
AND
STUDENT CONDUCT**

Attendance Policy ^(UAS)

Punctuality, dependability, and commitment to life-long learning are essential character qualities of a professional nurse. With the ultimate goal of preparing students to assume the responsibilities of a professional nurse, attendance is expected for all didactic, clinical, and laboratory (skills and simulation) sessions.

Didactic

Attendance at all learning opportunities is essential to the academic success of the student. Although attendance is not mandatory in didactic courses, the student is responsible for all material which is presented during lecture. Attendance in didactic courses will augment student success and facilitate maximum learning which will positively impact student performance.

Facility Specific Computer Training

Every student is required to complete computer training to obtain access and/or document in the facility electronic health record (EHR). Failure to attend the assigned computer training session for anything other than documented, extraordinary circumstances (as outlined below) will result in a one letter grade reduction in the student's course grade.

Clinical/Laboratory /Community/Simulation

1. Clinical/ laboratory/community clock time is credited as a 1:1 ratio. One clock hour of activity equals one clock hour of time. Simulation clock time is credited as a 2:1 ratio. One clock hour spent in simulation is equivalent to 2 clock hours of clinical/laboratory/community time. Make-up assignments and/or penalties for missed simulation will be based on the 2:1 ratio.
2. In the event of a clinical absence or tardy, students are required to notify the clinical instructor 1 hour PRIOR to the clinical/lab/community/simulation start time. Method of contact with the instructor will be at the discretion of the individual clinical/ lab instructor.
3. Missing clinical/lab/community/simulation for anything other than extraordinary circumstances will be considered an unexcused absence. Examples of extraordinary circumstances may include personal illness, hospitalization of an immediate family member, birth of a child, death in the immediate family, court appearance, military duty, ETSU/CON sponsored activities. (**Definitions** Immediate family - shall be deemed to include 1) spouse; 2) child, step-child; 3) parent, step-parent, foster parent, parent-in-law; 4) sibling(s); 5) grandparents and grandchildren and: 6) other members of the family who reside within the home.)
4. If possible, time missed for extraordinary circumstances will be made up with additional clinical/lab/community/simulation experience. If another clinical/lab/community/simulation experience is not feasible, it is at the discretion of faculty to determine the time, location, and format of the make-up hours. During the make-up activity, the student will have the opportunity to earn the prep and participation points allotted for the missed experience. If the student chooses not to make up the hours, the allotted prep and participation points linked to the activity will be forfeited. Make-up assignments may not be completed in a way that conflicts with other scheduled courses/activities.
5. Time missed for an unexcused absence cannot be made up; prep and participation points linked to the activity will be forfeited and a percentage penalty will be applied to the student's final course

grade. The following situations are not considered extraordinary circumstances: work responsibilities, employment interviews, personal vacations, family or personal events other than those listed above. In addition, students may earn unexcused clinical absences for

- a) failing to notify instructor of intent to be absent 1 hour prior to start time.
 - b) arriving after the designated start time on 2 occasions (2 tardies = 1 unexcused absence).
 - c) missing clinical for clinical health requirements.
 - d) arriving unprepared as directed by course requirements or instructor.
6. Occurrences, tardies, or absences will be penalized based upon the overall percentage of clinical/lab time missed in relation to the total clinical/lab hours allotted to the course. The percentage of clinical/lab/simulation missed will be deducted from the final course grade.

Clinical/Lab Example: Student misses 8 hours of clinical/lab/community in a 120-hour course

- a) Excused absence – an 8-hour make-up activity will be assigned
- b) Failure to complete make-up assignment – forfeiture of prep and participation points linked to the missed experience
- c) Unexcused absence - $8/120 = 0.066 = 7$ percent reduction in final course grade

Simulation Example: Student misses 4 hours of simulation in a 120-hour course

- a) Excused absence – an 8-hour make-up activity will be assigned
- b) Failure to complete make-up assignment – forfeiture of prep and participation points linked to the missed experience
- c) Unexcused absence - $8/120 = 0.066 = 7$ percent reduction in final course grade

7. Unexcused absences that equal or exceed 25% of the assigned clinical clock hours in a course may prevent the student from progressing forward in the program of study.

Reviewed 1/10/19, 1/14/19, 2/7/19
Approved Academic Standards 12/12/16, 02/25/19
Revised Undergraduate Programs Faculty 12/12/16
Approved Undergraduate Programs Faculty 01/04/17, 05/03/19
Revised Undergraduate Programs Faculty 11/13/17, 12/17/19, 03/09/20

Skills Lab and Simulation Guidelines for Students

Every lab and simulation experience is designed to ensure students develop the necessary nursing skills and critical thinking needed to provide high quality patient care. Skills labs, simulation, and debriefing/reflection sessions are safe environments for students. Any student not complying with Simulation Lab and/or Skills Lab policies and procedures will be asked to leave the lab immediately, which will result in an unexcused absence. The faculty member will also be notified. SIM LAB and Skills Lab policies/procedures are in the College of Nursing BSN Student handbook.

Students are expected to know and follow the guidelines listed below:

1. Maintain professionalism while in the skills and/or simulated learning experience.

2. Maintain respectfulness (including attentiveness and sensitivity to noise level) throughout learning experience.
3. Promote a positive learning environment through active participation and engagement throughout the simulation/lab experience.
4. Maintain confidentiality of the learning environment, specifically simulation. Discussion of simulation and/or lab experiences involving participant names, outcomes, or scenario information is prohibited.
5. **ALL** drinks (including water) must remain in the designated area for all laboratory settings (skills lab, simulation lab, debriefing room).
6. **NO FOOD** is allowed in any laboratory setting (skills lab, simulation lab, debriefing room).
7. Dress according to the guidelines outlined in the BSN Student Handbook for clinical attire for the appropriate course.
8. Arrive on time for each lab/simulation. If breaks are given, students are to be back at the appropriate time. Guidelines for tardies/absences will be addressed according to the BSN Student Handbook.
9. Arrive to the lab/simulation prepared having read the objectives and completed any required assignments prior to the start of the lab and/or simulation experience.
10. Utilize lab equipment and/or simulator ONLY while supervised by faculty/SIM lab personnel.
11. Respect all equipment. If items are used, it is the responsibility of the student to place equipment back in the appropriate location.
12. Treat all manikins with respect: wash hands before touching manikins, log roll manikins, no ink or printed materials around manikins, beds, and/or exam tables.
13. Return beds to low position and sheets straightened at the end of the lab/simulation experience.
14. Leave area clean and neat (trash put in trash can, supplies returned, manikin and bed neat). No student will be allowed to leave lab/simulation area until faculty indicates lab/simulation area is clean.

I have read and agree to follow the guidelines listed above each time I participate in a lab and/or simulation experience at East Tennessee State University.

Signature

Date

Print Name

Approved UP Faculty Meeting 12.16.19

Cancellation of Classes Due to Inclement Weather
ETSU Main Campus

In the event of inclement weather, the safety of students is the foremost concern of both the College of Nursing and East Tennessee State University. Notification of cancellation of classes for the ETSU campus due to extremely hazardous weather conditions will be noted on the ETSU website, aired over area radio/television stations, and texted to faculty, staff and students as part of the Gold Alert service (for those who have signed up for this service) on the day of cancellation. Register for GoldAlert at <https://www.getrave.com/login/etsu>. GoldAlert sends important information to your cell phone and email account in the event of an emergency or university closure.

ETSU Off-Campus Sites

Students enrolled at an off-campus site must be alert to local notification of cancellation of classes for the campus he/she is attending. Specific to Northeast State Kingsport Center for Higher Education (KCHE), students and faculty are encouraged to sign-up for the Northeast State Community College Campus Alert system in addition to the ETSU Gold Alert service. Register for Campus Alert at www.NortheastState.edu; click on Students, then Campus Alert and follow prompts. When Northeast State is closed, ETSU at Kingsport Downtown classes do not meet. When ETSU is closed, ETSU at Kingsport Downtown classes will not meet.

ETSU Main Campus and Off Campus Delays

Students are expected to report to their regularly scheduled class only if there are 30 or more minutes remaining in the session. For example, if a delayed opening is set for 10 a.m. students who have classes from 9:45 a.m. to 11:05 a.m. should report to that class at 10 a.m. Students who have classes from 9:20 a.m. to 10:15 a.m. should not report to class. In a delayed opening, all classes scheduled prior to the set time of opening and those that have less than 30 minutes remaining after the set opening time are cancelled for the day.

All Clinical Students

Undergraduate students who are scheduled for clinical during inclement weather should consider safety first and act accordingly. If classes at ETSU are cancelled then clinical is also cancelled. If the student is already at the clinical site, he or she will give report to the nurse on any patients assigned to the student and leave the facility as soon as it is safe to do so. If class/clinical is not cancelled, but the student feels that he or she cannot get to campus or the clinical site safely, then they must notify their instructor prior to the start of their clinical assignment. In the event that clinical/class is cancelled by ETSU an alternate assignment will be assigned.

Missed Academic or Clinical Work as a Result of Inclement Weather

Students are responsible for any academic or clinical work missed as a result of inclement weather. It is the individual student's responsibility to take the initiative in making up any missed work or clinical hours, and it is the faculty's responsibility to provide students a reasonable opportunity to make up work missed due to inclement weather.

When the academic calendar lists "university is closed" or "no day/evening classes", students are not allowed to be in clinical.

Approved Undergraduate Programs Faculty 11/13/17

Revised Undergraduate Programs Faculty 02/12/18, 12/18/18

Clinical Placement and Preceptors

Arrangements for clinical placement of undergraduate nursing students are made by the Assistant Director of Undergraduate Programs and the Clinical Placement Coordinator in collaboration with the course coordinator and the clinical faculty. Clinical placements include many hospitals and various other community agencies throughout Tennessee, Southwest Virginia, and Western North Carolina.

Undergraduate students should expect to have clinical courses in several community agencies and in the college's nurse managed clinics. To promote a variety of learning opportunities, College of Nursing faculty strongly discourage clinical placements on the unit or at an agency where a student is employed.

Students are responsible for maintaining communication with the preceptor and/or the clinical faculty member. Students are responsible for all expenses incurred during clinical placements, including travel expenses to and from clinical sites.

Neither the university nor the clinical agencies are liable for injuries a student may sustain, or the diagnosis or treatment of any illness a student may contract while in an agency for clinical experience. Neither the university nor the clinical agencies are liable for the loss of personal property.

Clinical Healthcare Requirements Incentive Program (CHrIPS)

As an incentive each semester that students submit accurate clinical documentation to Project Concert by the specified due dates, students will receive points for professional performance that will be counted towards their overall ATI CMA's point average used for the Senior Practicum placement in NRSE 4621 Profession Practice Practicum. These points will be maintained by the Clinical Placement Coordinator's Office and will be used only for ranking students for clinical placement. For each semester that clinical documents are submitted as described above, students will receive 0.5 points to be added to the overall average ATI CMA's points.

Revised 08.17.20 UP Faculty meeting

Undergraduate Code of Ethics ^(UAS policy)

A Code of Ethics is an essential part of a professional program of studies.

Students and faculty of East Tennessee State University College of Nursing subscribe to the American Nurses Association (ANA) Code of Ethics. In addition, CON expects all students and faculty to be honest and honorable in all academic and professional endeavors and to refrain from any activity, which might impair the image of the university, college, or the nursing profession.

Academic Conduct

CON expects all students and faculty to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work.

Professional Conduct

CON defines professional conduct for faculty and students as:

- Assuming responsibility for individual and professional judgments and actions.
- Seeking consultation and clarification on professional actions in which there is uncertainty.
- Maintaining the competency of their practice.

- Assuming responsibility and accountability for individual nursing judgments and actions at his/her level of knowledge of expertise.
- Exercising informed judgment and use individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.

Faculty and students will respect and uphold the rights of all their clients by:

- Providing services with respect for human dignity and the uniqueness of the client that is unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems; and safeguarding the client's right to privacy by judiciously protecting information of a confidential nature.
- Protecting the client against incompetent, unethical, or illegal practice by:
 - Participating in the profession's efforts to establish and maintain conditions of practice conducive to high quality nursing care;
 - Participating in the profession's efforts to implement and improve standards of nursing;
 - Participating in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing;
 - Collaborating with members of the health profession and other citizens in promoting community and national efforts to meet the health needs of the public; and
 - Assuming responsibility for reporting incompetent, unethical, or illegal practice to the appropriate authority (i.e. incident reports, etc.)

Faculty will respect and uphold the rights of students by:

- Maintaining confidentiality of student records;
- Obtaining or disseminating to the appropriate persons only, information strictly pertinent to the student's current academic performance;
- Treating the student as a person of worth and dignity

Students will respect and uphold the rights of faculty by:

- Treating the faculty member as a person of worth and dignity.

Revised: Undergraduate Academic Standards Committee 2/17, 02/25.19, 04/20/20

Approved: Undergraduate Academic Standards Committee 03/14, 2/17, 05/06/1+9

Undergraduate Program Faculty 05/09/14, 03/13/17

CON Faculty Council 05/13/14

Reaffirmed Undergraduate Academic Standards Committee 10/17

Reaffirmed Undergraduate Programs Faculty 11/13/17

ETSU Student Conduct

Policies, located in the current Undergraduate Catalog, include but are-not limited to:

- Honor Code and Honor Pledge
- Information Technology Code of Ethics
- Disciplinary Offenses
- Academic and Classroom Misconduct Information

In addition, the College of Nursing will use the following as guides for determination of appropriate conduct of faculty and nursing students:

- *American Nurses Association's 'Code of Ethics for Nurses with Interpretive Statements' (2015): Practical Clinical Application, Part I*

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-2015-Part-1.pdf> and

- *American Nurses Association's 'Code of Ethics for Nurses with Interpretive Statements' (2015): Practical Clinical Application, Part II*
<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/The-New-Code-of-Ethics-for-Nurses-Part-II.pdf>
- *National Student Nurses' Association's Code of Academic and Clinical Conduct*
<https://www.dropbox.com/s/e01wkqwcmvqqxkp/Code%20of%20Academic%20and%20Clinical%20Conduct.pdf?dl=0>

UNDERGRADUATE REGULATIONS ON STUDENT CONDUCT

Students using College of Nursing resources or participating in College of Nursing academic classroom or clinical settings, while acting as a representative off campus, or other approved activities (e.g. Student Nurses on Capitol Hill) are expected to conduct themselves in a professional manner. Students are expected to be familiar with and follow university regulations on student conduct and computer use, the College of Nursing Code of Ethics, and other policies that may be specific to clinical practice sites. Students who use the College of Nursing Office of Student Services, Testing Center, N.U.R.S.E. Center, practice labs, Learning Resource Center (computer lab) classrooms or are in an online class and who violate any of the following regulations will be subject to disciplinary sanctions by the College of Nursing and the university. Misconduct subject to disciplinary sanctions include, but are not limited to the following examples:

1. Use of abusive, obscene, lewd, indecent, violent, excessively noisy, disorderly, aggressive, disrespectful, discriminatory, unprofessional, sleeping, or other conduct that disrupts other groups or individuals.
2. Inappropriate use of electronic devices.
3. Interference with or obstruction of college classroom or clinical activities or facilities.
4. Misuse of or damage to any property in the facilities, including computers.
5. Theft.
6. Misuse of documents or identification cards.
7. Unlawful use of alcoholic beverages or possession or use of unlawful drugs or controlled substances.
8. Gambling.
9. Failure to cooperate with college faculty, staff, graduate assistants, or student workers who are acting in the performance of assigned duties in the facilities.
10. Academic dishonesty.
11. Use of food or drinks in the facilities where prohibited.
12. Violation of ETSU behavioral guidelines.

