

Auburn Montgomery

College of Nursing and Health Sciences

School of Nursing



Nursing Student Handbook  
2019-2020



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## Message from the Dean

Dear Nursing Student:

Welcome to the College of Nursing and Health Sciences (CONHS) at Auburn University Montgomery (AUM). We are delighted that you have chosen to pursue your degree at AUM in the School of Nursing! Our nursing program has a rich history of excellence in nursing education. Over the years, we have developed new program options to increase access to education, and we are committed to helping you achieve your educational goals. The university core values serve as a foundation to the education of our students and are embraced by the faculty and staff: a student centered experience, citizenship and community, standard of excellence, commitment to constant improvement, diversity of people and perspective with a culture of inclusiveness, promotion of lifelong learning and an environment of collaboration.

This handbook will serve as a useful guide and resource during your nursing education at AUM. It is important that you review the policies and procedures included as they relate to many aspects of your educational experiences at AUM on a regular basis. Policies and procedures that are altered during the year will be communicated to you electronically. A copy of the Student Handbook with up-to-date information is always available on the CONHS website.

On behalf of the college, its faculty and staff, please accept our best wishes for a personally fulfilling and successful year.

Sincerely,

Jean D'Meza Leuner, PhD, RN, CNE, FAAN  
Barbara S. Witt Professor and Dean  
AUM College of Nursing and Health Sciences





## **AUBURN UNIVERSITY AT MONTGOMERY SCHOOL OF NURSING**

### **MISSION**

The School of Nursing supports the mission of Auburn University at Montgomery to provide quality and diverse educational opportunities at the undergraduate and graduate levels. Faculty are committed to providing a scientifically, evidenced-based nursing education in an interprofessional environment. Graduates will be prepared to provide excellent nursing practice through life-long learning, leadership, service, scholarship, and outreach for a global society.

### **VISION**

To have national recognition for providing excellence in nursing education, scholarship, and practice through innovative programs that are responsive to current and emerging healthcare needs.

### **VALUES**

1. A Student Centered experience
2. Citizenship and Community
3. A Standard of Excellence
4. Commitment to Constant Improvement
5. Diversity of People and Perspective with a Culture of Inclusiveness
6. Promotion of Lifelong Learning
7. An Environment of Collaboration

### **HISTORY OF AUBURN UNIVERSITY AT MONTGOMERY**

Auburn University at Montgomery (AUM) is the metropolitan campus for Auburn University and was established by an act of the Alabama Legislature in 1967. AUM began its operation in 1968 at a downtown facility, moving in 1971 to its current 500-acre campus seven miles east of downtown Montgomery. AUM is a state assisted, coeducational institution, granting baccalaureate and master's degrees with a student enrollment of over 5000. In 1973 the Southern Association of Colleges and Schools accredited AUM with subsequent reaffirmation in 1978, 1988, 1998, 2008 and most recently in 2018.

### **ACCREDITATION**

The School of Nursing Undergraduate Baccalaureate and Joint AU/AUM Master's Programs are accredited by:  
Commission on Collegiate Nursing Education (CCNE)  
655 K Street NW, Suite 750  
Washington, DC 20001-1120  
Telephone: 202-887-6791  
Internet: [www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation)

The Baccalaureate Program is approved by the:  
Alabama Board of Nursing (ABN)  
RSA Plaza, Suite 250  
770 Washington Avenue  
Montgomery, AL 36104  
Telephone: 334-293-5201  
Internet: [www.abn.alabama.gov](http://www.abn.alabama.gov)



## **HISTORY OF SCHOOL OF NURSING AT AUM**

The Alabama legislature established the AUM School of Nursing (SON) in 1978 and the first class was admitted in 1979. It has been fully and continuously accredited by the CCNE (Commission on Collegiate Nursing Education) since 1998. Prior to 1998, the School of Nursing was accredited by NLNAC (National League for Nursing Accreditation Commission).

1978	Alabama State Legislature established School of Nursing
1979	Auburn University at Montgomery School of Nursing granted provisional approval – the highest level for stage of development – First class admitted – Founding Dean Dr. Kathryn Barnett – Fully accredited by National League for Nursing Accreditation Commission (NLNAC)
1988	Establishment of RN Mobility Program – Founding Director Dr. Sharon Farley
1988-1997	W. K. Kellogg Foundation Grant – Dr. Sharon Farley Director
1998	Fully accredited by Commission on Collegiate Nursing Education (CCNE)
1999-2009	Dr. Barbara Witt, Dean of Auburn and Auburn Montgomery Schools of Nursing
2000	Renaming of RN to BSN program to Educational Advancement for Registered Nurses (EARN)
2008	Establishment of joint MSN program with Auburn University for Nurse Educators Founding Director Dr. Anita All – Establishment of A. I. (Teal) Corte, Jr. Simulation Lab
2009	Kid Check/Healthy Kids
2009-2014	Dr. Gregg Newschwander, Dean of Auburn and Auburn Montgomery Schools of Nursing
2010	Addition of Primary Care Nurse Practitioner track to joint AU/AUM graduate program
2012	First onsite EARN (RN to BSN) program developed – Fully reaccredited for 10 years by CCNE
2015	Dr. Ramona Lazenby, Interim Dean
2015	Dr. Jean D'Meza Leuner, founding Dean of College of Nursing and Health Sciences and Chief Nursing Administrator, School of Nursing
2016	Approval of Joint Auburn/Auburn Montgomery MSN tracks: Nursing Informatics and Health Systems Leader (on hold)
2016	Approval of graduate certificate in Nursing Education
2016	Faculty Bylaws approved and Shared Governance Initiated
2017	Approval of dissolution of joint AU-AUM Master's Program
2017	Approval of AUM Master's Program for FNP and Nurse Educator for Interprofessional Practice
2017-2018	Approval AUM DNP Program by ACHE and SACSCOC
2018	Commence Master's Program
2019	Commence DNP Program
2019	Approval Post Graduate FNP Certificate Program

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## ACADEMIC PROGRAMS

### BACCALAUREATE PROGRAM IN NURSING

The BSN Curriculum is designed to prepare graduates for entry into professional nursing practice. Baccalaureate generalist nurses are providers of direct and indirect care and function as designers, coordinators and managers of care. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. As healthcare providers, professional nurses function autonomously and interdependently within the healthcare team across all environments. Professional nurses focus on individual, family, community, and population health care as they monitor and manage aspects of the environment to foster health and well-being.

### PROGRAM OUTCOMES

The AUM BSN curriculum prepares nurses to:

1. Apply knowledge from diverse concepts and theories from liberal education to generalist nursing care principles and practice experiences; (Essential I)
2. Apply leadership concepts, skills and decision making in the provision of safe, quality care and to function as a member of an interprofessional team; (Essential II) (QSEN II)
3. Integrate evidence, clinical judgment, interprofessional perspectives, patient preferences and outcome measures in planning, implementing, and evaluating outcomes of care; (Essential III)
4. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe practice and analysis of patient data for outcome analysis; (Essential IV) (QSEN IV & VI)
5. Demonstrate knowledge of healthcare policy, legal, finance and regulatory issues that impact healthcare delivery and safe nursing practice; (Essential V) (QSEN V)
6. Utilize effective inter and intraprofessional communication skills to deliver evidence-based, patient centered care; (Essential VI) (QSEN III)
7. Assess determinants of health in relation to factors such as family history, individual health, values, beliefs, emergency preparedness and other factors to advocate for the delivery of health promotion and disease prevention strategies; (Essential VII)
8. Demonstrate professionalism and protect patient privacy and confidentiality and accountability for personal and professional behavior; (Essential VIII)
9. Provide holistic, compassionate, patient-centered care that is culturally appropriate and evidence-based while managing the acute and chronic care of patients and promoting health across the lifespan. (Essential IX) (QSEN I)

(Approved by SON 6.2018)

## PROGRAM POLICIES

### ADMISSION FOR PRE-LICENSURE BACCALAUREATE PROGRAM

Refer to the current AUM Undergraduate catalog for admission requirements. The baccalaureate programs are competitive with limited access for admission. The Admission, Progression and Graduation (APG) committee reviews application files.

Selection for admission to the Upper Division of the School of Nursing is based on academic performance in *Prenursing* Lower Division required courses, an interview (if offered), a Test of Essential Academic Skills (TEAS) score and the percentage of *Prenursing* credit completed at AUM. Applicants must:

- *Achieve full admission to Auburn University at Montgomery and to the prenursing major.* Students on Academic Probation or Suspension and students with provisional university admission cannot be considered for admission to the Nursing program.
- *Have a minimum 2.5 GPA (unadjusted and without rounding) based on prenursing coursework at the time of application*

- *Have no more than 22 hours for fall admission and 18 hours for spring admission (see advisor for specific details for individual requirements) of remaining prenursing coursework.*
- *Have successfully completed (grades of "C" or above) at least 3 of the required 5 lab science courses. A student who has earned two (2) grades below a "C" in Anatomy and Physiology I or Anatomy and Physiology II is not eligible to declare or to remain in the prenursing major and is not eligible to apply to the upper division of the nursing program at AUM.*
- *Have successfully completed (grades of "C" or above) Anatomy and Physiology I and II and labs within 5 years of nursing entry, or a retake of one is required*
- *Have successfully completed (grade of "C" or above) at least one of the required prenursing math courses*
- *Submission of Test of Essential Academic Skills (TEAS) score. A score of 73% or higher is preferred. Students with an ACT score of 23 or higher on file in the AUM Registrar's office are exempt.*
- *Attend and pass an interview with nursing faculty and leaders from the local community, if offered*
- *Possess the functional ability to perform the skills and behaviors required of a professional nurse as listed in the current University Catalog, and in the Prenursing Student Handbook (Both may be viewed on the AUM website, [www.aum.edu](http://www.aum.edu).)*
- *Undergo and pass a drug screening. Students who do not pass the drug screen will not be admitted.*
- *Undergo and pass a background check. Students who do not pass the criminal background check will not be admitted.*
- *Possess the ability to operate a computer and related technology and to understand basic computer language. This includes a functional level of knowledge and skills related specifically to the following Microsoft Office programs: Word, Excel, and PowerPoint. Additionally, students must be able to navigate the Web, Blackboard and the university email system.*
- *Own and be proficient in the use of a wireless handheld device such as an iPhone to be used as a resource in the clinical setting.*

**Meeting above requirements does not guarantee acceptance.** Because the number of students who can be admitted to Upper Division is determined by the availability of faculty and clinical practice sites, a School of Nursing committee selects a limited number of the most qualified applicants to progress to the interview phase of the application process. Applicants will be notified whether or not they have been selected to interview by e-mail. Those interviewed will be notified regarding their admission status by mail.

<b>Application to Upper Division for Pre-Licensure Students</b>		
	<b><i>Fall Admission</i></b>	<b><i>Spring Admission</i></b>
<b><i>Application Availability</i></b>	First week of January	August 1
<b><i>Submission Deadline</i></b>	March 1	October 1
<b><i>TEAS score Due Date</i></b>	March 1	October 1
<b><i>Interview Time Frame</i></b>	Late March/early April	Late October/early November
<b><i>Admittance Notification</i></b>	End of April	End of November

### **ADMISSION TO POST-LICENSURE BACCALAUREATE PROGRAM**

The RN to BSN or Educational Advancement for Registered Nurses (EARN) Program is designed for registered nurses with an Associate Degree and/or diploma in nursing who desire to return to school to obtain a baccalaureate degree in nursing. Refer to the current AUM Undergraduate catalog for admission requirements. Upper Division nursing courses build on Lower Division curriculum. These requirements consist of courses in the humanities and biophysical and behavioral sciences. Applicants must:

- *Select a part-time or full-time option.*
- *Select a semester for application to Upper Division nursing courses.*

- *Have a minimum 2.5 GPA and transcripts of graduation from an accredited 2-year nursing program.*
- *Have successfully completed all pre-nursing courses with a minimum grade of "C".*
- *Have a "C" or higher in English Composition II, core math, and no more than six outstanding core courses. You must make a grade of "C" or higher in all core courses.*
  - Transfer credit will not be granted for courses in which a grade of "D" or "F" was earned. A maximum of 37 appropriate semester hours of transfer credit will be awarded after successful completion (minimum grade of "C") of NURS 4110.
  - Advanced placement or CLEP credit in pre-nursing courses is granted according to university policies.
- Present evidence of current unencumbered RN license in their current State of practice.

## HEALTH REQUIREMENTS

Student health requirements are intended to protect the health of students and patients for whom they will be caring. A copy of the Annual Health Assessment Form can be found in the forms section. All requested documentation must be entered into CastleBranch by the due date. The health requirements for all nursing students are as follows:

- A physical exam for pre-licensure students prior to entering Upper Division courses. This examination must be performed and dated between the dates of June 1 and August 15 for Fall admission and November 1 and January 10 for Spring admission of the year the student plans to enroll in Upper Division nursing courses and must be provided or approved by the AUM Student Health Center. Appointments for physicals can be made at the Student Health Center by calling 334-244-3281 from 8:15 am to 4:30 pm, Monday through Friday.
- Post-licensure students (EARN) are required to have a physical examination within 6 months of the term for which they plan to enroll in the program.
- A completed Tetanus-Diphtheria series with booster every 10 years. At least one booster should be the TDaP (tetanus, diphtheria, pertussis) unless contraindicated.
- Two doses of MMR vaccine (measles, mumps, rubella) or proof of immunity by titer >1:8i unless born before 1957.
- Tuberculosis skin test through the appropriate method unless previous positive test then must have a chest x-ray for clearance. Previous history of TB and completion of treatment must complete a yearly status report as recommended by the Centers for Disease Control (available in Student Health Center). Pre-licensure students must complete a 2-step TB test and post-licensure students must have a 1-step TB test.
- Record of childhood immunization and provide documentation or appropriate titer levels to prove immunity.
- Additional laboratory test may be required based on specific health care facility requests.
- Annual influenza vaccination given between October and March.
- Hepatitis B vaccine series or documentation of completed series. If documentation not available, proof of immunity through titer level is appropriate.

## DOCUMENTATION

In order to meet the requirements of the various clinical agencies used for required clinical experiences to protect students and patients from potential hazards, the following requirements must be met **before the first day of class every semester that includes clinical experiences (with the exception of the flu vaccination).**

**Please refer to the checklist to ensure you have completed all the requirements prior to the first day of class. Please notify the School of Nursing of any changes.**

- Completion of Annual Health Assessment Form (Located in the forms section of the Nursing Student Handbook)
- Completion of Immunization Form (Located in the forms section of the Nursing Student Handbook)
- Proof of flu vaccination annually (administered from October to March)
- PPD test or chest x-ray annually

- ❑ Drug screening for pre-licensure students or post-licensure students not currently employed
- ❑ Proof of current BLS certification (Basic Life Support for Healthcare Providers through the American Heart Association)
- ❑ Proof of any other additional requirements for specific agencies as necessary
- ❑ Evidence of patient confidentiality training (Health Insurance Portability and Accountability Act [HIPAA])
- ❑ Proof of personal health insurance (students are responsible for payment of any health care services). Students are required to have personal health insurance for the duration of their time in the program.
- ❑ Certification of clear background through CastleBranch for continued enrollment for pre-licensure students and post-licensure students [www.castlebranch.com](http://www.castlebranch.com)
- ❑ Proof of current unencumbered licensure as a registered nurse for post-licensure students
- ❑ Statement of acknowledgement of policies and procedures as set forth in the AUM SON student handbook (see forms section)
- ❑ Confidentiality agreement (see forms section)
- ❑ Signed classroom behavior policy (see forms section )
- ❑ Consent for photographs or video (see forms section)

The information above must be uploaded to CastleBranch by the appropriate date. Failure to provide or falsification of the above documentation is grounds for dismissal from the School of Nursing.

Student documents must be current and complete in order to participate in any clinical practice learning experience that involves patients or clients. Students who do not have background and drug screening clearance may not be able to complete the program and graduate. Students may also be required to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.

## PROGRESSION

Students must meet the following criteria in order to progress and graduate from the nursing program:

- A minimum GPA of 2.0 in nursing major
- Achieve a 73% or greater average on exams/quizzes before scores from alternate assessments as defined in the course syllabus are averaged into the course grade
- Earn a grade of "C" or above in all nursing courses
- Achieve a grade of "satisfactory" (S) in all clinical/lab components of all nursing courses
- Maintain licensure as a Registered Professional Nurse (post-licensure students) – must notify advisor if licensure status changes during the program

Students who do not meet all of the above criteria must petition to the School of Nursing, Admission, Progression, and Graduation (APG) Committee to request consideration to remain in the nursing program. The petition must be received by the APG Committee or turned in to the Dean's Office no later than **three business days following official faculty submission of grades to the registrar** (See AUM Academic calendar for specific date and time each term).

- Failure (a grade lower than "C" in two (2) nursing courses constitutes disenrollment from the nursing program.
- A student may not repeat more than one nursing course.
- The Upper Division nursing curriculum must be completed within four (4) years of the first course taken in the program. (Refer to Undergraduate Handbook for additional requirements)
- Students who are not enrolled for two or more consecutive terms must re-apply to the program and are not guaranteed readmission.
- Course Failure
  - a. "Course Failure" is defined as earning a grade less than a "C" in any course required to complete the BSN degree, inclusive of elective course work as required in the program curriculum.

