# SCHREINER UNIVERSITY

# DIVISION OF NURSING PROGRAM

# STUDENT HANDBOOK

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# 2024-2025

*The information in this version of the Bachelor of Science in Nursing Student Handbook is subject to change without notice. This handbook is not intended to, nor does it contain all regulations that relate to students.*

# Table of Contents

# Purpose of this Handbook

This handbook serves as a guide, reference, and resource for the students and the faculty and staff of the nursing programs. Refer to this handbook for general and specific nursing program requirements.

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# Section 1: Schreiner University Nursing Program

## History

**Bachelor of Science in Nursing:**

In 2009, Schreiner University established a Bachelor of Science in Nursing (BSN) program to meet the growing need for more baccalaureate prepared nurses within the Texas Hill Country. In 2013, the university celebrated the first graduating class of 23 students. In 2014, an accelerated, fully online, RN to BSN program was initiated, and the first graduates from the program walked onto the stage in 2015.

**Vocational Nursing Program:**

In 1973, Schreiner phased out its high school and strengthened its college curricula and began its Vocational School of Nursing and has since graduated over 1,500 nurses.

## Accreditation

The Schreiner University BSN program is fully accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). All nursing programs are approved by the Texas Board of Nursing.  Schreiner University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award masters, baccalaureate, and associate degrees. In addition, the university is recognized as a member in good standing by The University American Council on Education, the Association of Presbyterian Colleges and Universities, the National Association of Independent Colleges and Universities, the Association of Texas Colleges and Universities, and the Independent Colleges and Universities of Texas.

## Mission, Vision, Philosophy

### *Mission*

The mission of the Schreiner University Nursing Programs is to prepare and educate caring, innovative, professional nurses who are leaders in addressing the evolving health care needs of all people and are committed to self-development.

### *Vision*

The vision of the Schreiner University Nursing programs is to cultivate a community of learning that equips students with the knowledge and clinical judgement to provide care to diverse patient populations in promoting health, preventing illness, and caring for the ill, disabled, and dying patients in a global society. Faculty foster creative learning experiences supporting future nurses, nurse leaders, and scholars committed to compassionate holistic care.

### *Philosophy*

The curriculum is based on the principles of Jean Watson's theory, The Caring Science. Inherent in this curriculum model is a commitment to and a compassion for care of the whole person. Caring involves learning about and understanding human needs and human responses in varying states of health. It also involves understanding and valuing human individuality and diversity. By extending  human presence, nurses promote human dignity, reinforce self-esteem, enhance spirituality, nurture strengths, and facilitate healing. The Watson theory also recognizes that both the person cared for, and the caregiver are affected by every interaction; therefore, it is imperative that nurses take care of themselves to effectively care for others. Caring concepts are

included in the program's conceptual framework, basic standards for safe nursing practice, educational outcomes, and teaching strategies.

At Schreiner University, the nursing curriculum supports the tenets of the National League of Nursing (NLN) competency statements (2010), Texas Board of Nursing administrative code 214, 215, & 219, initiatives of the Quality and Safety to Educate Nursing (QSEN) institute and the National Academy of Medicine. The Schreiner University nursing faculty identify defining principles and integrating concepts that are foundational to nursing practice and nursing education and form the organizing framework that guides the education outcomes and organizing framework of the curriculum. The defining principles include the four major dimensions of nursing theory plus nursing education.

***Major Concepts***
• Human Being (Client/Patient)
• Environment
• Health
• Nursing
• Safety
• Holistic care
• Collaboration

## Major Dimensions

### Human Being

Human being is a holistic being with bio-psycho-social, spiritual, and cultural dimensions and have the capacity for growth, fulfillment, and change. Human being is defined within the context of the individual, family, community, population, or society. The uniqueness of each person results from the interrelationships of these dimensions. People share common characteristics, processes, and basic needs. All people change and adapt as they move through the life cycle in continuous interaction with internal and external environments. Each human being is viewed as greater than and different from the sum of his/her parts. Human beings are to be cared for, nurtured, respected, understood, and assisted (Watson, 2008).

### Environment

A caring environment accepts a person as he or she is and looks to what he or she may become. Environment is defined as all aspects of internal (physical, genetic, psychosocial, cultural, developmental, and spiritual) and external (economic, social, geographic, global, and health care access) surroundings, as well as the interactions of those influences. These multiple determinants of health and changing tensions in the environmental system stimulate adaptive and integrative responses of the client that influence health outcomes (Healthy People 2030, 2020). According to Watson (2008), a caring attitude is transmitted by the culture of the profession as a unique way of coping with its environment. Graduates are prepared to meet the challenge of safe, caring, reflective, and professional nursing in diverse environments.

### Health

Health is a dynamic state of physical, emotional, physiological, mental, psychosocial, cultural, developmental, and spiritual well-being. Health status continually changes and is influenced by multiple interactions with the environment. Health is defined by the client values and beliefs. The

client's sense of optimal health and measurable health indicators signifies a state of balance and achievement of positive health outcomes (Watson, 2008).

### Nursing

The practice of nursing is an art and a science that involves a caring, authentic presence and holistic support among diverse clients in a variety of health care settings. Watson (2008) defines nursing as "a human science of persons and human health-illness experiences that are mediated by professional, personal, scientific, esthetic and ethical human transactions." It is concerned with promoting health, preventing illness, caring for the sick and restoring health. Holistic health care is central to the practice of caring in nursing.

## Additional Concepts

### Nursing Education

Integrating caring into the curriculum is especially important in today's healthcare environment, where high patient acuity and technological advances threaten the sacredness of the nurse patient relationship (Cara, Hill, & Watson, 2020). The personal relationship applied to the client and nurse is also applied to student teacher interactions. Sawatzky, et al. (2009) also suggests that the nurse educator with a strong caring ethic should serve as a role model for the student. In a clinical setting, students observe caring interactions and learn from experiencing faculty interactions with patients. The teacher serves as the facilitator of learning, rather than adopting an authoritarian position (Billings & Halstead, 2019). The relationship between the teacher and student could be described as a partnership. Learning occurs primarily within the student and the teacher's goal is to assist the student on the journey where learning can occur. The student serves as the agent of change, and the teacher supports the student in maximizing their potential. The relationship between student and teacher is more egalitarian and collaborative in nature. The following integrating concepts also help to guide the educational outcomes.

### Caring

Caring is the essence of nursing practice. A caring presence reflects the basic concern for human dignity and the recognition of the unique worth of each person. Caring takes place with every nursing interaction. Watson's Theory of Human Caring encompasses a 10 Caritas Process that includes, but is not limited to: practice of loving-kindness, being authentically present, maintaining transpersonal presence, developing, and sustaining trusting-caring relationships, allowing for expression, creative problem solving, transpersonal teaching, creating healing environments, honoring the mind-body-spirit, and sustaining human dignity (Watson Caring Science Institute, 2022).

### Professional Identity

Professional identity in nursing is defined as "sense of oneself, and in relationship with others, that is influenced by characteristics, norms, and values of the nursing discipline, resulting in individual thinking, acting, and feeling like a nurse," and represents the framework which shapes ethical standards of practice. Professional nursing identity attributes include Doing, Being, Acting  Ethically, Flourishing, and Changing Identities (Brewington & Godfrey, 2020). Upholding caring values in our daily practice supports a nurse's professional identity and helps transcend the nurse from a state where nursing is perceived as "just a job," to that of a gratifying profession. Promoting and applying these caring values in our practice is not only essential to our own health, as nurses, but its significance is also fundamentally tributary to finding meaning in our work.

Nurses also embrace other fundamental values such as accountability, reflective practice and commitment to life-long learning and promote the ideals of the nursing profession (Benner et al., 2009).

## Disability statement

Schreiner University welcomes students with disabilities into the nursing programs. Students desiring academic adjustments/auxiliary aids should contact the Schreiner University Director of Learning Support Services/Section 504 Coordinator. In accordance with Section 504 of the Rehabilitation Act of 1973, SU provides academic adjustments/auxiliary aids for students with physical/medical, learning, and psychological disabilities.

Students are expected to maintain fitness for duty throughout all clinical experiences. Students must be prepared to provide care to patients in a rapidly paced, physically and emotionally demanding environment.

Students requesting academic adjustments/auxiliary aids will be required to submit their requests in writing to the Director and provide current, written documentation of the disability from a qualified professional. Requests will be considered on a case-by-case basis. Students with disabilities are responsible for meeting with their instructors to discuss their accommodation at the beginning of each semester, no later than the second week of class. It is Schreiner University's policy that students take exams at the scheduled time of the course unless the Instructor and the Director of LSS approve an alternate time. Very rarely, and on a case-by-case basis, will a student be allowed to take an exam after the rest of the class has taken the exam. For additional information or to register for assistance, please call: 830-792-7258.

## Diversity of students

The faculty and staff of the Division of Nursing value and are committed to fostering diversity in the classroom, the University, and the profession. By respecting difference in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation. We enrich the learning environment, improve the practice and profession of Nursing and enhance personal creativity and professional growth. Schreiner University values diversity of people and thought in a setting of open, civil discourse. SU has been affiliated with the Presbyterian church since its inception in 1917, a wide variety of churches and faith traditions are represented in the student body. Numerous recognized religious groups meet regularly on campus. They are listed in the Schreiner University Student Handbook. Schreiner University also attracts international students.