Revised: Undergraduate Academic Standards Committee 2/17

Approved: Undergraduate Academic Standards Committee 03/14, 2/17

Undergraduate Programs Faculty 05/09/14, 03/13/17

CON Faculty Council 05/13/14

Academic Integrity and Misconduct

Policy Purpose

The purpose of this policy is to outline the rights and responsibilities of the student, the instructor, the Dean/Designee, and other members of the campus community in matters of academic integrity and misconduct.

Policy Statement

Students are expected to abide by the ETSU Honor Code and to act with honor, integrity, and civility in all matters. The course instructor has the primary responsibility for maintenance of academic integrity. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the course instructor. Any form of academic misconduct (plagiarism, cheating, etc.) is subject to disciplinary action. Sanctions for a violation may vary with the severity of the offense. The instructor may reduce a grade up to and including assignment of an "F" or a zero ("0") for the exercise/examination or an "F" in the course. If a sanction is imposed then the instructor must begin the academic misconduct procedures and notify both the student and the Dean/Designee. Students may

appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary or grade appeals process, through the University's Academic Misconduct Procedures. The student will not be subjected to any form of pressure to coerce admission of guilt or information about his/her conduct or that of others.

Authority: [Honor Code](#), [Honor Pledge](#)

Definitions

Academic Misconduct - Any act of dishonesty in academic work in or out of the classroom. Includes plagiarism, cheating, and/or fabrication.

Business Day - A day that University offices are open for business on the main campus in Johnson City, Tennessee.

Cheating - Using or attempting to use unauthorized materials, information, or aids in any academic exercise, assignment, test, or examination.

Fabrication - Unauthorized falsification or invention of any information or citation in an academic exercise.

Instructor - The responsible party of record for a course. Also includes any authorized official with responsibility for a program or activity.

Plagiarism - The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. Henry Campbell Black defines plagiarism as "The act of appropriating the literary composition of another, or parts of passages of his writing, or the ideas or language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, West Publishing Company, St. Paul, Minnesota, 1968, p. 1308). In other words, plagiarism involves using someone else's words or ideas without giving proper credit to the original author. Even if one does not copy the words exactly or even if one copies only a small part of someone else's work, one must cite the name of the original author and provide a reference to that person's work (e.g., title of work, year of publication, and name of publisher) using a format based on the publication manual of a nationally recognized scholarly association, such as the American Psychological Association or the Modern Language Association. These standards apply to print and non-print media and include the Internet. This may include self-plagiarism or the student recycling their own previous work for submission in another assignment without the student gaining express written and advanced approval from the instructor to re-use/re-appropriate their own work.

Sanction(s) -Penalty assigned for a violation. For the purposes of this policy, the deduction of any points/reduction in grade, including the ability to resubmit an assignment with a reduced cap in available points, is considered a sanction. A full listing of all possible sanctions that could be recommended by a Dean/Designee through a hearing board is available in the Student Code of Conduct.

Teachable Moment – Situation in which the instructor decides to discuss the alleged misconduct with the student and issue a verbal warning. No sanction is applied and the issue is considered closed.

UAPA - All cases which may result in (a) suspension or expulsion of a student, or student organization, from the institution, for disciplinary reasons or (b) revocation of registration of a student organization, are subject to the contested case provisions of the Uniform Administrative Procedures Act (UAPA), TCA

§ 9-8-01 et seq., and shall be processed in accord with the Uniform Contested Case procedures unless the student or organization, after receiving written notice, waives those procedures and elects to have the case disposed of in accord with institutional procedures or waives all right to contest the case under any procedure.

Policy History

Effective Date: Approved by Academic Council: 6/28/2018

Revision Date:

Procedure (s)

A complaint of academic misconduct, along with any supporting evidence, may be brought by the instructor or to the instructor by other members of the faculty, staff, or student body. Such complaints should not be considered confidential.

Prior to applying a grade sanction for academic misconduct, the instructor consults with the department chair. The level of the consultation will be at the chair's discretion.

The instructor retains the final decision to either:

- A. Use the situation as a teachable moment (discuss with the student, issue a verbal warning, advise that no sanction is being applied, and consider the issue closed), or
- B. Apply a sanction and inform the student in writing.

If B, the following procedure applies.

Step 1. Written notice is sent to the student's ETSU email account within seven (7) business days of assigning the grade sanction. The written notification includes the student's E Number, course information, the sanction that has been applied, a copy of the evidence, and the appropriate Dean/Designee the student contacts to file an appeal.

- A. This communication is copied to the Dean/Designee of the college in which the violation occurred. Cases of alleged academic misconduct involving graduate students (including those enrolled in the Ph.D. program in Biomedical Sciences within the College of Medicine) are reported to the Dean of the Graduate School. Alleged violations by students at the Quillen College of Medicine (COM) or the Gatton College of Pharmacy (COP) are adjudicated through the respective college procedure: The Student Honor System as detailed in the COM Student Handbook and the Academic Misconduct section of the COP Student Handbook.
- B. Allegations not directly tied to a specific academic course are referred to the appropriate Dean/Designee for the area in which the alleged misconduct occurred.

Step 2. The Dean/Designee contacts the Registrar's Office and requests a hold and note be applied to the student's record pending a final resolution of the matter. This ensures the student cannot drop the course in question until the matter is resolved.

Step 3. The Dean/Designee submits the student's name to the Designee for Academic Affairs/ Director of University Advisement to determine if this is a first offense or if the student has prior offenses recorded. If the student has committed other academic misconduct offenses at the University,

the Dean/Designee will take that information under advisement and determine if additional sanctions may be warranted through a hearing board and if it may reach the level of suspension or expulsion.

Step 4. The Dean/Designee arranges a conference with the student against whom the allegations of misconduct have been made.

- A. At this meeting, the Dean/Designee explains the available options to the student. Possible options could include:
 1. The student accepting the instructor-imposed sanction;
 2. The student requesting a formal board hearing; and/or
 3. The Dean/Designee forwarding the case to a formal board hearing due to the nature of the allegation, the imposed sanction, or due to the student's prior history.
- B. The student notifies the Dean/Designee in writing within five (5) business days which option was selected.
- C. If the student fails to notify the Dean/Designee of a selection, the student forfeits the right to select an option and the Dean/Designee moves forward with the Dean/Designee recommendation.
- D. In the event the student elects to waive a hearing and accept the instructor's sanction and the Dean/Designee concurs, then the student waives the right to a hearing in writing. The Dean/Designee informs the instructor, department chair, Registrar's Office, and the Designee for Academic Affairs/Director of University Advisement of this result and the sanction is implemented. The issue is then considered closed.

Step 5. If the student elects to appeal the instructor's grade sanction or the Dean/Designee elects to forward the case to a hearing board, the Dean/Designee begins the hearing process. Every attempt will be made to conclude the procedures within forty-five (45) days of the date the student and/or the Dean/Designee selects the hearing board option.

- A. If the offense is such that suspension or expulsion is a possible outcome, the Uniform Administrative Procedures Act (UAPA) process will also be offered with the student having five (5) business days to select or decline this option. If UAPA is chosen, then the case is forwarded to University Counsel for adjudication. See UAPA in definitions.
- B. The Dean/Designee designates a hearing board of six (6) members that includes three (3) faculty members and three (3) students who are not involved in the offense or from the department in which the offense took place.
 1. Board members may be selected from a standing committee appointed by the Dean of each school or college on an annual basis or from the college population at large.
 2. The Dean/Designee either appoints a chair or has the board elect a chair from among the hearing board members.
- C. The Dean/Designee schedules a hearing board.
- D. The Dean/Designee notifies the student and instructor in writing, at least seven (7) business days in advance of the date, time, and place of the hearing, as well as the specific allegations, evidence, the structure and procedure for the hearing, the range of possible sanctions, and the student's right to be accompanied by an advisor.

- E. Both the instructor and the student provide any evidence or documentation, the names of witnesses they will have at the hearing, and the name of their advisor to the Dean/Designee at least three (3) business days prior to the hearing.
- F. The Dean/Designee collects and distributes any evidence or documentation from the instructor and student to be used in the formal hearing.
- G. Both the student and instructor may be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. Both parties are responsible for presenting their own case and advisors are not permitted to speak or to participate directly in any hearing. The University Counsel's Office will be advised when an advisor is an attorney.
- H. The hearing shall be private, unless otherwise requested by both student and instructor, in writing.
- I. The student or instructor may challenge the ability of a board member to render an impartial judgment and may request the member's removal prior to the hearing beginning. The board will rule on the request by a majority vote. If any members of a board believe that their relationship with either the case or the individuals involved would affect their ability to render an impartial judgment, they may disqualify themselves.
- J. The hearing board proceeds with a quorum of two-thirds (2/3) of the hearing board members.
- K. The hearing may proceed in the absence of a properly notified student or instructor (having been sent written notice at least seven (7) business days in advance).
- L. The board chair ensures that there is a single record, such as minutes or a tape recording of the hearing. The record is the property of the University.
- M. At the hearing, the Dean/Designee coordinates the presentation of evidence relevant to the alleged misconduct to the hearing board.
- N. Both the student and the instructor may be present throughout the hearing, until the hearing board goes into executive session.
- O. Both the student and instructor have the opportunity to testify and present evidence and witnesses relevant to the charges and penalties involved and to cross-examine any witnesses. In no case will the hearing board consider written statements against the student unless he/she has been advised of their contents. The student may decline to testify, with knowledge that silence may be considered as evidence. The board may dispose of the case in whatever manner it deems just based upon available information.
- P. Determinations as to the admissibility of evidence or any procedural questions in the hearing rest solely in the discretion of the hearing board.
- Q. After all evidence has been presented, members of the hearing board meet in executive session to deliberate on the charges. The hearing board's decision and recommendation are based on a simple majority vote. In the event of a tie, both opinions are shared with the Dean/Designee.

- R. The board will use a preponderance of the evidence standard to decide if more likely than not the violation occurred.
 - 1. If the finding is for the student the hearing board recommends that the sanction applied by the instructor be removed.
 - 2. If the finding is against the student the hearing board recommends such sanction as deemed appropriate. After considering all the evidence, this penalty may differ from that imposed initially by the instructor.
- S. If the hearing board recommends expulsion or suspension and the Dean/Designee concurs, the approval of the appropriate vice president must be obtained.
- T. The Dean/Designee then advises the student of the decision and of the student's right to appeal, and on what grounds an appeal may be based.
- U. The Dean/Designee provides a written outcome of the hearing to the student, instructor, and Designee for Academic Affairs/Director of University Advisement within five (5) business days following the hearing.

Step 6. The student or instructor may file an appeal in writing with the appropriate vice president within seven (7) business days of the written outcome.

- A. Appeals are not new hearings; they are a review of the existing case. It is not the function of the appeals process to permit a rehearing of the factual issues presented to the hearing board, but rather to ensure that the procedures have been implemented fairly and consistently.
- B. The written appeal will contain the substantive grounds upon which the appellant is basing the appeal.
- C. General dissatisfaction with the outcome of the decision is not a basis for consideration of an appeal. An appeal may be filed based on one of the following conditions:
 - 1. An error in procedural due process hearing board which prejudiced the disciplined student to the extent that he/she was denied a fundamentally fair hearing as a result of the error; or
 - 2. The emergence of new evidence which could not have been previously discovered by the exercise of due diligence and which, had it been presented at the initial hearing, would have substantially affected the original decision of the hearing board; or
 - 3. The student thinks that the assigned sanctions are unduly harsh.
- D. Appeals that do not allege sufficient grounds will be denied consideration and dismissed. Appeals which do allege sufficient grounds will be accepted for consideration. The appropriate vice president may permit written or oral statements from the concerned parties at the time the appeal is considered.
- E. The appropriate vice president will have several options:
 - 1. The original decision may be affirmed or reversed
 - 2. The case may be reverted to the original hearing board for consideration of additional information
 - 3. The original action may be modified, or
 - 4. The case may be referred to a completely new hearing board for a new hearing.

- F. The appropriate vice president will notify the student, instructor, Dean/Designee, and the Designee for Academic Affairs/Director of University Advisement of the outcome of the appeal in writing within fifteen (15) business days.

Step 7. After the Academic Misconduct Procedures are completed, the Dean/Designee shall request the Registrar's Office to remove the hold from the student's record within five (5) business days of receiving notice of the final resolution.

Procedure History

Effective Date: Approved by Academic Council: 6/28/2018
Revision Date:

Related Form(s)

[Academic Integrity Website](#)
[Sample Communication](#)
[Flowchart](#)

Scope and Applicability

Check those that apply to this policy.

- Governance
- X Academic
- X Students
- Employment
- Information Technology
- Health and Safety
- Business and Finance
- Operations and Facilities
- Communications & Marketing

Disruptive Behavior

1. The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be affected only through appropriate procedures of the institution.

2. Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from cell phones, lap-top computers, tablets, games, headphones, earbuds, etc.).

3. Disruptive students will be directed to leave the educational setting. Faculty may notify security.

Student Harassment or Discrimination

For any concerns related to harassment or sexual discrimination, the Office of Student Affairs should be directly contacted. The website is <http://www.etsu.edu/students/> Phone: 423-439-4210

Health Insurance for Students

It is the responsibility of all students to provide health insurance for themselves if they desire to have coverage in the event of an illness or in case of injury while attending the university. College of Nursing clinical affiliates will provide emergency medical treatment to students as available and if needed for illness or injuries suffered during clinical experience. However, the cost of such treatment will be paid by the student. The Student Health Services is available to all registered ETSU students. For those students not having protection under a family insurance plan or for those who want additional coverage, ETSU has arranged for a special student insurance policy. Application forms and information pertaining to this insurance are available in Student Health Services, Nicks Hall, Room 160.

Formal Writing

The College of Nursing uses the APA format for all written documents. In order to provide consistency, uniformity, clarity, and standardization for written documents in the College of Nursing, the Publication Manual of the American Psychological Association (latest edition) is the adopted style for all written documents in the College of Nursing. All students should use this format in writing papers as part of course requirements (unless otherwise specified).

Revised/Approved Faculty Council 05/07/08

Professional Dress Guidelines (UAS policy)

Students must dress professionally. Students must present a professional appearance during any clinical experience including visits to prepare for clinical experience in an agency, participation in observational experiences, or interviews and assessments in the community. Professional appearance includes considering jewelry, hair, cosmetics, nails, hygiene, and clothing. Students must display proper facility appropriate identification, uniform and/or lab coat with College of Nursing monogram on the upper left chest and have the required equipment needed for clinical experiences. The ETSU identification name badge and monogrammed uniform/lab coat must only be worn during the clinical experiences, classes, and activities sponsored by the College of Nursing. (Exception: RN-BSN students are required to be in Professional Business Dress with lab coat or uniform.)

A. General Guidelines

1. Only the ETSU College of Nursing or agency specific student name badge should be worn in all skills lab and clinical sessions. Multiple student or employee name badges cannot be worn during ETSU clinical or community rotations. Name badges must be worn at chest level where they can be seen at all times.