- b. In the event that a student earns a failing grade in a single class, they may repeat that class in the next available semester.
- c. In the event that a student earns a failing grade in two or more courses at any point in the program, they will be dismissed from the program. The student is notified immediately via email to the student's official AUM email address of record.

### **WITHDRAWAL OR OUT OF SEQUENCE STUDENTS**

- A student is considered out of sequence when they have deviated from their plan of study based on their admission semester.
- Out of sequence students must submit their Intent to Continue Form to the Admission, Progression, and Graduation (APG) Committee by the end of the first week of the semester prior to their anticipated return to upper division course work.
- The APG Committee will review the student's past performance and current status of admission criteria in addition to recommendations from course faculty and the student's advisor. Written notification via AUM email will be sent to the student within four (4) weeks of the request regarding the committee's decision and if approved to return the notification will include which semester the student must return.
- If approved to return, the student must meet with the Program Coordinator to develop a plan of study which may include a 1-3 hour Independent Study course.
  - The student must score at least 73% on exams/quizzes and/or receive an "S" in all clinical/lab content of the Independent Study course to resume upper division nursing course work in the approved semester.
  - If a student scores less than 73% or a "U" in the clinical/lab component of the Independent Study course, this will be counted as one nursing course failure. If this is the first nursing course failure, the student may retake the Independent Study course. If this is a second nursing course failure, the student will be disenrolled from the nursing program.

### **DECELERATION FROM COHORT PLAN OF STUDY**

Students who wish to decelerate in the nursing program MUST confer with and notify in writing the appropriate Program Coordinator.

### **DROPPING OUT**

Students who wish to withdraw from the nursing program MUST confer with and notify in writing the appropriate Program Coordinator. Students who drop out without notifying the School of Nursing may not be considered for readmission.

### **CONTINUATION OR RE-ADMISSION (AFTER DROPPING OUT, DISMISSAL OR DECELERATION)**

Students must:

1. Complete an APG petition form requesting continuation or re-admission, and a new nursing application, if requested (required).
2. Identify reason(s) he/she is petitioning or has been out of the nursing program.
3. Provide a letter of plan for success once re-admitted to the program. If petitioning for re-admission, the student must provide documentation of remediation and evaluation recommended and/or required at the time of dismissal (if applicable).

Student petitions do not guarantee re-admission and they are evaluated on an individual basis by the APG committee. During each deliberation, the committee will consult with faculty members as appropriate with consideration of academic performance, professional demeanor, and personal conduct during the student's time in the program.

- Behavior indicative of possible substance abuse will require submission of drug and/or alcohol screening.
  - If results are positive, student will be dismissed from the nursing program and referred to the



appropriate program coordinator and other administrative officials.

- Re-admission is dependent upon available classroom, clinical and faculty resources
- If re-admitted, the student will meet with their advisor along with the appropriate program coordinator to develop a plan of study for successful completion of the program.
  - The plan of study may include clinical and/or didactic independent studies and course audit requirements designed to update the student's clinical practice and/or theoretical knowledge or bring it to the level of other students enrolled in the semester in which the student is returning.
- Student documentation of current BLS, health insurance, health requirements, drug screening and background checks will be required.
- Students are notified via AUM email of the actions, recommendations, and/or requirements specified by the APG committee.

## APPEAL OF GRADES

Students who wish to appeal a grade or an action taken in a course should follow procedures outlined in the AUM Undergraduate Catalog and AUM Student Handbook.

## GRADUATION

Each student is responsible for reading and understanding the degree requirements and written policies as stated in the AUM Undergraduate Catalog for the year during which he/she enrolled. The year under which a student enrolled can be found in Degree Works.

Students should meet with an advisor frequently each semester regarding his/her progress and courses completed within the program of study. Degree Works is available online from MyAUM in the Campus Resources Launchpad and can be accessed by the student at any time. Making appointments to meet with advisors/mentors/counselors is highly recommended. Advisors display their office hours on their office doors and in their syllabus. Online courses have advising hours noted on the syllabi. An "Intent to Graduate" form must be filed by the deadline announced by the University Academic Calendar.

## NCLEX-RN EXAMINATION

Upon successful program completion and recommendation by the Dean, graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) leading to the registered nurse (RN) license to practice nursing.

The School of Nursing cannot guarantee that students will be permitted to sit for the NCLEX-RN licensure examination with a criminal or substance abuse history. Questions such as this should be cleared with the school and the Board of Nursing as early as possible. It is imperative that students notify the Dean within 72 hours of any arrest or DUI that occurs while a student is in the program. *IMPORTANT:* While the actual incident may not result in dismissal, failure to report such incidents is more likely to result in the student's dismissal from the School of Nursing if discovered.

## SCHOOL OF NURSING POLICIES AND GUIDELINES

### GRADING POLICY IN SCHOOL OF NURSING

<b>School of Nursing Grading Scale</b>	
90-100	= A
80-89	= B
73-79	= C
60-72	= D
0-59	= F

Grades below "C" are unacceptable for credit towards a nursing degree.

Satisfactory academic progress in the program involves maintaining the standards of academic and professional integrity. Failure to maintain these standards may result in termination of the student from the program.

## CALCULATION AND ROUNDING

Students must achieve an average of 73.0% without rounding on course exams, quizzes and HESI exams. The HESI will comprise 10-30% of the course grade. If there are additional learning activities (PrepU, PassPoint, presentation/papers, etc.) these will be added only after the achievement of 73% on course exams/quizzes/HESI. However, the achievement of 73% on exams/quizzes/HESIs will not necessarily result in a passing grade for the course.

If PrepU is available, this grade will be added after the minimum 73% is achieved. PrepU will comprise 10% of the course grade at Mastery Level 3-5.

Mastery level is set for cohort: Semester 1: Level 3, Semester 2: Level 4, Specialties: OB/Peds/Psych/Community/Leadership/Critical Care/Adult Health II: Level 5.

PrepU assignments are to be completed by assignment due date. Students will continue to have access to library of questions. If student encounters technical difficulty completing assignment, the student must contact Lippincott and provide faculty member with work order number at least 24 hours prior to closing of assignment. Faculty member will determine number of PrepU assignments. PrepU Grade, added after 73% is achieved, will be number of assignments completed at mastery level, divided by number of assignments.

Once you have a 73% average exam/quiz grade in a course, grades may be rounded to the nearest whole number. If the 2 digits to the right of the decimal point are above 50, the digit to the left of the decimal point will increase by 1. If not, no change will occur and only the digits to the left of the decimal point will be recorded. For example:

89.50 = 90 (A)

79.50 = 80 (B)

89.49 = 89 (B)

79.49 = 79 (C)

72.50 = 73 (C)

72.49 = 72 (D)

## STANDARDIZED TESTS

Standardized tests may be administered throughout the curriculum and may be scheduled outside of the scheduled classroom time. Students are required to take these exams when scheduled and are responsible for costs associated with their administration. See course syllabus for standardized exam(s) placement and scheduled date(s) and time(s). AUM SON currently utilizes Health Education Systems, Inc. (HESI) for standardized testing. In addition, faculty may choose to use other resources. **\*Ear buds or headphones are required for standardized testing for alternate test questions.**

## HESI EXAM POLICY.

### *Exam Integrity.*

Students are responsible for maintaining the academic integrity of all HESI resources. Although HESI and faculty monitor exam integrity, the professional nursing Code of Ethics and personal student integrity support that no content on the exams will be distributed to individuals, groups or internet sites.

### ***The HESI score.***

The HESI score is used to describe performance on the Specialty and Exit Exams. The HESI predictability model (HPM), a proprietary mathematical model, is used to calculate each HESI score (typical range from 0 to 1500). The HPM considers several factors, including the difficulty level of each test item and the performance by that student on all of the items. Research on predictive accuracy of the HESI exams has been conducted using this HESI score. Research studies have found the HESI Score to be highly accurate in predicting NCLEX® success. For example, while a score of 850 or more is acceptable, students who score at 900 or above on the HESI Exit Exam are predicted to pass the NCLEX without additional preparation.

### ***HESI Conversion Score\*.***

To ensure consistency in use, HESI provides a "conversion score". The conversion score is a weighted percentage score that considers the average difficulty of the exam and the average difficulty of the test items answered. There is a relationship between the HPM and the conversion score, but it is not a strict percentage.

For example, a HESI score of 850 (the score HESI describes as "acceptable performance") can result in a converted score anywhere between 60 and 75%, depending on the difficulty of the test items the student answered. The "conversion score" was developed to better reflect the student's ability than a traditional percentage score, which would not take into account the difficulty level of the test items.

### ***HESI Semester Exams.***

1. Nursing students will take HESI exams each semester in the program.
2. Standardized testing
  - a. The conversion score\* for each exam provided by HESI will be recorded as a component in the final course grade.
  - b. The following HESI exams correspond to AUM courses:
    - i. NURS 3131 Health Assessment: 10% of course grade
    - ii. NURS 3900 Calculations: 10% of course grade
    - iii. NURS 3210 Pharmacology: 15% of course grade
    - iv. NURS 4241 OB: 15% of the course grade
    - v. NURS 4251 Pediatrics: 15% of the course grade
    - vi. NURS 4371 Adult Health II: 15% of the course grade
    - vii. NURS 4430 Leadership: 15% of the course grade
    - viii. NURS 4431 Transition: each HESI exam will be 15% of the course grade
    - ix. See course syllabus for any further explanation if taking multiple exams
  - c. Course faculty may require a practice exam to be completed in advance of the standardized exam.
    - i. See course syllabus for any needed requirements prior to sitting for the proctored exam.
3. It is strongly recommended that students score a minimum of 850 on the HESI exams, demonstrating retention of learned material (see HESI Remediation if score below 850).
4. Faculty will use the various HESI content and specialty exams at their discretion regarding timing within courses. For example, version one or version two of an exam may be used for one student cohort in one course, while another course may include both version one and two.

### ***HESI Exit Exam (E2).***

The AUM School of Nursing has set the benchmark as 850 for the HESI E2, as research has shown this score predicts a 95% likelihood of passing the NCLEX. Students in the AUM SON professional nursing program will take two (2) separate versions of the HESI Exit Exam (E2) to fulfill NURS 4431 course requirements. HESI will provide a conversion score\* which will be used to calculate the course grade. Two exit HESI will be administered. Each exam will count as 15% of the final course grade. Therefore, a score of 850 does not guarantee that 73% has been achieved to pass the course.

## ***HESI Remediation***

An individual student detailed report and remediation packets will be loaded in the student's account within 24-72 hours after any HESI exam is uploaded/closed. A document with step-by-step instructions on how to access your HESI remediation can be found on HESI Student Life page <https://evolve.elsevier.com/studentlife/hesi.html>

- It is recommended that students complete the HESI remediation for each exam in order to improve areas of identified weakness.
- Students scoring below 850 on any HESI exam must meet with their faculty advisor to evaluate the topical areas needing additional study and use of the remediation plan provided by Elsevier for each exam.
- Please make an appointment with your advisor as soon as possible following each exam and take a copy of your remediation plan to the visit.

Based on *HESI Research Summary prepared by Dr. Barb Schreiner, Director of Research for Review and Testing & Dr. Kim Brunnert, Director of Psychometrics 4/9/14; Adopted Aug. 2015*

## **EXAMINATIONS**

Students are expected to be present for scheduled examinations. Absences are not permitted for examinations except for verified emergencies or unexpected events. If a student must be absent on the day of the scheduled examination, he/she must contact the course coordinator, preferably before the exam is given, but **NO LATER THAN THE END OF THE SAME SCHOOL DAY**. Make-up exams are at the discretion of faculty/course coordinator. If a make-up exam is offered, a different format may be used such as short-answer or essay questions. Faculty may require documentation from the student related to reason(s) for a missed exam.

The use of personal digital devices, smart watches, cell phones or other instructional aides are not allowed during examinations unless given permission by the faculty. **\*Students should bring a simple non-scientific calculator to exams if noted by the Instructor.** Exams should be assumed closed book and should be completed without assistance unless otherwise specified. Examinations should not be shared with anyone before, during or following testing. No copies, including screen shots, of any part of an exam or exam review may be taken or shared. (see the Academic Honesty Code in the Undergraduate Catalog and Code of Conduct in the AUM Student Handbook)  
**\*Please read course syllabi carefully for the weight of exams and additional assignments.**

## **RESPONDUS LOCKDOWN BROWSER**

Quizzes/examinations may be proctored. For these exams (except standardized exams given through a secure site) Respondus LockDown Browser will be used. When taking the test, the Respondus LockDown Browser must be opened **first** and then you will go to the quiz/exam in Blackboard.

## **TECHNOLOGY REQUIREMENTS**

The College of Nursing and Health Sciences **requires** its students to own a computing device as part of the program they are enrolled in. It is strongly recommended that device be a laptop. Generally speaking, a modern Windows laptop running a full version of Windows (RT devices are not recommended) or a MacBook no more than 3 years old will satisfy this requirement. Google Chromebooks are not recommended.

### **Minimum System Requirements**

- PC - Operating System: Genuine Windows 7 SP1+ or later; Windows 8.1 or newer recommended  
Ram: 4GB minimum; 8GB recommended
- Mac - Operating system: Genuine OSX 10.10 or later  
Ram: 4GB minimum; 8GB recommended

As a benefit to currently enrolled AUM students, the university offers free access to Microsoft Office. It can be installed simultaneously on 5 devices and is available for PC, Mac, iOS, Android, and Windows Mobile. For more information on how to download the software package, log into the MyAUM portal and then click on the Online Help

Desk tab at the top of the page and then look for the Office 365 tab at the top of the next page. You can contact the AUM Help Desk directly at (334) 244-3500 [helpdesk@aum.edu](mailto:helpdesk@aum.edu) with any issues or questions.

### **FORMAT FOR WRITTEN ASSIGNMENTS**

For all College of Nursing courses, the current edition of the APA Publication Style Manual is required for all written work and formal presentations. APA style includes grammar, punctuation, organization, scholarly thought, proper citation, and reference formatting. Submissions not meeting these requirements will be graded accordingly. All papers, projects, care plans, tests and other assignments become the property of AUM School of Nursing. Original work will be submitted for grading and students are encouraged to keep copies of all written work.

### **PROFESSIONAL EQUIPMENT**

Students are expected to have basic equipment for patient care during lab and clinical experiences. Necessary equipment includes a professional stethoscope with a bell and diaphragm, bandage scissors, a watch with a second hand, penlight, and a pen with black ink. A calculator is recommended but not required.

### **TRANSPORTATION**

Students are responsible for arranging transportation to and from clinical sites. Absence from class or scheduled clinical experiences due to transportation problems is not acceptable. Carpool arrangements will not be part of the decision-making process when scheduling clinical assignments.

### **REGISTRATION FOR COURSES**

Prior to registration each semester, students must make an appointment and meet with their assigned advisor to receive the appropriate PIN number and review their plan of study. Before this meeting students should access Degree Works through MyAUM to review posted grades for accuracy. Concerns about any discrepancies should be discussed with the student's advisor or course faculty.

Students are responsible for registering for the correct courses each semester through Webster. Dates for registration are found in the Academic Calendar.

Following registration and during the add/drop period, students should review Webster to ensure they are registered correctly for the desired/required courses for the semester. Corrections must be made during the add/drop time period. Please contact your advisor for registration problems. Failure to make corrections in the appropriate time frame will lead to issues with progression and possibly additional fees.

### **OUTSIDE EMPLOYMENT**

Employment should be limited as much as possible in order to allow for ample time to prepare and participate in course requirements. The pre-licensure program is a full-time program of studies and classes/labs can be required at times other than those on a course syllabus. Students should expect a minimum of two full days of clinical experience per week (can be 12 hour shifts) and two or three full days of class and other required lab experiences. Studies have shown that working greater than 20 hours per week challenges the student's ability to be successful in college course work.

### **TUESDAY CLASS FOLLOWING MONDAY HOLIDAY IN THE SCHOOL OF NURSING**

As a program of study, nursing courses are taught atypical of most university courses (i.e. Tuesday/Thursday or Monday/Wednesday). Nursing courses are scheduled once a week for longer periods of time in order to allow for clinical/lab experiences the remainder of the week. Class content precedes clinical/lab experiences in order to discuss the theoretical content that will be applied during the clinical experience. The current practice at AUM in general, is that no classes are held the Tuesday following a Monday holiday. This policy creates problems for nursing students because an entire week of class time is missed for those students with nursing courses scheduled on a Tuesday. Not only do students miss valuable class time but the interruption in the teaching-learning process is

significant. Due to the unique nature of the nursing program, courses routinely scheduled on a Tuesday *will hold* classes on the Tuesday following a Monday holiday (refer to the course calendar in the syllabus).

### **JULY 4<sup>th</sup> HOLIDAY**

The current practice at AUM is to give a two-day holiday for the 4th of July. Nursing students will not have class or clinical on July 4th as the campus is closed. However, due to the unique nature of the nursing program, nursing students will have class or clinical as needed the remainder of the week.

### **AUBURN UNIVERSITY AT MONTGOMERY CREDIT HOUR POLICY**

Auburn University at Montgomery (AUM) defines one credit hour as the unit of work that includes no less than one 50 minute period of classroom or direct faculty instruction and completion of assignments that typically requires 2.5 hours of out-of-class student work for each credit hour for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time. AUM expects that for each credit hour awarded, and appropriately prepared student will complete an average of 3 to 3.5 hours of academic work per week over the length of a 15 week semester. The same general expectation of student work exists for credits awarded for practica, internships, activity courses, laboratory experiences, and distance learning courses, although there will be variations to accommodate differences among academic disciplines. Approved July 2013.