## Nursing Program Committees

Students are represented on the following Nursing Program Committees:

1. Faculty Organization Committee
2. Admission, Progression, & Graduation Committee
3. Curriculum Committee
4. Program Evaluation Committee

## Division of Nursing Program Outcomes

Upon completion of the course of study, the student will:

1. Apply knowledge of liberal arts, natural and social science education, and evidence- based practice to clinical judgement and implementation of the nursing process across the lifespan.
   *(AACN 1. Knowledge for Nursing Practice, 2. Person-Centered Care, 4. Scholarship for the Nursing Discipline; DECs II. Provider of Patient-Centered Care; SU 1. Analytic Abilities, 6. Skill & Resource Use)*

2. Demonstrate holistic patient-centered relationships through effective communication and care coordination, with promotion of self-care and health literacy.
   *(AACN 2. Person-Centered Care, 6. Interprofessional Partnerships, 10. Personal, Professional, and Leadership Development; DECs I. Member of the Profession, II. Provider of Patient-Centered Care, IV. Member of the Health Care Team; SU 2. Communication, 4. Personal & Social Responsibility).*

3. Demonstrate just, culturally sensitive care within diverse patient populations with consideration of social determinant of health and use of collaborative partnerships.
   *(AACN 3. Population Health, 6. Interprofessional Partnerships; DECs II. Provider of Patient-Centered Care, IV. Member of the Health Care Team; SU 3. Global Perspective, 5. Engagement).*

4. Utilize and apply nursing principles and technology to help create a culture of patient safety, enhance quality outcomes, and minimize risks in varied settings.
   *(AACN 5. Quality & Safety, 8. Systems-Based Practice; DECs III. Patient Safety Advocate, IV. Member of the Health Care Team; SU 4. Personal & Social Responsibility, 6. Skill & Resource Use).*

5. Demonstrate effective communication within collaborative partnerships to provide innovative, cost-conscious care.
   *(AACN 6. Interprofessional Partnerships, 7. Systems-Based Practice; DECs IV. Member of the Health Care Team; SU 2. Communication, 5. Engagement).*

6. Apply knowledge of healthcare policy and regulations, and the nursing scope of practice to provide professional and holistic patient care.
   *(AACN 9. Professionalism; DECs I. Member of the Profession; SU 1. Analytic Abilities).*

7. Demonstrate resiliency through self-care behaviors, engagement, inquiry, and leadership.
   *(AACN 10. Personal, Professional, and Leadership Development; DECs I. Member of the Profession; SU 6. Skill & Resource Use, 7. Aesthetic Appreciation).*

KEY

*AACN: The Essentials: Core Competencies for Professional Nursing Education (AACN 2021)*
*DECs: 2021 Differentiated Essential Competencies of Graduates of Texas Nursing Programs (Texas Board of Nursing 1/21/2021)*
*SU: Schreiner University Student Learning Outcomes*

## Clock/Credit Allocation

The nursing program curriculum is based on 15-week, academic semesters; fall, spring, fall spring. Each course is assigned both a title and course number. The first digit in the course number signifies the course level (Junior/Senior). The second digit in a course number signifies the number of credit hours allocated to a course. One credit requires 45 physical clock hours within the context of a course. This is the minimum number of hours required; however, according to the Texas Board of Nursing, the course may exceed the number of hours to meet the course objectives. For every one credit hour of enrollment, the student should plan to study at least three hours outside the classroom. Students enrolled in a 12-credit semester should study 36 clock hours per week outside class to be properly prepared. See credits, clock, and study table below.

**Credit, Clock, Study Table**

| College Credit | 1- college credit | 2- college credits | 3- college credits | 4-college credits |
|---|---|---|---|---|
| Class Clock Hours | 45 class hours/semester | 90 class hours/semester | 135 class hours/semester | 180 class hours/semester |
| Study Hours | 3 hours per week | 6 hours per week | 9 hours per week | 12 hours per week |

*Course Sequence and Progression*

Courses offered within the RN program follow a specific sequence which cannot be deviated from. If the course has a clinical co-requisite, they must be taken together. Passing both is required to continue in the program. If a student fails either theory or clinical, they are removed from the program. If readmitted to the program, the student will be required to retake both the course and clinical. After failing two courses the student will be removed from the program without the ability to reapply. The table below lists the course, number, clock hours, credits and sequence. The clinical course may arrive at the total number of hours via the following; clinical site, skills lab, simulation, preceptorship, case studies, other as deemed appropriate by the clinical instructor.

Clinical hours are defined as observation or direct patient/client/aggregate care in a healthcare, community or simulation setting. Clinical courses may be augmented with written/oral assignments, skills lab, quizzes/exams, competencies, ATI, case studies, lectures/guest speakers, preceptor opportunities and remediation assignments. Clinical courses may result in greater than the annotated number of hours.

**Traditional BSN track curriculum**

| Course # | Title | Hours Didactic | Hybrid Didactic computer hrs | Clinical hands on direct hrs | Clinical indirect hrs | Skills Lab hrs | Simulation hrs | Computer hrs | Total |
|---|---|---|---|---|---|---|---|---|---|
| 3310 | Foundations | 22 | 23 | | | | | | 45 |
| 3209 | Found. Clinical | | | 24 | 0 | 38 | 8 | 20 | 90 |
| 3202 | Research | 30 | 0 | | | | | | 30 |
| 3312/3112 | Pop & Nsg Lead 1/Pop & Nsg Lead 1 Clinical | 20 | 10 | 0 | 45 | 0 | 0 | 45 | 120 |
| 3502 | Adult Health1 | 75 | 0 | | | | | | 75 |
| 3205 | AH1 Clinical | | | 72 | 0 | 8 | 10 | 0 | 90 |
| 3311 | Mental Health | 22 | 23 | | | | | | 45 |
| 3111 | MH Clinical | | | 21 | 16 | 0 | 0 | 8 | 45 |
| 4310 | Adult Health2 | 45 | 0 | | | | | | 45 |
| 4210 | AH2 Clinical | | | 74 | 0 | 8 | 8 | 0 | 90 |
| 4311 | Sex-Repro | 22 | 23 | | | | | | 45 |
| 4209 | Sex-Repro Clinical | | | 82 | 0 | 4 | 4 | 0 | 90 |
| 4309 | Pediatrics | 22 | 23 | | | | | | 45 |
| 4109 | Peds Clinical | | | 33 | 0 | 4 | 8 | | 45 |
| 4311/4111 | Pop & Nsg Lead 2 | 20 | 10 | 0 | 45 | 0 | | 45 | 120 |
| 4105 | Pharm | 0 | 45 | | | | | | 45 |
| 4496 | Capstone | 20 | 10 | 90 | 0 | 0 | 0 | 0 | 120 |
| 4308 | Transitions | 20 | 25 | | | | | | 45 |
| Totals: | | 341 | 169 | 396 | 106 | 62 | 38 | 163 | 1230 |

Didactic: 510, Clinical: 720, Direct hands-on: 396, 55% of clinical hours.

## Traditional BSN Course Sequence

| Course Number/ Sequence | Course Title | Credits Class/Clinical | Clinical total Clock Hours |
|---|---|---|---|
| First Semester FALL | | | |
| 3310 | Foundations of Professional Nursing | 3 (Didactic) | 0 |
| 3209 | Foundations of Professional Nursing Clinical | 2 (Clinical) | 90 |
| 3312/3112 | Population and Nursing Leadership I | 4 (3 Didactic, 1 Clinical) | 90 |
| 3202 | Research and Evidence Based Practice | 2 (Didactic) | 0 |
| | Electives | 2-4 | 0-90 |
| Second Semester SPRING | | | |
| 3502 | Adult I Pathopharmacology, Nutrition | 5 (Didactic) | 0 |
| 3205 | Adult I Clinical | 2 (Clinical) | 90 |
| 3311 | Mental Health Nursing | 3 (Didactic) | 0 |
| 3111 | Mental Health Nursing Clinical | 2 (Clinical) | 45 |
| | Electives | 2-4 | 0-90 |
| Third Semester FALL | | | |
| 4310 | Adult Health II Chronic Conditions | 2 (Didactic) | 0 |
| 4210 | Adult Health II Clinical | 2 (Clinical) | 90 |
| 4311 | Sexual and Reproductive Health | 3 (Didactic) | 0 |
| 4209 | Sexual and Reproductive Health Clinical | 2 (Clinical) | 90 |
| 4309 | Care of the Pediatric Patient | 3 (Didactic) | 0 |
| 4109 | Care of the Pediatric Patient Clinical | 1 (Clinical) | 45 |
| Fourth Semester SPRING | | | |
| 4496 | Nursing Capstone Experience | 4 (2 Didactic, 2 Clinical) | 90 |
| 4311/4111 | Population and Nursing Leadership II | 4 (2 Didactic, 2 Clinical) | 90 |
| 4308 | Transitions to Professional Practice | 3 (Didactic) | 0 |
| 4105 | Pharmacological Applications in Nursing | 1 (Didactic) | 0 |
| | Electives | 0-2 | 0-90 |

Total Degree Hours: 1230, 48 Credits. 510 hours didactic,720 hours clinical.

## **Vocational Nurse Program of Study:**

First Semester:

| VONR1101 | Personal/Vocational Relationships | 1 (Didactic) | 30 |
|---|---|---|---|
| VONR1102 | Nutrition and Diet Therapy | 1 (Didactic) | 25 |
| VONR1401 | Fundamentals of Vocational Nursing (Clinical) | 4 (4 clinical) | 205 |
| VONR1402 | Understanding Anatomy & Physiology for the VN Student | 4 | 65 |

| VONR1501 | Foundations of Vocational Nursing | 5 | 129 |
|---|---|---|---|

Second Semester:

| VONR1103 | Fundamentals of Medication Administration | | 20 |
|---|---|---|---|
| VONR1203 | Geriatric Nursing | | 30 |
| VONR1105 | Normal Growth and Development | | 16 |
| VONR1201 | Reproductive Health | | 40 |
| VONR1202 | Pediatric Nursing | | 48 |
| VONR1301 | Care of the Geriatric Patient (Clinical) | | 158 |
| VONR1403 | Pharmacology | | 68 |

Third Semester:

| VONR1106 | Mental Health Nursing for the Vocational Nursing | | 40 |
|---|---|---|---|
| VONR1107 | Advanced Nursing Skills | | 20 |
| VONR1108 | Mental Health Clinical Nursing for the VN | | 48 |
| VONR1502 | Medical/Surgical Nursing | | 120 |
| VONR1503 | Adult Health Clinical for the Vocational Nurse (Clinical) | | 277 |
| VONR1601 | Adult Health for the Vocational Nurse | | |
| | ATI Comprehensive Review | | 25 |

After completion of semester I, students could use courses in our program to apply for CNA certification (Basic Nursing Skills). After completion of semester II, students could use courses to apply for Medication Aide certification (Pharmacology, Fundamental of Medication Administration). After completion of semester III, students are eligible to apply to the Texas Board of Nursing for licensure by examination (NCLEX).

Total Class Hours: 676 hours
Total Clinical Hours: 839 hours

Class and/or clinical hours may be altered to enhance the learning experience of the student according to the availability within the medical community.

# Section 2: Nursing Program Academic Policies

[Schreiner University Student Code of Conduct](#) *(July 19, 2019)*

### *Purpose*
To inform students of their responsibilities and duties concerning the conduct expected by members of our community.

### *Scope*
This policy is a university policy that applies to all administrators, faculty, staff, and students. The Dean of Students in coordination will be responsible for the oversight of this policy.

## Responsibility of Students
The successful implementation of the Schreiner University Code of Academic Conduct depends on the students' willingness to support its tenets. Students should:
- Be honest at all times.
- Treat others fairly.
- Take responsibility for their actions individually and as a group.
- Be a leader and a mentor to their peers.
- Create an atmosphere of academic integrity within the University community.
- Be proactive about knowing the rules of conduct and asking questions when aspects of the code, such as plagiarism or collaboration, are unclear.
- Maintain confidentiality throughout the process.