2. White lab coats and scrub tops must have the CON logo monogrammed on the left chest.
3. Good personal hygiene and grooming are essential. Proper precautions must be taken to avoid odors related to foods, perfume, smoking, and/or lack of deodorant.
4. All clothing must be laundered, neat, and in good repair. Clothing must have appropriate fit and be opaque enough not to reveal undergarments.
5. No bare feet, open toed shoes, sandals, or flip flops are permitted. Heel height must be less than 2 inches. Closed toe clogs with socks are acceptable. Non-skid soles are recommended.
6. Hair and beards are expected to be clean, neat, and well groomed. Hair is to be secured away from the face and off the shoulders. Extreme hairstyles or coloration is not appropriate.
7. Nails must be well-manicured and kept short. Acrylic nails are not permitted. They harbor bacteria and increase the risk for infection transmission.
8. Tattoos must be covered.
9. Jewelry must be simple and unobtrusive. In the clinical setting, jewelry is limited to TWO pair of small earrings, simple flat rings, wedding or engagement rings, and fine neck chains.
10. Body piercings other than earrings are not to be visible.
11. Chewing gum is not permitted in clinical settings or when representing the College of Nursing at outside events.

B. Skills Lab Dress is worn for practice sessions held in the College of Nursing Skills Lab.

1. All clothing must be laundered, neat, and in good repair. Clothing must have appropriate fit and be opaque enough not to reveal undergarments. Sagging and/or tight-fitting clothing is not acceptable.
2. Tops are not to be low cut, backless or revealing. Tank tops are not appropriate. All tops should be of sufficient length not to expose skin on the lower abdomen/upper waist/lower back. Basic t-shirts or polo shirts work best.
3. Modest shorts (mid-thigh length), capris, pants, or jeans can be worn. Short shorts and/or skin-tight shorts are not acceptable.
4. Wear comfortable shoes. Closed toed shoes with hard soles are required in the skills lab.

C. Professional Dress is worn for the following types of activities:

- 1) when students are representing the College of Nursing in the community,
 - 2) any time students are at the hospital but not providing direct patient care,
 - 3) when going to a clinical area (e.g., Operating Room) where the student will change into scrubs provided by the hospital.
1. Full length dress slacks or khakis with a collared shirt that is tucked in. Blue jeans or any other colored denim pants of any style are not acceptable. Clothes must be size appropriate as sagging or tight-fitting clothing is not acceptable.
 2. Dresses with a modest neckline (no plunging necklines or spaghetti straps/sundresses) and length (minimum knee level). Skirt with modest length (minimum knee level) with a blouse. Full length dress slacks or khakis. Blue jeans or any other colored denim pants of any style are not acceptable. Clothes must be size appropriate as sagging or tight-fitting clothing is not acceptable.
 3. Tops are not to be low cut, backless or revealing. The tops should be of sufficient length not to expose skin. Exposure of skin at the waist and above the knee is not acceptable.
 4. Shoes should have closed toes and non-slippery soles to minimize the risk of exposure and injury. Heels higher than 2 inches are not permitted. Non-skid soles are recommended.
 5. A white lab coat with the CON monogram should be worn over your street clothes with

the College of Nursing Name Badge clearly visible.

D. Clinical Dress is worn when providing patient care in the hospital.

1. The scrub color of the College of Nursing uniform is **ceil blue**. All scrub tops must have the CON monogram. Scrubs must be clean and free of wrinkles and provide complete coverage from the shoulders to the feet. Each scrub set (top and pants) should be purchased from the same company (Landau, Cherokee, etc.) so the colors will match. The style of the scrubs is up to the student; however, the following types of scrubs are not permitted:
 - a. Scrub tops that expose the stomach and/or lower back. Tops must either cover the pants to the hips or be tucked inside the pants. Under no circumstances should your stomach or lower back show. Turn, squat, and bend when trying on scrubs to make sure they provide appropriate coverage with activity.
 - b. Scrub pants secured only by a drawstring. Pants must be secured at the waist level – not at the hips – and stay there. Pants which are secured with an elastic waistband in addition to the drawstring are more secure.
 - c. Scrub pants which end in cuffs at the ankles. Pants should have hemmed leg openings.
2. Non-porous and continuous surface (no holes) shoes are required in all clinical facilities. Acceptable shoe colors are solid white, black, navy, or ceil blue. Neon and fluorescent colors/symbols, designs, signs and stickers are not acceptable. Clogs are acceptable if they have a completely solid top and a strap which secures around the heel. Athletic shoes are acceptable if they are made of a fluid resistant material (no woven or webbed tops). Shoes must be kept clean. Socks and/or hose must be worn with shoes.
3. Underwear must be worn. Choose full white or flesh colored underwear with no emblems or decorations that show through.
4. Colognes, perfumes, and scented lotions/powders are not permitted in the clinical setting.
5. A long sleeve or short sleeve white or navy crew neck shirt can be worn underneath the scrub top for additional warmth. The under shirt should be of sufficient thickness to be opaque. If a long sleeve shirt is worn, the cuffs must be tight enough to allow the sleeves to be pushed up and out of the way if needed. T- shirts with logos or designs are not appropriate. Thermal or silk long underwear is not appropriate as an under shirt.
6. Lab jackets are to be worn over the scrubs for additional warmth except when providing direct patient care. Sweatshirts, hoodies, and sweaters may be worn to the clinical site but may not be worn in patient care areas.

*Revised: Undergraduate Academic Standards Committee 2/28/17, 10/23/17; 02/25/19
Undergraduate Academic Standards Committee 10/20/14, 2/28/17, 10/23/17
Undergraduate Programs Faculty 12/12/14, 3/13/17, 11/13/17; 05/08/19
CON Faculty Council 01/26/15*

Resolving Academic Concerns within the College of Nursing ^(UAS policy)

Students experiencing academic difficulty or concerns in a specific course should schedule an appointment with the classroom or clinical instructor for assistance. Students who are unable to resolve their academic concerns at the **course faculty level** are to consult these individuals, in the following order until resolution is attained:

1. Course Coordinator, if different from the classroom or clinical instructor
2. BSN Coordinator for specific option/track, as applicable
Ms. Emma Hopson is the Director of Main Campus Traditional and Accelerated Programs.
hopsoneh@etsu.edu
423.439.7244
Ms. Tabitha Quillen is the Director of RN to BSN Program.
Quillent@etsu.edu
423.439.4521
Ms. Mary Campbell is the Coordinator of RN to BSN Program.
campbellmc@etsu.edu
423.439.4092
Ms. Kacie Hauldren is the Coordinator of the LPN to BSN Program.
hauldren@etsu.edu
423.439.5776
Ms. Jessica Hudson is the Director of the ETSU-HVMC Cohort Program.
HUDSONJL@etsu.edu
423.439.3973
Dr. Cindy Phillips is the Director of the ETSU-Sevierville Cohort Program.
Phillipscd2@etsu.edu
1.865.429.8961
3. Senior Director of Undergraduate Programs
Ms. Michelle Littleton is the Senior Director for Undergraduate Programs.
littletonm@etsu.edu
423.439.4083
4. Associate Dean for Undergraduate Programs
Dr. Melessia D. Webb is the Associate Dean for Undergraduate Programs.
webbm@etsu.edu
423.439.4052
5. Dean of the College of Nursing
Dr. Wendy Nehring is the Dean of the College of Nursing.
nehringw@etsu.edu
423.439.7051
6. Vice President, Academic Affairs, Interim Provost
Dr. Wilsie Bishop

Reviewed and approved UP Faculty Meeting 01.13.20

Appeal of any assigned grade follows university policy. Students may obtain a copy of this policy from The Office of Student Services or consult the ETSU academic appeals policy:

<http://www.etsu.edu/students/currentstudents/academicappeals.aspx>.

Should a consideration be made to file a formal complaint about the program to an accrediting or approving body, the student or other party must follow the criteria established by the agency.

Revised: Undergraduate Academic Standards Committee 2/17

Approved: Undergraduate Academic Standards Committee 5/13, 2/17

Approved: Undergraduate Programs Faculty 8/16/13

Complaints

Definition of Formal Complaint

A formal complaint may originate from any of the external or internal constituencies of the community of interest. The College of Nursing (CON) considers the following guidelines when defining *formal complaints*:

- The complaint is related to the College's mission, goals, programs or accreditation standards.
- The complaint has not been resolved at the time and level of the complaint.
- The complaint is not appropriate for other processes in the College (i.e., Academic Appeals Process) or University (i.e., Grade Appeal, Sexual or Racial Harassment or other processes defined in East Tennessee State University policies, including those in the ETSU policies and procedures).
- The complaint is formally presented by the constituency, signed and in writing.
- The complaint involves one or more than one constituency in the community of interest.

Formal Complaints Process

To ensure that student complaints are addressed fairly and resolved promptly, students use the Complaint Policy and Procedure for Students in the ETSU Catalog, which can be accessed at http://catalog.etsu.edu/content.php?catoid=6&navoid=171#Complaint_Policy_and_Procedure_for_Students

All other complaints will be brought to the attention of the Dean of the College of Nursing who, in consultation with other administrators in the College and University, will assess the nature of the complaint and ensure that the appropriate review process is implemented.

- The CON Dean will gather information pertinent to the complaint unless the complaint directly involves an action of the Dean, in which case the Vice President of Health Affairs will gather data. Information related to the complaint will be solicited from all involved parties.
- The CON Dean will analyze all information related to the complaint, consulting as needed with Associate Deans, Chairs, Vice President for Health Affairs, Assistant to the President for Legal Affairs, Executive Assistant to the President for University Relations and others as appropriate.
- The CON Dean, in consultation with those persons listed above, will determine actions to be taken related to the complaint.
- The CON Dean will communicate in writing actions or resolution related to the complaint to the originator of the complaint and all others involved in the review process.
- The decision of the CON Dean may be appealed to the Vice President for Health Affairs. The decision of the Vice President for Health Affairs is final.

Review of Formal Complaints

- Specific information of a confidential nature will be communicated to only appropriate persons during the review process.
- The formal complaint and related information will be kept in a secured file in the CON Dean's Office for a period of 10 years.
- After each formal complaint process, and at least every three years, the CON Dean and Associate Deans will review all records of formal complaints and complaints handled through other processes (e.g., Sexual or Racial Harassment, Grade Appeal) for the past three years. The

purpose of this review is to identify any ongoing problems or trends; evaluate the review process; and determine if there are any correlations between formal complaints and on-going student satisfaction survey results.

*Reviewed by CON Administrative Team 1/21/05;
Reviewed by Executive Assistant to President and Assistant to the
President for Legal Affairs 1/25/05;
Reviewed and approved by the Associate Dean/Associate Vice
President, Health Affairs 6/23/05
Editorial changes 5/24/10
Approved Faculty Council 3/21/11
Editorial changes 1/6/15
Reviewed by Undergraduate Programs 08/15/18*

ETSU CON Grievance Policy

The College of Nursing strives to provide an environment of mutual respect, cooperation, fair treatment, stewardship of resources, integrity, and quality education and services. Even with this commitment, problems and concerns sometimes occur. Resources and procedures are available to students and other parties for appealing decisions or policies, addressing concerns, resolving grievances and complaints, and dealing with retaliation. The objectives of these resources and procedures are to ensure that concerns are addressed fairly and resolved promptly.

Students, faculty, staff or other constituents who have a concern are expected to follow established policies and procedures for a concern or complaint. When these processes are not applicable or exhausted and the person believes he/she has been unfairly treated by or has concerns about College of Nursing students, faculty, staff, administration, or the college as a whole, the person may file a Formal Complaint.

Student Concerns

Concerns that are violations of ETSU policies are addressed through existing ETSU policies and procedures.

Student Complaints

Student Complaints are addressed through the ETSU Complaint Policy and Procedure for Students found in the current Undergraduate Catalog.

Faculty Complaints are addressed through the ETSU Faculty Handbook and through ETSU Human Resource policies found in the Employees Section of the ETSU Webpage.

General Complaint Resolution Process

In keeping with ETSU grievance and complaint policies, the primary responsibility for resolving concerns, complaints, or grievances rests with the person bringing the concern and the immediately responsible faculty member or supervisor. Whenever possible, initial steps should be taken to resolve concerns at this level before proceeding to higher levels or to formal rules of implementation. If an informal approach is neither successful nor advisable, formal complaint or grievance policies should be used.

Substance Abuse Policy

As health care providers, students who are registered nurses, and pre-licensure student nurses as future health care providers, are expected to adhere to a higher standard of behavior in their professional life, even when not specifically engaged in curricular activities. The unlawful use, manufacture, possession, distribution or dispensing of alcohol or illegal drugs, the misuse of legally prescribed or nonprescription drugs, or being under the influence of alcohol or drugs while engaged in any portion of the nursing curriculum is strictly prohibited. This includes any incident in which the student's judgment or motor coordination is impaired due to the presence or use of any chemical substance, including alcohol and prescription or nonprescription medication.

A. Testing for Cause

With the approval of the Dean of the College of Nursing (CON), or the dean's designee, student nurses may be requested to undergo a urine screening for drugs and alcohol at any stage of the curriculum if reasonable suspicion exists to indicate that the student is illegally using or is under the influence of drugs or alcohol while actively engaged in any portion of the nursing curriculum. A student so identified may be summarily removed from their nursing practice experience site or from the classroom, and may not be allowed to return until approved to do so by the Dean or designee. Such a student who refuses to undergo testing will not be permitted to participate in nursing practice experiences. Urine drug screening will be conducted through a third-party vendor and the student will incur the cost of the testing.

A confirmed, positive test result may lead to disciplinary and academic penalties, up to and including suspension or expulsion. Refusal to submit to substance abuse screening may result in similar disciplinary and academic penalties. All consequential disciplinary action taken by the CON and University will comply with established student disciplinary procedures and will be pursuant to the advice of the Dean of the CON, the University Dean of Students, and the University General Counsel.

B. Impaired Student Policy

1. Responsibilities and Assumptions

It is the responsibility of the nursing profession to protect the safety of patients as well as to promote the well-being of nurses. In this context, the CON extends this responsibility to pre-licensure and licensed student nurses. A student with a substance abuse or addiction problem may have impaired judgment and skills and be unable to provide safe and competent care of patients. Therefore, all members of the academic community must address abuse and addiction as it affects students in the CON. This policy is based on the following assumptions:

- a.) Students impaired by substance abuse or addiction compromise their educational experience, the safety of patients, and the integrity of the profession.
- b.) Students impaired by substance abuse or addiction compromise their health, but can be successfully treated and can return to a productive level of functioning.
- c.) The CON is committed to the identification of abuse, intervention, referral for treatment, and monitoring of recovering individuals.
- d.) Students impaired by substance abuse or addiction should receive an opportunity for treatment in lieu of, before, or in concert with disciplinary action.

2. Purpose

The purpose of this policy is to provide a procedure to assist student nurses with impairment due to substance abuse or addiction. The College endeavors to identify students with these problems and refer them to the Tennessee Professional Assistance Program (TNPAP) for intervention, assessment, and treatment by knowledgeable and experienced substance abuse professionals.

3. Course of Action

Each case will be addressed on an individual basis and coordinated by the Office of Student Services in concert with the Associate Dean of Academic Programs. In consultation with the University Dean of Students and University Counsel, a course of action will be recommended to the Dean of the CON. In addition, if a student is a registered nurse, the Board of Nursing in the state where the student is licensed will be consulted. If the registered nurse is licensed in the State of Tennessee, TNPAAP will also be consulted. TNPAAP will be consulted for all pre-licensure nursing students.

Upon assessment, depending on the degree of impairment and the impact on performance, a treatment plan will be developed which may impact the student's participation in the academic program. A student who is identified early and addresses the problem on an outpatient basis may have no interruption in his/her education while another student may need significant inpatient treatment requiring a period of time away from the academic setting. Time frames for completion of student academic programs may have to be adjusted depending on the treatment plan.