### **ATTENDANCE**

Students are expected to be on time and attend all nursing classes and clinical experiences. If a class is missed, the faculty may require make-up work. It is the responsibility of the student to obtain information and assignments from other students if a class is missed and to inquire about make-up work. Failure to attend an activity required for the course may result in a lower course grade or failure.

The AUM School of Nursing (SON) expects that students will recognize they have entered a profession in which commitment to full participation in the learning environment is essential and will become a style of life-long learning. Time management is a necessary professional skill, and punctuality is expected in professional workplaces. Punctual attendance is expected in all educational activities, and is required for class, lab and clinical experiences, simulations, and Nursing Resource Center (NRC) validations. Students will not be excused from required coursework or clinical experiences for job interviews/orientations/ outside jobs or personal/family events. This attendance policy includes absences during final exam week. Students should be available until the end of the semester. Final exam week is noted on each course syllabus. Personal plans (e.g., flight arrangements) should be scheduled during the regular AUM SON semester breaks in order to avoid unexcused absences.

### **LEARNING ENVIRONMENT**

Course faculty, staff, and students share the responsibility to ensure an open and safe learning environment as well as an appreciation for diversity and inclusion in all situations. Faculty, staff, and students will treat one another with dignity, respect and civility.

### **EXPECTED BEHAVIORS FOR CLASSROOM EXPERIENCES**

Students are expected to demonstrate behaviors consistent with those of a professional nurse at all times. Classroom behaviors which are expected include, but are not limited to:

- Attending each class to include being punctual and remaining for entire class.
- Submitting paperwork and assignments timely.
- Being prepared for each class experience.
- Being attentive and engaging in classroom activities.
- Considering others when asking questions or making comments.
- Turning off cell phones or placing them on vibrate.
- Using technology devices for classroom purposes only.
- Being respectful and civil to others.

- Accepting accountability for actions.
- Obtaining permission from faculty before audio or video recording or taking pictures of any portion of the class content.
- Dressing appropriately to portray a professional image of nursing and personal dignity at all times.
- Maintaining standards of academic integrity for all courses, quizzes, exams, and assignments.
- Adhering to HIPAA guidelines when discussing patient and facility information during classroom experiences.

## **ONLINE EDUCATION GUIDELINES**

A course delivered via distance education technology is different from that delivered in a classroom environment. For that reason, the following guidelines will assist the learner in navigating this course. The learner responsibilities are course policy and must be followed. Points to consider:

- Online and hybrid courses give students greater freedom of scheduling, but they can require more self-discipline than on campus classes. Students may neglect a course delivered using distance technology because of personal or professional circumstances. Find ways to motivate and discipline yourself when taking an online or hybrid course.
- Identify your personal learning style using an assessment tool such as Myers Briggs<sup>®</sup> and/or VARK<sup>®</sup>. This awareness can help you adjust to the online learning environment.
- Some students prefer the independence of online learning, while others miss the classroom experience. Reach out to your peers online to become a community of learners.
- Online learning requires you to work from written directions. Printed materials are the primary source of information. Students are required to be articulate through a written medium. There are few oral and non-oral cues. If you have questions, please ask!
- It may take several days to a week to get comments back from your course faculty.
- Online learning requires as much time as on-campus courses, sometimes more.
- Students who do well in an online course are usually comfortable contacting the course faculty as soon as they need help with the course.

### **Learner Responsibilities:**

- Learning in the distance education environment cannot be passive. If students do not enter into the online classroom - do not post a contribution to the discussion - the professor has no way of knowing that they have been there. Students are not only responsible for logging on, but they must contribute to the learning process by posting their thoughts and ideas to the online discussion. Learning is an active process in which the instructor and the learners must participate if it is to be successful. In the process, a web of learning is created. In other words, a network of interactions between the professor and other participants is formed, through which the process of knowledge acquisition is collaboratively created (Paloff & Pratt, 1999, p. 6).
- Computer access is necessary. If you do not own a computer, you may use one in the computer lab in the School of Nursing or in the University Center computer lab. Contact AUM ITS Help Desk for technical support at <http://www.aum.edu/about-aum/information-technology-services>. All papers, projects, care plans, tests and other assignment, etc., become the property of the AUM School of Nursing. Original work will be submitted for grading. Students are encouraged to keep copies of all written work.

## **CLINICAL OBSERVATION EXPERIENCES**

During observation experiences students may not provide direct patient care. Students need to prepare in advance for observation experiences. Students are encouraged to ask questions of staff, interact with agency's patients, and request to be present at all activities relevant to the objectives for the experience.

Absence from a confirmed observation is treated the same as an absence from a clinical experience. Students needing to change the date of an observation should discuss this in advance with the course faculty.

## CLINICAL ACCOUNTABILITY

Auburn University at Montgomery and the School of Nursing is morally and legally obligated to protect the safety, privacy, and security of patients. Students must therefore demonstrate evidence of mastery of certain skills and competencies to provide care in the clinical setting and meet course objectives. It is expected that students will follow policies and procedures of the clinical agency and maintain confidentiality of patient and agency information.

AUM SON students are expected to demonstrate appropriate professional behavior to the nursing profession. They must assume personal responsibility for being in a physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care. Students who are pregnant or become pregnant during the nursing program must notify the clinical faculty and Undergraduate Coordinator in writing. Students who develop any other illness or medical or psychological condition that may affect their own safety or their ability to provide care to patients must report that condition in writing from a qualified and appropriate medical provider to the clinical faculty and the Undergraduate Coordinator. A written medical clearance may be required from a physician or health care provider.

Students who are deemed unsafe or unable to perform patient care at clinical will be removed from the clinical area and must meet with the course faculty. This may result in clinical failure and/or dismissal from the School of Nursing program. In some cases, a medical withdrawal may be indicated.

## EXPECTED BEHAVIORS FOR CLINICAL EXPERIENCES

Students are expected to demonstrate consistent behaviors for safe practice with direct instruction and supervision of the faculty and/or preceptor. Students must be performing satisfactorily in each clinical course by the end of the semester. Students who are deemed unsafe will be removed immediately. All documentation must be accurate, reflecting care rendered.

Students should arrive for clinical on time and should stay for the full scheduled shift. Students must notify their faculty or clinical agency if they will be absent or late. Failure to do this will result in an unsatisfactory for the clinical day and may result in an unsatisfactory grade in the clinical component of the course. Chronic tardiness or unexcused absences will result in clinical failure.

Attention and involvement in the clinical experience is expected. Examples of unacceptable inattentive behaviors include, but are not limited to: sleeping, reading the newspaper, checking email, exploring the internet and other distracting behaviors not appropriate during the clinical experience.

Students should be cognizant that faculty time must be shared with all students during each clinical experience. A personal appointment with the faculty member outside of clinical time may be necessary.

Students demonstrating unacceptable behavior in the clinical setting will meet with clinical faculty and complete a *Reportable Occurrence Form* (see Forms section). The form will be placed in the student's file following a meeting with the course faculty. Remediation may be required for any skills which are unacceptable. Disciplinary action, including clinical failure and possible disenrollment from the program, may also be taken for students with unacceptable behavior.

Examples of **unacceptable clinical behaviors** include, but are not limited to the following:

- Performing nursing care in an unsafe or harmful manner.
- Providing direct patient care without the supervision of a registered nurse.
- Willfully or intentionally doing physical and/or mental harm to a patient.
- Exhibiting careless or negligent behavior in connection with care of a patient.
- Breaching confidentiality of the patient or agency
  - Using information that can be used to identify a patient on written assignments
  - Discussing confidential information in inappropriate areas including social media



- Discussing confidential information about the patient to third parties who do not have a clear need to know
- Removing any record or report (or copy) from the area where it is kept, except in performance of student nurse assignment
- Violating HIPAA guidelines
- Falsifying patient records or fabricating patient experiences
- Falsifying required documentation related to clinical experience including clinical logs, journals, and other paperwork related to the School of Nursing experiences
- Failing to report omission of, or error in, assessments, treatments or medications
- Illegally using, possessing, selling, or distributing illicit drugs or alcohol; or using prescribed, over the counter, or illicit substances in such a manner as to impair one's judgment or performance as a nursing student
- Failing to report body substance exposure or needle stick to clinical faculty
- Failing to disclose an illness or medical condition that may affect the student's safety or ability to provide safe patient care
- Disrespectful and/or rude behavior towards patients, family members, faculty, staff members or fellow students will not be tolerated and will result in disciplinary action. The student will be required to leave the clinical experience and receive an unsatisfactory grade for the day. This may result in a course failure or dismissal from the School of Nursing program.

### CLINICAL HOUR RATIO

1 credit = 3 contact hours in the clinical area

1 credit = 3 contact hours in the laboratory setting

1 contact hour in simulation = 3 clinical hours

### UNIFORM POLICY

Students should maintain a professional appearance consistent with the nursing profession at all times. When in AUM uniform you are representing the School of Nursing and the nursing profession and **all** guidelines must be followed. The required dress for **ALL** clinical experiences (including the AUM Nursing Resource Center) includes, but is not limited to the following:

- Appropriate clean and wrinkle-free AUM SON uniform of black pants, white top, and black scrub jacket (if desired) purchased from designated vendors. The top and jacket must have approved embroidered College of Nursing and Health Sciences insignia
- No other outer garments are allowed in the clinical settings (jackets or sweatshirts)
- Uniform should allow for proper movement without being offensive (i.e., no display of cleavage, midriff, or buttocks)
- For infection control, pants must not touch or drag the floor
- Solid **white** undershirt or camisole must be worn under the white top – no colors and no visible undergarments
- Black or white leather shoes (closed toe/heel) with no writing or insignias – no mesh or cloth shoes, no clogs or slide on shoes
- AUM College of Nursing and Health Sciences nametag
- All tattoos must be covered
- A single pair of stud earrings in the lower earlobe is the only body piercing jewelry allowed
- A plain band ring may be worn if desired
- Short, clean fingernails – no nail polish of any type or acrylic nails allowed
- Trimmed beards or clean shaved look
- False eyelashes and lash extensions are prohibited
- Hair must be above shoulders or restrained – bangs should be secured if fall over face with head looking down
- Hair jewelry is prohibited

- Due to sensitivities, body fragrances are not allowed
- See course syllabi for any additional requirements

### Alternate Uniform

At times students will be required to wear an alternate uniform. Please refer to the course syllabus. When in alternate uniform you must adhere to all guidelines consistent with professional appearance and as representatives of the School of Nursing and the nursing profession as listed above. When asked to wear the alternate uniform the required dress includes but is not limited to the following:

- Loose fitting full-length khaki slacks (i.e., no jeans, leggings, crop pants, or shorts)
- Loose fitting black polo shirt with embroidered College of Nursing and Health Sciences logo
- Brown or black closed toe/heel shoes with no writing or insignias

Failure to comply with the above professional dress code will result in dismissal from the clinical/lab experience and a makeup experience will be required.

### Activities requiring business casual attire:

Professional or business attire may be appropriate for certain experiences. Faculty will notify you if this is appropriate prior to the experience. Please see table below.

Overall Dress Code Requirements – Business Casual		
Group	DO	DON'T
Students in Groups	<ul style="list-style-type: none"> <li>• Appropriate hygiene for neat and clean appearance</li> <li>• Clean clothing, in good repair</li> <li>• Appropriately fitting black polo shirt with approved College of Nursing and Health Sciences logo</li> <li>• Loose fitting solid, neutral color slacks</li> <li>• Closed toe shoes color-coordinated</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing dirty, ripped, frayed, or with holes</li> <li>• Undergarments, buttocks, chest, or midriff should not be exposed in any position when wearing the clothing</li> <li>• Anything denim,, any color</li> <li>• Any type of sandals, flip flops</li> <li>• Shorts or leggings of any type</li> <li>• T- shirt, tank tops, halter tops, muscle shirts, see through clothing, midriff tops, thongs or sleeveless tops unless covered by another top</li> <li>• Clothing with inappropriate message or pictures (foul language, obscene images, advertisements, political, racial or religious)</li> <li>• Sweat pants or sweat shirts</li> <li>• Gang related items</li> <li>• Caps or hats</li> </ul>
Female students	<ul style="list-style-type: none"> <li>• Loose fitting slacks</li> <li>• Dress or skirts below the knee or longer</li> <li>• Blouses, sweaters or knit tops</li> </ul>	<ul style="list-style-type: none"> <li>• Tight slacks</li> <li>• Underwear visible beneath clothing or can be seen when wearing a dress/skirt</li> <li>• Mini-skirt</li> <li>• Tops that display cleavage, midriff or are skin-tight</li> <li>• Jeans</li> </ul>
Male students	<ul style="list-style-type: none"> <li>• Loose fitting slacks that sit at waist and belt</li> <li>• Tucked in shirts               <ul style="list-style-type: none"> <li>○ Collared shirts. Tie if desired</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tight slacks</li> <li>• Low hanging slacks</li> <li>• Non-collared shirts</li> <li>• V-neck sweater with t-shirt underneath</li> <li>• Jeans</li> </ul>

	<ul style="list-style-type: none"> <li>○ Banded-collared shirts</li> <li>● Sweater with collared shirt underneath</li> <li>● Turtlenecks</li> </ul>	
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## MANAGEMENT OF EXPOSURE OR INJURY

Every effort should be made to avoid potentially dangerous situations in the clinical setting, but there are risks during nursing procedures. All students are required to implement Universal Precautions and safety measures in every clinical setting to decrease risks. Any student who has been exposed to blood and/or body fluids (i.e. needle sticks), communicable disease or sustained an injury will:

- Immediately report the incident to the clinical faculty, course faculty or preceptor
- The clinical/course faculty will:
  - Report the incident per clinical agency protocol
  - Notify the course faculty immediately, the Course Coordinator and Undergraduate Coordinator
  - Submit a written report to the Undergraduate Coordinator and course faculty within 24 hours
- The student will follow the procedure of the clinical agency
  - Immediate treatment may include:
    - ***Puncture wound:*** Bleed wound and wash with soap and water;
    - ***Exposure to eyes or mucous membranes:*** Immediately flush with copious amounts of water;
    - ***Exposure to other body surfaces:*** Wash with soap and water
- The student will complete a Student Incident Report Form (see Forms section) within four (4) hours of incident
- The course faculty or Undergraduate Coordinator will:
  - Notify the Infection Control Nurse at the facility for further instructions on follow up
  - Student may be asked to be treated in the Emergency Department as necessary
  - Notify AUM Nursing Care Center through memo of incident to be filed in student record
- Students are responsible for all expenses incurred
  - Treatment will vary depending on the magnitude of exposure and the risk status of the source

## CLINICAL PRACTICE POLICY

Every AUM School of Nursing student is expected to demonstrate professionalism and safe practice at all times, in the clinical setting and while in the Nursing Resource Center. Any evidence of inappropriate behavior, as described by professional healthcare organizations such as American Nurses Association (ANA), Joint Commission (JC), and the Alabama Board of Nursing (ABN), may result in the student being asked to leave the clinical area and receive an Unsatisfactory for the day and/or course. Any behaviors inconsistent with this expectation will be documented and will remain a part of the student's clinical performance record throughout the nursing program. Unacceptable behaviors may be classified as unsatisfactory/unsafe or critical unsatisfactory/unsafe. Every unsatisfactory/unsafe behavior will have an incident report completed. (see Forms section)

### Safe practice guidelines

1. Students who are participating in any capacity other than observation in a clinical setting must be supervised by a clinical faculty member.
2. Students will maintain their own health insurance as well as current immunizations, tuberculin skin test, and BCLS for Healthcare Providers status throughout the entire Upper Division of the nursing program to expedite clinical placement.
3. Students will not perform any invasive procedure on a patient without being directly supervised by a clinical faculty member or a preceptor.

4. Students are NOT allowed to practice performing any kind of invasive procedure or skill on himself or herself or another person, to include, but not limited to, other classmates, family members, coworkers, friends, etc. while enrolled in the AUM College of Nursing and Health Sciences nursing program. Students not in compliance will meet with the dean regarding continuation in the program.
5. Students are NOT allowed to use any supplies from the clinical setting, NRC labs or their skills bags to practice performing invasive procedures or skills on themselves or any other person. The supplies provided by the AUM College of Nursing and Health Science nursing program are strictly for simulated learning experiences and not for human use. Students not in compliance will meet with the dean regarding continuation in the program.
6. Students will maintain patient confidentiality consistently by avoiding posting any patient information on any social media site. Students will also avoid posting information on social media that could be used to identify the location of any clinical site or personnel.

Failure to follow these safe practice guidelines may result in failure of the clinical portion of a course or dis-enrollment from the nursing program.

### **Unsatisfactory/unsafe practices**

An Incidence report will be completed for the following:

1. Any unprofessional/inappropriate behaviors as deemed by the clinical faculty, course faculty, or NRC Coordinator.
2. Any unsafe/negligent behavior that could have resulted in physical/emotional harm to the client without faculty/staff intervention.

An accumulation of 3 incidence reports will result in a full review of the student's clinical performance record by the Clinical Review panel.

### **Critical unsatisfactory/unsafe practices**

The following behaviors are considered **critical unsatisfactory/unsafe** and potentially place the client, self or others in immediate danger. An incident involving any of these behaviors will result in immediate dismissal from the clinical setting and an immediate full panel review from the Clinical Review Panel and may result in disenrollment from the School of Nursing.