## Code of Ethics
Schreiner University's Nursing program subscribes to the American Nurses Association code of ethics. This document serves as a clear, concise statement of the ethical obligations and duties of every individual who enters the nursing profession. It is a nonnegotiable ethical standard that provides an expression of nursing's own understanding of its commitment to society.
It states the following:
- Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities.
- Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession. The American Nurses Association Code of Ethics can be found here: [http://www.nursingworld.org/codeofethics](http://www.nursingworld.org/codeofethics).

## Academic Dishonesty Policy

Academic dishonesty misconduct in any of its forms is unacceptable at Schreiner University, where all students pursuing a nursing degree are held to high ethical, moral, and professional standards inherent to the nursing profession.

### *Misconduct*

Academic dishonesty (cheating and plagiarism) will not be tolerated. Cheating includes but is not limited to; use of unauthorized papers during the completion of assignments, downloading instructor resources, copying from another student's paper or work to complete assignments allowing another student to copy from your paper during a test, unauthorized access to old exams or the exam given to the class if you are taking it late for some reason, copying another student's homework assignments, using or turning in a photocopy of another student's assigned work, paying someone to write a paper or do an assignment for you, buying or downloading a paper, or leaving the room during a test or exam without permission or before turning in your paper.

Plagiarism includes copying any sentence or sentences verbatim (word for word) from the reference source without using quotation marks and without providing a complete reference (author, date, source of material, volume, pages, etc.), or printing out an article directly from a computer database (such as Encarta or off the World Wide Web) and turning it in as your own work. Students must read, synthesize, and write their own original sentences by learning to paraphrase what they are reading. Even when quoting, a complete reference must be provided for paraphrased sentences. NEVER take words or phrases directly from any source and present them as your own. Plagiarism can also occur in film and visual media if another person's words or images are used without appropriate documentation and referencing.

Students are responsible for doing their own work, even if they are completing an assignment as a duo or a group. If two assignments are submitted to an instructor that show great similarity such that the instructor interprets it as evidence of cheating or plagiarism, both students will be penalized. If an instructor finds that cheating or plagiarism has occurred, they will, in writing, report to the Nursing Director who will file the report and request a meeting with the individuals involved. This meeting is meant to resolve and evaluate each circumstance, in which the Nursing Director in communication with the Dean of Science decide which if serious enough, can lead to disciplinary action, including probation, suspension or dismissal from Schreiner University.

Detailed information regarding academic dishonesty appears in the Schreiner University Student Handbook and Schreiner University Catalog. The Schreiner University Code of Academic Conduct is in the Schreiner University Student Handbook.

## ChatGPT and Generative AI Tools: Policy

"To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the

student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification."

## Classroom and Clinical Policy

### *Purpose*

The intent of this guideline is to provide a description of expected behavioral, communication, sensory and physical requirements necessary to provide safe ethical care to individuals, families and communities during classroom, clinical, and simulated learning events.

### *Classroom*

Attendance and participation are essential. The student is expected to attend all classes and actively participate in classroom activities and discussions. Attendance is tracked for each class and clinical. Three days of absence in one semester will result in dismissal from the program.

Three late arrivals or early departures is equal to one absence. See attendance policy in this handbook. Additionally, missing class, arriving late, and leaving early may be reflected in the student grade.

Timely arrival for all classes is expected of students. Students who must be late must notify the instructor as soon as possible, by the instructor's choice of communication, which will be outlined in the course syllabus. If late, students will enter the classroom quietly so as not to disturb others.

Courtesy and respect are always expected of students in the classroom. Students may be asked to leave the classroom and or lab for any behavior that is disrespectful or disruptive to the learning environment (e.g., talking when another speaker has the floor, falling asleep, rude comments).

Cell phones must be turned off or placed in silent mode. If a student receives an emergency notification, they should step quietly outside the classroom to receive the message or respond.

Student use of electronic devices, such as laptops, tablets, calculators and phones in the classroom is at the discretion of each course instructor. You have chosen a course of study in which someone's life will someday be in your hands. For this reason, it is necessary for you to give your classroom time your full attention. Laptop computers may be used in the classroom to take class notes, exams, quizzes, access ATI modules and other assignments as deemed by the instructor.

Each student must have access to a lap top computer with a platform that supports internet and ATI in the classroom. When used appropriately in the classroom, the internet and other online communication tools can help us access information more efficiently, but they can also be a source of distraction. Students may not surf the net on irrelevant web sites, chat online, visit social networking sites or play online games during classroom instruction. In the event you are using your computer or phone for "non-classroom related activities," you will be instructed to put your electronic device away and may be asked to leave the classroom.

Smoking is not allowed in the classroom or on campus. Students may not bring children or pets to the class, clinical education center, or clinical site unless asked to do so. Children may not

be left unattended in any area of the Department of Nursing. Permission to record the instructor or other speakers should be received from each person each time the student wishes to record them.

Failure to obtain permission for recording is considered unprofessional behavior and may result in disciplinary action.

### *Clinicals*

Attendance of all clinical experiences is required. In the event a student has an excused absence from a clinical, the experience must be made up. Prompt arrival is expected for all clinical experiences. See attendance policy in this handbook. Clinical sites are in the greater Hill Country area, including San Antonio and surrounding areas. Clinical experiences might be held on nights, evenings, and/or weekends depending on site availability. Students will not be provided with accommodation related to scheduling.

Students are responsible for arranging their own transportation to and from any clinical experience.

In most cases, students will wear the identified scrub uniform to clinical experiences. In some instances, business and/or business casual or other attire may be appropriate. See dress code policy.

Cell phone use in clinical settings is often necessary, as students may need to contact their instructor or utilize online resources. However, students are prohibited from using their phone for recreational purposes while in public settings. Public settings include nurses' stations, hallways, and patient rooms etc.

No smoking, children, pets, or weapons are permitted within the clinical setting.

### Orientation

Facility orientation may be required and accomplished in a variety of methods, depending on facility requirements. Orientations may take place outside normal class and/or clinical hours, based on facilitator availability. Orientation attendance is mandatory for course completion. Students will follow all policies and procedures of the host site.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

A patient's personal health care information is confidential. Personal information regarding a patient's health information is protected by federal law. The Health Information Portability and Accountability Act of 1996 (HIPAA) asserts that a patient's personal health care information cannot be shared with anyone other than members of the health care team directly involved in the delivery of that individual's care. The confidentiality policy of each clinical agency must be strictly adhered to. A serious breach in confidentiality will result in an unsatisfactory clinical grade. Taking photographs in the patient care area of any kind is not permitted.

1. In accordance with HIPAA, all information about patients is considered confidential and may not be discussed with anyone except professionals involved directly in the patient's care.
2. Violations of patient privacy may result in legal repercussions, fines, charges and academic sanctions including dismissal from the nursing program.
3. Taking photographs and video or audio recording of patients or patient information are violations of privacy.

4. NO printed patient information can be taken from the clinical setting, including deidentified patient information.
5. Social Media posting prohibited; posting information about clinical sites, patients, faculty, and other personnel on social media is prohibited and unprofessional.
6. Unprofessional Conduct is outlined by Texas Administrative Code Title 22 Part 11 Chapter 217 Rule §217.12 and can be found here.
7. HIPAA competency will be maintained through the use of ATI product and, when required, facility orientations.

Note: HIPAA violations will result in course failure, and possibly program expulsion.

Students should refer to Section 7 Clinical Experience for further information and policy.

### *Professional Correspondence*

Professional, respectful communication is required. All students are expected to utilize Schreiner University outlook email account. Email should be accessed daily. Students are responsible for information sent via email. It is also recommended that students create an email shortcut on their computer and cellular phone. Questions about using campus email should be directed to the Technology Help Desk at **EXT 7344**. It is recommended and helpful if the student creates an email signature block with their name, title, email, and phone optional.

All communication with faculty via email should follow the SBAR format. Appropriate communication with faculty is part of a professional demeanor. The following is a SBAR example email:

**S** Situation "I have a problem meeting a deadline."
**B** Background "My computer assignment is due on June 26. I have had a death in the family."
**A** Assessment "I cannot meet the deadline."
**R** Recommendation "I can complete the assignment by June 28th. Will that be acceptable?"

## Late Policy
**Assignment Deadlines**
Deadlines for assignments will be strictly observed and all assignments are expected to be submitted when they are due. For each day that the assignment is late, 10% will be deducted from the overall total possible grade. The day begins when the assignment is due (i.e. assignment is due at 11am but submitted at 11:01am…it is counted as one day late the first 24 hours, two days late the second 24 hours, etc.). After 72 hours, assignments will not be accepted and will be given a grade of zero. Under extenuating circumstances (i.e. illness, bereavement, family emergencies, etc.), a student may choose to either submit the assignment late and accept the penalty of 10% per day or contact the instructor prior to the assignment deadline with a request for an extension to submit the assignment with no penalty if submitted on the agreed upon extension due date.

## Testing Policy
### *Purpose*
ATI Assessment is a secure, computer-based testing environment providing students with an experience similar to the NCLEX exam.  ATI assessment provides students and faculty with detailed analysis of the student's performance by identifying individual and class strengths and opportunities related to specific content areas. This performance data can be used by students to

guide their studying and examination preparation within a specific course and across the entire nursing program. It should be noted that on occasion an exam might be offered via the CANVAS learning Management System (LMS) platform.

### *Student Responsibilities*

1. Students are expected to have access to a fully functioning laptop computer for the purpose of taking exams. A list of minimal requirements will be provided to the student via course syllabus, email, or CANVAS. Students are expected to report any problems with examination downloading or technical issues related to personal computers to the course instructor as soon as a problem is identified and no later than 5:00 pm on the last business day PRIOR to the scheduled testing session. (For example, if the exam is scheduled for 9:00 am on Monday, the student must notify the faculty by 5:00 pm on the Friday prior to the exam.

2. Students arriving late to an exam will not be allowed additional time for exam completion. The student will receive an Action Plan.

3. Students are expected to follow all pre-testing computer set up instructions including, but not limited to, closing all applications and allowing pop-ups. Students are expected to arrive to the testing session with a fully charged computer device. Each classroom may have differing levels of access to electrical outlets. Electrical outlets may be used as available.