The administration and faculty of the CON will provide support for the recovering student by making a concerted effort to accommodate the recommendations made by the treatment provider. Every effort will be made to reduce stigma that the recovering person may experience due to any necessary restriction or actions that may be instituted. Standards of confidentiality will apply to all phases of the process consistent with state and federal law.

If the student does not consent to participate, or once evaluated does not fully comply with the terms of the student treatment plan/contract, the student may be suspended or dismissed from the CON.

4. Due Process and Appeals

All disciplinary action taken by the CON and University will comply with student disciplinary procedures as outlined in ETSU Institutional Student Disciplinary Rules, including attention to students' rights to procedural due process and appeals. All action taken will be in consultation with the University Dean of Students and the University General Counsel.

EAST TENNESSEE STATE UNIVERSITY COLLEGE OF NURSING (CON)
Consent to Drug/Alcohol Testing, Statement of Acknowledgment and Understanding, Release of Liability (required signature each semester with Clinical Health Requirements)

I, _____, am enrolled in the College of Nursing at East Tennessee State University. I acknowledge receipt and understanding of the institutional policy with regard to drug and alcohol testing, and the potential disciplinary sanctions which the college may impose for violation of such policy as stated in the College of Nursing Student Handbook.

I understand the purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff, and property. Accordingly, I understand that prior to participation in the clinical experience, CON may require that I undergo drug/alcohol testing of my blood or urine. I further understand that I am also subject to testing based on reasonable suspicion that I am using or am under the influence of drugs or alcohol.

I acknowledge and understand the intention to test for drugs and/or alcohol and agree to be bound by this policy. I hereby consent to such testing and understand that refusal to submit to testing or a positive result of the testing may affect my ability to participate in a clinical experience, and may also result in disciplinary action up to and including dismissal from East Tennessee State University.

If I am a licensed health professional, I understand that CON will contact the Tennessee Professional Assistance Program if I refuse to submit to testing or if my test result is positive. CON would require full reinstatement of my license for unrestricted return to the undergraduate program in the College of Nursing.

My signature below indicates that:

- 1) I consent to drug/alcohol testing as required by clinical agencies, the Tennessee Professional Assistance Program, or as directed by the Office of Student Affairs, East Tennessee State University.
- 2) I authorize the release of all information and records, including test results relating to the screening or testing of my blood/urine specimen, to the Office of Student Affairs, the Dean of the College of Nursing, and others deemed to have a need to know.
- 3) I understand that CON will required me to pay a fee of \$15.00 to the Tennessee Nurses Foundation (TNF) after admission to the major and that I am responsible for payment of any required drug or alcohol screens. Nurses licensed in Tennessee will not have to pay an additional fee to TNF.
- 4) I understand that I am subject to the terms of the general regulations on student conduct and disciplinary sanctions of East Tennessee State University and the Policy Statement on Drug-Free Campus of East Tennessee State University, as well as, federal, state and local laws regarding drugs and alcohol.
- 5) I hereby release and agree to hold harmless East Tennessee State University and their officers, employees and agents from any and all action, claim, demand, damages, or costs arising from such test(s), in connection with, but not limited to, the testing procedure, analysis, the accuracy of the analysis, and the disclosure of the results.

My signature indicates that I have read and understand this consent and release, and that I have signed it voluntarily in consideration of enrollment in the College of Nursing.

Student's Signature

Date

Approved by Undergraduate Academic Standards Committee 10/19/15
Approved by Undergraduate Faculty 12/14/15

Approved by Graduate Faculty 04/16
Approved by Academic Council 04/18/16
Approved by University Legal Counsel with revisions 04/20/16
Approved by Undergraduate Academic Standards Committee on 05/12/16
Approved by Undergraduate Programs Faculty on 08/18/16
Approved by Academic Council on 09/19/16
Reviewed by Undergraduate Programs 08/15/18

Transportation to Community Clinical Sites

Students are expected to provide their own transportation to community clinical sites. Carpooling is encouraged.

ETSU CON Student Learning Objectives for Specialty Observation Unit Rotations

The student learning objectives are to be used in pre-conference, during the clinical assignment, or in post-conference.

Cardiac Catheterization Specialty Rotation Learning Objectives

1. Review your textbook for care of the cardiac patient.
2. Provide a written summary of considerations for nursing care of the cardiac patient.
3. Observe and report on the roles of the Cardiac Catheterization Suite personnel. Be sure to include the role of the cardiologist, the nurse and any assistive personnel. Detail the responsibilities of the nurse in the Cardiac Catheterization suite
4. Discuss equipment found in the catheterization suite, specifically purpose of the equipment and the nursing role associated with it (as applicable)
5. Write a brief summary of a cardiac catheterization procedure (include specifics such as pre-procedure protocol, procedure, and post procedure protocol).
6. Discuss the potential complications that may occur during and after cardiac catheterization. Include the responsibilities of each team member in the cardiac catheterization suite. Be sure to detail the nursing role in management of complications.
7. Discuss the emergency equipment available and the nursing responsibility associated with the emergency equipment
8. Observe one or more cardiac catheterizations and provide a report on the procedures
9. Include a brief summary of your comments about the Cardiac Catheterization Specialty rotation experience. Provide a balanced summary that includes any positive or negative comments.

Cardiac Rehab

1. *Describe Medicated Stress Testing and Non-medicated Stress Testing.
2. Observe a stress test.
3. Assist Cardiac Rehab RN and/or Exercise Physiologist with physical rehabilitation of a patient that is status post Myocardial Infarction (MI) or Coronary Artery Bypass Graft (CABG) surgery.
 - a. Describe the type/s physical rehabilitation in which you assisted.
 - b. Describe the duration of physical rehabilitation in which you assisted.
 - c. What important nursing assessments were being conducted during the physical rehabilitation exercises?
4. Observe teaching for a patient that is status post MI or CABG.

- a. Discuss this experience.
5. Compare and contrast the character, duration, aggravating factors, and precipitating events of cardiac and non-cardiac chest pain.

Cardiac Stepdown Unit (CSU)

1. *Name four sites of origin of impulses that are used to name dysrhythmias.
2. *Describe the normal electrical conduction through the heart.
3. *List five causes of sinus bradycardia.
4. *Identify atrial and ventricular rate for sinus tachycardia.
5. *Define the process to diagnose ventricular tachycardia.
6. *Differentiate between cardioversion and defibrillation.
7. *Describe placement of electrode paddles used for defibrillation on a patient's chest.
8. *Explain the difference between demand and fixed pacemakers.
9. Review the Medication Administration Records.
 - a. List five (5) cardiac medications administered on this unit.
 - i. List the drug class for each medication?
 - ii. List the nursing assessment for each medication.
 - iii. Identify any alerts for each medication.
 - iv. Why is each medication given?
 - v. What are the major side effects for this medication?
 - vi. What patient teaching should be implemented with each medication?
10. Print off a minimum of four (4) telemetry strips.
 - a. Is the rate within normal limits (60-100)?
 - b. Is the rhythm regular?
 - c. Are the P waves appropriately placed?
 - d. What is the PR interval?
 - e. What is the QRS interval?
 - f. Name the rhythm.

Cardiac Telemetry Unit (CTU)

1. *Name four sites of origin of impulses that are used to name dysrhythmias.
2. *Describe the normal electrical conduction through the heart.
3. *List five causes of sinus bradycardia.
4. *Identify atrial and ventricular rate for sinus tachycardia.
5. *Define the process to diagnose ventricular tachycardia.
6. *Differentiate between cardioversion and defibrillation.
7. *Describe placement of electrode paddles used for defibrillation on a patient's chest.
8. *Explain the difference between demand and fixed pacemakers.
9. Review the Medication Administration Records.
 - a. List five (5) cardiac medications administered on this unit.
 - i. List the drug class for each medication?
 - ii. List the nursing assessment for each medication.
 - iii. Identify any alerts for each medication.
 - iv. Why is each medication given?
 - v. What are the major side effects for this medication?
 - vi. What patient teaching should be implemented with each medication?
10. Print off a minimum of four (4) telemetry strips.
 - a. Is the rate within normal limits (60-100)?
 - b. Is the rhythm regular?
 - c. Are the P waves appropriately placed?
 - d. What is the PR interval?

- e. What is the QRS interval?
- f. Name the rhythm.

Case Manager

1. What types of services does the case manager coordinate on the unit to which they are assigned? Give examples.
2. How does the case manager facilitate efficient movement of the patient through the continuum of care? Provide examples.
3. How does the case manager maintain exceptional clinical assessment and interventions skills to assist the healthcare team in providing quality care?
4. What methods does the case manager use to anticipate, plan and discuss current and ongoing patient needs with the physician, interdisciplinary team and third-party payors?
5. What role does the case manager play in overseeing accurate and thorough clinical documentation?
6. How can the case manager be instrumental in problem-solving, conflict resolution and in mentoring to insure competency in patient care?

Clinical Educator

1. What areas of specific clinical focus does he/she implement to support the strategies of Organizational Development/Education? Provide examples.
2. How does he/she implement educational measures to facilitate patient-centered care delivery to the patient population in the unit(s) to which she directly serves? Provide examples.
3. How does he/she demonstrate sensitivity and understanding to patients of diverse cultural backgrounds through their teaching? Provide examples.
4. In what ways does he/she model the roles of mentor, caregiver and teacher to various care providers? Provide examples.
5. How does the clinical educator teach evidence-based practice to insure efficient, cost-effective and quality care to nurses, physicians and other support personnel?
6. Who does the clinical educator collaborate with regularly to provide education for their assigned unit?

Clinical Leader

1. Describe the clinical leader's realm of accountability, specifically:
 - a. Hours is he/she responsible for unit supervision
 - b. To whom he/she directly reports
 - c. Specific duties related to each employee in unit
2. How does the clinical leader support shared leadership structure among clinical staff members?
3. What are some policies and procedures that he/she has participated in developing for unit protocols (provide copies of documents when applicable)?
4. How does he/she insure that unit is in continual state of readiness for JCAHO surveys? Provide specific examples.
5. How does he/she share in the facility's visions/practices for performance improvement? Provide specific examples.
6. What types/hours of continuing education are required for maintenance of this position?
7. What institutional committees does he/she participate in, chair or have they developed to support the unit, facility and/or staff? Provide specific examples.

Dialysis

1. *Describe the differences between a shunt and a fistula.
2. *Identify the similarities between a shunt and a fistula.
3. *Review hemodialysis in your textbook.

4. *Review peritoneal dialysis in your textbook.
5. Observe the accessing of an AV shunt/fistula and/or central dialysis catheter by primary RN.
 - a. Discuss the technique used to access the line (sterile or clean).
 - b. Describe the access site.
 - c. List the benefits of the access.
 - d. Discuss the disadvantages of the access.
6. Observe patient/s undergoing hemodialysis and/or peritoneal dialysis.
 - a. Identify which procedure you observed.
 - b. Describe the equipment used with the procedure.
 - c. Discuss the benefits of the procedure.
 - d. Detail the disadvantages of the procedure.
7. Assist primary RN in the physical assessment of a dialysis patient.
 - a. Discuss special considerations for the cardiac system.
 - b. Discuss special considerations for the respiratory system.
 - c. Discuss special considerations for the renal system.

Johnson City Day Center

1. Identify the health and psychological needs of the diverse homeless population
2. Evaluate the unique role of Case Management in working with the homeless population

Emergency Department – Medical Surgical I

1. Observe and note the roles of various team members during a trauma patient evaluation.
 - a. Discuss your observation.
2. Assist primary RN with the set-up and care of a patient requiring sutures or staples.
 - a. Describe the procedure.
 - b. Discuss the equipment used with the procedure.
 - c. Discuss one nursing diagnosis and one nursing intervention for the patient you observed.
3. Observe a bedside invasive procedure (Ex: Chest Tube Insertion, Incision & Drainage [I & D], Multi-Layered Wound Closure, Joint Relocation, etc.)
 - a. Describe the procedure observed.
 - b. Discuss the equipment used with the procedure.
 - c. Discuss one nursing diagnosis and one nursing intervention for the patient you observed.
 - d. Describe the role of the nurse as the physician assistant.

Emergency Department – Medical Surgical II

1. Explain the role of the Emergency Room with regard to facilitating the flow of patients in and out of the ER and hospital. Give examples of each.
2. Describe the role of each team member during the first 15 minutes of the patient's arrival at the ER. Give examples of each.
3. How does hand-off communication occur between EMS, RN, and Provider? Was this written or verbal and what obstacles did you note during this process?
4. What types of procedures do the ER personnel perform? What skills were you able to perform/assist the ER? Provide examples and place them on a Clinical Tracking sheet.
5. How did the ER mentor demonstrate sensitivity and understanding to patients of diverse cultural backgrounds? Provide examples.
6. In what ways did your mentor model the roles of caregiver and teacher to the patients you observed? Provide examples.
7. If patients are discharged from the ER, what information are they given? Performs the education for these patients? Provide an example.

Endoscopy

1. *Define the following: colonoscopy, endoscopy, barium enema, gastric analysis, or an upper gastrointestinal fiberscope examination.
2. Observe the delivery of moderate sedation to patients undergoing colonoscopy, endoscopy, barium enema, gastric analysis, or an upper gastrointestinal fiberscope examination.
 - a. Describe this process.
3. Observe one of the following: colonoscopy, endoscopy, barium enema, gastric analysis, or an upper gastrointestinal fiberscope examination.
 - a. Describe any related procedures (Ex: Biopsies, Foreign Body Removal, Dilation, etc.).
 - b. Identify why the procedure was being conducted.
 - c. Describe how the patient was prepped for the procedure.
 - d. Describe the nursing care and/or management for the patient during the procedure.
 - e. Describe the nursing care and/or management for the patient after the procedure.
4. Assist primary RN in recovering patients post procedure to include discharge preparation and teaching.
 - a. Identify patient assessments which were conducted during recovery.
 - b. Describe the nursing interventions which were conducted during recovery.

Home Hospice

1. *List four factors that have affected the shift of health care delivery from the hospital to the home.
2. Describe the coordination of care and services of various team members for a home hospice patient (Ex: Nursing, Social Work, Case Manager, Chaplain Services, Physical Therapy, etc.).
3. Assist primary RN with physical assessment of a home-bound patient.
 - a. Describe the differences in the home-patient charting system and what is used in an in-patient setting.
4. List two skilled nursing services provided by home care that you observed/assisted with during this rotation.
5. Discuss one non-nursing intervention that you observe to be beneficial to patients and their families.

ICU Stepdown

1. Outline the roles of the RN in ICU Stepdown.
2. Discuss telemetry.
3. Collect 3 telemetry strips.
 - a. Is the rate within normal limits?
 - b. Is the rhythm regular?
 - c. Are the P waves appropriately placed?
 - d. What is the PR interval?
 - e. What is the QRS interval?
 - f. Name the rhythm.
4. Describe the normal electrical conduction through the heart.
5. Assist the primary RN with supplies, assessments, procedures, and any necessary patient care.
6. Describe 3 roles IV fluids fill for patients in this unit.
7. Review 4 antibiotics used in this unit.
 - a. List the antibiotic class for each.
 - b. Identify any alerts for each medication.
 - c. Identify what types of infections each antibiotic is most suited for.
 - d. List major side effects.

In-Patient Hospice

1. *Describe the purpose of respite care.