1. Behavior that results in real or potential physical or emotional harm.
2. Behavior that is in violation of the course, school, university, or agency policy.
3. Violation of the Drug free campus and/or Suspicion of Chemically Impaired in the Nursing Student Policy.

### **Incident reports and clinical review panel process**

1. Clinical faculty will notify the student of the behavior
2. Clinical faculty will remove the student from the site as appropriate
3. Clinical faculty will notify the Course Coordinator at the time the incident is identified and the Undergraduate Coordinator as indicated
4. Clinical faculty will complete an incident report and send to Clinical Course Faculty by the end of the clinical day
5. Clinical Faculty or Clinical Course Faculty and the Undergraduate Coordinator will meet with the student to provide an opportunity for the student document a statement of the incident

The Clinical Review Panel consists of the Undergraduate Coordinator, and two (2) other faculty not assigned to the course designated by the Undergraduate Coordinator. Panel members may recuse themselves if there is a perception of conflict of interest. In this situation it may become necessary to supplement the membership of the panel. The student will not be able to participate in further clinical activities until the panel has made a recommendation and course faculty has made a final decision.

The Panel will make one of the following recommendations to the course faculty:

1. Student and faculty develop a plan of remediation
2. Assign course failure(s)
3. Submit recommendation to the dean to disenroll the student

The panel will communicate the recommendation in writing to the course faculty. Course faculty will consider the recommendation, make the final decision, and communicate decision to the student.

All unsatisfactory/unsafe incidents will be recorded and kept on file. Records must be maintained throughout the upper division clinical experiences for each student. Incidences are not confined to one course but are considered cumulative in evaluating the student's overall clinical performance.

**NOTE:** Accrued incidence reports will remain in effect for all students.

## **NURSING RESOURCE CENTER**

The AUM Nursing Resource Center (NRC) is comprised of three main areas; the Skills and Assessment Lab, the Simulation Lab, and the Computer Lab. The Nursing Skills and Assessment Lab is located in room 202 of Moore Hall. This lab is equipped with materials necessary for teaching technical and assessment skills while providing a clinical-like setting. The lab has ten hospital beds in two separate open areas with five low fidelity manikins to simulate real patients. This lab also has numerous models and task trainers that allow students to become proficient in patient care and various skills. In addition to learning how to perform a head-to-toe assessment on a patient, students learn skills such as medication administration, sterile wound care and dressing change, insertion and care of indwelling urinary catheters, central line care and dressing change, tracheostomy care and suctioning, insertion and care of nasogastric tubes, and initiating and maintaining IV therapy.

The AUM School of Nursing Simulation Lab is located in room 203 of Moore Hall. The simulation lab is a safe learning environment that supports and enhances improvement in patient care and safety by allowing students to learn from their mistakes without causing harm to actual patients. The students can work as a team while practicing patient assessment, critical thinking, communication, and interventions based on specific patient scenarios. The simulation lab contains two medium fidelity manikins by Laerdal called SimMan Classic. The lab also contains three high fidelity manikins: SimMan 3G and SimJunior by Laerdal and a birthing manikin named Noelle by Gaumard. These simulated patients have various features that mimic actual humans such as chest rise and fall while breathing, palpable pulses, various heart, lung, and bowel sounds, blood pressure assessment, and pre-recorded or live voices. These medium/high fidelity manikins can be controlled by instructors on the other side of a one-way glass from inside the control room. The control room has three control stations with advanced video system technology that manages pan-tilt-zoom video cameras, microphones, intercoms, audio/video recording and manikin operation. The simulation exercises can be streamed live into room 201 and then played back during simulation debriefing for critique.

The AUM School of Nursing Computer Lab is located in room 202A of Moore Hall. It includes 32 computers and two printing stations for student use. Each computer has loaded hardware and software to assist students and faculty with learning needs and research activities. The usual hours of operation are from 8:00 – 5:00pm Monday – Friday, but the computer lab is subject to closure for class testing.

The purpose of the AUM Nursing Resource Center is to provide a caring, learning environment where nursing students can enhance and challenge their ability to provide holistic client care through the development of assessment, communication, critical thinking, organizational, and psychomotor skills.

The NRC will meet this purpose by providing:

- A creative, clean, organized learning environment that mimics the clinical setting.
- Hours of operation convenient to students for independent practice during class and open labs.

- Clinical faculty available for instruction, questions, and critique.
- Additional learning activities/modules at student's request.
- Various task trainers, manikins and supplies for skill and assessment practice.
- Simulation scenarios progressing in difficulty to match student's skill level.
- Validation activities to ensure students' competence and confidence before performing skills within the clinical setting.

## SKILLS/ASSESSMENT LAB GUIDELINES

Active lab participation is a requirement of all students with top priorities of learning and safety! Below are the rules for the nursing skills/assessment lab.

- Treat the lab as a clinical setting – be professional, respectful, and considerate of others.
- Treat manikins as real patients – keep them as covered as possible and move with care.
- Students are required to wear the AUM white/black scrubs while working and practicing in the lab.
- Work safely utilizing proper body mechanics while practicing assessment and skills.
- NO food is allowed in the lab and drinks must have lids or tops – drinks must also be kept on the tables and not near the bed areas. Throw away drinks when done.
- Practicing procedures on other students such as blood pressure checks should be observed by a faculty.
- Do NOT take supplies or equipment out of the cabinets or from the lab area. If you need additional supplies, please ask.
- If you would like to check out equipment, videos, or books it must be approved by lab staff and logged in the check-out folder.
- Notify lab staff of problems such as broken equipment, spills, empty soap dispensers, etc.
- Leave the lab as you found it – make sure to lower beds, put side rails up, tuck in bed linens, and throw away trash.
- Dispose of materials in the proper containers – NEVER put sharps in the trash cans and NEVER put trash in the sharps containers.
- Unless directed by the instructor for calculations or drug apps, cell phones are NOT allowed out during lab time. They should be turned to silent and kept in your bag within the cubby boxes.
- When in doubt – ASK!

During lab time for class, practice, or validations, students are asked to store their skills bags and other personal items in the cubby boxes provided in the NRC. Please do not bring valuables in the lab as we cannot be responsible for lost or stolen items.

Also during lab time, students are required to perform procedures on manikins and on each other. Every effort will be made to protect the privacy of students. Procedures performed on each other include, but are not limited to, bed baths, oral hygiene, physical exam techniques, transfer and positioning, and range of motion.

The NRC does not provide latex free supplies, but makes every effort to use non-latex items if available. Students with latex allergies will be expected to provide his/her own supplies if needed. If you do have latex allergies, please notify your lab instructor.

In an effort to ensure a productive learning environment, children are not allowed in any of the NRC labs and for safety purposes, children may not be left unattended in Moore Hall. Please make alternate arrangements for your children during lab time.

Various resources are available to students in the NRC. Some items will be on reserve while others will be available throughout the semester. These items include books, magazines, CDs, DVDs, teaching aides, and models. Ask if you need assistance with these items and please make sure to log these items in the check-out folder before use. Some items are in high demand during certain periods of the semester and can only be checked out for shorter periods of time. When returning your resource, please have the lab faculty initial in the book to confirm the item return. Any item not returned within the allotted time or damaged may have to be purchased and/or replaced by the

student. Students may not be allowed to register for university courses until payment for lost or damaged equipment is received.

Each class will be assigned open lab time during the semester. Students are encouraged to practice as much as possible. If additional labs are needed during certain times of the semester, please contact the NRC Coordinator at 244-3995 to schedule additional practice time. Please also contact the NRC Coordinator for any other needs, concerns, or problems pertaining to the NRC if needed.

### VALIDATION GUIDELINES

Validations are an evaluation of the student's ability to competently and safely perform a skill or assessment utilizing critical thinking. Skills evaluation rubrics provided by your instructor indicate the expected behaviors/actions necessary to provide safe and adequate care. Read and study your skills guide – this is the evaluation tool used for validations. Below are the guidelines to follow during scheduled validations.

- The AUM School of Nursing clinical uniform of black/white scrubs is required.
- Maintain a quiet, respectful atmosphere while in the NRC – remember to be considerate of your peers.
- The validation schedule will be sent to your student email/blackboard prior to your scheduled time. You may be asked to wait in another room until you are called to start.
- Seek clarification of questions prior to scheduled skills validation.
- Students are expected to come to validations prepared.
- Unless otherwise instructed, arrive **30 minutes** prior to your scheduled skills validation to organize thoughts, plan care, research medications, do any calculations and gather supplies.
- Be ready to actually begin the skills validation at the scheduled appointment time.
- Any major schedule conflicts must be submitted via email to the Course Coordinator as soon as possible – emergencies that require absence from the skills lab will be considered on an individual basis.
- The assigned validation time is a clinical component and the same policies apply (tardy, absences, etc.).
- After validation students are responsible for removing supplies in a timely manner so that the next student may begin on time.
- Students are responsible for bringing their own supplies to each scheduled validation. This includes having your rubrics pre-printed and handed to validation instructor when validation begins.
- Invasive procedures can only be performed on manikins.
- Students are responsible for all posted information related to skills validation.
- The student's lab performance will be evaluated on a numerical basis from the skill evaluation rubrics.
- DO NOT discuss the validation scenario with any other students.

Validation evaluation and success is based upon each specific class requirement. Please see your course syllabi for validation grading criteria. Students will be scheduled for skills validations through the Course Coordinator. There must be at least 24 hours between validation attempts. **Failure to participate in clinical experiences due to lack of skill validation may result in an unexcused absence and an incident report for unsatisfactory practice.**

### SIMULATION LAB GUIDELINES

The AUM School of Nursing simulation lab is a safe learning environment that supports and enhances improvement in patient care and safety by allowing students to practice patient assessment, critical thinking, communication, and interventions based on specific patient scenarios. Below are guidelines and Golden Rules of the simulation lab.

- The AUM School of Nursing clinical uniform of black/white scrubs is required.
- Each student is required to complete a simulation user and confidentiality agreement after entering the nursing program, but before their first simulation exercise.
- Unless otherwise instructed, arrive **15 minutes** prior to your scheduled simulation and wait in room 201 for

pre-briefing instructions.

- You may be asked by your instructor to do pre-simulation activities such as chapter reviews or article readings in order to assist in meeting the simulation scenario objectives.
- Bring your stethoscope and any paperwork required by your instructor to the simulation exercises.
- Be ready to actually begin the simulation scenario at the scheduled time.
- The simulation time is a clinical component and the same policies apply (tardy, absences, etc.).
- Treat the simulation lab as a clinical setting – be professional, respectful, and considerate of others and the manikins.
- Unless directed by the instructor for calculations or drug apps, cell phones are NOT allowed out during simulation time.
- Students may be assigned different healthcare provider or family member roles during simulation scenarios to assist with communication and teamwork objectives.
- During simulation activities, students may be recorded for live streaming, play back, review, critique, individual student evaluation, or research purposes.
- Students are not currently graded on simulation performance, but may be required to complete further simulations if determined by the simulation instructors.
- DO NOT discuss the validation scenario with any other students.
- When in doubt – ASK!

### COMPUTER LAB GUIDELINES

The AUM School of Nursing computer lab is for use by current nursing students only. Please be considerate of other users while working in the computer lab. Below are rules of the computer lab.

- **NO eating or drinking in the computer lab at any time!** If you are caught eating or drinking, you will be asked to leave the lab.
- NO loud talking – It is a quiet place of study.
- Use earphones when playing videos.
- Turn cell phones to OFF or SILENT
- Do not waste paper – only print what is needed.
- Print six slides per page for PowerPoint lectures.
- Place unwanted paper in the blue recycling bin near the door.
- Clean up your work area and place trash in the trash can.
- Do not download any programs or software to the NRC computers.
- Each time you insert a disk or CD – immediately scan it for viruses before completing any other actions.
- Save all documents to a disk or flash drive – not the hard drive. The hard drive is rebooted daily and will automatically erase documents saved.
- Be considerate of other students in the lab.
- Log off after each use.

The NRC is equipped with the Pharos print management system to help reduce wasted paper and toner in the computer lab. To print from the Pharos system after the print window pops up, enter your user ID (the part of your Outlook email before the @) and give the document a name. Then proceed to either kiosk system and enter your user ID and password. The password is automatically set to match your outlook email password.

If the printers are in need of copy paper or the toner is running low, please contact the NRC Coordinator in the Skills/Assessment Lab.



## **DRUG SCREENING POLICY**

All nursing students participate in clinical practice held at various health care institutions in Alabama. These clinical agencies and Auburn University at Montgomery School of Nursing have contractual relationships that require the School to abide by the substance abuse control policy of the agencies. There are several agencies that are used for clinical experiences for all students and that require the School of Nursing to certify that our students have completed a negative screening for drugs. Because these required clinical experiences begin in the first semester of the program, all nursing students will have a pre-admission 10-panel urine drug screening conducted according to current laboratory protocols. Additional drug screening will be done if the student exhibits behaviors indicative of substance abuse after admission. Students are responsible for fees incurred.

### **Pre-Clinical Screening**

A positive pre- admission drug screen will result in the denial of admission to the School of Nursing. If there is a valid medical reason why a student is taking a drug on the screen, a letter from the prescribing physician stating the reasons for the medication and the expected duration of treatment must be sent to the Dean.

## **SUSPICION OF CHEMICAL IMPAIRMENT IN THE NURSING STUDENT POLICY**

In order to provide a safe teaching and learning environment to students and to patients who receive nursing care from students, nursing students must not be chemically impaired during participation in any learning experience, including classroom, clinical laboratory, clinical settings, and other school sponsored functions.

The School of Nursing follows the university's policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on university property or as a part of any university affiliated academic activity, including off- campus clinical learning experiences. Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the university in conformance with university policy (See Auburn University Montgomery Student Handbook regarding Drug-Free Campus and Workplace Policy Statement) and/or the policy of the clinical site agency.

The AUM SON defines the chemically impaired student as a person who, while in the academic or clinical setting, is misusing or abusing, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood altering substances. Abuse of the substances includes episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms and presents a danger to the students or others.

### **Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student**

- **Notify the Dean of the School of Nursing.** If the Dean is unavailable for consultation, the faculty should proceed with intervention according to procedure and notify the Dean as soon as possible.
- If the student demonstrates impaired behaviors, remove the student to a private area and question the student regarding the use of any substances and, if used, what, when, and how much was used and by what route it was taken
- Discuss the signs and/or behaviors observed and allow the student to provide a brief verbal explanation
- Even if the student denies misuse or abuse of any chemical substances the student will be relieved of further clinical and/or classroom responsibilities until notified to the contrary by the Dean of the School of Nursing.
- The student is informed they appear to be in violation of the Policy regarding the suspicion of chemical impairment and sent immediately for a urine drug screen. Collection and testing services shall be performed by a Drug and/or Alcohol Testing Provider chosen by the College or its designee. If the Testing Event occurs at a facility where testing can be fairly and confidentially conducted, the testing should occur at the facility. If not, then the student shall be transported to a location designated by the Drug and/or Alcohol Testing Provider by a designee of the Undergraduate Program Coordinator, who shall wait with the student at that location until the Drug and/or Alcohol Testing is completed and then transfer the student back to the location from which the student was transported. The student may not transport themselves to the Drug and/or Alcohol Testing facility.(student is responsible for any costs incurred during the process)

- Faculty must meet with the student the next day school activities are in progress
- Gather and document data on behaviors
- Submit report to the School of Nursing Dean and the student
- \*The Dean will meet with the student and faculty – student is given opportunity to respond (copy will be placed in separate, confidential file in the Dean's office)
- **For positive drug screen:** Student will be required to provide a comprehensive chemical dependency evaluation prior to being allowed to return to class or clinical (student is responsible for any costs incurred during the process)
- **For negative drug screen:** Student may be required to have a physical from a health care provider indicating they are able to continue safely in the clinical setting
- A semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses following the chemical dependency evaluator's determination of the student having been chemically impaired. Factors related to the grade determination include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator. (See Forms section)
- If the student refuses to obtain a comprehensive chemical dependency evaluation, the student will be dismissed from the program and may not return as an out of sequence student. The student has a right to appeal this decision as outlined in the AUM Student Handbook.

\*During the meeting, the academic consequences will be explained to the student by the Dean. Participation in clinical course work is contingent upon completion of the comprehensive chemical dependency evaluation as follows:

Chemical Dependency Treatment is not recommended: The student will be allowed to continue in the nursing program, but will have random drug screens performed.

Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the treatment facility. In the event that the student is readmitted, the student will sign an agreement to have his or her progress monitored by the Auburn University Montgomery School of Nursing, which will include random drug screening throughout the program.

Licensed Nursing Student: If a licensed nursing student has a positive urine drug screen, the student must notify the Alabama Board of Nursing within five working days. The student is required to obtain a chemical dependency evaluation. If treatment is recommended the student may voluntarily request to enter the Alabama Nondisciplinary Alternative Program for Impaired Nurses (see Chapter 610-X-13 of the Alabama Board of Nursing Administrative code). If the student fails to contact the Board of Nursing, the Dean of the School of Nursing will contact the Board regarding the **positive urine drug screen**. The Auburn University Montgomery School of Nursing will work cooperatively with the Alabama State Board of Nursing to ensure the student's program compliance and successful completion. Students must complete treatment before continuing in the Auburn University Montgomery Nursing Program.