4. Students with testing accommodations are expected to provide this documentation to the course instructor at the beginning of EACH course. If this documentation is not available to the student at the start of a course, students must provide documentation to the course instructor as soon as possible and at least 1 week PRIOR to the first examination when accommodations are needed or as directed by the individual campus office of Disability Services.

5. All students are expected to follow the Schreiner University's Academic Integrity policy noted in the Student Code of Conduct.

6. All students are expected to follow the Testing Session Procedure as stated in the nursing Handbook, Syllabus and provided by the course instructor.

7. Students are responsible for checking and reading SU email prior to the scheduled exam.

## Testing Session Procedure and Guidelines

1. Students are expected to arrive on time for testing sessions and are to be seated and ready to test at the designated start time. They are required to sit for all scheduled exams. Exams must be taken on the scheduled date and at the scheduled time. Late arrival to the examination session does not extend the time for completion.

2. All personal belongings should be placed in the front/side of the room or at a designated area determined by the faculty. This includes all bags, coats, hats, phones, watches, electronic devices and any other items at the faculty's discretion.

3. All cell phones or other electronic devices should be turned off. No smart watch such as a 360 or Apple watch on their body or in their possession.

4. Students should use the restroom prior to the testing session. Restroom use is restricted during the testing session and will be allowed only in emergency situations.

5. Students will not be allowed to leave the classroom during testing except in emergencies.

6. Only a computer and mouse (as needed), SU identification, and a pencil will be allowed on the desk during the testing session.

7. Scratch paper may be used during the exam. Students will be required to write their name on the paper and return it to the faculty at the conclusion of the examination. Failure to return

this paper to the faculty before leaving the testing session will violate the University's Academic Integrity Policy. Any student who removes the paper from the testing session will be subject to the Academic Integrity process which may include receiving a zero on the examination or other disciplinary actions.

8. Students may be asked to move to another seat or assigned to a seat for the testing session at the faculty's discretion.
9. Talking during the exam is not permitted unless an emergency occurs.
10. No questions will be answered during the examination unless related to an error/typo on the examination or a technical difficulty. Raise your hand for assistance if this occurs.
11. If remaining in the testing area/room following an examination, your computer lid must remain closed after the faculty has confirmed the examination upload until the exam session has concluded for all students. Students remaining in the testing area/room after the exam will not have access to personal belongings until the conclusion of the testing session.
12. If a student leaves the testing session after the examination, they will not be allowed to return until all students have completed it.
13. More than one proctor may be present during the exam pending increase class size and/or extent of time.

### *Missed Exam*
- To be eligible to take a make-up exam, instructors must be notified in advance that the exam will be missed. Students may be required to provide proof of illness or emergency.
- Missed exams, for any reason, will require an Action Plan.
- In the event a student fails to notify faculty prior to the beginning of the scheduled exam, the student will earn a "zero" for the exam.
- Missed exams must be made up within 7 days unless there are exceptional circumstances. The course instructor will schedule all makeup exams.
- In the event missed exams are not made up, the exam will be recorded as "0" zero.
- Make-up exams will be representative of questions/content tested in regularly scheduled exams but may be an alternate exam form i.e., essay, fill in the blank, short answer.
- Students may be required to take the missed exam in the SU testing center or other designated area.
- Testable content includes lecture, clinical learning experiences, skills sessions, required readings, discussion board content, media and handouts. The final examination is cumulative.
- Students may NOT take an exam earlier than the scheduled date.

## Assignments

Course assignments will be outlined in the course syllabus. Each instructor will review the course syllabus at the beginning of the course. It is the student's responsibility to ask for additional clarification. A grading Rubric and Assignment Table will outline how the students will be evaluated. Assignments may include but are not limited to written papers, quizzes, exams, group work/projects, presentations, eLearning, classroom activities, and skills demonstration.

Assignments must be submitted by the due date. A late submission is anything received after the due date and time.

Refer to the Nursing Student Handbook on Missed Exams in the Testing Session Procedure and Guidelines section. Late assignments per the handbook are managed as follows, "Deadlines for

assignments will be strictly observed and all assignments are expected to be submitted when they are due. For each day that the assignment is late, 10% will be deducted from the overall total possible grade. The day begins when the assignment is due (i.e. assignment is due at 11am but submitted at 11:01am...it is counted as one day late the first 24 hours, two days late the second 24 hours, etc.). After 72 hours, assignments will not be accepted and will be given a grade of zero. Under extenuating circumstances (i.e. illness, bereavement, family emergencies, etc.), a student may choose to either submit the assignment late and accept the penalty of 10% per day or contact the instructor prior to the assignment deadline with a request for an extension to submit the assignment with no penalty if submitted on the agreed upon extension due date."

### *Written Work*

- Writing guidelines must follow; Publications Manual of the American Psychological Association (2020) (7th ed.).
- Software such as Turnitin may be used to determine the originality of a student's submission. Using the work of other authors without appropriate credit and use of quotation marks for direct quotes constitutes plagiarism and may result in charges of academic dishonesty. Using former student or current student written papers or content will be flagged by Turnitin software as plagiarism and should be avoided. Students who score 23% or higher on the similarity scale will have their paper reviewed by the instructor for plagiarism. Students found to have plagiarized or subject to the SU plagiarism policy.
- Students are encouraged, and may be required, to use the SU Writing Center to obtain guidance on written assignments.
- Written assignments will follow a grading Rubric.
- The faculty organization reserves the right to make additional or alternate assignments in order to meet the needs of an individual student or course objective.

## Test Review Policy

Individual test reviews will not be permitted. Students will not have access to tests or test questions after the test is completed. Students who achieve 75% or below on an exam will receive an action plan regarding test performance, preparation, identified concepts, and themes of poor comprehension, and any required remediation assignments. Students that passed their exam may request that the performance be evaluated, and feedback be provided. This should be done by email.

## Grading Scale

### *Assignment Grading Scale*

NO rounding may be applied to course assignments or exams. Example 89.5 will be an 89.5. Rationale: scores are summed with rounding occurring for the final grade in testing and for the course overall.

- ✓ A = 90-100
- ✓ B = 80-89.99
- ✓ C = 75-79.99
- ✓ F = 74.99 and below

### *Final Course Grading Scale*

For the final course grade rounding is applied to the next grade when the decimal is at 0.5 or above. 89.4 will be an 89 and an 89.5 will be rounded up to a 90. Rounding will be to the 10th only.

This applies to the final grade only.
- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 75-79
- ✓ F = 74 and below

### *Successful Course Completion Requirements:*

- **80% is required to pass all nursing courses**
  - o A minimum weighted exam average of 75% AND
  - o A minimum weighted average of 75% on all course assignments AND
  - o For courses with a clinical component, satisfactory clinical evaluation AND
  - o For courses with a learning laboratory component, satisfactory laboratory evaluation.
- A student who fails to achieve any one of the above course completion requirements will earn a failing grade for the course. A failing grade is defined as an "F". A course is defined; theory-didactic course, clinical course.
- A student who fails to achieve any one of the above course completion requirements in a theory-didactic course but passes the associated clinical course will be required to repeat the theory course and associated clinical course.

- Written examinations may include chapter exams, a comprehensive final, and standardized proctored assessments as defined in each course syllabus.
- In some cases, a higher exam score is required as in the case of math-medication calculations.
- If a student's average falls below 80% while a course is in progress and/or their performance is less than satisfactory in the clinical or laboratory setting, they may be required to undergo remediation and complete an Action Plan.

*\*Laboratory is defined as any of the following: skills-lab, simulation lab, lab skills-competency, simulation competency, skills immersion, skills orientation, skills-certification, electronic learning lab, math competency.*

## Course Failure

### *Course/Clinical failure*

A student who scores less than 80% in a theory/didactic course or has a less than 75% overall test average and/or an Unsatisfactory Grade in a clinical course fails the course and the student will be dismissed from the nursing program. The student may apply for re-admission to the nursing program the following academic year.

In the event a student is readmitted and fails a second nursing course, whether it be the same course initially failed or a different course or fails to meet readmission Action Plan requirements, the student will be dismissed from the nursing program. Once a student has failed two courses, they are dismissed from the nursing program.

Students that fail the didactic portion of the course must also retake the matching clinical portion as the didactic and clinical courses go together.

### *Grade Appellate*

For information regarding the Grade Appellate Procedure, please consult the Schreiner University Catalog/Student Handbook.

## Action Plan

The purpose of an Action Plan is to provide structure, guidelines, and support to the student due to unmet objectives, competencies, nursing program requirements, or conduct. Action Plans are implemented based on course, clinical, or program performance, grades, attendance, late assignments, or conduct. A copy of the Action Plan will be provided to the student and a copy kept in the permanent student file. See Appendix A

Failure to sign an Action plan indicating agreement to the Plan of correction will result in dismissal from the program. Failure to comply with the Plan will result in continuation of the corrective action process, up to and including dismissal from the program. Obtaining 3 Action Plans for the same concern in one semester may result in dismissal from the program pending Nursing Admissions, Progression, Retention Committee review. Student behaviors, actions, or inactions necessitating a 4th action Plan will result in program dismissal. Behaviors or actions necessitating a 6th Action Plan in one semester for the same or for different concerns will result in dismissal from the program. Program dismissal negates a student's ability to re-apply to the program. Repeat Action Plans for the same or different concerns across semesters will be referred to the Nursing Admissions, Progression, Retention Committee for consideration of student discontinuation in the program. The Schreiner University and the Nursing Program Codes of conduct and the Texas Board of Nursing Student Code of Ethics and the Nursing Practice Act are the guiding principles for student review.

## Essential Function Domains & Core Competencies

Students are expected to provide safe care in all domains of the Texas Board of Nursing's Differentiated Essential Competencies to patients they encounter during clinical experiences. These competencies, identified as DECs, are incorporated in course and program objectives. These core competencies are noted below. A link to the Texas Board of Nursing DECs provides further details of necessary abilities and examples for each competency: Differentiated Essential Competencies of Graduates of Texas Nursing Programs 2021.

**I. Functional Domain: Member of the Profession**
  A.  Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
  B.  Assume responsibility and accountability for the quality of nursing care provided to patients, families, populations, and communities.
  C.  Promote the practice of professional nursing through leadership activities and advocacy.
  D.  Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

**II. Functional Domain: Provider of Patient-Centered Care**
  A.  Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.
  B.  Determine the physical and mental health status, needs, and preferences influenced by culture, ethnicity, identify and social diversity of patients, families, populations, and communities and the interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study.
  C.  Synthesize comprehensive assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.
  D.  Provide safe, compassionate, comprehensive nursing care to patients, families, populations, and communities

through a broad array of health care services.

E. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.

F. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence- based practice and research findings, and plan follow-up nursing care.

G. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.

H. Coordinate the management of human, information, and physical resources in providing care for patients, families, populations, and communities.

**III. Functional Domain: Patient Safety Advocate**

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as applicable federal, state, and local government and accreditation organization safety requirements and standards.

B. Implement measures to promote quality and a safe environment for patients, self, and others,

C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

F. Accept assignments and delegate tasks that take into consideration patient safety and organizational policy.

**IV. Functional Domain: Member of the Health Care Team**

A. Coordinate, collaborate, and communicate in a timely manner with patients, families, populations, communities and the interdisciplinary health care team to plan, deliver, and evaluate care.

B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.

C. Use multiple referral resources for patients, families, populations, and communities, considering cost; confidentiality; effectiveness and efficiency of care; continuity and continuum of care; and health promotion, maintenance, and restoration.

D. Communicate and manage information using technology to support decision making to improve patient care and delivery systems.

E. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or organization need.

F. Supervise nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership, and evaluation.

G. Coordinate, collaborate, and lead health care teams during local or global health emergencies or pandemics to promote community stability, health, safety, and prevent disease.

## Dress Code Policy

### *Purpose*

Dress Codes are standard practice in the nursing profession. It establishes professionalism and influences patient care as well as patient satisfaction scores. During clinical you represent yourself, the Schreiner University Nursing program, the nursing profession, and the clinical site. While something as simple as a dress code may seem trivial, it can have a significant effect on how patients and family members perceive the quality of care. A dress code goes beyond scrubs.

### *Uniform*

The official uniform of the BSN Nursing Program consists of a black scrub top with a BSN program patch, BSN program nametag, and black scrub pants. A long- or short-sleeved white, maroon, black, or grey shirt or turtleneck may be worn under the scrub top. A black scrub jacket is appropriate, no sweaters or hoodies. The official uniform of the VN Nursing Program consists of a maroon scrub top with a VN program patch, VN program nametag, and maroon scrub pants. A long- or short-sleeved white, maroon, black, or grey shirt or turtleneck may be worn under the scrub top. A maroon scrub jacket is appropriate, no sweaters or hoodies.

Uniforms should always be clean and wrinkle-free. Agencies may have an additional or an alternate dress code. If the agency is more restrictive than the SU dress code policy, students must conform to the more restrictive requirement(s). Students who fail to meet the clinical or practicum dress code criteria will be removed from the clinical setting. If the student is not able to participate in the clinical day due to a dress code violation, an Action Plan will be developed, and the student will receive a clinical absence for the clinical day. The official uniform is required for clinical and skills lab experiences unless otherwise advised.

Students should refrain from wearing the uniform outside the clinical setting. This includes wearing the uniform to restaurants, etc. Remember, while in uniform you are an easily identifiable member of the community.

### *Identification*

The official Schreiner University name badges must be worn at all times in the clinical setting. In the event a clinical site has also issued a nametag, you are required to wear both name tags at all times in the clinical setting. The name badge should be worn in plain view on the lapel of the scrubs or lab coat. It must be visible with the photo facing outward. It may not be worn on the pants, belt, pant leg, shoe or sleeve. Students will not be allowed in the clinical area without a name badge. Students will be provided with one name badge at the start of the program. In the event the student requires a replacement name badge, the student will be responsible for all associated costs.

The nursing program patch is worn on the left sleeve of BOTH the scrub top and the lab jacket and must be sewn in place (about ¼ to ½ down the left arm between the shoulder and elbow.) Patches are available for purchase in the University Bookstore.

### *Shoes*

For infection control and safety purposes, shoes must be cloth, rubber, or leather, low-heeled with closed heels and closed toes that provide good support for the feet. Athletic shoes are acceptable. Shoes must be maintained in good condition, clean without smudges or dirt and with clean shoelaces if used. Sandals, flip-flops, open toe shoes, shoes without soles may NOT be worn in the clinical setting.

### *Cologne/Perfume*

Due to potential allergen and patient sensitivity, cologne, perfume, scented lotion and scented hand sanitizer are not allowed in the patient care setting. Students should choose toiletries that are free of scent.

### *Appearance*

Conservative make-up is acceptable in clinical settings. For infection control purposes, hair MUST be clean and pulled away from the face. Hair shoulder length or longer must be pinned up or tied back in a way that the hair does not fall over the shoulders or swing across the back. Only

natural shades of hair color are acceptable (no pink, purple, green, chartreuse, etc.).

The Center for Disease Control and Prevention (CDC) has established specific guidelines for facial hair. A student must be able to obtain a tight fit and/or seal while wearing a facemask. Best practice would be "clean shaven" in order to maintain a clean respirator sealing surface. Sideburns, mustaches, and/or beards must be clean and neatly trimmed and in accordance with the CDC guidelines.

The CDC has established specific guidelines in reference to nail grooming and the healthcare worker. Nails must be kept clean and short. Nails should be kept natural and less than ¼ inch long. Artificial nails and extenders are prohibited. No gels, gel-colors, shellac, acrylic, overlays, tips or other synthetics. No nail polishes.

The Schreiner Nursing policy regarding visible tattoos defaults to the clinical setting policy and procedure. If an agency requires the covering of tattoos; the student will need to comply. Any visible tattoos should be tasteful and unoffensive as determined by the department of nursing.

For infection control and patient safety purposes, students need to have a clean appearance, free of body odor and cigarette smoke and demonstrate sanitary personal hygiene. The smell of alcoholic beverages on the student is subject to removal from the clinical site and or classroom.

There is zero-alcohol tolerance. Students should not consume alcoholic beverages while in their SU nursing tudent uniform.

### *Jewelry*

For infection control and patient safety purposes, only one ring without sharp edges on each hand and one pair of stud earrings in the ear lobes may be worn. No other jewelry items can be visible/worn.  Tongue, nose, lip, helix, antihelix, concha, tragus, antitragus, inferior crus, superior crus, fossa, neck, scalp, face or other visible body piercings will not be permitted. Students may be required to cover visible piercings with a bandage.

## Math Competency Policy

### *Purpose*

Patients receiving medication interventions are exposed to potential harm as well as benefits. Students must be able to safely administer medications to a patient. One of the measures used to determine safe medication administration is the medication-math competency assessment.

### *Overview*

Students will be required to pass a math exam competency each semester and in the pediatric course. The exam content may cover math skills, terminology, and principals of medication administration. Competency in safe drug administration may be assessed throughout the curriculum. Students must pass a medication-math competency prior to administering medications in the clinical setting.

### *Math Competency Assessment*

1. Initial math competency assessment will be accomplished at the beginning of each semester and in the Pediatric course.
2. Passing is defined as 90% and above; failure is defined as less than 90%.
3. The student will have a maximum of three attempts to pass the examination with a grade of 90%.

4. A first examination failure (less than 90%) requires mandatory remediation before subsequent examination scheduling, which will be determined by the faculty.
5. A second examination failure (less than 90%) requires mandatory remediation before subsequent examination scheduling, which will be determined by the faculty. Additionally, an Action Plan will be completed. The second examination failure also requires mandatory completion of all recommended remediation, in addition to seeking direction from the instructor, course coordinator, and/or adviser on any problem areas. Scheduling of the third examination will be determined by the faculty.
6. A third examination failure (less than 90%) constitutes a course clinical failure. The student will receive a "U" (S/U – rating) on the clinical evaluation tool for the drug calculation clinical objective and thus fail the course with a "U" based on not meeting all clinical objectives.

### *Subsequent Math Competency Assessment*

Exam Competency Guidelines
1. Test questions can be any combination of formats (e.g., multiple choice, show work with fill in the blank).
2. All testing should be administered within a timeframe that allows the student to withdraw from the course if the proficiency level has not been met.
3. Calculator and scratch paper use is determined by the faculty.
4. The exam will be provided via computerized adaptive testing (CAP). For purposes of NCLEX, CAP preparation and exam archive.

### *Continuous Monitoring*

All students will continuously be monitored for drug calculation and safe medication administration throughout the clinical course and throughout the program. This assures the delivery of safe and competent care in clinical practice. Students may be required to perform medication or math remediation at the clinical instructor's discretion.

## Attendance Policy

The student is expected to attend and willingly participate in all class, clinical, and preceptorship experiences. Attendance for each class, clinical, skills lab, preceptor experience, other learning activities will be taken, and tardiness and absences may be reflected in the student grade. Three days of unexcused absence in a semester will result in program expulsion. Three days of excused absences will be reviewed by the faculty and program director for potential program continuation. Excused absences include documentation of: death or major illness of a family member, illness of a dependent family member, legal proceedings, severe injury or illness, military duty.

Due to program and regulatory requirements for clinical hours, all clinical absences require a make-up. Specific to the clinical experience, failure to be adequately prepared as determined by the clinical instructor or tardiness may result in temporary removal from the clinical unit and will be considered a missed clinical day. A student asked to leave a clinical setting by a clinical site representative due to unsafe or unprofessional behavior will receive an unsatisfactory grade resulting in a clinical course failure.

Students who must unexpectedly miss a clinical should adhere to the clinical instructor notification outlined in the course syllabus and described by the clinical instructor. Notification

includes the date, time, a phone number where you can be reached, the date you expect to return and description of the circumstances leading to the absence. If the student is unclear, they may email the Nursing Program Director on the day of absence. See Section 7: Clinical Experience.

### *Punctuality*

Arriving on time is expected at all on and off campus clinical activities. Students are expected to arrive before the scheduled start time. Punctuality is a learned behavior and is a professional responsibility. Arriving late disrupts the instructor, other students, and clinical facility staff.

Tardiness is defined as arriving after the scheduled clinical start time by no more than 30 minutes. Students expecting to arrive late MUST notify the instructor per the instructor's required method.

Notification includes the date, time, a phone number where you can be reached, the time you expect to arrive and description of the emergency circumstances leading to the tardy. The first time a student is tardy an Action Plan will be developed with required review of the attendance policy in the handbook. Three tardies is equal to one unexcused absence. If a student arrives more than 30 minutes after the scheduled start time, the student will not be allowed to participate in clinical and is considered absent.

### *Failure to Notify*

Failure to notify an instructor of absence or a clinical tardy will result in an Action Plan. Failure to comply with clinical absence and tardy action plans could result in course failure. The student must meet the required number of clock hours and meet clinical course objectives. Excessive absence and tardiness will conflict with student success.

### *Clinical Make-Up*

Clinical make up and associated written assignments will be developed through an Action Plan by the Clinical Instructor and/or CEC Coordinator. The make-up will be developed based on course objectives and clinical hour requirements and may include case studies, simulation, self-study, and other course-specific activities. The student may be required to participate in a CEC activity in the evening or on the weekend.