2. *Describe the benefits for both the patient and their family.
3. Assist primary RN with the care of a terminally ill patient and their family.
4. Assist primary RN, Case Manager or Social Worker in discharge planning for a patient being transferred to in-home hospice care.

Intermediate Unit (IMU) at WBRMC

1. * Describe the differences between IMU and other intensive care units.
2. * Explain the nurse's role in this care setting.
 - a. What are the goals of nursing care for patients in an IMU?
3. Observe a patient being weaned or disconnected from a ventilator, or being extubated.
 - a. Identify the team members present during this procedure.
 - b. Identify what equipment is used during the procedure.
 - c. Describe the role of the nurse in assisting with this procedure (pre- and intra-procedure).
 - d. Describe nursing interventions post-procedure.
 - e. Discuss the patient's response to the nursing interventions.
4. Assist the nurse with education/teaching for one selected patient/family.
 - a. Identify what is being taught.
 - b. Describe the educational method used (discussion, visual aids, handouts, etc.)
 - c. Discuss the patient's/family's response to the education.
5. Assist the nurse in the transfer of a patient from IMU to an acute care floor.
 - a. Describe the preparation of the patient prior to transfer.
 - b. Discuss the nursing responsibilities associated with patient transfer.
 - c. Describe the process of how the patient was transferred.
 - d. Identify nursing interventions that promote patient safety during this process.

NOTE: If unable to observe extubation or weaning from a ventilator, please observe another bedside procedure and complete the information as indicated under #3.

Interventional Radiology

1. *Define moderate (or conscious) sedation.
2. *What are nursing interventions implemented with patients who obtain moderate (conscious) sedation?
3. *What is informed consent?
4. *Who is responsible for obtaining informed consent?
5. *When is informed consent obtained?
6. Observe/ assist Radiologic Technologist with positioning patients for various x-ray procedures.
 - a. Discuss two different procedures and the positions required for each procedure.
7. Observe Special Procedures RN in delivery of moderate sedation for an invasive radiologic procedure.
 - a. Define moderate sedation.
 - b. Discuss nursing interventions observed during this rotation in regards to moderate sedation.
8. Observe an invasive procedure performed by the Radiologist that requires sterile technique (Ex: Lumbar Puncture, Myelogram, Biopsy, Angiogram, etc.).
 - a. Describe the role of the Special Procedures RN as the physician assistant.

Joint Center

1. *Distinguish between open and closed reduction as a management technique for fractures.
2. *Describe the process of fracture healing, mentioning the six stages of progression.
3. *Describe the seven methods for preventing hip prosthesis dislocation that a nurse would teach a patient.

4. Assist primary RN with major dressing change for either a knee or hip replacement patient.
 - a. Describe the incision site.
 - b. What type of dressing was applied?
 - c. What day post-op was this patient?
5. Observe the use of an external fixation device.
 - a. Describe the device and its purpose.
6. Observe and assist the primary RN or Physical Therapist with range-of-motion exercises and/or assistive ambulation.
 - a. Describe how you assisted.
 - b. Describe the range-of-motion exercises and/or assistive ambulation which were conducted.

Lung Center

1. *Discuss the individual components of a Pulmonary Function Test.
2. *Define the different ventilator modes:
 - a. CPAP, SIMV, Assist Control
3. *Discuss the following ventilator settings: FIO₂, Rate, Peep, Pressure Support, I:E ratio
4. Observe the performance of Pulmonary Function Tests.
 - a. Describe this experience.
5. Assist Respiratory Therapist in the ICU or Emergency Department during rounds observing various types of ventilator equipment.
 - a. Describe the modes and settings you observed during rounds.
6. Assist primary RN or Respiratory Therapist with either nasopharyngeal, oropharyngeal, or tracheal suctioning.
 - d. Describe the techniques for the procedure observed.
 - e. Discuss the equipment used with the procedure.
 - a. Discuss one nursing diagnosis for the patient you observed.

Medical Intensive Care (MICU)

1. *Review administration of blood in your skills lab book.
 - a. *Describe the IV tubing used when administering blood.
 - b. *What is the maintenance IV fluid that is hung with blood?
 - c. *Describe the IV access (needle gauge) for administering blood.
 - d. What safety measures should be implemented prior to, during, and after the administration of blood?
 - e. What is the minimum time period the blood product can be infused?
 - f. What is the maximum time period the blood product can be infused?
2. Observe primary RN with blood or blood product administration.
 - a. What blood product did you observe being administered?
3. Observe endotracheal suctioning using a Ballard set-up by primary RN or Respiratory Therapist.
 - a. Describe the procedure.
 - b. Discuss the equipment used with the procedure.
 - c. Discuss one nursing diagnosis and one nursing intervention for the patient you observed.
4. Observe a bedside invasive procedure (Ex: Central Line Placement, Lumbar Puncture, Thoracentesis, Paracentesis, etc.).
 - a. Describe the equipment needs for this procedure.
 - b. Discuss the nursing procedures required to assist the physician or advanced practitioner during the procedure.

Nursing Informatics

1. How does the Nurse Informaticist assist with planning and improving patient care?
2. What are the advantages and disadvantages of an electronic health record (EHR)?
3. How does the Nurse Informaticist assist with training and education of clinical and nonclinical employees?
4. What clinical information systems are utilized at this facility? Describe one system in detail and how it can benefit patient care.
5. What are some regulatory and accrediting requirements for information systems at this facility? Discuss one requirement and how it is met at this facility.

Oncology

1. *Explain the modes of action for the following classifications of chemotherapeutic agents: cell cycle-specific and cell cycle-nonspecific.
2. *Describe the nursing interventions with the preparation of a chemotherapy medication.
3. *Describe the nursing interventions and/or safety steps implemented with the administration of a chemotherapy medication.
4. *Describe the nursing interventions with the disposal of a chemotherapy medication.
5. *Discuss the nurse's role in managing side effects of chemotherapy.
6. Observe the delivery of radiation therapy to an inpatient or outpatient.
 - a. Discuss the nursing interventions related to safety of this procedure.
7. *Define reverse isolation.
8. *Document the purpose of reverse isolation as applied to an oncology patient currently on the unit.

Open Heart (CICU/CIS)

1. Explain at least five factors that can predispose an individual for the need to have a coronary artery bypass graft (CABG).
2. Outline the coronary arteries of the heart and specify what region of the heart these arteries provide blood flow and nutrients.
3. Explain teaching necessary to ensure patient is using the incentive spirometer properly.
4. What is the function of the heart pillow patients have and how should it be used?
5. Which parameters should be monitored at least every 4 hours for the first 24 hours after heart surgery? Discuss complications associated with each high value (B/P, T, R, Pain, Etc.).
6. What must be documented after surgery as related to the wound site?
7. After such a major surgery, explain the importance of early ambulation and how it should be documented.
8. Obtain EKG strips (3). Explain any dysrhythmias and what are normal intervals for p-wave, QRS complexes, and t-wave. What does each wave represent as related to heart function?
9. Identify 2 comorbidities that are normally present for patients that require CABGs.
10. List five (5) medications used on the unit:
 - a. Name of medication (generic/trade name)
 - b. Classification
 - c. Indications for use
 - d. Site or mode of action
 - e. Adverse effects (At least 3 major, if available)
 - f. Usual dose range, frequency of administration and route
 - g. Patient teaching when administering the medication

Pain Management

1. Observe physician and team approach to the development of individualized pain management patient plans.
2. Observe a Lumbar Steroidal Epidural Injection (LESI) Cervical Steroidal Epidural Injection (CESI), Trigger Point Injection or Nerve Block performed for non-narcotic spinal or other pain relief.
3. *Distinguish among acute, chronic (persistent, nonmalignant, and cancer-related pain.
4. *Site an example of acute, chronic (persistent, nonmalignant, and cancer-related pain.
5. *Describe two commonly used pharmacologic treatments for chronic pain that you observed on the unit.
 - a. *Discuss one nursing intervention used to prevent or minimize potential side effects for each pharmacologic treatment.

Palliative Care

1. *Define palliative care.
2. Assist primary RN with care of patient's family.
 - a. Discuss interventions used by the primary RN.
3. Assist primary RN or Palliative Care Nurse Practitioner with rounds on patient unit.
 - a. Discuss one patient/family-nurse interaction that made an impression on you.
4. Observe and note one non-nursing intervention that you learn or observe to be important to a patient and/or their family (Ex: spiritual, religious, music therapy, massage therapy, etc.).

Perioperative

The Joint Commission patient safety goals, which are standards of practice for all clinical areas, are practiced in the perioperative areas to a high degree. The following objectives for student nurses are to observe the implementation of these standards in the surgical areas.

Preoperative:

1. Identify details of the pre-procedure verification process.

Intraoperative:

1. Identify areas of the Universal Protocol Time-Out in the surgical suite.
2. Identify procedure and special needs
3. Anesthesia type & concerns:
4. TIME-OUT performance:
5. Interdisciplinary team roles present:
6. RN circulator responsibilities:

Postoperative: (PACU): (Read the *Standards for Post anesthesia Care* posted on D2L)

1. Identify transfer communication to PACU.
2. Describe the team members involved in transporting to the PACU.
3. Describe the level of communication between these team members.
4. Describe the monitoring techniques in PACU (Pulse ox, VS, Assessments, Documentation)
 - a. Oxygenation such as pulse oximetry?
 - b. Vital signs?
 - c. Assessment?
 - d. Documentation?
5. Explain potential complications of anesthesia.
6. Analyze the role of the Registered Nurse with discharges from PACU.
7. Describe the Standards for Post-anesthesia Care.

Physical Therapy

1. Identify the credentials or level of education a physical therapist has.
2. Discuss 2 common venues that physical therapists work in.
3. List 5 principles in preventing back injury among health care workers.
4. Observe a physical therapist providing their primary functions and consultations.
5. List 5 reasons hydrotherapy may be ordered.
6. List the reasons your observed patients had physical therapist's visits or consultations.

Radiation Oncology

1. List 3 reasons you observed radiation therapy being utilized.
2. Compare and contrast external radiation and internal radiation.
3. Outline 5 side effects and/or toxicity signs related to radiation therapy.
4. Observe/ assist Radiologic Technologist with positioning patients for various radiation procedures.
5. Outline patient education that is taught and given to patients receiving radiation therapy.

Risk Manager

1. How does the Risk Manager evaluate what nurses are doing for their patients?
2. How is the Risk Manager involved in policy and procedure development for patient safety?
3. What role does the Risk Manager play in staff preparation, competency and skills documentation?
4. How does the Risk Manager work with nursing on issues such as continuing education, certification and employee evaluations?
5. What types of ongoing monitoring, such as infection control and risk-management systems do the Risk Manager regularly participate in or facilitate?

Same-Day Surgery

1. Initiate no fewer than three IV or INT insertions.
 - a. Identify the insertion site and needle gauge used with each insertion.
2. Assist primary RN in pre-op care, teaching and preparation.
 - a. Identify the procedure conducted.
 - b. Why was this procedure conducted?
 - c. Identify two adverse effects of this surgery and their associated causes.
 - d. Describe the pre-op nursing care completed with the identified procedure.
 - e. Discuss the teaching conducted by the primary RN with the patient.
 - f. Discuss how the nurse prepared the patient for surgery.
3. Assist primary RN with discharge preparation and discharge teaching.
 - a. Discuss how the primary RN prepared the patient for discharge.
 - b. Discuss the discharge teaching completed by the primary RN.
4. Identify one nursing diagnose with one nursing intervention for each diagnosis for this patient.

Stroke Center

1. *Print off and review the following: Glasgow Coma Scale (GCS), Cincinnati Stroke Scale or Los Angeles Prehospital Stroke Scale.
2. Observe the use of the Glasgow Coma Scale (GCS), Cincinnati Stroke Scale or Los Angeles Prehospital Stroke Scale.
 - a. Describe which scales are routinely used for assessment at this stroke center unit.
3. Assist primary RN and/or Speech Therapist, Occupational Therapist, or Physical Therapist with physical and occupational rehabilitation for a patient that is status post Cerebrovascular Accident (CVA).
 - a. Discuss 1 (one) expected patient outcomes for a nursing plan of rehabilitation are based on the nursing diagnosis of self-care deficit.
4. Assist primary RN with the care of a patient that is status post Endarterectomy.

Surgical Trauma ICU Specialty Rotation Learning Objectives

1. Review the care of injured patient in your textbook.
2. Discuss the nursing care of the injured patient.
3. Discuss common equipment found in the Surgical Trauma ICU and detail the nursing role (as applicable) for common equipment found in the Surgical Trauma ICU.
4. Observe at least two patients in the Surgical Trauma ICU and provide a brief synopsis of the patients' diagnosis, specialty equipment associated with the patients care (as applicable).
5. List potential complications for the patient in the Surgical Trauma ICU and the nursing role in prevention.
6. Detail the nursing role for the patient in the Surgical Trauma ICU.
7. Include a brief summary of your comments about the Surgical Trauma ICU, including positive and negative comments.

Wound Care

1. Explain the pathology and differences in appearance and treatment of ulcers arising from venous insufficiency versus arterial insufficiency.
2. Describe the common methods of treating each type of ulcer.
3. Observe (if possible) a patient being treated with a wound vac and identify needed patient teaching.
4. Observe (if possible) patient(s) undergoing ostomy care.
 - a. What are the different types of ostomies for the GI and GU tract?
 - b. What supplies and instructions do patients need prior to independent management of their ostomy?
5. Be familiar with WOC and the procedure for certification.
6. Identify the challenges of the wound care nurse.
7. Describe the positive aspect of being a wound care nurse.
8. Apply your clinical experience to future RN practice.

Frontier Health

1. Establish professional relationships with other health care providers, staff, and clients.
2. Describe the role of the psychiatric nurse in the community setting.
3. Describe the role of inter-professionals in the community setting.
4. Describe group leadership styles and identify roles of group members.
5. Describe the psychiatric community services for adults, children and families.
6. Employ procedural skills including measurements of vital signs.
7. Observe nursing care for clients in the psychiatric community setting.

Child Study Center

- a. Review normal growth and development of school-age and adolescent children
 - i. Observe growth and development of school-age and adolescent children
 1. List 3 gross motor skills for each age group (choose a specific age child that you interacted with today)
 2. List 3 fine motor skills for each age group (choose a specific age child that you interacted with today)
- b. Communicate with children of various age groups
 - i. Discuss the language development of each of the 3 age groups observed today.

- ii. Discuss how language development varies within each classroom. For example, in the infant classroom compare the 3-month-old infant's language with the 12-month-old infant's language development.
- c. Establish therapeutic relationship with children of various age groups
 - i. Participate in play/activities with children
 - 1. List 3 types of play that you witness today and describe how each plays a role in the development of the child.
 - 2. List 3 functions of play.
- d. Perform Denver developmental assessments
 - i. Describe the results of your Denver assessment in reflection

School Clinics

- a. Participate in well-child health visit
 - i. Discuss how a well-child-visit differs from a sick-child visit.
- b. Participate in sick-child health visit
 - i. Discuss how a sick-child visit differs from a well-child visit.
- c. Participate in communication and history taking
 - i. Review Guidelines for Communication and Interviewing in your textbook
 - ii. Discuss how you used these guidelines in your practice today.
- d. Perform/assist with physical exams
 - i. Discuss how the approach to a physical exam varies among different age groups.
- e. Participate in health screenings/health promotion/disease prevention/safety
 - 1. Review the immunization chart
 - 2. Administer immunizations
 - 3. List 2 contraindications to immunizations
- f. Participate in family centered care
 - i. Discuss the importance of family-centered care
 - ii. Give 2 examples of family-centered care witnessed in this experience.
- g. Provide anticipatory guidance teaching to patient and family
 - i. Give 3 examples of anticipatory guidance witnessed today and include the age of the child.