**If additional or continuing chemical impairment occurs subsequent to implementation of these procedures, the nursing faculty will administratively dismiss the student from the program. The student has the right to appeal this decision as outlined in the Student Handbook.**

The University has a responsibility to comply with the Americans with Disabilities Act of 1990. Implementation of this policy will not violate the rights for those students who qualify under this Act.

## Signs and Symptoms of Possible Substance Abuse Among Nurses/Nursing Students

**Psychological Problems:** Irritability Moodiness, Tendency to isolate self

**Symptoms:** Odor of alcohol, Slurred speech, Unsteady gait, Errors in judgment

**Social Change:** Eats alone, Avoids social gatherings, Excessive absenteeism, A pattern of tardiness, Late assignments with elaborate excuses, Avoiding peers and faculty, Avoiding group work, Deteriorating productivity

**Change to Personal Appearance:** Change in dress, Unkempt appearance, Flushed complexion, Red eyes, Hand tremors, Swollen face

**Mental Status Changes:** Forgetfulness, Confusion, Decreased alertness

**General Behavior:** Inappropriate responses, Elaborate excuses for behavior, Intolerance of others, Suspiciousness, Nervousness

## CORE PERFORMANCE STANDARDS

Core Performance Standards for Admission and Progression for pre-licensure students for Clinical Coursework in the College of Nursing (Adapted from the Southern Council on Collegiate Education for Nursing)

Students admitted to the AUM School of Nursing must be able to meet the Core Performance Standards for Admission and Progression when entering into clinical courses. The School of Nursing will provide reasonable accommodations to a qualified nursing student with a disability. However, it must be noted that nursing is a physically and mentally demanding profession. All students must be able to continually meet core performance standards and functional abilities established to ensure that the objectives of the program are met and safe, competent patient care is provided. The following Core Performance Standards will be used by Center for Disability Services, and students, along with faculty, to determine whether or not accommodation(s) can be made reasonably. It is the responsibility of students to request accommodations in a timely manner and students are encouraged to contact the AUM Center for Disability Services for determination of reasonable accommodations. Students may not receive any accommodations unless the student has been approved for those accommodations by the AUM Center for Disability Services.

CORE PERFORMANCE STANDARDS		
Issue	Standard	Examples of Nursing Activities
Critical Thinking	Ability to critically think for effective clinical reasoning and clinical judgment consistent with the level of educational preparation.	Competent assessment of patients in a timely manner. Correct interpretation of assessment data, identification of necessary nursing interventions, development of appropriate nursing care plans, evaluation of the effectiveness of interventions and revision of planned interventions.
Cognitive	Ongoing capacity to learn new information and skills to provide safe and effective nursing care. This includes the ability to comprehend, measure, calculate, analyze and evaluate diverse forms of information.	Gain knowledge of new skills and rationales for nursing care in a timely manner. Discover and adopt new methods of providing nursing care to reflect the constantly changing health care environment.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish rapport and relate effectively with patients, their families, and colleagues. Work effectively with these individuals during times of physical and emotional stress. Provide care with consideration for social and cultural needs of patients and their families.
Communication	Communication abilities sufficient for interaction with others in verbal and written form to include professional	Follow verbal and written instructions. Clearly communicate with other health care providers through appropriate documentation of nursing interventions provided and patient

	interactions.	responses. Provide effective patient teaching. Professional consultation with other health care providers.
Mobility	Physical abilities sufficient to move oneself from room to room, along hallways, and in small or confined spaces. The ability to meet the physical demands of providing nursing care.	Lifting, moving, carrying, pushing, pulling, and supporting patients, equipment and other objects independently. Standing, bending, walking, and sitting while working directly with patients and colleagues, and documenting care.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Perform vital signs, BLS, and physical assessment. Use equipment, hand IVs and tube feedings, draw up and give medications to include injections. Document legibly in writing or accurate type.
Tactile	Tactile dexterity sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention, i.e. insertion of a catheter, giving injections.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Reading charts, flow sheets, monitors, thermometers. Assessment of patient skin color, pupil size and movement, wound healing. Accurately prepare and administer medications.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Auscultation of blood pressure, breath sounds, bowel sounds. Hearing alarms, call bells, cries for help by patients, families, and co-workers. Understanding mechanically reproduced voices.
Personal Behaviors	Personal behaviors consistent with the American Nurses' Association Code for Nurses.	Demonstrate personal responsibility, accountability, integrity and honesty. Demonstrates respect for self and others through verbal and nonverbal behaviors. Avoids behavior inconsistent with professional standards such as chemical dependency and abuse, harm toward self or others, or engaging in or supporting criminal behavior.

Adapted from Core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN).

### **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA)**

The Health Insurance Portability and Accountability Act of 1996, referred to as HIPAA, was established to provide national standards for privacy and confidentiality of all health information and electronic transmission of all health information.

#### **Policy**

The Auburn University at Montgomery School of Nursing collaborates with healthcare organizations and healthcare providers during the educational experiences for nursing students. In accordance with this collaboration, all students and faculty must abide by HIPAA regulations and provide or verify that education on HIPAA has been provided to students who are enrolled in the program. HIPAA education must be completed before a student or faculty is allowed to begin clinical/practicum with a healthcare organization or healthcare provider.

#### **HIPAA Training Procedure**

All students will complete HIPAA training and submit proof of training by end of first week of classes prior to beginning clinical/practicum experiences. A signed HIPAA confidentiality form will verify training and be kept in the student's file throughout the program.

## STUDENTS RIGHTS AND RESPONSIBILITIES

### ACADEMIC HONESTY

Honesty and integrity are highly valued in the nursing profession. Dishonesty has serious legal and ethical implications. It is a crucial factor in the maintenance of public trust. Academic dishonesty in any form will not be tolerated. Violations of student academic behavior standards are outlined in the AUM Undergraduate Catalog.

Faculty may use [www.turnitin.com](http://www.turnitin.com) or SafeAssign to review papers and projects for plagiarism. The website allows faculty to quickly and easily compare student reports to billions of web sites and databases of student papers. After submission of the paper, faculty receives a report that states if and how another author's work was used.

Academic action will be taken for the following behaviors:

1. Cheating – whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects. The unauthorized possession or use of examination or course-related material will also constitute cheating.
2. Plagiarism – whereby another's work is deliberately used or appropriated without any indication of the source. Thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another has plagiarized.
3. Falsification of clinical paperwork, including clinical logs, journals or other related paperwork.
4. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

### PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner at all times as representatives of Auburn University at Montgomery and the School of Nursing. It is expected that students will treat faculty, staff, clinical staff, facility staff, patients, families and peers in a respectful manner and strive to promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs. Furthermore, students should strive to maintain optimal personal health and well-being (Review Student Discipline Code in the AUM Student Handbook).

### VIOLATION OF PROFESSIONAL STANDARDS OF BEHAVIOR

If a student is deemed to have a problem related to inappropriate behavior/professionalism, including academic Integrity as specified in the AUM Student Handbook, use of cell phones or HIPAA violation, the student may be suspended or disenrolled from the program. Communication of inappropriate student behavior will result in the following actions:

1. An incident of inappropriate action by the student is to be submitted in writing to the Dean.
2. The student will be notified of the allegation.
3. The Dean will appoint an *ad hoc* committee within five working days\* of the submitted documentation. The committee will be composed of an appointed faculty chairperson, the student's academic advisor, and one other faculty member, and any appropriate university representative.
4. The chairperson will next solicit the student's response within the next three working days\*.
5. The committee process will review all documentation, conduct interviews as appropriate and make recommendations to the Dean of the College of Nursing and Health Sciences (CONHS).
6. The Dean of the CONHS will consider the committee's recommendation, and then make the final decision to retain, suspend, or disenroll the student. A written notification of the decision will be communicated to the student and all appropriate individuals.

\*Weekdays in which School of Nursing classes are in session

### STUDENT GRIEVANCES

Students should follow the appropriate chain of command when a grievance exists. The administrative hierarchy for discussing student concerns is: Faculty, Course Coordinator, Program Coordinator, and Dean of the College of

## AUM STUDENT SERVICES

### STUDENTS WITH DISABILITIES

Auburn University at Montgomery and the SON attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their faculty as soon as possible. Assistance is available from the Center for Disability Services (CDS) which is located in 147 Taylor Center, 334-244-3631 or by email at [cds@aum.edu](mailto:cds@aum.edu)

### AUM LEARNING CENTER

The SON partners with the AUM Learning Center (LC) which offers free individual tutoring in writing across the disciplines and mathematics in any course for all currently enrolled AUM students. Call or drop by to make a 30-minute appointment. Your instructor will receive a report of your visit. Check us out at <http://www.aum.edu/academics/warhawk-academic-success-center/learning-center-isl/learning-center> where you will find many helpful pdf documents and links to many excellent web sites. The LC is located on the second floor of the library tower. The LC is also open for evening services in the first floor of the library and tutoring in North Commons for students who live on campus. Call 334-244-3470 to make your appointment or to ask for information about current hours.

### TECHNICAL ASSISTANCE

Students can receive technical assistance from a number of resources on campus. If you are having issues with Blackboard a good place to start is in the Blackboard Student Resource and Orientation Course. All students are enrolled in the course and you will find it on your Blackboard course list. You can also look for solutions in the Online Help Desk located in My AUM. If you continue to experience problems please contact the ITS Helpdesk either by email at [helpdesk@aum.edu](mailto:helpdesk@aum.edu) or by phone at 334-244-3500

## SCHOOL OF NURSING RESOURCES/INITIATIVES

### SERVICE (COMMUNITY PARTNERSHIPS/COLLABORATION)

Service to the school, profession, and community is encouraged both as part of the formal curriculum and through activities of the students and faculty. Students and faculty have both leadership and participant roles in the governance of the university. Active participation in professional organizations is encouraged at the local, state, regional, national and international levels. Collaborative work with the community is evident both in the linkages established by the School of Nursing through professional and civic work of students and faculty.

### SERVICE LEARNING

Service learning is defined as, "a structured experience that combines community service with explicit learning objectives, preparation, and reflection (Seifer, 1998, p. 274)...and is used to "enrich the learning experience, teach civic responsibility, and strengthen communities" (National Service-Learning Clearinghouse, 2011, p. 1).

Service learning will be incorporated into certain courses throughout the program. Please refer to course syllabi for specific information. If service learning is included in the course the following must be met:

- A minimum of 4 hours of service learning will be required for this course. This is an opportunity to participate in meaningful community service to enhance academic and personal outcomes.
- Completion of the Service Learning activities must occur within the semester in which it is required (i.e. service learning activities completed during semester breaks will not meet the criteria of the course). Additionally, hours of service learning are not cumulative.
- The selected service must first be **pre-approved** by course faculty using the Service Learning form to identify course objectives which can be met through this experience **PRIOR TO** the activity.

- Please refer to Forms section for accepted Service Learning documentation form.
- *During the experience you MUST have the form signed by someone who was present during the service activity.*
- No credit will be given for these hours until you complete the outcomes portion of the form and return to your faculty. Other requirements may be included for specific courses, refer to course syllabus.
- Service Learning activities must focus on the people of the community and be related to health, exercise, diet, or education.

S.D. Seifer, S. D. (1998). Service-learning: Community–campus partnerships for health professions education. *Academic Medicine, 73*, 273–277.

National Service-Learning Clearinghouse (2011). What is service learning? Retrieved from <http://www.servicelearning.org/what-service-learning>

Schmidt, N.A. & Brown, J.M. (2016). Service learning in undergraduate nursing education: Strategies to facilitate meaningful reflection. *Journal of Professional Nursing, 32*(2), pp. 100-106.

## **ADVISEMENT**

The faculty recognizes that successful student outcomes, retention, and satisfaction with the educational process can be influenced by advisement, mentorship, and cooperation between faculty and students. Student advisement is based on a professional relationship that is accessible, and provides specific and accurate information. Each nursing student will be assigned a Faculty Advisor upon admission to upper division. The purpose of the Faculty Advisor is to offer insight, guidance and support for students throughout the upper division of nursing school. Advisors should be able to offer an objective perspective to assist students with successful progression through the program.

It is the student's responsibility to schedule an appointment with their assigned advisor at the beginning of the semester to complete an agreement/contract. Students should then meet with their assigned Faculty Advisor prior to midterm, prior to final exam and as needed. Topics of discussion and strategies during advising sessions may include but are not limited to the following: reading & comprehending nursing content, test taking strategies, plan for success, stress reduction, time management and available resources.

## **FACULTY AVAILABILITY**

Each faculty member will post scheduled office hours in the syllabus and office door for each semester. Students are encouraged to make appointments with faculty/advisors during their scheduled office hours. AUM email communication is encouraged to schedule appointments or for problems not requiring an appointment. Faculty/advisors will make every attempt to schedule an appointment to meet student needs. The Program Coordinators, and Dean of the College of Nursing and Health Sciences are available to meet with students as needed; appointments are encouraged to ensure adequate time is available to address student issues, concerns, and suggestions.

## **COMMUNICATION**

AUM email is the preferred form of communication among faculty, staff, and students. All are expected to check email frequently. During business hours for the university, faculty and students should expect a response within 48 hours, unless out of office, when an auto-response should be posted. Emails received on weekends and holidays will be answered within 48 hours of the first business day.

## **MISCELLANEOUS INFORMATION**

### **FINANCIAL AID/SCHOLARSHIPS/AWARDS**

Nursing students may be eligible for financial aid. Nursing students may obtain information, apply for and receive various types of financial aid administered through the AUM Office of Financial Aid. To be eligible for financial aid students must have a current Free Application for Federal Student Aid (FAFSA) on file.

School of Nursing students in pre-licensure, post-licensure, and graduate programs are eligible for several honors/awards that are intended to recognize outstanding student performance. The awards with eligibility requirements can be found on the AUM College of Nursing and Health Sciences (CONHS) website.

In addition to awards, there are a number of scholarships available through the School of Nursing. (Note: student loans are not considered scholarship funds)

To be considered for a School of Nursing scholarship, a scholarship application form must be completed which will be distributed in fall and spring semesters by the faculty chair of the Scholarships and Awards Committee. Eligibility requirements for SON scholarships can be found on the AUM CONHS website. PLEASE NOTE that it is an expectation for scholarship recipients to attend the Honors Night ceremony at the AUM CONHS.

### **CHILDREN IN AUM SCHOOL ACTIVITIES**

Children are not to be brought to class, campus labs or clinical agencies.

### **INCLEMENT WEATHER**

Occasionally inclement weather occurs. Students need to monitor school closings on the television and radio stations. If Auburn University at Montgomery is closed, the School of Nursing will not hold classes, labs or clinicals. AUM will also send alerts through AUM Alert. To sign up for this service please visit <http://www.aum.edu/about-aum/public-safety/severe-weather>. AUM Alert is strongly encouraged as a method for receiving emergency warnings.

If you are scheduled for a clinical experience at a time when there is inclement weather in your area, you must communicate with your faculty course coordinator regarding your inability to access your clinical experience. Weather conditions can vary from town to town and if you do not communicate with your faculty member, it may be considered an unacceptable absence. Every clinical day must be accounted for and make-up will be scheduled as needed.

## **STUDENT LIFE**

Nursing students are encouraged to participate in student activities at the school and university levels.

### **AUBURN UNIVERSITY AT MONTGOMERY ASSOCIATION OF STUDENT NURSES (AUMANS)**

The AUM Association of Student Nurses (AUMANS) is an organization for baccalaureate nursing students. The association is a constituent of the National Student Nurses' Association ([www.nсна.org](http://www.nсна.org)). The purpose of AUMANS is to provide nursing students practice in self-governance, advocate for student rights and rights of patients and to take collective, responsible action on vital social and political issues. A faculty liaison will work with the AUMANS nursing students.

### **NURSING HONOR SOCIETY - SIGMA THETA TAU INTERNATIONAL (STTI) – KAPPA OMEGA CHAPTER**

Sigma Theta Tau is the International Honor Society of Nursing. Kappa Omega is the chapter of Auburn University at Montgomery. Students who meet eligibility criteria will be invited to apply each fall and spring semester. Faculty counselors are available to answer questions about membership.





Undergraduate students are eligible and will be invited to apply if they have met the following criteria:

- completed half of the nursing curriculum
- Achieved a nursing GPA of at least 3.0
- Scored in the upper 35% of the graduating class
- Demonstrated academic integrity and professional leadership potential

### **STUDENT REPRESENTATION**

Students will have representation on the AUM SON Faculty Council. Self nominations will be accepted every Fall for those interested in participating. Attendance can be in-person or virtual. Representatives are expected to model academic and professional integrity. Representatives are expected to attend committee meetings as a liaison between students and faculty for the entire class level they represent. Representatives are obliged to communicate with the level of students they represent following the committee meetings.