### *Return to Clinical*

In the event of injury requiring boot, crutches, rolling scooter, etc., students are required to obtain health clearance by a physician noting ability to return to school or clinical practice. In the event of hospitalization students are required to obtain health clearance by a physician noting ability to return to school or clinical practice. Documentation should be submitted to the clinical instructor and a copy will be kept in the student file located in the Nursing Program administrative office.

### *Unprofessional Conduct*

Students may not work a night shift immediately prior to their assigned clinical shift. It is a patient safety concern and if it is determined that a student is drowsy, fatigued, has poor concentration or other attributes that may jeopardize patient care they may be removed from the clinical setting and be given an unexcused absence. An Action Plan will be completed, and the program director will be notified. See Texas Administrative Code Title 22 Part 11 Chapter 217 Rule §217.12 titled Unprofessional Conduct.

## ATI General Policy

### *Purpose*

To establish a systematic, purposeful protocol outlining an academically sound and integrated use of ATI products within the pre-licensure registered nursing programs.

### *Scope*

This policy applies to all students enrolled in the pre-licensure registered nursing program.

### *Assessment Technologies Institute (ATI) Overview*

ATI is a comprehensive NCLEX® assessment and review program. All products provide feedback about mastery of content in nursing courses as well as an opportunity to take standardized NCLEX style exams. Exams are specific to a course topic. Example: pediatrics, community, medical surgical, pharmacology, obstetrics, nutrition, mental health, foundations and leadership. The majority of ATI products are located online at the ATI primary web site, atitesting.com. Students will be provided with instructions on how to access, login, and utilize the software.

Currently both paperback books and eBooks are available. However, it should be noted that paperback books might at some point no longer be available. The products may be accessed using a computer, iPhone, or Android device with Internet connection.

## TECHNICAL REQUIREMENTS

### FOR THE BEST EXPERIENCE WE RECOMMEND:

| Browser | Version | Notes | Links |
|---------|---------|-------|-------|
| Google Chrome™ | 77 or later | For optimal experience, enable "Third Party Cookies" in Google Chrome settings, under "Cookies and other site data". | Download |
| Mozilla Firefox® | 69 or later | | Download |
| Safari® | 11 or later | For optimal experience, disable the "prevent cross-site tracking" setting under Safari's privacy settings. | Download |

| Device | Operating System | Notes |
|--------|-----------------|-------|
| PC | Windows 10 or later | Min resolution 1024 x 600 |
| Mac | Mac OS® X 10.11 or later | Min resolution 1024 x 600 |
| Ipad® | iOS 13 or later | Products that have more specified iPad® requirements:<br>• Skills Modules 3.0 (see below in Additional Notes for details)<br><br>Products not currently supported on iPad®<br>• Proctored Assessments<br>• Communicator 2.0 (virtual interactions)<br>• Although HealthAssess 2.0 is supported on iPads, HealthAssess virtual practice and virtual challenge simulations are not |
| Android tablet | Android 9.X or later | If your default browser is not Google Chrome, please download Google Chrome for a better experience.<br><br>Products not currently supported on Android tablets<br>• Proctored Assessments<br>• Communicator 2.0 (virtual interactions)<br>• HealthAssess (virtual practice and virtual challenge simulations) |

**Accessibility:**

ATI assessments are WCAG 2.1 AA compliant and, accordingly, meet the mandates of the Americans with Disabilities Act. In addition, ATI internally tests its portal websites and products delivered therein using a combination of Voiceover, JAWS, and NVDA to promote WCAG 2.1 compliant operations for assistive reading; however, as browsers and assistive technology are constantly changing and outside of ATI's control, we are not able to guarantee any specific performance.

**Internet Speed:**

For an optimal experience, internet speed of at least 5 Mbps (ideally 10 Mbps or more) is required. Test your internet speed using www.speedtest.net.

**Browser:**
- JavaScript and cookies must both be enabled within the browser.
- Some browsers may require users to enable tabbing.
- Some content may only be made accessible by disabling your browser's popup blocker.
- Session Timeout Counter: The browser you use needs to allow status bar updates via script otherwise a session timeout counter will not be visible for you.

**Miscellaneous:**
- Satellite ISP's: The ATI website functionality depends on direct connections to our website and databases in order to accurately display content. Because many ISP's cache webpages rather than allowing connection to the original website, we are not able to guarantee performance of our website over a satellite connection.

- For Civility Mentor, The Communicator 2.0, and HealthAssess virtual simulations, a minimum internet speed of 5 Mbps is required (10 Mbps or more is recommended).

**Remote Proctoring Requirements for Students:**
- Browser: Google Chrome
- Microphone: Any microphone, either internal or external
- Webcam: 320x240 VGA resolution (minimum) internal or external
- Internet Speed: 5 - 10 Mbps. Test your internet speed using www.speedtest.net.
- ATI does not consider technical issues on the tester's computer or Internet to be a valid reason for a refund or free reschedule exception. Please make sure all technical requirements are met before the start time of the assessment and use the Dry-Run assessment if necessary to test your system.

**Skills 3.0 Device Requirements:**
- iOS Requirements:
  - iOS 13.4 or above
  - Use the default Safari browser
  - 4GB RAM+
  - One of the following devices:
    - iPad Air 4
    - iPad Mini 4 or later
    - iPad Pro
    - iPad 6th Generation or later

*ATI Resources*

The comprehensive ATI review program offers the following to students:
- An assessment-driven comprehensive review program designed to enhance student NCLEX® success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, along with the nursing program content, help students prepare effectively, increasing their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan, can be accessed from "My ATI" tab. It is highly recommended that you spend time navigating through these orientation materials.

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

ATI offers unique Tutorials designed to teach nursing students how to think like a nurse, take a nursing assessment, and make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features like a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students understand the content.

There are timed practice assessments available for students and standardized proctored assessments scheduled during courses. ATI allows 1 minute per item on all proctored assessments. This does not include student breaks taken when the student selects the "pause" icon. These assessments will help the student identify what they know and areas requiring remediation called Topics to Review.

Practice assessments will not have the rationale option activated on the first attempt. Students are allowed one retake of the practice assessment, with the rationale activated, on their own time, no sooner than 72 hours from the initial assessment. This is for additional learning/comprehension only; students will not receive additional points for retake practice assessments.

### *ATI Grading*

Scores are factored into each course grade. See Grading Rubric ATI Course Competency Assessments on the next page. Students in the pre-licensure program will be required to take practice assessments and an ATI standard proctored assessment pertaining to each of the major courses. ATI assessments will be a percentage of the course grade in faculty-selected courses. The assessments will be scheduled during class or clinical.

- The ATI assessments will be scored using a standardized Rubric. No more than 10% of the final theory grade may be attributed to ATI content mastery proctored assessments.
- No more than 10% of the final theory grade may be attributed to ATI content specific practice assessments.
- The minimum benchmark for success on the Content Mastery Series ATI practice assessments is a Level 2.
- Custom ATI assessments may be created and used to support student-learning objectives.
- Students must take the ATI regardless of their course or exam average. Any student making a level 1 or lower on a proctored assessment must retake that assessment prior to the end of the course. The student can earn an additional percentage point (for example, a Level 1 student can now earn 8 points) after completing the retake. If the student does not improve their level on the retake assessment, an individualized remediation plan will be developed by the ATI Champion and must be completed prior to the start of the next semester nursing orientation. Students will not be cleared to start orientation until this remediation is completed.
- Students enrolled in their final semester of the nursing program will be required to take all ATI proctored Capstone and Comprehensive Predictor assessments. All students will participate in the Virtual ATI program.
- Students must score 95% on the end of program Comprehensive Predictor Exam (CPE). Students may take the Comprehensive Predictor a maximum of twice.
- A student who does not receive a minimum score of 95% on the second ATI CPE will be required to complete 100% of the Virtual ATI (VATI) modules and receive a green light from the ATI coach prior to the processing of their Authorization to Test with the Texas BON.
- If the student does not complete Virtual ATI in the determined timeline and/or fails to meet green light criteria the student may be required to purchase or pay for additional VATI products.
- If the student does not score 95% or higher and/or does not complete the minimum course requirements for the VATI prior to graduation the student may not successfully pass the course for which the capstone is included which would result in the student not graduating during that semester.

## Grading Rubric ATI Course Competency Assessment

| PRACTICE ASSESSMENT | |
|---|---|
| **4 points** | |
| **Complete Practice Assessment A.** | **Complete Practice Assessment B.** |
| Remediation: | Remediation: |
| • Minimum 1-hour Focused Review on initial attempt | • Minimum 1-hour Focused Review on initial attempt |
| • For each topic missed, complete an active learning template as part of the required remediation process.* | • For each topic missed, complete an active learning template as part of the required remediation process.* |
| Take Post Study Quiz (if available)** and complete an active learning template for each topic missed. | Take Post Study Quiz (if available)** and complete an active learning template for each topic missed. |

| STANDARDIZED PROCTORED ASSESSMENT | | | |
|---|---|---|---|
| **Level 3 = 4 points** | **Level 2 = 3 points** | **Level 1 = 1 point** | **Below Level 1 = 0 points** |
| **Remediation = 2 points:**<br>• Minimum 1-hour Focused Review<br>• For each topic missed, complete an active learning template as part of the required remediation process.* | **Remediation = 2 points:**<br>• Minimum 2-hour Focused Review<br>• For each topic missed, complete an active learning template as part of the required remediation process.* | **Remediation = 2 points:**<br>• Minimum 3-hour Focused Review<br>• For each topic missed, complete an active learning template as part of the required remediation process.* | **Remediation = 2 points:**<br>• Minimum 4-hour Focused Review<br>• For each topic missed, complete an active learning template as part of the required remediation process.* |
| 10/10 points | 9/10 points | 7/10 points | 6/10 points |
| **Proctored Assessment Retake*** | | | |
| No retake required | No retake required | Retake required/recommended | Retake required/recommended |

## Acknowledgement of Policy

Students are required to read the current ATI Policy and sign the acknowledgement of receipt of ATI Policy form. See Appendix B.

# Section 3: Professional and Career Expansion

### *Sigma Theta Tau Honor Society in the BSN Program*

Sigma Theta Tau Honor Society acknowledges students and nurses who demonstrate excellence in scholarship and leadership. The vision of Sigma is connected empowered nurse leaders transforming global healthcare.