C4K

- a. Review normal growth and development of school-age and adolescent children
 - i. Observe growth and development of school-age and adolescent children
 - 1. List 3 gross motor skills for each age group (choose a specific age child that you interacted with today)
 - 2. List 3 fine motor skills for each age group (choose a specific age child that you interacted with today)
- b. Provide assistance with homework as needed
- c. Participate in play and activities with children
 - i. List 3 types of play that you witness today and describe how each plays a role in the development of the child.
 - ii. List 3 functions of play.
- d. Develop and present a "Health Promotion" teaching project

Health Departments

- a. Participate in well-child health visit
 - i. Discuss how a well-child-visit differs from a sick-child visit.
- b. Participate in sick-child health visit
 - i. Discuss how a sick-child visit differs from a well-child visit.
- c. Participate in communication and history taking
 - i. Review Guidelines for Communication and Interviewing in your textbook and discuss how you used these guidelines in your practice today.
- d. Perform/assist with physical exams
 - i. Discuss how the approach to a physical exam varies among different age groups.
- e. Participate in health screenings/health promotion/disease prevention/safety
 - i. Review the immunization chart
 - ii. Administer immunizations
 - iii. List 2 contraindications to immunizations
- f. Participate in family centered care
 - i. Discuss the importance of family-centered care
 - ii. Give 2 examples of family-centered care you witnessed in your experience.
- g. Provide anticipatory guidance teaching to patient and family
 - i. Give 3 examples of anticipatory guidance you witness today and include the age of the child.

School Screenings

- a. Review normal growth and development of school-age and adolescent children
 - i. Observe growth and development of school-age and adolescent children
 - 1. List 3 gross motor skills for each age group (choose a specific age child that you interacted with today)
 - 2. List 3 fine motor skills for each age group (choose a specific age child that you interacted with today)
- b. Participate in/assist with health screenings
 - i. Discuss the importance of school health screenings.

CLINICAL OBJECTIVES - ASCENT GRANT

1. Differentiate the role of the RN in the hospital setting from the RN role in the community setting.
2. Utilize the nursing process to promote the safe delivery of healthcare in the clinic.
3. Develop, initiate and monitor plans of action for identified clients in the clinic.
4. Identify members of the interdisciplinary team (may include non-professional staff) in your clinic setting.
5. Describe three methods the case manager utilizes to coordinate care with the interdisciplinary team.
6. Identify five local community resources and the corresponding social determinants of health.

7. Describe how each resource addresses the needs of vulnerable populations in your community setting.
8. Discuss one major barrier to care witnessed in your clinic setting and how it was addressed.
9. Discuss how you and the interdisciplinary team demonstrated professionalism.

CLINICAL OBJECTIVES - COMMUNITY SETTING

1. Differentiate the role of the RN in the inpatient and community setting.
2. Identify five local resources and the corresponding social determinants in your community setting.
3. Utilize the nursing process to promote safe delivery of health care to the clients in the clinic setting.
4. Discuss one major barrier witnessed in the care of clients and how it was addressed.
5. Discuss how professionalism was demonstrated with clients, family, clinic staff and student peers.
6. Communicates effectively with clients, clinic staff, and clinic administration in the community setting.

Approved UP Curriculum: 02.15.17

Approved UP Faculty: 03.13.17

Reviewed and Approved: Undergraduate Programs Faculty 05.08.17

Revised Undergraduate Programs Faculty 08.15.17, 02.13.18

Clinical Competency Exams (CCEs)

Rationale for Policy: In order to determine students' acquisition of knowledge for specific nursing interventions and skills, students may be required to perform Clinical Competency Exams (CCEs) at specified times. Clinical Competency Exams are also a method used to evaluate safe, competent and proficient performance of fundamental nursing interventions, skills, and techniques.

Successful performance of the CCE does not indicate that the student is ready for independent performance in the clinical setting. Some skills performed require the presence of the clinical instructor. Each student should check with his or her clinical instructor prior to performing skills in the clinical setting.

Prior to completing CCEs, the student will have time to practice skills with and/or without assistance from the nursing faculty before the clinical competency exams. Independent practice requires students to sign in and sign out of the nursing skills labs. It would be in the student's best interest to call to ensure the lab is not in use by a group at the time of desired practice. Students may also refer to the "Open Lab" schedule posted in each classroom/lab.

The selected skills for CCEs are defined in each course syllabus. The student will perform a selected number of CCEs at a specific time as noted in the course syllabus and/or weekly calendar for the course. Each CCE has a set number of tasks that the student should perform. Each CCE will be completed within a specific amount of allotted time. (Please refer to table below.) If time expires without the skill being completed, this will be an unsuccessful CCE attempt.

| CCE | Time Limit |
|--------------|-------------------|
| Head to Toe | 20 minutes |
| Vital Signs | 10 minutes |
| IV insertion | 15 minutes |

| | |
|---|------------|
| Administration of non-parenteral medication | 10 minutes |
| IV push medication administration | 10 minutes |
| IM Injection | 10 minutes |
| Urinary catheter insertion | 20 minutes |
| Trach Care | 15 minutes |
| Trach Suctioning | 15 minutes |
| Central line dressing change | 15 minutes |
| Nasogastric Tube insertion | 10 minutes |

| Score | Rationale |
|-------|---|
| 100 | Skill completed, no mistakes; performed all critical points |
| 80 | Skill completed, self-correction of mistakes; performed all critical points |
| 0 | Skill not completed; missed one (1) or more critical points. |

Student ratings will be determined following the above grading rubric.

The average of all earned points will be totaled for each skill. The percent of assigned value of the skill will be calculated based upon a pre-determined formula. A successful attempt for CCEs is defined as a performance with a total of 80% or above. Within each skill, certain tasks are identified as critical points with bolded wording. Critical points are tasks that are necessary for safe performance of the skill. The absence of performing a critical task or unsatisfactory performance of a critical task renders the act unsafe and/or ineffective. This will result in a zero score for the CCE. The competency exam is a testing situation and is not an appropriate time or place to discuss the grade. If the student wishes to discuss the grade, an appointment with the evaluator is required.

If the first attempt of the CCE is not successful,

- The student should make an appointment with the faculty member to establish a Remediation Plan.
- Students will be allowed to access the skills laboratory for remediation at a scheduled time.
- Retakes will be scheduled at a specific time, as well.
- Ten percent (10%) will be deducted from the maximum possible points for CCE.

If the second attempt of the CCE is not successful,

- The student should make an appointment with the faculty member to establish a Remediation Plan.
- Students will be allowed to access the skills laboratory for remediation at a scheduled time.
- Retakes will be scheduled at a specific time, as well.
- Fifteen percent (15%) will be deducted from the maximum possible points on the CCE.

During repeated attempts, the student will repeat the skill that was performed unsatisfactorily at the time of testing. **Failure to successfully complete a CCE by the third attempt will result in non-progression due to student's failure of a critical competency, and the student will be assigned an "F" for the laboratory component of the course.**

All additional attempts will be assigned by each faculty member.

If the student misses the assigned date and/or time for CCE's, this will be counted as a non-successful attempt.

The testing environment is defined as the area that has been identified where the CCE will be performed. The instructor has primary responsibility for ensuring academic integrity is maintained. Although each CCE may have a set time allotted for the skill to be performed, at any time a faculty has evidence that academic integrity has been compromised in the designated testing area, the faculty has the authority to not initiate or cease testing and assign a zero or an “F” for the CCE. All policies related to testing apply to CCE testing as well.

Revised

UP Faculty Meeting 01.13.20, 02.17.20

Approved

UP Faculty Meeting 02.12.18 for summer 2018 implementation

Remediation Process

The remediation process is designed to promote the success of students at risk to fail a course because they have difficulty accomplishing course objectives and/or meeting course requirements. The process is not intended to replace course curriculum or course requirements but to supplement the student’s learning. The remediation process is initiated to address the following situations:

- academic jeopardy (i.e., low quiz/exam scores),
- lack of clinical competency (i.e., failing a clinical competency or math exam, unsafe behavior in the clinical environment), and/or
- lapses in professional judgment (i.e., tardiness, absenteeism, unprofessional behavior).

If a student is struggling in multiple areas, separate remediation plans are established for each at risk behavior.

The remediation process is initiated by faculty as soon as an at-risk student is identified. The faculty member is responsible for meeting with the student to discuss the identified concerns and develop an individualized remediation plan. The remediation plan must be documented on the form “Nursing Student Remediation Agreement” (see attached) and meet the following guidelines:

- The Remediation Plan must clearly describe the area(s) of deficiency.
- Remediation outcomes must identify specific, measurable goals the student must attain or perform to demonstrate success.
- Remediation activities must be individualized to the student’s area of weakness. They may include, but are not limited to, completion of suggested computer-based practice tests, written review materials, practice questions, instructor-developed materials, hands-on laboratory skill practice, or any other materials/methods suggested by the faculty.
- A time frame for completion must be agreed upon and documented in the remediation plan.
- The remediation form must be signed by faculty and student.

Once the remediation plan is signed, the student has until the established deadline for completion to meet the remediation outcomes. Faculty will be available to support the student during this time, but it is the student’s responsibility to contact faculty to request additional assistance if/when it is needed.

When the deadline for completion has passed, the faculty member is responsible for meeting with the student to determine whether the remediation outcomes have been met. If evidence supports successful attainment of remediation outcomes, the remediation plan will be considered complete once it is signed by faculty and student. If evidence does not support successful attainment of remediation

outcomes, the remediation will be considered unsuccessful. Unsuccessful remediation signifies the student is unable to master a critical course objective or requirement; therefore, the student will receive a failing grade and be required to repeat the course. If the failure is in a didactic course with a co-requisite clinical course, the student may be required to withdraw from the co-requisite clinical course. This decision will be made by the Associate Director for Undergraduate Programs on a case by case basis.

Approved by UP Faculty 11/13/17

Nursing Student Remediation Agreement

Student Name: _____

Faculty Member: _____

Remediation #1 - Specify Area of Remediation:

- Academic jeopardy
 Lack of Clinical Competence
 Lapse in Professional Judgment

Describe Area(s) of Concern:

| Date Implemented | Remediation Outcome(s) | Remediation Plan | Deadline for Completion | Confirmation of Agreement |
|------------------|--------------------------|------------------|-------------------------|---------------------------|
| | <i>The student will:</i> | | | Faculty Signature: |
| | | | | Student Signature: |

| Evaluation Date | Review of Remediation Outcome(s) | Evaluation of Remediation Plan | |
|-----------------|----------------------------------|--------------------------------|--------------------|
| | | Successful | Unsuccessful |
| | | Faculty Signature: | Faculty Signature: |
| | | Student Signature: | Student Signature: |

Remediation #2 - Specify Area of Remediation:

- Academic jeopardy
 Lack of Clinical Competence
 Lapse in Professional Judgment

Describe Area(s) of Concern:

| Date Implemented | Remediation Outcome(s) | Remediation Plan | Deadline for Completion | Confirmation of Agreement |
|------------------|--------------------------|------------------|-------------------------|---------------------------|
| | <i>The student will:</i> | | | Faculty Signature: |
| | | | | Student Signature: |

| Evaluation Date | Review of Remediation Outcomes | Evaluation of Remediation Plan | |
|-----------------|--------------------------------|--------------------------------|--------------------|
| | | Successful | Unsuccessful |
| | | Faculty Signature: | Faculty Signature: |
| | | Student Signature: | Student Signature: |

Approved by UP Faculty 11/13/17



COLLEGE *of*
NURSING

EAST TENNESSEE STATE UNIVERSITY

COLLEGE AND UNIVERSITY RESOURCES AND SERVICES

Campus Security Report

East Tennessee State University makes available to students the ETSU Campus Security Information Report. This annual report includes information on campus emergency services and warning systems, security on campus, campus crime statistics for the four most recent calendar years, and various campus policies concerning law enforcement, the reporting of criminal activity, and crime prevention programs. The ETSU Security Information Report is available upon request from the Department of Public Safety, Box 70646, ETSU, Johnson City, TN 37614 or accessed on the university website.

Career Placement and Internship Services (University)

Career Placement and Internship Services, ARC, 2ND Floor, D.P. Culp University Center, provides Internet job access worldwide, electronic placement file registration, current job opportunities listings, and the chance to interview with employers who come to campus or who participate in ETSU career fairs. Students who file their credentials in the office have their names placed on a computer list for job notification and matching. An employer information resource center is available. A Health Professionals job fair is held each Spring term. Seminars on career planning, resume preparation, and interview techniques are also provided. Call (423) 439-4441 for more information.

Center for Academic Achievement (CFAA)

Located on the first floor of the Sherrod Library, the Center for Academic Achievement (CFAA) is the home of Tutoring, Testing, and the Office of Assessment and Teaching.

The CFAA is the place for students to go for help with:

- writing and speaking
- mathematics
- natural sciences
- general education courses
- and many other subjects

The Center offers tutoring on a walk-in and appointment basis and is open during library hours, including evenings and weekends. In addition to scheduling an appointment with a CFAA tutor, students can work on homework in the Center and attend "drop-in" sessions in many subject areas. For more information or to make an appointment call 439-7111.

Class Officers and Representatives

Each B.S.N. class will elect officers or representatives according to the By-laws of the College of Nursing Student Advisory Council. Their functions are to provide pathways of information exchange between their respective classes and to facilitate appropriate representation of student opinions and information to College of Nursing faculty and administrators. Class officers and representatives are encouraged to contribute to the development of College of Nursing policy, programming, and instruction in a professional manner. All B.S.N. class officers and representatives are members of the Dean's Undergraduate Student Advisory Council (SAC).

Additionally, students will be elected to serve on the Undergraduate Programs Curriculum Committee and Undergraduate Academic Standards Committee.

Committee representatives should observe the following guidelines:

1. Attend each meeting, and if unable to attend, make arrangements for the elected alternate to attend;

2. Inform the committee chairperson if unable to attend and who is to substitute;
3. Review the specific functions of the committee, as provided by the committee chairperson;
4. Represent the concerns of the student body related to the role of the committee in an unbiased, objective manner;
5. Communicate information to and from students in an objective, professional manner; and
6. Maintain confidentiality when appropriate.

Counseling Center (University)

The University Counseling Center, staffed by licensed psychologists and other behavioral health professionals, offers free and confidential counseling for personal, career choice, and academic concerns to all ETSU students. Staff also presents a series of workshops each semester on topics such as time management, stress management, relationship skills, sexuality, and assertiveness. The University Counseling Center is located in the D.P. Culp University Center, Room 340. Counselors are on-call during non-office hours. Call (423) 439-4841 for more information or to make an appointment.

Disability Services (University)

Services and accommodations are provided for students with documented disabilities to provide an accessible learning environment. Any student who has a special need as a result of a disability must contact Disability Services, Lower Level, D.P. Culp University Center, phone 439-8346. Students are required to obtain documentation for needed accommodations each semester and are encouraged to file the documentation in the Testing Center in the College of Nursing.

The following process must be followed.