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**Auburn University Montgomery**  
**P.O. Box 244023**  
**Montgomery AL 36124**  
**Phone (334) 244-3658F**  
**ANNUAL HEALTH ASSESSMENT**

**Health assessment must be recorded on this form.**

Name \_\_\_\_\_ Birth date \_\_\_\_\_

Weight \_\_\_\_\_ Height \_\_\_\_\_ Allergies \_\_\_\_\_

Temp \_\_\_\_\_ Pulse \_\_\_\_\_ Resp \_\_\_\_\_ BP \_\_\_\_\_ / \_\_\_\_\_

Significant Medical History: \_\_\_\_\_

Medications: \_\_\_\_\_

Skin: \_\_\_\_\_

Eyes: \_\_\_\_\_

Vision: Right \_\_\_\_\_ Left \_\_\_\_\_ Corrected: Right \_\_\_\_\_ Left \_\_\_\_\_

Ears: \_\_\_\_\_ Hearing: \_\_\_\_\_

Nose: \_\_\_\_\_

Throat: \_\_\_\_\_

Lungs: \_\_\_\_\_

Heart: \_\_\_\_\_

Abdomen: \_\_\_\_\_

Musculo-Skeletal: \_\_\_\_\_

Neurological: \_\_\_\_\_

**NOTE:** Students must possess the functional ability to perform the skills and demonstrate the behaviors required of a professional nurse. These abilities include but are not limited to (a) adequate vision, such as that required to observe changes in physical conditions, to read small print on labels and reports, and to discern subtle changes in color; (b) adequate hearing, such as that required to distinguish muted sounds through a stethoscope; (c) fine motor skills and manual dexterity, such as required to handle small, delicate equipment; (d) strength to turn and assist with lifting adults, and to lift and carry children; (e) the mobility to perform skills and respond quickly in emergency situations; (f) the ability to communicate and interact effectively with others, verbally and in writing; and (g) the ability to detect odors.

**\*\*\*Are there any conditions, concerns, or treatments that may affect the ability of this student to meet these program requirements? ( ) YES ( ) NO**

**Health Care Provider's Name (Print):** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City, State, Zip Code:** \_\_\_\_\_

**Phone:** (\_\_\_\_\_) \_\_\_\_\_

# Immunization Form

To ensure the health and safety of our campus, immunizations against communicable diseases is extremely important. Vaccination against Measles, Mumps, Rubella (MMR), Tetanus, Diphtheria and Pertussis (Tdap), and proof of negative Tuberculosis is required of all students entering Auburn Montgomery. This form must be completed and is the preferred document for proof of immunizations and TB testing.

Complete and Return to: **Student Health Center**  
**Attn: Immunizations**  
**PO Box 244023**  
**Montgomery, AL 36124**  
**(334) 244-3281 Fax (334) 244-3396**

Name \_\_\_\_\_ Student Number \_\_\_\_\_  
*Last First Middle*

Address \_\_\_\_\_  
*Street City State Zip Code*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Phone Number E-mail Address Date of Birth Date of Enrollment

## REQUIRED IMMUNIZATIONS

### Tuberculosis Screening (within 6 months prior to semester student is to begin at AUM.)

Date Given \_\_\_\_\_ (Date of reading, within 48 to 72 hours of date given) TB skin test (PPD) \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Results: Positive \_\_\_\_\_ mm Negative \_\_\_\_\_ mm

If positive, you must attach a radiology report from chest X-ray and documentation of treatment.

**Tetanus, Diphtheria, Pertussis (Tdap) Vaccine. Students without previous documentation of a Tdap vaccine should have one dose within the last 10 years. Other students should be current to maintain their status throughout their entire academic career.**

Date of Tdap vaccine: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

### Measles, Mumps, Rubella (MMR)

Auburn Montgomery University requires that all students born after 1956 must have had 2 doses of a measles containing vaccine (MMR) prior to registration. One dose must have been after 1980. Lab antibody titers (IgG) for Measles, Mumps and Rubella are acceptable. Please attach documentation to the back of the form.

Date of First Dose \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Date of Second Dose \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

## OPTIONAL IMMUNIZATIONS (These immunizations are not required by the university but are recommended by the American College Health Association.)

Hepatitis B: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
*1st 2nd 3rd*

Varicella (Chickenpox) Vaccine: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
*1st 2nd*

Meningococcal (MenACWY) Vaccine: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ (One dose on or after the 16<sup>th</sup> birthday)  
*1st 2nd*

Meningococcal B Vaccine \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

I certify that the above dates and vaccinations are true.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Signature of Licensed Health Care Professional      Date      License Number or Office Stamp

**Auburn University Montgomery  
School of Nursing  
Mantoux (PPD) Tuberculin Skin Test Report**

First year nursing students: use the two-step (test-retest method explained below.) Second year students and EARN students use the one-step method.

**Procedure for two-step tuberculin skin test**

**Method :**

- ◆ Apply first test
- ◆ Read results in 48-72 hours
- ◆ If result is negative (0-9mm induration), apply second test 1-3 weeks later
- ◆ If result is positive, send for x-ray and treatment per state protocol
- ◆ Read results in 48-72 hours
- ◆ Use result of second test as baseline

Reference: Alabama Department of Public Health, Tuberculosis Division, 1994

**First Step**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Tested: \_\_\_\_/\_\_\_\_/\_\_\_\_/ Manufacturer \_\_\_\_\_ Lot # \_\_\_\_\_

Signature of Licensed Personnel Giving Test \_\_\_\_\_

Date Read \_\_\_\_/\_\_\_\_/\_\_\_\_ Measurement \_\_\_\_\_MM

Signature of Licensed Personnel Reading Test \_\_\_\_\_

**Second Step**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Tested: \_\_\_\_/\_\_\_\_/\_\_\_\_/ Manufacturer \_\_\_\_\_ Lot # \_\_\_\_\_

Signature of Licensed Personnel Giving Test \_\_\_\_\_

Date Read \_\_\_\_/\_\_\_\_/\_\_\_\_ Measurement \_\_\_\_\_MM

Signature of Licensed Personnel Reading Test \_\_\_\_\_

**Office Stamp**

AGREEMENT FOR THE CHEMICALLY IMPAIRED NURSING

STUDENT

I

I, \_\_\_\_\_, consent to obtain a comprehensive chemical dependency evaluation for the purpose of professional evaluation of chemical dependency status and determination of a treatment plan.

II

I understand and acknowledge that the admitted facts have academic consequences to include:

Participation in clinical course work will not be permitted until the terms of the treatment plan are fulfilled; a semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses dependent upon factors related to grade determination as stated in the Policy Statement Regarding the Chemically Impaired Nursing Student.

III

I understand that failure to abide by the stipulations of my recommended treatment plan will result in my dismissal from the Program.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Witness \_\_\_\_\_ Date \_\_\_\_\_

**AGREEMENT FOR THE CHEMICALLY IMPAIRED**

**LICENSED NURSING STUDENT**

**I**

I, \_\_\_\_\_, agree to contact the Alabama State Board of Nursing within three working days

of    /    /    (date). I agree to provide the Dean of the School of Nursing written proof of the contact within three working days    /    /    (date).

**II**

I understand that if I do not contact the Alabama State Board of Nursing within the period noted above, the Dean will contact them and provide them with my impaired student status. I understand this information may result in action against me by the Alabama State Board of Nursing.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Witness \_\_\_\_\_ Date \_\_\_\_\_

**Auburn University at Montgomery**  
**College of Nursing and Health Sciences**  
**Admissions, Progression & Graduation (APG) Waiver Guidelines**

Instruction for submitting a WAIVER, SUBSTITUTION, or CONTINUATION Request to the School of Nursing

**To WAIVE an Admission or Application requirement:** Applicants must submit a completed petition and a detailed letter explaining the reason for the appeal (i.e. exemption for catalog year requirement).

**To SUBSTITUTE a program pre-requisite:** For nursing prerequisite courses completed out of state or at a private institution, applicants must submit a completed petition along with an official course description for each course being petitioned.

**To SUBSTITUTE a Course:** For courses completed in a previous program (i.e. research methods or an elective), students must submit a completed petition along with an official course description for each course being petitioned. (Nursing Courses taken at another equivalent BSN program will not be substituted)

**To request CONTINUATION in the program:** Student must submit a completed petition and a detailed letter explaining the failure and measures taken to prevent a repeat failure.

**ALL** petitions and supporting documents must be submitted to the School of Nursing APG Chair or the Dean's Office **no later than 5 business days before the monthly committee meeting.** Forms received after this time will be reviewed at the next regularly scheduled committee meeting. Petitions may be submitted by one of the following methods:

- Email to APG Chair, Undergraduate Coordinator, or Dean's Office
- Hand deliver to the School of Nursing Administrative Assistant to the Dean in Room 101 of Moore Hall. No appointment is needed.
- Mail to the College of Nursing and Health Sciences care of APG Chair at PO Box 244023, Montgomery, AL 36124.

The following will **NOT** be accepted:

- Forms that are illegible. Typed forms and documents are preferred.
- Incomplete petitions.
- Faxed copies of petitions and/or supporting documentation.
- Course descriptions which are typed or handwritten. The descriptions must come from the course catalog and if printed from the website must have a web address on the paper showing where it came from.

Petitions that are denied may be appealed in person to the committee. Please contact the School of Nursing Undergraduate Program Coordinator for more information on how to submit an appeal.



<b>Auburn University of Montgomery School of Nursing</b> <b>Undergraduate Admission, Progression &amp; Graduation (APG) Waiver/Petition</b>		
Name: First, MI, Maiden, Last _____		Date: _____
Address: Street _____ City _____ State _____ Zip _____ Email _____		
<b>Program:</b> <input type="checkbox"/> Pre-licensure <input type="checkbox"/> Post-licensure	<b>Current GPA:</b> _____ <b>Semester Affected:</b> <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> N/A <b>Year:</b> _____	<b>Purpose of Petition</b> <input type="checkbox"/> Waiver of Nursing Application Requirement <input type="checkbox"/> Program Prerequisite Course Substitution <input type="checkbox"/> Nursing Curriculum Course Substitution <input type="checkbox"/> Continuance in School of Nursing <input type="checkbox"/> Other (explain) _____

**For Course Waiver/Substitution Only – MUST INCLUDE official course description printed from course catalog of institution in which course was completed and course syllabus for each course being petitioned.**

Course Number Taken	Name of Course Taken	Credit Hours Taken	Name of School Where Taken	Date Taken (semester/year)	Grade Received	For Which AUM Course Number

- For waiver of nursing application or admission requirement, for program prerequisite course substitution request, or for nursing curriculum course substitution request: Include a detailed letter explaining the reason for the request.**
- For continuation in the program request: Include a detailed letter explaining the reason for the request, explanation for the failure, and measures taken to prevent a future failure.**

Additional Comments: \_\_\_\_\_

**APG COMMITTEE RESOLUTION**

Comments: \_\_\_\_\_

Waive YES NO Explanation: \_\_\_\_\_

Substitute program pre-requisite YES NO Explanation: \_\_\_\_\_

Substitute nursing curriculum course YES NO Explanation: \_\_\_\_\_

Program continuation YES NO Explanation: \_\_\_\_\_

\_\_\_\_\_  
Date Received by SON

\_\_\_\_\_  
APG Committee Chair signature

\_\_\_\_\_  
Date Resolved

\_\_\_\_\_  
Date Student Notified

**FAXED** copies will not be accepted. Incomplete packages will not be reviewed.  
 Results will be emailed to the student at the email address provided on this form within 7 to 10 business days following the committee decision.  
 Petitions may be mailed to: College of Nursing and Health Science, Care of APG Chair, P.O. Box 244023, Montgomery, AL 36124.

## Clinical Observation Evaluation of AUM Student

**Purpose:** To facilitate understanding of the principles, services and roles of this observational clinical experience.

**Student Directions:** Take a copy of this form with you to the assigned clinical experience. Complete the top portion of the form. At the conclusion of your scheduled time, obtain the signature and evaluation of a staff member. The completed form **must be submitted to your course faculty within one week of the experience.**

Student Name:	Date:	Course #
Name of Community Agency:		Type of Experience:
Please evaluate the AUM nursing student using the following scale: <i>Any score of 2 or below MUST be accompanied with a comment.</i>		
Serious Threat 0	Unsafe 1	Safe, Novice Level 2
		Safe, Expected Level 3
		Safe, Above Expected Level 4
Criteria		Points Earned
The student was punctual.		____/4
The student sought opportunities for learning.		____/4
The student displayed a professional demeanor in a variety of settings.		____/4
The student provided health teaching for patients/clients (formal or informal).		____/4
The student actively participated throughout scheduled time in your facility.		____/4
The student exhibited knowledge of skills/meds		____/4
The student performed clinical skills appropriately (if applicable)		____/4
<b>TOTAL</b>		____/
<b>Please circle any SUPERVISED procedures or skills performed by the student during this experience:</b> (Students should not perform any procedures or skills unless supervised)		
Not Applicable/None      Assessment      Vital Signs      PO Meds      Injections		
Teaching (individual or group)      Other:		
<b>Additional Comments:</b>		
<b>Facilitator Directions:</b> Please give the completed form back to the AUM student before his/her departure from your facility unless it is necessary to deliver to faculty directly. Then please call faculty to notify them of issue. Thank you!		
Signature and Title of Agency Representative:		Contact Phone Number:

AUM College of Nursing

**UNDERGRADUATE CLINICAL EVALUATION TOOL (First Semester through Fourth)**

Student :		Clinical Adjunct:	
Course:	Semester:	Year:	Clinical Site:

**Introduction:** This clinical evaluation tool consists of seven essential competencies with specific performance criteria. The seven competencies were drawn from: program outcome objectives for the BSN program at AUM School of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and Quality and Safety Education in Nursing (Cronenwett et al., 2007). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student’s clinical performance. The use of this clinical evaluation tool makes it possible to see the student’s development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in each clinical course. A formal evaluation is completed and shared with the student at the conclusion of the rotation. In some courses, faculty will also use this tool for mid-rotation evaluation. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract.

**Instructions:** Faculty will rate students on each of seven competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits to Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires to Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance. To determine the rating for each competency, faculty will consider student performance on the specific performance criteria and will arrive at a rating for each competency using the 0-4 scale. Faculty may also include comments related to each competency. At the end of this clinical evaluation tool, faculty should write summary comments and document recommendations for further development/improvement. The faculty who wrote the evaluation will review it with the student and document the date of the meeting. The student should be provided with a copy of the evaluation. Students may be asked to complete a self-evaluation at midterm and final. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.

NOTE: In these competencies, **client** is defined as the recipient of professional nursing services and may be an individual, family, or group.

**References Used for Tool Development-**American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author. Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131. Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer Publishing.

## Rating Scale

Dependent (0)	
<b>Almost Always Requires (&gt;90% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Almost Never Exhibits (&lt;10% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Novice (1)	
<b>Very Often Requires (75% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Occasionally Exhibits (25% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Assisted (2)	
<b>Often Requires (50% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Often Exhibits (50% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Supervised (3)	
<b>Occasionally Requires (25% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Very Often Exhibits (75% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>

### Expected Levels of Performance:

For the **Final Evaluation** students must achieve the **minimal expected level of performance for each competency within the designated level** in order to pass the course and progress in the program.

Level	Minimum Expected Performance	Minimum Score	Upon Completion of:
I	Novice -Assisted	1.5	
II	Assisted	2.0	First semester of clinical practice
III	Assisted-Supervised	2.5	All Semesters EXCEPT first
IV	Supervised-Self-Directed	3	All semesters EXCEPT first

## Grading Equivalency:

**First Semester of Clinical Practice**-The **minimum score** is obtained by multiplying the Level of the student (e.g. Novice-Assisted minimum score of 1.5 by the number of competency sections evaluated, seven (7) to equal a score of 10.5). The **maximum score** is obtained by multiplying the Level of student (e.g. Assisted minimum score of 2 by the number of competency sections evaluated, seven (7) to equal a score of 14).

**Second to Final Semester** - The **minimum score** is obtained by multiplying the Level of the student (e.g. Assisted-Supervised minimum score of 2.5 by the number of competency sections evaluated, seven (7) to equal a score of 17.5). The **maximum score** is obtained by multiplying the Level of student (e.g. Supervised-Self-Directed minimum score of 3 by the number of competency sections evaluated, seven (7) to equal a score of 21).

All of the competency section components must be met to receive a Satisfactory. If any component of the competency section being evaluated is missed, this equals a score of zero (0) for that section and the missed item letter (s) is placed in the Needs Improvement Column. The Final Evaluation must be Satisfactory with the Total Rating of a minimum score of 10.5 for the first semester or 17.5 for second semester to final to pass the course.

### First Semester

**Satisfactory** is equal to a minimum score of 10.5 or a maximum score of 14.

**Unsatisfactory** is equal to a score **BELOW** 10.5 and/or missing a Critical Behavior.

### Second to Final Semester

**Satisfactory** is equal to a minimum score of 17.5 or a maximum score of 21.

**Unsatisfactory** is equal to a score **BELOW** 17.5 and/or missing a Critical Behavior

**Critical Behaviors** are identified by an **asterisk** symbol (\*) and **bold text** . These behaviors must be met at all times. If at any time a Critical Behavior is not met, a Clinical Occurrence Report and/or Summary will be completed by the Clinical Associate and reviewed with the student at the time of Occurrence. Dr. Terry and Course Faculty will be notified immediately. The student may be dismissed from clinical for the day and return to clinical is based on follow-up.