Mission: The Nursing Honor Society at Schreiner University provides leadership and research development for eligible nursing students and professionals. Its purpose is to:

1. Promote superior achievement
2. Support the development of leadership qualities
3. Foster high professional standards
4. Encourage creative academic and collegiate work
5. Strengthen commitment to the ideals and purpose of the nursing profession

Vision: Developing nurse leaders to provide exceptional, compassionate and patient-centered care in the Texas Hill Country and surrounding regions.

Chapter History: In March of 2019, Schreiner University (SU) nursing faculty along with the BSN Advisory Board met to discuss the feasibility of an at-large nursing honor society with Peterson Regional Medical Center (PRMC). In November 2020, representatives from both SU and PRMC agreed upon the mutual benefits of developing a Sigma Honor Society in rural Texas. A board of directors was immediately established to facilitate governance decisions and processes associated with acquiring a Sigma Chapter. June2021 the at large Sigma honor society was approved. Students who were inducted into the formerly Schreiner University BSN will be offered the opportunity to become a member of the Sigma Honor Society.

### *Texas Nursing Student Association*

The purpose of this association is to promote the professional development of future nurses and facilitate their entrance into the nursing profession. Leadership development, educational resources, career guidance and continuing education are offered and encouraged. The Texas Nursing Student Association (TNSA) is the professional organization at national, state, and nursing school levels for students of nursing.

### *Professional Nursing Organizations*

Many professional Nurses Associations are now allowing nursing students to become members. Example of Nursing Organization, which have discounted student membership; Emergency Nurses Association (ENA), The Health Occupations Students Association (HOSA). American Nurses Association (ANA), American Advancing Men in Nursing (AAMN).

### *Graduation*

Students who successfully complete the Nursing Program according to the requirements in the Program Student Handbook and SU Catalog will graduate and are awarded a Bachelor of Science in nursing degree or Vocational Nursing Certificate.

### *Pinning Ceremony*

Nursing students are encouraged to attend a pinning ceremony to be held at the end of the graduating semester. Further details will be provided to students prior to the event.

# Section 4: Academic Enrollment

The time to complete the nursing program should be four semesters beginning in the fall of each academic year. Optimally students should complete their program according to the designated suggested degree plan.

## Re-enrolment, Re-entry, Delay in Program Progression Policy

### *Purpose*

Academic progression in the nursing program supports the development and synthesis of the necessary skills from fundamental understanding to complex critical thinking. Academic progression is designed to support educational success, licensure and transition to practice.

### *Guidelines*

To facilitate timely progression and ultimate success, the Nursing Program does not allow for withdrawal or leave of absence from a course or from the program. If the student left while in good standing academically and professionally (no Action Plans), the student may reapply to the nursing program. Applications will be considered if there has been no impacting change to the curriculum or curriculum progression.

Student re-application:

1. Must complete the University's re-enrollment requirement prior to re-entering the program. (Contact SU Registrar)
2. Is responsible for all fees associated with re-entry.
3. May be required to complete additional course work, repeat ATI testing/review course requirements and/ or demonstrate competency of skills.
4. Must meet all program compliance requirements at least one month prior to the start of the semester of return or by agreed upon deadline. Example: Immunizations, BLS, Health Insurance, etc.

### *Termination from the Nursing Program*

Students are required to maintain a cumulative GPA of 3.0 in nursing coursework while enrolled in the nursing programs. Failure to maintain this standard will result in dismissal from the program. Students are subject to immediate termination from the nursing program for documented impairment by drugs and/or alcohol while at school, participating in any official school business, or in the clinical setting. Other reasons for possible immediate termination include:

- HIPAA/privacy violation
- Avoidable medication errors – see the rights of medication administration
- Diversion of drugs – for self or others
- Actual or potential harm to patients, clients or the public
- Unprofessional behavior/character – attire, communication, attendance, honesty, personal responsibility, ethical, helpful, engaged
- Inappropriate social media postings – unprofessional or HIPAA violations
- Patient abandonment – leaving the patient/facility without handing over care
- Poor clinical judgment, including serious safety issues
- Stealing
- Accepting money or gifts in clinical situations
- Loss of eligibility to sit NCLEX or obtain an RN or VN license

- Academic dishonesty

# Section 5: Simulation Lab

### *Purpose*

The simulated clinical experience provides the student with the opportunity to apply theory to practice. Assignments will be made with consideration of the learning objectives of the course. The simulation lab also provides a space for remediation.

### *Overview*

The following policies and procedures are established to provide instructions in maintaining safety for students, staff, and faculty while using the simulation lab (hereby referred to as "lab") within the Schreiner University Department of Nursing and off campus clinical setting. These policies and procedures shall be adhered to by all concerned.

The CEC Coordinator will update the contents of this manual every two years or more often as necessary. All students, staff, and faculty will be advised of these revisions. The Schreiner University Risk Management Committee serves as a resource to the CEC Coordinator and is consulted as needed with issues related to the safety of the lab. Note that this document is consistent with the safety policies and procedures of the University. The CEC Coordinator is responsible for enforcing the regulations set forth in this manual.

Simulations and case scenarios are designed to help the student develop problem-solving, critical thinking and decision-making skills. The CEC coordinator will attempt to make the learning experiences as realistic and authentic as feasible. For enhanced learning, all students are expected to come to the lab prepared. The faculty will provide the students with positive feedback and debriefing of their performance. Students may be asked to self-analyze and reflect on their learning experience.

### *Lab Objectives*

1. Safely perform basic nursing skills in the laboratory setting with actual or simulated patients with well-defined health deviations in simulated health care settings.
2. Demonstrate communication techniques and skills in interactions with adults with well-defined health deviations.
3. Analyze simulated scenarios utilizing the nursing process to prioritize, delegate, and organize nursing care for patients in the acute and long-term care settings.
4. Improve skills in researching, organizing, and the safe administration of medication (under supervision of the instructor).
5. Develop skills to provide culturally competent and age-appropriate nursing care remembering that each client deserves dignity and respect.
6. Serve as a remediation space.

### *Philosophy and Practice*

The Schreiner University Simulation Lab follows International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards of Best Practice. The standards provide the process and rationale for implementing, evaluating, and improving the simulation experience. Specific to the student experience, the standards of pre-briefing, simulation design, facilitation, debriefing, and outcomes and objectives are referenced and maintained.

[Pre-briefing](#):

      The process involves simulation experience preparation and briefing. This includes any activity that occurs prior to the start of the simulation. These activities are designed to establish a safe learning environment both physically and psychologically. Pre-brief can include assignment prep work, such as ATI assignments, review of disease processes or pharmacological information, and/or ensuring access to designated EHR prior to arrival. Additionally, students will be introduced to simulation goals and objectives, safety considerations, and the simulation space. The pre-briefing process is a necessary step in simulation success and optimal student learning outcomes.

[Debriefing:](#)

      The debriefing process is critical in simulation success and student learning. Debriefing experiences may include verbal and/or written feedback, group dialog, reflection, etc. The debrief is meant to identify mistakes and knowledge gaps as well as highlight strengths and positive moments within the experience. Ideally, a blended approach of verbal feedback and dialog is accompanied by individual guided reflection using standardized forms. The [PEARLS Debriefing](#) process is utilized.

Students should refer to [Appendix F: Simulation Packet.](#)

### Learning Theory

      The Schreiner University Simulation Lab references the [National League for Nursing Jeffries Simulation Theory](#) six core elements when considering simulation design and implementation. Additionally, Kolb's Experiential Learning Theory is recognized. Kolb's ELT is a meta-cognitive learning process that incorporates self-identity, learning styles, and learning spaces. It is a process by which knowledge is created via transformation of experience (Kolb & Kolb, 2009).

### General Information

      The lab is in the Moody Science building, room 114. Flexible and adaptable in space and design, it houses several hospital beds and associated equipment. The space can adapt to simulate a hospital room, a maternal-child suite, or a clinic environment depending on need. Manikins varying from low-to-high fidelity, and infancy-to-adulthood are available. Tech equipment for simulated EHR and medication reconciliation is available.

      Lab hours vary by semester and student need. Open lab hours will be made available to students at the start of each semester. Students requiring one-on-one tutoring or mandated remediation are responsible for contacting the CEC coordinator.

### Simulation

      Simulation is an attempt at replicating reality. In healthcare education, simulation tries to replicate the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs in clinical practice. Simulation can also be used as a teaching method to help assess a student's skill acquisition. Simulating real-life experiences for students in a safe environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment skills. Practicing in such an environment will increase the probability that those skills will be used safely and correctly in the care of a patient. Clinical Simulation provides students with the opportunity to practice skills and critical thinking without risk of harm to patients. Video recording allows the scenario or skill to be debriefed and/or evaluated. The student should always

maintain professional integrity. Patient scenarios are to be treated as legitimate and real. Students are required to suspend disbelief in the lab setting, as appropriate. Students must sign the Simulation Fiction Contract. Appendix E.

Evaluation of summative and high stakes simulation will include the use of an evaluation guide specific to the simulation, with performance of student graded on a Likert scale.

### *Skills Lab*

During a skills lab session the student will learn how to perform basic procedures and skills. Skills labs differ from simulation in that they tend to focus on correctly demonstrating and demonstrating a task. Skills labs require preparation, practice, performance evaluation via a checklist.

## Lab Policy

### *Purpose*

The purpose of this policy is to provide guidelines for the delivery of safe skills and simulated learning experience. The goal of the Clinical Education Center (CEC) is to provide a learning experience that promotes successful understanding in all aspects of health care.

### *Guidelines*

A. Faculty, staff, and students must know and practice the safety guidelines at all times while using the labs. Failure to adhere to general guidelines can result in disciplinary action.
B. Students and visitors are required to sign in and out of the lab.
C. The Lab Coordinator will provide an annual review for faculty, teaching assistants, students, and student employees.
D. All labs are locked unless occupied by faculty and students during class or practice, no student shall occupy the lab without faculty present.
E. Students should be knowledgeable of the care, handling, and proper use of equipment prior to using it in the laboratory. Lab orientation will be provided as needed.
F. Students will inform course coordinators of physician ordered restrictions, recent injuries, illnesses, surgeries, allergies (latex, etc.), and/or communicable disease to faculty as soon as possible so that necessary precautions may be taken in the lab setting.
G. The Simulation Fiction Contract will be signed and submitted during the nursing student orientation process.
H. Universal precautions will be maintained at all times.
I. The level of precautions used will be identified by the lab facilitator, and precautions will be maintained by all participants.
J. Use of appropriate sharps and/or biohazard containers will be used as applicable. Students are not to place sharps and/or biohazardous materials in the regular trash receptacle.
K. Lab facilitators are responsible for maintaining a safe physical space:
   a. All cabinet doors will be closed when not in use.
   b. The physical space, including all equipment and surfaces, will be kept clean.
   c. Misconduct should be reported to the lab facilitator and CEC coordinator.
   d. Lab exits will be accessible at all times.
   e. Lab and lab supplies are not for medical treatment use.
   f. Unauthorized personnel are not allowed in the labs at any time. Injury to unauthorized personnel in the lab will not be considered the responsibility of

Schreiner University.
g. Students are required to clean up after themselves, as directed.
L. When breaking glass ampules for practice, students will use ampule breaker devices.
M. Placebos (candy pieces, commercially prepared Demo-dose and water not for human consumption) will be used for simulation of oral/topical medications.
N. IV fluids with expired dates may be used for practice and demonstration only.
O. All procedure kits and medications are simulated and should be considered non-sterile and not for human use or ingestion.