1. Students must self-identify they have a disability and present documentation to Disabilities Office.
2. The Disabilities Office reviews the disability and its impact on the student at ETSU. Disability Services then uses the Reasonable Accommodation form to outline reasonable accommodation for the student. The student is then given enough copies for each faculty member. *It is up to the student to share the information/form with faculty.*
3. The student must meet with faculty at the *beginning* of the term, or as soon as diagnosis is made. Reasonable accommodations are not retroactive. Therefore, if a student has been diagnosed, has the form and chooses not to share the information with faculty, the student cannot present the form at the end of the semester and repeat tests with the accommodations. *The accommodations start at the time the form is presented.*
4. Disability Services can administer tests if faculty is unable to administer tests under the reasonable accommodations. Faculty is responsible for contacting Disability Services.
5. Academic Programs & Student Services may have a copy of the accommodation form in the student's file IF the student gives permission. Student should note on the file copy that permission was given.
6. If an advisor or faculty member suspects a student may have a disability, the student should be referred to Disability Services. The student will have to pay for the assessment. (The assessment is not a service provided by the university.)

Faculty Practice Network (College of Nursing)

In response to its mission to facilitate the health of the community, the College of Nursing has established a network of nationally recognized clinics to serve several population groups, including homeless, indigent,

school-age, rural, and college student clients. All students are strongly encouraged to participate in service and learning opportunities in at least one of these community-based clinics. A current listing of clinics staffed and managed by faculty in the College of Nursing follow.

- Hancock County High School and Elementary School-Based Health Centers*
- Johnson City Community Health Center
- Mountain City Extended Hours Health Center (Federally Designated Rural Health Clinic)
- ETSU Student Health Services
- David Crockett High School Health Clinic
- Daniel Boone High School Health Clinic
- Jonesborough Middle and Elementary School Health Clinic

* Hancock County School-based Health Centers and the Johnson City Downtown Clinic are designated as a Federally Qualified Health Center.

Financial Aid and Scholarships (University and College of Nursing)

The Office of Financial Aid, Room 105, Burgin E. Dossett Hall, provides assistance with grants, scholarships, loans, and part-time employment. Additionally, the College of Nursing offers specific scholarships which are described in the ETSU *Undergraduate Catalog* and regional health care systems offer generous scholarships to our nursing students. Information on financial assistance and scholarships may be obtained in the college's Office of Student Services.

Honors-in-Discipline Program for B.S.N. Students

Eligible B.S.N. students may apply for the College of Nursing Honors-in-Discipline Program during the first or second semester in the nursing major. Students admitted to the program select a faculty mentor who guides the student through the research process culminating in an Honors Thesis in the final semester of the nursing curriculum. Criteria for admission to the honors program include an overall G.P.A. of 3.2 and a G.P.A. of 3.5 on all nursing courses attempted. Applications must also include a 1-2 page essay and two letters of support (at least one from a CON faculty member). Usually no more than 10% of any one class is admitted to the program. Information on the Honors-in-Discipline Program will be given to students during their first semester in the major.

Learning Resource Center (College of Nursing)

The Learning Resource Center (LRC) is located in Nicks Hall, Room 346 and is open Monday through Friday 8:00 a.m. to 4:30 p.m. (Evening/weekend hours vary by semester. Please contact the LRC for current hours at 439- 4546). Some scheduled classes are held in the LRC and students may utilize the computer lab for class assignments. Students may also take advantage of the computer resources of the LRC for independent practice and small group work.

Libraries (University and Hospital)

Many area libraries are available to ETSU students. The on-campus Sherrod Library contains resources to support the university's programs and research. The Quillen College of Medicine Library, located on the grounds of the Veterans Administration Medical Center, is an excellent resource. Area hospitals also house libraries and have multiple resources available to nursing students. It is very important that students respect the guidelines for each off-campus library in order for all students to be able to continue to use these resources.

Sigma Theta Tau International Honor Society of Nursing

The Epsilon Sigma Chapter of Sigma Theta Tau, International Honor Society of Nursing, was established at the College of Nursing in Spring 1982. The purposes of the organization are to recognize the achievement of scholarship of superior quality, recognize the development of leadership qualities, foster high professional standards, encourage and support research and other creative work in nursing, and strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

Membership in Sigma Theta Tau is an honor conferred upon students in baccalaureate and graduate programs who have demonstrated excellence in their nursing programs. Graduates of baccalaureate programs demonstrating excellence in leadership positions in nursing are also eligible for membership consideration. Membership is available by invitation through active chapters and assumes acceptance of the purposes of the society and responsibility to participate in achieving the goals consistent with the professional and scholastic character of Sigma Theta Tau.

Eligibility for student membership includes:

1. Evidence of professional leadership ability or potential ability;
2. College level G.P.A. of 3.3 on a 4.0 scale (The number of students from any one class shall not exceed one-third of the total number expected to graduate from that class and shall rank not lower than the highest 35 percent of their class in scholarship.);
3. Invitation to membership during a fall semester ceremony;
4. Presence at the induction ceremony to be inducted; and
5. Payment of all fees before admission to membership.

Skills Practice Lab (College of Nursing)

A Skills Lab, available for students to practice nursing skills, is located in Room 326 of Nicks Hall. Students will spend assigned time in these labs as a part of clinical courses. In addition, the lab may be available for independent practice time and some lab supplies may be checked out by students for community teaching projects. To schedule independent practice time or check out models or supplies, contact the Skills Lab Coordinator at 439-4065.

Food and drinks are not allowed in the Skills Lab. Once a skills practice session is completed, tables, chairs, and beds should be straightened and supplies and equipment returned to their designated places.

Student Health Services (University)

The Student Health Services is available to all registered ETSU students. A valid current ETSU ID card is required to access services. The clinic is part of the Faculty Practice Network of the College of Nursing and most care is provided by nurse practitioners and registered nurses. The clinic is open Monday – Friday from 8:00 a.m. - 4:30 p.m. Students are advised to call early in the day to schedule same-day appointments with the nurse practitioners. Immunizations are available from 8:00 a.m. -11:30 a.m. and from 1:30p.m. - 3:30 p.m. Students are not charged for visits to the clinic, but there are charges for medications, immunizations, lab tests and some procedures. The Student Health Services can help students with episodic illnesses and injuries, preventive services and health education and can assist students with meeting clinical health requirements. The clinic is located in Nicks Hall, Room 160. For additional information, call 423-439-4225.

Student Nurses Association (S.N.A.)

The ETSU Student Nurses Association (S.N.A.) enhances the student's undergraduate educational experience at East Tennessee State University and facilitates the student's transition into the professional nursing organization, the American Nurses Association (A.N.A.). The ETSU S.N.A. is a local chapter of the National Student Nurses Association (N.S.N.A.). The N.S.N.A. is the only national organization for nursing students and the largest independent student organization in the United States. Membership to S.N.A. and N.S.N.A. is open to all students in programs leading to initial licensure as a registered nurse. There are national, state, and local dues.

The purpose of the National Student Nurses Association is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns; and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. Benefits of National Student Nurses Association membership include scholarships, a year's subscription to *Imprint* (the only magazine expressly designed for nursing students), malpractice insurance, the N.S.N.A. annual convention, uniform discounts, and a voice in Washington.

The ETSU S.N.A. meets monthly for a business and program meeting. Members are offered opportunities to broaden their nursing education by being exposed to guest speakers, special seminars, and the state convention of nursing students. Money-making projects are planned to provide scholarships to attend conventions and seminars and to provide a budget for recruitment of new members to N.S.N.A. Offices to be filled for ETSU S.N.A. are: president, vice-president, secretary, and treasurer. A College of Nursing faculty member serves as the organization's advisor to assist members of the organization. The ETSU S.N.A. office is located in Nicks Hall, Room 279.

S.N.A. Officer/Committee Roles

1. **President:** The president of S.N.A. will serve as the chairperson of the organization. This person will be responsible for ensuring that the ETSU S.N.A. complies with state and national S.N.A. bylaws, goals, and functions. The president will serve as a liaison with the Dean of the College of Nursing in providing information related to activities of S.N.A. This person will serve on the Dean's Undergraduate Student Advisory Council for the College of Nursing.
2. **Vice-President:** The S.N.A. vice-president will act in lieu of the president in his/her absence. The vice-president will also maintain contact with appropriate College of Nursing faculty committees.
3. **Secretary:** The S.N.A. secretary will keep timely minutes of each meeting. This officer will also be responsible for maintaining correspondence on behalf of S.N.A. A copy of meeting minutes will be submitted to the dean's secretary to be filed with additional College of Nursing Committee minutes.
4. **Treasurer:** The S.N.A. treasurer will be responsible for maintaining records and receipts, as well as the disbursement of S.N.A. funds.

Special Project Committees

Fund-raising: This committee will be responsible for activities designed to maintain financial resources deemed necessary for organization activities. All fund-raising activities are to be approved by the Dean of the College of Nursing and the Director of the Student Activities Center (D.P. Culp Center) to ensure compliance with Tennessee state laws governing fund-raising events.

Membership: This person(s) will implement recruitment activities among ETSU College of Nursing students and maintain records of member standing in relation to local, state or national membership. All proposed activities and/or correspondence related to S.N.A. must have prior approval from either the dean or a designee from the College of Nursing. The e-mail address is SNA@etsu.edu.

Testing Center (College of Nursing)

The College of Nursing Testing Center provides a variety of services. In addition to giving support, encouragement, and assistance to graduating nursing students preparing to take the NCLEX-RN or an advanced practice certification examination, services are available to help all nursing students with test-taking and study skills through the use of media, computer tutorials, and one-on-one interactions. The nursing entrance exam is also administered through our office, and study guides are available for check out.

In keeping with the center's motto, "Promoting Nursing Students' Success," the Testing Center offers any needed assistance for the required external nursing student learning resource, Assessment Technologies Institute (ATI). Located in Nicks Hall, Room 265, the testing center implements an open-door policy. While the testing center is primarily used for exams, students are highly encouraged and welcome to use our quiet environment to study.

For questions or inquiries, please contact: Denise Bowser, M.Ed.

Phone: (423) 439-4546

Office Hours: M-F 8:00am-4:30pm

Email: bowserd@etsu.edu

Tutors for College of Nursing ETSU

Faculty Responsibilities:

1. Faculty, 2-3 weeks before the semester end, contact tutor and ask if the plans to continue next semester.
 - a. If so, please notify the Office of Student Services
 - b. If the student is unable to continue as tutor for course, please send 2-3 possibilities from current class to the Office of Student Services
2. Please send out the link to the satisfaction survey with tutoring during the last 2 weeks of the semester.
3. Meet with tutor at the beginning of the semester to establish expectations and facilitate communication. Meet at the end of the semester to review how things went and plans for next semester.
4. Add tutor as a "teaching assistant" into D2L so that tutor may post announcements and email students. This does not allow the tutor access to grades but does allow them access to content and email for students. D2L should be the official communication with students by the tutor.

Office of Student Services:

1. Contracts
2. Training (pay students 2 hours for training) and
 - a. OSS will document that student has completed
 - b. OSS will email Coordinator of Tutoring at CFAA so that students can be added to the d2l course for training.
3. Survey of Satisfaction (see attached)
4. See Tutor Packet.

Tutor:

1. Training completed by week 3 of the first semester tutoring.
 - a. Student will be enrolled into D2L Tutoring Course
 - b. Complete the following modules in D2L site:
 - i. Level I
 - ii. Level II
 - iii. Level III: Group Tutoring and Structuring the Learning Environment
2. Send rosters of attendance to faculty of record and office of student services

3. Arrange room for tutoring.
4. Meet with faculty at the beginning and end of the semester
5. Review results from satisfaction survey
6. Seek guidance as needed from course faculty.
7. Time sheets due to OSS 15th and 30th of each month

Approved UP Faculty Meeting 08/15/08



COLLEGE *of*
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SUPPLEMENTAL INFORMATION

Convocation and Commencement Ceremonies

Each fall and spring semester recognition is given the evening before commencement in honor of all students graduating from the B.S.N., M.S.N., Post Master's Certificate, DNP and Ph.D. programs. During the ceremony, students are presented with ETSU B.S.N. or M.S.N. nursing pins and other forms of recognition. The ceremony provides an opportunity for College of Nursing faculty, staff, students, families and guests to celebrate the students' success on completion of their respective degree or certificate programs.

Faculty Office Hours

Office hours are posted outside faculty offices, or online for faculty teaching online courses. Students are encouraged to make appointments to see a faculty member during these or other arranged times.

Student Lounges

Lounges for undergraduate students are located in Nicks Hall, Rooms 276 and 277. The NURSE Center on third floor, Nicks Hall, is also a place for students to congregate.

White Coat Ceremony

The White Coat Ceremony is conducted approximately halfway through the semester. The White Coat Ceremony marks your entrance as a student into the nursing profession and emphasizes the importance of providing humanistic nursing care. This is a very poignant ceremony, and your family and friends are encouraged to attend.

Other Forms



**NRSE 4062 RN to BSN
Faculty Meeting Checklist**

Meeting #1 (week 2)

Date _____ Time _____

Purpose: To confirm all parties involved in the RN Practicum Leadership Change Project and review their roles and responsibilities. To review NRSE 4062 course documents, assignments, and student progress.

Attendees: Student: _____, Mentor/Preceptor: _____,
Faculty: _____

Required Documents: Course Syllabus, Course Calendar, Clinical Course Packet, Mentor/Preceptor agreement form, Mentor/Preceptor Resume, minimum of 5 resources for student’s literature review

*** The student is responsible for having all documents accessible to all parties in attendance.**

Checklist:

1. _____ Verify Mentor/Preceptor
 - a. _____ Mentor/Preceptor agreement signed and submitted
 - b. _____ Mentor/Preceptor resume submitted
2. _____ Review clinical course packet guidelines
3. _____ Review purpose of the leadership change project
4. _____ Identify and approve student’s Leadership Change Project topic
5. _____ Identify and approve student’s literature search methods and resources
6. _____ Review assignments due dates for the course
7. _____ Review and approve student’s clinical log(s)
 - a. _____ # of hours logged
8. _____ Identify a plan for the next two weeks
 - a. Next meeting on _____
 - b. Goals for next meeting

Notes from meeting #1

Meeting #2 (week 4)

Date _____ Time _____

Purpose: To confirm all parties involved in the RN Practicum Leadership Change Project and review their roles and responsibilities. To review NRSE 4062 course materials, course assignments, and to track the student’s progress.

Attendees: Student: _____, Mentor/Preceptor: _____,
Faculty: _____

Required Documents: Clinical Course Packet, Student’s literature review, Interdisciplinary Interview guidelines.

*** The student is responsible for having all documents accessible to all parties in attendance.**

Checklist:

1. _____ Discuss how literature review has shaped potential project plan
2. _____ Review SWOT analysis
3. _____ Confirm interdisciplinary peer for interview: _____
4. _____ Discuss Project Plan
5. _____ Discuss Power Point presentation
6. _____ Confirm project presentation date
7. _____ Invited team-members to presentation
8. _____ Review and approve student’s clinical log(s)
 - b. _____ # of hours logged
9. _____ Identify a plan for the next two weeks
 - c. Next meeting on _____
 - d. Goals for next meeting

Notes from meeting #2

Meeting #3 (week 7)

Date _____ Time _____

Purpose: To confirm all parties involved in the RN Practicum Leadership Change Project and review their roles and responsibilities. To review NRSE 4062 course materials, course assignments, and to track the student’s progress.

Attendees: Student: _____, Mentor/Preceptor: _____,
Faculty: _____

Required Documents: Clinical Course Packet, Change Project Power Point, Mentor evaluation form.