	Mid-term Evaluation	Needs Improvement	Final Evaluation
<b>1. Demonstrates professional behaviors</b>			
<ul style="list-style-type: none"> <li>a. Follows university, school, and agency policies</li> <li><b>b. *Practices within the legal and ethical frameworks of nursing and according to standards of nursing care</b></li> <li><b>c. *Demonstrates accountability and assumes responsibility for own actions and practices</b></li> <li>d. Treats all individuals with dignity/respect</li> <li>e. Demonstrates cultural sensitivity</li> <li><b>f. * Recognizes and Protects client rights (privacy, autonomy, confidentiality)</b></li> <li>g. Demonstrates initiative in seeking learning opportunities and resources</li> <li>h. Analyzes personal strengths and limitations in providing care</li> <li>i. Incorporates constructive feedback for performance improvement</li> <li><b>j. *Maintains professional appearance, attitude, behavior, and arrives on time for clinical</b></li> <li><b>k. *Arrives on time for clinical and is prepared. In the event of tardiness or absence, faculty is notified immediately.</b></li> <li>l. Identifies situations in which assistance is needed OR appropriately seeks assistance</li> </ul>			
<b>2. Collects and analyzes comprehensive client data</b>			
<ul style="list-style-type: none"> <li><b>a. *Determines relevant information needed to provide comprehensive patient care</b></li> <li>b. Identifies appropriate sources for data collection</li> <li>c. Uses correct techniques for assessment</li> <li>d. Interprets laboratory/diagnostic test results</li> <li>e. Incorporates data from medical records, client, family/support persons and health care team members in plan of care</li> </ul>			
<b>3. Communicates effectively</b>			
<ul style="list-style-type: none"> <li><b>a. *Documentation is relevant, factual, complete, timely, legally accurate, organized and thorough</b></li> <li><b>b. *Communicates therapeutically with clients utilizing verbal and nonverbal skills and cognizant of confidentiality</b></li> <li>c. Listens attentively and respectfully to others</li> <li>d. Is actively involved in team building, fostering collegiality, and encouraging cooperation</li> <li>e. Contributes insight and helpful information to the health care team/group conferences</li> <li><b>f. *Initiates discussion with faculty/staff as needed to enhance delivery of care</b></li> </ul>			
<b>4. Exhibits caring to facilitate physical, mental, and spiritual health</b>			
<ul style="list-style-type: none"> <li><b>a. *Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others</b></li> <li>b. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems</li> <li><b>c. *Protects the client's safety and privacy, and preserves human dignity while providing care</b></li> </ul>			

<p>d. Encourages family and/or significant others' participation in care as appropriate e. Assists clients with coping and adaptation strategies.</p>			
<p><b>5. Applies knowledge in planning appropriate client care and engages in systematic and ongoing evaluation of the plan of care.</b></p>			
<p>a. Demonstrates initiative to obtain needed knowledge b. Analyzes and evaluates sources of data for appropriateness, usefulness, and accuracy c. Integrates theory from nursing, natural and social sciences to enhance client care d. <b>*Relates pathophysiology and epidemiology of disease(s) to clients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing intervention.</b> e. Integrates concepts of health promotion and disease prevention into client care f. Evaluates nursing practices based on current research evidence g. Develops plan of care based on analysis of assessment data h. <b>* Accurately determines priorities for care and communicates priorities and rationale for decisions to instructor</b> i. Considers needs/preferences of the client in planning care j. Establishes realistic goals/expected outcomes k. Evaluates nursing interventions based on goals/expected outcomes l. Reviews plan of care based on evaluation and consultation</p>			
<p><b>6. Provides safe client-centered care</b></p>			
<p><b>Safe Behavior Criteria:</b> The student is required to practice professional nursing safely in specific client-centered situations with clinical supervision. Safe behavior is defined as behavior which does not place the client or self and other professional staff at risk of physical and/or psychosocial harm. The student is subject to receiving a Failure in the course and to being dismissed from the program if safe behavior is not consistently demonstrated.</p>			
<p>a. Plans and implements evidence-based interventions that are congruent with assessment data b. Considers client needs and preferences in providing care c. <b>* Identifies client using two forms of identification prior to interventions</b> d. Performs nursing skills and therapeutic procedures safely and competently e. <b>*Follows principles of infection control</b> <i>*Complies with standard precautions and infection control standards</i> f. <b>*Follows procedures for medication administration (7 Rights)</b> <i>* Performs drug dosage calculation accurately</i> <i>* Administers medications safely</i> g. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement h. Takes appropriate steps to improve nursing skills and use of technologies i. <b>*Creates a safe environment for client care</b> <b>*Protects client from physical injury by implementing appropriate safety measures, including precautionary measures (i.e. fall prevention, skin integrity, aspiration precautions, seizure precautions, appropriate ambulation and transfer techniques)</b> j. Demonstrates flexibility in adapting to changing client care situations k. Reports abnormal data and changes in client condition in a timely manner to instructor or appropriate</p>			

health team member.			
<b>7. Uses teaching-learning process when providing individualized client/family/group education</b>			
a. Assesses readiness and barriers to teaching/learning of clients, families, and groups			
b. <b>*Considers appropriate client characteristics in teaching (e.g., culture, age, developmental level, and educational level)</b>			
c. <b>*Develops an appropriate teaching plan for learner needs with reasonable and appropriate outcome measures</b>			
d. Utilizes appropriate principles of teaching/learning when implementing a teaching plan			
e. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed			
<b>RATING TOTAL</b>			

<b>MIDTERM</b>	<b>RATING _____</b>
<b>Clinical Adjunct Comments:</b>	
<b>Clinical Adjunct recommendations for further development/improvement:</b>	
<b>Student Comments:</b>	
<b>Course Faculty Comments:</b>	



FINAL EVALUATION	RATING _____
Clinical Adjunct Comments:	
Clinical Adjunct recommendations for further development/improvement:	
Student Comments:	
Course Faculty Comments:	

Satisfactory \_\_\_\_\_  
 Unsatisfactory \_\_\_\_\_  
 Final Rating \_\_\_\_\_

By signing their names below, the student, Clinical Associate, and Course Faculty acknowledge that a meeting was held on (*indicate date and time*) to discuss this evaluation and that a copy of this evaluation was provided to the student.

Student Signature: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Clinical Adjunct Signature: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Course Faculty Signature: \_\_\_\_\_

Date/Time: \_\_\_\_\_

AUM College of Nursing

### UNDERGRADUATE CLINICAL EVALUATION TOOL (Final Semester-Preceptorship)

Student :		Preceptor (s):	
Course:	Semester:	Year:	Clinical Site:

**Introduction:** This clinical evaluation tool consists of seven essential competencies with specific performance criteria. The seven competencies were drawn from: program outcome objectives for the BSN program at AUM School of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and Quality and Safety Education in Nursing (Cronenwett et al., 2007). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student's clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in each clinical course. A formal evaluation is completed and shared with the student at the conclusion of the rotation. In some courses, faculty will also use this tool for mid-rotation evaluation. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract.

**Instructions:** Faculty will rate students on each of seven competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits to Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires to Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance. To determine the rating for each competency, faculty will consider student performance on the specific performance criteria and will arrive at a rating for each competency using the 0-4 scale. Faculty may also include comments related to each competency. At the end of this clinical evaluation tool, faculty should write summary comments and document recommendations for further development/improvement. The faculty who wrote the evaluation will review it with the student and document the date of the meeting. The student should be provided with a copy of the evaluation. Students may be asked to complete a self-evaluation at midterm and final. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.

NOTE: In these competencies, **client** is defined as the recipient of professional nursing services and may be an individual, family, or group.

**References Used for Tool Development-**American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author. Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131. Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer Publishing.

## Rating Scale

Dependent (0)	
<b>Almost Always Requires (&gt;90% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Almost Never Exhibits (&lt;10% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Novice (1)	
<b>Very Often Requires (75% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Occasionally Exhibits (25% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Assisted (2)	
<b>Often Requires (50% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Often Exhibits (50% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Supervised (3)	
<b>Occasionally Requires (25% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Very Often Exhibits (75% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Self-Directed (4)	
<b>Almost Never Requires (&lt;10% of the time)</b> <ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<b>Almost Always Exhibits (&gt;90% of the time)</b> <ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>

### Expected Levels of Performance:

For the **Final Evaluation** students must achieve the **minimal expected level of performance for each competency within the designated level** in order to pass the course and progress in the program.

Level	Minimum Expected Performance	Minimum Score	Upon Completion of:
I	Novice -Assisted	1.5	

II	Assisted	2.0	First semester of clinical practice
III	Assisted-Supervised	2.5	All Semesters EXCEPT first
IV	Supervised-Self-Directed	3	All semesters EXCEPT first
V	Self-Directed	4	Final Semester

### Grading Equivalency:

**Supervised-Self-Directed** - The **minimum score** is obtained by multiplying the Level of the student (e.g. Assisted-Supervised minimum score of 2.5 by the number of competency sections evaluated, seven (7) to equal a score of 17.5). The **maximum score** is obtained by multiplying the Level of student (e.g. Self-Directed minimum score of 4 by the number of competency sections evaluated, seven (7) to equal a score of 28).

All of the competency section components must be met to receive a Satisfactory. If any component of the competency section being evaluated is missed, this equals a score of zero (0) for that section and the missed item letter (s) is placed in the *Needs Improvement Column*. The Final Evaluation must be Satisfactory with the Total Rating of a minimum score of 17.5 to pass the course.

### Final Semester

**Satisfactory** is equal to a minimum score of 17.5 or a maximum score of 28.

**Unsatisfactory** is equal to a score **BELOW** 17.5 and/or missing a Critical Behavior

**Critical Behaviors** are identified by an **asterisk** symbol (\*) and **bold text** . These behaviors must be met at all times. If at any time a Critical Behavior is not met, a Clinical Occurrence Report and/or Summary will be completed by the Clinical Associate and reviewed with the student at the time of Occurrence. Dr. Terry and Course Faculty will be notified immediately. The student may be dismissed from clinical for the day and return to clinical is based on follow-up.

	Mid-term Evaluation	Needs Improvement	Final Evaluation
<b>1. Demonstrates professional behaviors</b>			
<ul style="list-style-type: none"> <li>i. Follows university, school, and agency policies</li> <li><b>j. *Practices within the legal and ethical frameworks of nursing and according to standards of nursing care</b></li> <li><b>k. *Demonstrates accountability and assumes responsibility for own actions and practices</b></li> <li>l. Treats all individuals with dignity/respect</li> <li>m. Demonstrates cultural sensitivity</li> <li><b>n. * Recognizes and Protects client rights (privacy, autonomy, confidentiality)</b></li> <li>o. Demonstrates initiative in seeking learning opportunities and resources</li> <li>p. Analyzes personal strengths and limitations in providing care</li> <li>i. Incorporates constructive feedback for performance improvement</li> <li><b>j. *Maintains professional appearance, attitude, behavior, and arrives on time for clinical</b></li> <li><b>k. * Arrives on time to clinical and is prepared. In the event of a tardiness or absence, faculty is notified immediately.</b></li> <li>l. Identifies situations in which assistance is needed OR appropriately seeks assistance</li> </ul>			
<b>2. Collects and analyzes comprehensive client data</b>			
<ul style="list-style-type: none"> <li><b>d. *Determines relevant information needed to provide comprehensive patient care</b></li> <li>e. Identifies appropriate sources for data collection</li> <li>f. Uses correct techniques for assessment</li> <li>d. Interprets laboratory/diagnostic test results</li> <li>e. Incorporates data from medical records, client, family/support persons and health care team members in plan of care</li> </ul>			
<b>3. Communicates effectively</b>			
<ul style="list-style-type: none"> <li><b>a. *Documentation is relevant, factual, complete, timely, legally accurate, organized and thorough</b></li> <li><b>b. *Communicates therapeutically with clients utilizing verbal and nonverbal skills and cognizant of confidentiality</b></li> <li>c. Listens attentively and respectfully to others</li> <li>d. Is actively involved in team building, fostering collegiality, and encouraging cooperation</li> <li>e. Contributes insight and helpful information to the health care team/group conferences</li> <li><b>f. *Initiates discussion with faculty/staff as needed to enhance delivery of care</b></li> </ul>			
<b>4. Exhibits caring to facilitate physical, mental, and spiritual health</b>			
<ul style="list-style-type: none"> <li><b>a. *Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others</b></li> <li>b. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems</li> <li><b>c. *Protects the client's safety and privacy, and preserves human dignity while providing care</b></li> </ul>			

<p>d. Encourages family and/or significant others' participation in care as appropriate e. Assists clients with coping and adaptation strategies.</p>			
<p><b>5. Applies knowledge in planning appropriate client care and engages in systematic and ongoing evaluation of the plan of care.</b></p>			
<p>d. Demonstrates initiative to obtain needed knowledge e. Analyzes and evaluates sources of data for appropriateness, usefulness, and accuracy f. Integrates theory from nursing, natural and social sciences to enhance client care d. <b>*Relates pathophysiology and epidemiology of disease(s) to clients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing intervention.</b> e. Integrates concepts of health promotion and disease prevention into client care f. Identifies issues/problems in nursing practice that need to be improved g. Evaluates nursing practices based on current research evidence h. Develops plan of care based on analysis of assessment data i. <b>* Accurately determines priorities for care and communicates priorities and rationale for decisions to instructor</b> j. Considers needs/preferences of the client in planning care k. Establishes realistic goals/expected outcomes l. Evaluates nursing interventions based on goals/expected outcomes m. Reviews plan of care based on evaluation and consultation</p>			
<p><b>6. Provides safe client-centered care</b></p>			
<p><b>Safe Behavior Criteria:</b> The student is required to practice professional nursing safely in specific client-centered situations with clinical supervision. Safe behavior is defined as behavior which does not place the client or self and other professional staff at risk of physical and/or psychosocial harm. The student is subject to receiving a Failure in the course and to being dismissed from the program if safe behavior is not consistently demonstrated.</p>			
<p>g. Plans and implements evidence-based interventions that are congruent with assessment data h. Considers client needs and preferences in providing care i. <b>* Identifies client using two forms of identification prior to interventions</b> j. Performs nursing skills and therapeutic procedures safely and competently k. <b>*Follows principles of infection control</b> <i>*Complies with standard precautions and infection control standards</i> l. <b>*Follows procedures for medication administration (7 Rights)</b> <i>* Performs drug dosage calculation accurately</i> <i>* Administers medications safely</i> g. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement h. Takes appropriate steps to improve nursing skills and use of technologies i. <b>*Creates a safe environment for client care</b> <b>*Protects client from physical injury by implementing appropriate safety measures, including precautionary measures (i.e. fall prevention, skin integrity, aspiration precautions, seizure precautions, appropriate</b></p>			

<p><b>ambulation and transfer techniques)</b>  j. Demonstrates flexibility in adapting to changing client care situations  k. Reports abnormal data and changes in client condition in a timely manner to instructor or appropriate health team member</p>			
<p><b>7. Uses teaching-learning process when providing individualized client/family/group education</b></p>			
<p>c. Assesses readiness and barriers to teaching/learning of clients, families, and groups  d. <b>*Considers appropriate client characteristics in teaching (e.g., culture, age, developmental level, and educational level)</b>  c. <b>*Develops an appropriate teaching plan for learner needs with reasonable and appropriate outcome measures</b>  d. Utilizes appropriate principles of teaching/learning when implementing a teaching plan  e. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed</p>			
<p><b>RATING TOTAL</b></p>			

<b>MIDTERM</b>	<b>RATING</b> _____
<p><b>Preceptor Comments:</b></p>	
<p><b>Preceptor recommendations for further development/improvement:</b></p>	
<p><b>Student Comments:</b></p>	

<b>Course Faculty Comments:</b>	
<b>FINAL EVALUATION</b>	<b>RATING</b> _____
<b>Preceptor Comments:</b>	
<b>Preceptor recommendations for further development/improvement:</b>	
<b>Student Comments:</b>	
<b>Course Faculty Comments:</b>	



Satisfactory \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_  
Final Rating \_\_\_\_\_

By signing their names below, the student, Clinical Associate, and Course Faculty acknowledge that a meeting was held on (indicate date and time) to discuss this evaluation and that a copy of this evaluation was provided to the student.

Student Signature: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Course Faculty Signature: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Auburn Montgomery SCHOOL OF NURSING

Specialty Clinical Evaluation Tool  
 NURS 4241-Obstetrics; NURS 4251-Pediatrics  
 NURS 4261-Community/Public Health; NURS 4331-Mental Health

STUDENT: \_\_\_\_\_ SEMESTER/YEAR: \_\_\_\_\_

Clinical Rotation - Agency/Unit: \_\_\_\_\_ Dates \_\_\_\_\_

Clinical Faculty: \_\_\_\_\_

**Students must receive a grade of "Satisfactory" in each domain at the Final Evaluation to pass the course.**

Evaluation Domains	Day 1	Day 2
<b>1. COMMUNICATION</b> Communicates effectively with patients, families, faculty, healthcare team members, and peers		
Comments:		
<b>2. PROFESSIONAL DEVELOPMENT</b>		
a. <b>PROFESSIONALISM</b> Demonstrates behaviors which characterize a professional nursing student b. <b>RESPONSIBILITY</b> Demonstrates responsibility for own behavior as a professional nursing student c. <b>ROLE DEVELOPMENT</b> Demonstrate development in the professional roles of the nurse, with emphasis on the roles of caregiver and educator d. <b>REFLECTIVE PRACTICE</b> Recognizes learning needs, demonstrates critical thinking, engages in self-evaluation		
Comments:		
<b>3. NURSING PROCESS UTILIZED IN THE CARE OF Childbearing and Childrearing Families</b>		
a. <b>ASSESSMENT</b> Systematically establishes a complete database about a patient b. <b>DATA ANALYSIS</b> Identifies appropriate nursing diagnoses for the patient c. <b>PLANNING</b> Selects goals and designs a plan to achieve the established goals d. <b>IMPLEMENTATION</b> Initiates and completes nursing actions necessary to accomplish the defined goals e. <b>EVALUATION</b> Evaluates and modifies the nursing plan		
Comments:		

<p><b>4. SAFETY</b>  promotes safety for patients and providers through individual performance and system effectiveness</p> <ul style="list-style-type: none"> <li>a. Prioritizes the delivery of nursing care</li> <li>b. Utilizes Standards of Care to deliver safe and effective care</li> </ul>		
<p><b>Comments:</b></p>		

Day 1/ Faculty Clinical Evaluation Comments:

Day 1/ Student Clinical Evaluation Comments:

Day 2/ - Faculty Final Evaluation Comments:

Day 2/ - Student Final Evaluation Comments:

Clinical Absences: \_\_\_\_\_

I have read and have had the opportunity to discuss my evaluation.

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Faculty Signature/Date

Adapted from UAB SON 1/2018

**AUM School of Nursing  
Unsafe/Unsatisfactory Practice  
Clinical Occurrence Report**

<b>Student Name</b> _____ <b>Course Number</b> _____ <b>Course Faculty</b> _____ <b>Clinical Adjunct</b> _____	<b>Report Date</b> _____ <b>Occurrence Date</b> _____ <b>Occurrence Time</b> _____ <b>Point (s) assigned</b> _____
-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

<b>OCCURRENCE TYPE: Unsafe/Unsatisfactory (Check all that apply - 1 point value each)</b>			
<b>Paperwork</b> <input type="checkbox"/> Failure to complete clinical preparation for assignments, such as drug cards, plan of care, case studies, anecdotal notes.	<b>Absence/Tardy</b> <input type="checkbox"/> Failure to call faculty and/or the unit prior to assigned time of arrival for illness or tardiness. <input type="checkbox"/> Tardiness > 5 minutes <input type="checkbox"/> Unexcused absence (no call, no show or leaving assigned area without proper communication with instructor/staff).	<b>Patient Care Issues</b> <input type="checkbox"/> Inadequate knowledge of treatments, medications, or plan of care. <input type="checkbox"/> Medication error. <input type="checkbox"/> Treatment error. <input type="checkbox"/> Error prevented from occurring by faculty/staff intervening. <input type="checkbox"/> Failure to follow clinical agency/ SON clinical policy regarding infection prevention (i.e. wearing false eyelashes, wearing nail polish, false fingernails or gels, improper handwashing)	<b>Unprofessional Behavior</b> <input type="checkbox"/> Inappropriate cell phone use within clinical area. <input type="checkbox"/> Disrespectful/Unprofessional communication with staff, clinical adjunct, faculty, fellow students, or clients. <input type="checkbox"/> Failure to wear appropriate uniform as designated in SON clinical policy <input type="checkbox"/> Leaves clinical area without reporting off to staff and faculty. <input type="checkbox"/> Any behavior deemed unsatisfactory by the clinical faculty or course faculty.

**OCCURRENCE TYPE: Critical Unsafe/Unsatisfactory (Check all that apply).**  
**This will result in immediate review of the incident. \*Contact Dr. Courtney Cochran immediately and Course Faculty ASAP.**

- Any life-threatening error or action by the student to client, staff, faculty, or others.
- Implementing any action that is in direct violation of the course, school, or Agency Policies and HIPAA Policy.
- Violation of the Drug Free Campus and/or Chemically Impaired Nursing Student Policy.

**DISMISSAL from clinical experience for day. Additional (1) point assigned.**

Notification: Student \_\_\_\_\_ Date: \_\_\_\_\_ Course Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

**Student comments related to occurrence:**

**Student Signature :** \_\_\_\_\_ **Date;** \_\_\_\_\_

**Clinical Adjunct comments related to occurrence:**

**Clinical Adjunct Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Use additional Counseling Form for additional documentation)

**Course Faculty comments related to occurrence:**

**Course Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Assigned a Satisfactory or Unsatisfactory rating for learning activity. **Rating** \_\_\_\_\_

Date of follow up meeting with Student and Course Faculty to discuss the following: \_\_\_\_\_

Student Goal:	Student Plan:	Student/Faculty Evaluation

Student Signature/Date \_\_\_\_\_ Course Faculty Signature/Date \_\_\_\_\_

**AUBURN MONTGOMERY**  
**School of Nursing**  
**Clinical Site Evaluation by Student**

Clinical Site: \_\_\_\_\_ Unit: \_\_\_\_\_  
 Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student Status: \_\_\_\_\_

Please evaluate the clinical site listed above in order to make improvements for future student experiences. Specific information or examples can offer insight into how improvements can be made. Use the following scale to evaluate each section. Please make comments that are constructive and professional in the space provided at the bottom of the evaluation.

- 5=strongly agree
- 4=agree
- 3=neutral
- 2=disagree
- 1=strongly disagree

Focus:	5	4	3	2	1
<b>1. The clinical site provided experiences to manage patients with diverse health care needs.</b> <ul style="list-style-type: none"> <li>• Student assignments were appropriate for level and course objectives.</li> <li>• Patient census permitted achievement of learning goals.</li> <li>• Access to vulnerable populations (children, older adults, homeless) was available.</li> </ul>					
<b>2. The clinical site personnel were professional role models for nursing students.</b> <ul style="list-style-type: none"> <li>• Personnel had an attitude that facilitated student learning.</li> <li>• Personnel provided a quality of care congruent with School of Nursing learning goals.</li> <li>• Personnel were open to questions and assisting with learning tasks.</li> </ul>					
<b>3. The clinical site had adequate space/resources to promote a learning environment.</b> <ul style="list-style-type: none"> <li>• Adequate space was provided for conferences and student needs.</li> <li>• Adequate charting stations was available or areas to access patient data.</li> <li>• Orientation to facility was organized and thorough.</li> </ul>					
<b>4. The clinical site provided an overall learning experience that enhanced my understanding of nursing care.</b> <ul style="list-style-type: none"> <li>• There were adequate opportunities to apply evidence based practice.</li> <li>• There were opportunities available to improve critical thinking and clinical judgment.</li> <li>• There were opportunities available to complete nursing skills.</li> </ul>					

**Comments:**

**AUBURN MONTGOMERY**  
**School of Nursing**  
**Clinical Adjunct/Preceptor Evaluation *By Student***

Semester \_\_\_\_\_

Clinical Site \_\_\_\_\_

Clinical Adjunct/Preceptor Name \_\_\_\_\_

Please evaluate the Clinical Adjunct/Preceptor with constructive feedback to enable improvement for future experiences. Specific information or examples can offer insight into how improvements can be made. Please provide constructive and professional feedback. Please use the following scale to evaluate each section. A place for comments appears at the bottom of the page.

**SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree; N: No Opportunity to Evaluate.**

	SA(4)	A(3)	D(2)	SD(1)	N
<b>1. Available to students during clinical experiences.</b> <ul style="list-style-type: none"> <li>• Enthusiastic about the clinical experience.</li> <li>• Visible to students throughout the day and remains on unit as long as student(s) present</li> <li>• Accompanies students when necessary for procedures or medications</li> <li>• Provides consultation and guidance when needed</li> </ul>					
<b>2. Demonstrates professional behavior as a role model.</b> <ul style="list-style-type: none"> <li>• Good time management and organization skills</li> <li>• Clean and neat appearance consistent with AUM SON policy</li> <li>• Respectful to and advocates for student(s), client(s), and families</li> <li>• Demonstrates clinical competence</li> <li>• Adheres to legal and ethical standards of care</li> <li>• Collaborates well with others</li> </ul>					
<b>3. Provides student learning opportunities which encourage accountability and responsibility for care of client(s).</b> <ul style="list-style-type: none"> <li>• Student assignments appropriate for level and course objectives</li> <li>• Conducts pre and post conferences with rich learning opportunities in a safe environment</li> <li>• Encourages problem-solving and critical thinking when discussing client care and medication administration</li> <li>• Incorporates downtime activities when needed</li> </ul>					
<b>4. Communicates effectively with students.</b> <ul style="list-style-type: none"> <li>• Informs students of meeting locations</li> <li>• Timely and constructive feedback to students relating theoretical concepts to clinical practice during clinical performance</li> <li>• Weekly and constructive written feedback to students regarding progress</li> </ul>					

Comments:







## SERVICE LEARNING EXPERIENCE

Students are expected to complete a minimum of four service learning hours during select courses. This requirement helps fulfill AUMSON Program Outcomes by offering students an opportunity to be involved in service learning. Course syllabi will specify requirements for service learning experiences.

The completed log should be submitted via Blackboard in the appropriate course as specified in the syllabi instructions. For each activity, identify the curricular outcome and how the activity addressed the outcome.

<b>Service Learning Experience Approved</b>	
<b>Faculty Signature</b>	<b>Date</b>
<b>Name</b>	<b># of hours completed</b>
<b>Location of Activity</b>	
<b>Course Objective(s) this service learning fulfills</b>	
<b>What occurred during the experience that helped meet the above course objective(s)?</b>	

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Leader for Service Learning Location

\_\_\_\_\_  
Date

Auburn University at Montgomery - School of Nursing  
BSN Curriculum  
FALL ADMISSION

COURSE # FALL	COURSE TITLE	PRE-REQUISITE COURSES	TOTAL CREDITS	THEORY/LAB/CLIN.
NURS 3111	Fundamentals of Professional Nursing	UD	5	(3,1,1)
NURS 3120	Nursing Pathophysiology	UD	3	(3,0,0)
NURS 3131	Assessment for Professional Nursing	UD	5	(2,1,2)
NURS 3900	Clinical Calculations	UD	1	(1,0,0)
	<b>TOTAL SEMESTER I</b>		<b>14</b>	<b>(9,2,3)</b>
NURS 3150	Evidence-Based Practice	UD	3	(3,0,0)
NURS 3210	Clinical Pharmacology	3120	3	(3,0,0)
NURS 3221	Nursing Care of the Adult I	3111,3131,3900, 3120 3210 is a co-requisite	7	(3,1,3)
<b>SPRING</b>	<b>TOTAL SEMESTER II</b>		<b>13</b>	<b>(9,1,3)</b>
NURS 4150	Informatics	UD	3	(3,0,0)
NURS 4251	Nursing Care for the Pediatric Patient & Support Network	3210,3221	4	(3,0,1)
NURS 4241	Nursing Care of the Childbearing Family	3210,3221	3	(2,0,1)
<b>SUMMER</b>	<b>TOTAL SEMESTER III</b>		<b>10</b>	<b>(8,0,2)</b>
NURS 4331	Mental Health Nursing	3210, 3221	4	(3,0,1)
NURS 4261	Community/Public Health Nursing	3210, 3221	4	(3,0,1)
NURS 4371	Nursing Care of the Adult II	3210, 3221	6	(4,0,2)
<b>FALL</b>	<b>TOTAL SEMESTER IV</b>		<b>14</b>	<b>(10,0,4)</b>
NURS 4440	Critical Care	3150, 4150, 4331, 4241, 4251, 4261, 4371	3	(3,0,0)
NURS 4430	Nursing Leadership & Management	3150, 4150,4331, 4241, 4251, 4261 4371	3	(3,0,0)
NURS 4431	Transition to Practice	3150,4150,4331, 4241, 4251, 4261 4371, 4440, 4430	7	(3,0,4)
<b>SPRING</b>	<b>TOTAL SEMESTER V</b>		<b>13</b>	<b>(9,0,4)</b>
	<b>Lower Division SH 59-62</b>			
	<b>Upper Division SH 64</b>		<b>64</b>	<b>(45,3,16)</b>
	<b>Total BSN SH 122-126</b>			

Theory Class Hour Ratio 1:1 & Lab, Clinical Hour Ratio 1:3

Auburn University at Montgomery - School of Nursing  
BSN Curriculum  
SPRING ADMISSION

COURSE # SPRING	COURSE TITLE	PRE-REQUISITE COURSES	TOTAL CREDITS	THEORY/LAB/CLIN.
NURS 3111	Fundamentals of Professional Nursing	UD	5	(3,1,1)
NURS 3120	Nursing Pathophysiology	UD	3	(3,0,0)
NURS 3131	Assessment for Professional Nursing	UD	5	(2,1,2)
NURS 3900	Clinical Calculations	UD	1	(1,0,0)
	<b>TOTAL SEMESTER I</b>		<b>14</b>	<b>(9,2,3)</b>
<b>SUMMER</b>	<b>NO REQUIRED COURSES</b>	<b>SUMMER</b>		
NURS 3150	Evidence-Based Practice	UD	3	(3,0,0)
NURS 3210	Clinical Pharmacology	3120	3	(3,0,0)
NURS 3221	Nursing Care of the Adult I	3111,3131,3900, 3120 3210 is a co-requisite	7	(3,1,3)
<b>FALL</b>	<b>TOTAL SEMESTER II</b>		<b>13</b>	<b>(9,1,3)</b>
NURS 4371	Adult Health II	3210, 3221	6	(4,0,2)
NURS 4251	Nursing Care for the Pediatric Patient & Support Network	3210,3221	4	(3,0,1)
NURS 4241	Nursing Care of the Childbearing Family	3210,3221	3	(2,0,1)
<b>SPRING</b>	<b>TOTAL SEMESTER III</b>		<b>13</b>	<b>(10,0,4)</b>
NURS 4331	Mental Health Nursing	3210, 3221	4	(3,0,1)
NURS 4261	Community/Public Health Nursing	3210, 3221	4	(3,0,1)
NURS 4150	Informatics	UD	3	(3,0,0)
<b>SUMMER</b>	<b>TOTAL SEMESTER IV</b>		<b>11</b>	<b>(9,0,2)</b>
NURS 4440	Critical Care	3150, 4150, 4331, 4241, 4251, 4261, 4371	3	(3,0,0)
NURS 4430	Nursing Leadership & Management	3150, 4150, 4331, 4241, 4251, 4261 4371	3	(3,0,0)
NURS 4431	Transition to Practice	3150, 4150, 4331, 4241, 4251, 4261 4371, 4430, 4440	7	(3,0,4)
<b>FALL</b>	<b>TOTAL SEMESTER V</b>		<b>13</b>	<b>(9,0,4)</b>
	<b>Lower Division SH 59-62</b>			
	<b>Upper Division SH 64</b>		<b>64</b>	<b>(45,3,16)</b>
	<b>Total BSN SH 122-126</b>			

Theory Class Hour Ratio 1:1 & Lab, Clinical Hour Ratio 1:3

Auburn University at Montgomery – School of Nursing

RN to BSN: Educational Advancement for Registered Nurses (EARN) Program Curriculum (30 credit hours)

- NURS 4110**      **Transformation to the Professional Nurse Role** - Focuses on the knowledge, competencies, skills and abilities for transformation to the professional nurse role.  
(4 hours credit) (Must be taken in first semester of RN to BSN: EARN courses)
- NURS 4140**      **Population-Based Healthcare** - Exploration of the concepts and theories underlying population-based practice in community health settings and environments in the delivery of nursing care for individuals, families and populations. (4 hours credit)
- NURS 4220**      **Informatics and Evidence Based Practice for the Professional Nurse** - Introductory course in nursing informatics with a concentration in evidence-based nursing practice. Using nursing application of information and computing technology will be combined to provide focus on identification of practice issues: appraisal and integration of current evidence and the evaluation of potential outcome across all healthcare settings and patient populations. (3 credit hours)
- NURS 4260**      **Pathophysiology and Physical Assessment for the Professional Nurse** - Explores the pathophysiologic basis and assessment of common health alterations while exploring the developmental phases, physical states, and functional levels to identify needs for health promotion and disease prevention across the lifespan. (3 hours credit)
- NURS 4271**      **Rural Health and Special Populations** - Explores rural community health nursing, focusing on history and development of rural community focused care, health care systems, epidemiology, and individuals, families, and special populations. Determine and apply appropriate theories to provision of care to individuals in rural community settings and special populations in rural, urban, or suburban settings. Address prevention, promotion, maintenance, and restoring health. Focus on transcultural nursing concepts and diverse populations.  
(3 hours credit; 1 hour credit of clinical)
- NURS 4160**      **Health Policy and Ethics for the Professional Nurse** - Roles, influences, and ethics of health care providers, consumers, government and law are discussed. Examine policy decisions and related issues that impact the delivery of safe, effective, patient-centered, timely, efficient, and equitable care. (3 hours credit)
- NURS 4310**      **Health Systems Leadership** - Addresses evidence-based leadership/management skills and competencies for the professional nurse working with interprofessional teams to facilitate the transformation of complex healthcare systems. (4 hours credit) (Pre-requisite NURS 4220)
- NURS 4311**      **Leadership Immersion** - Leadership immersion experience integrating knowledge, skills and competencies for the practice of professional nursing.  
(4 hours credit; 1 credit of clinical) (Must be taken in last semester of RN to BSN: EARN courses)

Theory credit 1:1; Clinical credit 1:3

**Auburn University at Montgomery College of Nursing and Health Sciences  
School of Nursing  
ACKNOWLEDGEMENT OF RECEIPT AND READING OF AUM SON STUDENT HANDBOOK**

After obtaining access through the AUM College of Nursing and Health Sciences website and reading the AUM SON Student Handbook, please complete this form and return to the Dean's Administrative Assistant in Room 101 Moore Hall, to be placed in your file.

All School of Nursing students are subject to the provisions in the Student Handbook and are responsible to know the policies, procedures and guidelines included in the contents.

Please sign below to indicate that you have read a copy of the AUM SON Student Handbook (hard copy or electronic copy) and will abide by the policies included in it.

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

**Note: Failure to sign this form does not exempt a student from the provisions in the AUM SON Student Handbook.**

Thank you.