*** The student is responsible for having all documents accessible to all parties in attendance.**

Checklist:

- 1. _____ Present Power Point presentation via Zoom to Faculty
- 2. _____ Review the outcomes of the Change Project Presentation
- 3. _____ Review Mentor Project Evaluation
- 4. _____ Review and approve student’s clinical log(s)
 - a. _____ # of hours logged
- 5. _____ Has the student submitted all assignments?
- 6. _____ Discuss overall achievements and outcomes

Notes from meeting #3

Approved:
UP Curriculum 08/20/19
UP Faculty 08/21/19

NRSE 4062

PRECEPTOR AGREEMENT/60-clock hour precepted clinical immersion

This document is an agreement between East Tennessee State University (ETSU) College of Nursing (CON) students and staff, and clinical site preceptors to establish the roles and responsibilities of each individual participant in the NRSE 4062 RN Practicum clinical experience.

Student Contact Information

Name:

Telephone #:

Email:

Preceptor Contact Information

Name:

Telephone #:

Email:

Purpose: In NRSE 4062, RN Practicum, if the student is not working as a Registered Nurse while taking this course and providing direct patient care they are required to complete a 60-clock hour precepted clinical immersion experience. The goal of this precepted clinical experience is for the student to participate in direct patient care while completing the BSN Clinical Skill Evaluation Checklist earning a score of a 75% or greater.

A. The Preceptor shall:

1. Approve the student's written schedule for a total of 60 clock hours of clinical experience.
2. Integrate the student into the work of the clinical environment.
3. Supervise student-client contacts directly or through consultation.
4. Consult with Institution faculty at any time deemed necessary to assure student progress.
5. Participate in the evaluation of the student's clinical performance.
6. Call Institution faculty if any concerns arise about student performance.
7. Submit an updated CV/Resume to the student.
8. Guide the student in setting mutual goals for the precepted clinical experience.
9. Complete the BSN Skills Evaluation checklist and provide feedback to the student and faculty of record concerning student performance of the identified criteria for clinical skill mastery.

B. The Student Shall:

1. Coordinate with the preceptor to develop a mutually agreed upon schedule to meet the 60-clock hour clinical requirement.
2. Collaborate with the preceptor to develop mutually agreed upon goals to enhance the student's ability to fulfill the BSN prepared RN role by practicing in accordance with the BSN Skills Evaluation checklist in the clinical environment.
3. Practice within the scope and standards for RNs and in accordance with the BSN Essentials in the clinical environment.

AACN BSN Essentials

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Essential III: Scholarship for evidence-based Practice

Essential IV: Information Management and Application of Patient Care Technology

Essential V: Health care Policy, Finance, and Regulatory Environments

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Essential VII: Clinical Prevention and Population Health

Essential VIII: Professionalism and Professional Values

Essential IX: Baccalaureate Generalist Nursing Practice

4. Ensure he/she has reviewed the CON BSN Student Handbook (https://www.etsu.edu/nursing/documents/ug_student_handbook.pdf) along with the clinical Preceptor to become familiar with the policies and procedures listed therein.
 5. Complete all Clinical Health Requirements (CHRs) as noted in the BSN Student Handbook (https://www.etsu.edu/nursing/documents/ug_student_handbook.pdf) as well as any required ETSU and/or site specific training/documentation prior to beginning the 60 clock hour clinical experience.
 6. Submit the preceptor's CV/Resume to the faculty of record by the designated due date.
 7. Submit the completed BSN Skills Evaluation checklist to the faculty of record by the designated due date.
- C. The College of Nursing faculty shall:
1. Provide program/course information and evaluation tools to preceptor.
 2. Be available by phone or on-site visit for consultation with student and Preceptor.
 3. Initiate a collaborative meeting using technology (Skype, etc.) for the purpose of review of syllabi, course requirements, expectations, and, scheduling prior to preceptorship beginning. Use of technology for this purpose, shall be in accordance with Institution's Clinical Placement Guidelines and with the approval of Institution's HIPAA Compliance Office. Guidelines shall be made available to preceptor at preceptor's request.
 4. Assume ultimate responsibility for the evaluation of student's clinical performance.
- D. The College of Nursing RN-BSN coordinator shall:
1. Approve student preceptor and clinical site placement.
- E. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. Monetary compensation shall neither be expected nor received by either party.
 2. This Agreement shall in no way be interpreted as creating an employment relationship between the parties.

| | Student | Preceptor | Faculty |
|-------------------|----------------|------------------|----------------|
| Name: | | | |
| Signature: | | | |
| Date: | | | |

Approved:
 UP Curriculum 01.10.19
 UP Faculty 02.11.19



NRSE 4062

MENTOR AGREEMENT/ 90-clock hour Leadership Change Project

This document is an agreement between East Tennessee State University (ETSU) College of Nursing (CON) students and staff, and clinical site mentors to establish the roles and responsibilities of each individual participant in the NRSE 4062 RN Practicum Leadership Change Project.

Student Contact Information

Name:

Telephone #:

Email:

Mentor Contact Information

Name:

Telephone #:

Email:

Purpose: In NRSE 4062, RN Practicum, the student is to develop **(not implement)** a change project based on an identified need for improvement related to quality or safety with in a health care setting. This includes completing a literature review, a project plan paper, and a power point presentation based on the student's chosen topic and health care setting. This is done with the guidance of a registered nurse mentor. The student will log a minimum of 90 clock hours recording all of their work towards their Leadership Change Project. **The student will not participate in any direct patient care in preparation for or during the presentation of their Leadership Change Project with or without the direct supervision of their Mentor.**

F. The Mentor shall:

1. Submit an updated CV/Resume to the student.
2. Guide the student in setting mutual goals for the Leadership Change Project.
3. Discuss the leadership role as a registered nurse.
4. Oversee and contribute to the student's progress toward the self-reported 90-clock hour Leadership Change Project requirement.
5. Collaborate with the student to identify and develop an interdisciplinary focused Leadership Change Project to improve the quality of care in an identified health care setting.
6. Facilitate the student's delivery of the Leadership Change Project presentation to members of the health care profession including but not limited to faculty, peers, mentors, and/or key stakeholder within the health care system.
*****this Leadership Change Project is an education project only, not to be implemented with in a health care agency*****
7. Consult with Institution faculty at any time deemed necessary to assure student progress or if any concerns arise about student performance.

G. The Student Shall:

1. Submit the mentor's CV/Resume to the faculty of record by the designated due date.
2. Submit the completed BSN Skills Evaluation checklist to the faculty of record by the designated due date.
*****the BSN Skills Evaluation Checklist is to be completed by the student's direct supervisor if the student is working as a RN*****
3. Complete and submit the hourly log documenting the 90 clock hours required to develop the components of the Leadership Change Project as outlined in the NRSE 4062 RN Practicum course syllabus.
*****this form must be signed by your mentor to be considered complete*****

4. Collaborate with the mentor to establish goals that will enhance the student's ability to fulfill the Leadership Change Project requirements.
5. Practice within the scope and standards for RNs and in accordance with the BSN Essentials to develop the skills necessary to serve in a leadership role within the health care system.

AACN BSN Essentials

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
 Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 Essential III: Scholarship for evidence-based Practice
 Essential IV: Information Management and Application of Patient Care Technology
 Essential V: Health care Policy, Finance, and Regulatory Environments
 Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
 Essential VII: Clinical Prevention and Population Health
 Essential VIII: Professionalism and Professional Values
 Essential IX: Baccalaureate Generalist Nursing Practice

6. Ensure he/she has reviewed the CON BSN Student Handbook

(https://www.etsu.edu/nursing/documents/ug_student_handbook.pdf) and NRSE 4062 course syllabus along with the clinical mentor to become familiar with the policies and procedures listed therein.

7. Complete all Clinical Health Requirements (CHRs) as noted in the BSN Student Handbook (https://www.etsu.edu/nursing/documents/ug_student_handbook.pdf) as well as any required ETSU and/or site specific training/documentation, if indicated, prior to any activity within the clinical environment.
8. Be in compliance with Institution's Clinical Placement Guidelines and with the approval of Institution's HIPAA Compliance Office. Guidelines shall be made available to mentor at mentor request.

H. The College of Nursing faculty shall:

1. Approve student mentor and Leadership Change Project site location.
2. Provide program/course information and evaluation tools to mentor.
3. Be available by phone or on-site visit for consultation with student and mentor.
4. Initiate a collaborative meeting using technology (Skype, etc.) for the purpose of review of syllabi, course requirements, expectations, and scheduling prior to mentorship beginning.
5. Assume ultimate responsibility for the evaluation of student's Leadership Change Project.

I. The College of Nursing RN-BSN coordinator shall:

1. Verify mentor RN licensure before the mentorship begins.

J. The parties further agree that the following shall be essential terms and conditions of this Agreement.

1. Monetary compensation shall neither be expected nor received by either party.
2. This Agreement shall in no way be interpreted as creating an employment relationship between the parties.

| | Student | Mentor | Faculty |
|-------------------|----------------|---------------|----------------|
| Name: | | | |
| Signature: | | | |
| Date: | | | |

NRSE 4062 RN Practicum
ETSU College of Nursing
Precepted Clinical Experience Placement Information and Survey

Student Name (Printed): _____ **Student E#:** _____
(Last) (First) (Middle Initial)

Last 5 of SSN#: _____ **ETSU Email:** _____ **Nursing License # and State** _____

Telephone (Cell): _____ **Text Messages:** Y N **Telephone (Land Line/Alternate#):** _____

The **purpose** of this learning experience is for the student to become proficient in performing the Essential BSN Clinical Skills by completing a total of 60 clinical hours with these hours under the direct supervision of an assigned BSN prepared RN preceptor. This clinical does not serve as an orientation as a new staff nurse to a specific unit, floor, or facility.

Students are not allowed to enter the clinical environment until all University, College, and facility clinical health requirements have been fulfilled.

Clinical Healthcare Requirements for ETSU and The College of Nursing must be completed and submitted prior to receiving clinical placement. Student clinical health requirements can be found in the Undergraduate Student Hand Book. [BSN Undergraduate Student Handbook](#)

Clinical placement will be based on available clinical slots and available BSN prepared preceptors identified by the health care agency and information provided on this form. There is no guarantee that a student will receive his/her preference. In addition, clinical placements may have to be changed due to circumstances beyond the control of faculty, clinical agency or preceptor.

Facility Specific Requirements are identified by the clinical agency which the clinical hours will be completed. Facility specific requirements may include health care requirements and/ or other facility specific handwritten or computerized documentation and/or training.

Once all University, College, and facility requirements have been met, the student will receive **written approval** to begin clinical hours from the ETSU faculty. Then, the **student will then make contact** with their approved potential preceptor to coordinate a schedule conducive to the student and preceptor. The schedule may include days, nights, weekends, etc. Next, before beginning the practicum experience, the **student will coordinate a meeting** using Skype, Zoom, or other approved video conference method with his/her assigned preceptor and course faculty to discuss the course syllabus, course outcomes, learning objectives and answer questions. Students will then provide his/her assigned faculty a draft schedule for the precepted clinical experience for the semester. The faculty must approve the proposed schedule **prior to beginning** precepted hours.

Student are not allowed to be in clinical when the ETSU academic calendar reflects “university is closed” or “no day/evening classes” or the assigned faculty member is unavailable.

It is imperative that students check their **ETSU student email** daily between semesters. ETSU email is the method of notification of clinical placement and preceptor assignment. Students may be contacted prior to the start of the semester by the Course Coordinator if additional information or

clarification is needed. In addition, students may be required to attend agency specific training which will be communicated to the student using ETSU email account. Again, information will be sent via **ETSU student email**. No phone calls will be made!

By signing below, I have read and understand the above information.

Student Signature: _____ Date: _____

**NRSE-4062 RN Practicum
BSN Clinical Skills Checklist
Signatory Form**

Purpose: This form verifies that the signatory has a minimum of a Baccalaureate degree in Nursing and is a manager or supervisor who is qualified to evaluate the BSN Clinical Skills of the ETSU RN to BSN student _____ (student name).

Manager/Supervisor Name and Current Title (printed)

Name: _____ Title: _____

Work contact information

Facility & Unit:

Office Phone:

Office E-mail:

Leadership Experience

Highest degree earned in Nursing:

Years of experience in current position:

Years managing/supervising the above stated RN to BSN Student:

I _____ (Manager/Supervisor), believe the above information on this form to be true. I understand that by signing this form I agree to complete the BSN Clinical skills Checklist based on the clinical performance of _____ (Student's name). I also agree to be contacted by ETSU faculty or administrator to verify my current employment or the current employment of the fore mentioned student.

Manager/Supervisor Signature-

Signature: _____

Date: _____

NRSE 4621
Request for Change of Preceptor

Student Name _____ E Number _____
Student Email _____ Student Phone _____
Course Number _____ Section Number _____ Instructor _____

Assigned Preceptor _____
Contact Information _____
Facility/Unit _____ Shift: AM PM

Instructors: Complete the following section and forward to the Clinical Coordinator. Once received, the clinical coordinator will contact the health system to request a new preceptor based on the information provided.

Date of Request _____
Reason for Request _____

Clinical Coordinator: Complete according to follow-up actions provided to obtain preceptor.

Date/Actions/Initials _____

New Assigned Preceptor _____
Contact Information _____
Facility/Unit _____ Shift: AM PM

EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING

STUDENT SIGNATURE FORM

NAME & STUDENT ID# _____
(PLEASE PRINT NAME)

I have read all of the information in the *BSN Student Handbook* for College of Nursing, at East Tennessee State University. I understand that I am responsible for abiding by all contents of the handbook and any published updates of the handbook. I also understand that failure to abide by the Student Handbook and any updates to the Handbook may result in disciplinary consequences, up to and including course failure or dismissal from the program.

Signature: _____ Date: _____

Universal Precautions/Hazardous Chemical Right-to-Know Law

I have read and understand the policy on universal precautions and the Hazardous Chemical Right-to- Know Law.

Signature: _____ Date: _____

Substance Abuse

I have read and understand the College of Nursing policy and ETSU's policies and procedures governing the use and/or abuse of drugs and/or alcohol and am aware of the penalties which may result from behavior described by this policy.

Signature: _____ Date: _____

Health, CPR, and Healthcare Agency Requirements

I am aware of the College of Nursing Health and CPR requirements and understand that each clinical agency will also have security and orientation requirements. I understand that I am required to abide strictly by these requirements in order to participate in clinical experiences.

Signature: _____

Date: _____

Social Media, Confidentiality, and Professionalism Policies:

I have read and understand the College of Nursing Social Media, Confidentiality, and Professional behavior policy, with applicability to all College of Nursing activities. I understand that violation of this policy may result in disciplinary procedures up to and including course or clinical failure, or dismissal from the program.

Signature: _____

Date: _____

NOTE: Signature required on *Consent to Drug/Alcohol Testing, Statements of Acknowledgement and Understanding, Release of Liability* on separate page.

Permission to Text

We are happy to provide our students with the option to participate in communication via online methods. We use this information strictly for the purposes of communicating with you more efficiently. Our goal is to provide you with excellent service, satisfaction, and communication.

If you agree to receiving text messages from your faculty, please provide the following information:

Name (printed): _____

Student E#: _____

Cell Phone Number: (to which texting will be utilized) _____

By signing this form, I authorize faculty to send text messages to my cell phone. I understand that text messaging rates will apply to any messages received. I also understand that I may revoke this permission in writing at any time. I agree not to hold ETSU College of Nursing nursing faculty liable for any electronic messaging charges or fees generated by this service. I further agree that in the event my contact/cell phone number changes that I will inform faculty.

This authorization form will remain in effect until revoked in writing by me.

_____ Signature

_____ Date