### *Needle Safety*

1. The Lab Coordinator will communicate needle storage and use as identified in university policy.
2. All rooms with needles will be locked at the end of a lab session and containers, bags or equipment with needles will also be secured.
3. Needles provided for practice of injection are used in the lab only when the teaching assistants or faculty are present for assistance. Students must demonstrate safety precautions while utilizing needles during practice as instructed in class.
4. Needles will never be recapped after use. Used needles are to be disposed of the Sharps containers provided throughout the lab space.
5. Needles and other sharp objects must not be discarded in the trash or left out openly in the lab at any time.

### *Electrical Safety*

1. Wet materials may not be used around electrical outlets or equipment.
2. Faculty and students are responsible for reporting to the appropriate faculty/staff any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment.
3. No electrical cords will be left in the pathway of walking traffic. Extension cords will be properly taped to the floor if used over a walkway.
4. Only three-prong plugs that contain a ground wire should be used to power equipment in the labs.

### *Ergonomics*

1. Students and faculty will be instructed in principles of body mechanics prior to practice.
2. Students and faculty must use caution when doing any lifting and will not lift equipment, manikins, or other students without assistance.
3. The wheels of all equipment (wheelchairs, stretchers and beds) are to be locked during practice and return demonstration.

### *Injury*

1. Report all injuries and/or illness occurring during lab.
2. Any incident occurring in the lab must be reported immediately to the Program Director.
3. The faculty/staff/student will be referred to the appropriate agency depending upon the nature of the injury. Campus Security may be called to assist in transporting a student to a health care agency or call 911 depending on the severity of the injury.
4. If an injury requires a student to leave the laboratory setting for care, the student must

bring a written permission to return to work/school note upon return to clinical or class.

### *Emergencies (Call 911)*

Fire
1. Alert people in area to evacuate.
2. Activate the nearest fire alarm or call campus security.
3. Close doors to confine fire.
4. Evacuate.
5. Provide emergency personnel with any pertinent information. Students and faculty should become familiar with the location of the nearest fire extinguishers and pull boxes for fire alarm. Building diagrams that indicate fire escape routes and locations of fire escapes are in each laboratory and by fire extinguishers.

Other Emergencies
1. Contact Campus Security (830-739-1111) and/or refer to the Emergency Response Procedures poster which is also found near the door in the Nursing Lab. For other emergencies including active shooter/violent intruder, alcohol poisoning, assault, bomb threats, chemical spill, fire, medical emergency, mental health emergency or suicide attempt, severe weather, suspicious person or criminal activity, utility failure and weapons, see Campus Security web page in Schreiner One.

### *Sharps and Biohazard Disposal*
1. Potential infectious wastes are collected, contained, stored, and disposed of according to the Occupational Safety and Health Administration (OSHA) guidelines.
2. Batteries used in lab equipment will be disposed of through the Hazardous Waste Office.
3. Sharps disposal is handled by a professional disposal service. When sharps containers are full, the lab coordinator coordinates pickup of waste and delivery of an empty biohazard waste storage container.
4. The Lab Coordinator will conduct a yearly evaluation of sharps safety. The evaluation will examine clinical agency products and policy changes, as well as new sharps-safety research and products. Laboratory supply and environmental upgrades/changes will be made accordingly.

### *Lab Items with Confirmed Latex*
- Nursing Anne Manikin Bags simulating lungs inside manikin chest Tubing simulating veins in the Multi-Venous IV Training Arm Tubing connecting the red pulse bulb to the manikin, for manually generated carotid pulse
- Red pulse bulb used for generating carotid pulse Tubing on Blood Pressure Cuff provided with Nursing Anne
- Nursing Baby Manikin Bags simulating lungs inside manikin chest Tubing simulating veins in the Multi-Venous IV Training Arm
- Nursing Kid Manikin
- Bags simulating lungs inside manikin chest Tubing simulating veins in the Multi-Venous IV Training Arm
- Nursing Kelly Manikin
- Bags simulating lungs inside manikin chest Tubing simulating veins in the Multi-Venous IV

Training Arm Tubing connecting the red pulse bulb to the manikin, for manually generated carotid pulse red pulse bulb used for generating carotid pulse Tubing on Blood Pressure Cuff provided with Nursing Kelly VitalSim Capable
- Noelle Birthing Manikin
- Tubing simulating veins in the IV Training Arm
- Some gloves
- CEC users need to check with the CEC Coordinator at the start of each semester regarding any new materials or supplies containing latex.

### *Equipment Cleaning and Maintenance*

A. It is the responsibility of all who use the lab to keep equipment and the physical space clean.
B. Gloves are to be worn for personnel using harsh disinfectants to clean the lab.
C. Equipment located in the skills lab will be cleaned as needed. The protocol for cleaning equipment is directed by the product manufacturer. Linen on beds will be changed and laundered when soiled, after extensive use, and at the end of each academic year.
D. The lab equipment will be kept in good working condition. Any faulty or broken equipment should be reported immediately to the Lab Coordinator.
E. Faculty and students will be educated/informed annually regarding the use of the manikins and lab equipment. Depending on course requirements and availability of staff, faculty may be responsible for set-up and take-down of their own simulation labs.

### *Dress Code*

Practicing professionalism in the simulation/skills lab includes strict adherence to the clinical dress code. Full uniform is required while in the CEC. See Clinical Dress Code Policy in this Handbook.

### *Self-Directed Independent Lab*

Students may be responsible for an independent lab. The skills learned during these labs are learned through independent student practice. There are no scheduled structured labs with faculty for practicing these skills. The preparation for open lab practice follows the same sequence of media viewing and skills book reading as the scheduled labs.

### *CEC Agreement*

Students must sign the Schreiner University Clinical Education Center User Agreement. See Appendix H.

## Simulation Evaluations

The Clinical Education Center (CEC) is where clinical skills are tested and validated. CEC simulation is considered clinical time and attendance is mandatory.
The lab facilitator should be notified of any anticipated tardy or absence. See Attendance Policy.

Students must arrive prepared to demonstrate and discuss the scheduled skill and/or simulation. Preparation for simulation/skills lab may include but not limited to; videos, reading, ATI modules, quizzes and independent skills practice. Preparation will be assigned by the instructor and/or CEC coordinator. Preparation must be completed prior to simulation.

- Participation is required and considered part of the clinical grade.
- Scenarios are confidential and are not to be discussed between students prior to the end of

the semester (posting of the final grade).
- Because students cannot perform skills in the clinical agency until they have practiced them in the CEC, absences may affect student success in the clinical setting.

Simulation evaluation tools are used to authenticate student training. The simulation instructor will provide evaluation form instructions prior to and post simulation, Appendix G.

Packets must be submitted as directed by the instructor or CEC coordinator. Packets should then be filed, as directed by the Program Evaluation Committee, to the applicable faculty share drive for review.

## Skill Check Off

Nursing students must be able to perform a wide array of basic nursing skills. A nursing skill is a task or set of tasks performed safely and proficiently. In order to be deemed competent in a nursing skill the student will be required to demonstrate the skills utilizing a standardized check list. The nursing student will be tested on a nursing skill(s) by performing certain clinical nursing skills in front of an instructor. Generally speaking, the student will be provided instructions, a scenario(s) or both utilizing a set up and equipment similar to a healthcare setting. Manikins may be used to create a simulated experience. The instructor will carefully test, observe, and document the student's performance. These tests are called skills check offs.

Students may be required to prepare for a check off in a variety of ways, as directed by the instructor. Students will be made aware of skills steps and procedures prior to check off. Failure to arrive prepared may result in disciplinary action.

## Competency

Students are expected to deliver competent safe care. Competency is a combination of skills, communication, correct judgment, knowledge, behaviors, reasoning and specific technical skill performance. The student must successfully demonstrate certain competencies during the nursing program. Competencies will generally be graded using a check list or grading scale. The student must pass the competency and may have to do so within a limited number of attempts. The instructor will carefully test, observe, and document the student's performance. Students are expected to prepare for a competency as directed and may expect required remediation depending on their performance outcome(s). Failure to arrive prepared may result in disciplinary action.

# Section 6: Traditional Nursing Program Admission

## Program Admission Policy

### *Overview*

The Traditional Bachelor of Science in Nursing (BSN) program is a two-year course sequence that builds on a foundation of pre-nursing study to fulfill the requirements for a Bachelor of Science degree in Nursing. The Vocational Nursing Program is a one-year rigorous program that builds a solid foundation of health care knowledge for the student. These highly selective programs cultivate nurse leaders who are prepared to practice at a novice level in nursing upon graduation.

Admission to the university does not guarantee entry into the nursing program. Each approved nursing program by the Texas State Board of Nursing must comply with a pre-determined and written formula impacting student program admissions and continuation. These regulations are designed to assure safe student practice and adequate faculty supervision in all clinical areas.

### *Step 1: Admission Requirements for the BSN Program*

To be considered for admission an applicant MUST meet the following requirements:

- A minimum overall GPA of 3.0 for the BSN Program.
- Letter grade of "B" or higher earned in all math and science prerequisites.
- ATI TEAS entrance exam test results with a minimum score of 75.
- If the student is low in one area of the rubric, they may submit a letter to the Admissions, Retention, Progression Committee and discuss how they could be successful if allowed admissions. These students will be reviewed utilizing a rubric on a case by case basis.

### *Step 2: Submitting the Application, Transcripts, ATI Score*

The application process will be listed on the webpage and dependent on the nursing program. Dates and details of the admission process and requirements can be located on the SU Nursing webpage.

- Complete admission application as instructed on the SU Division of Nursing webpage.
- Submit two letters of recommendation
- Write an essay (500 words)
- Provide official transcripts.
- Note relevant professional, academic achievements, awards and healthcare experience

### *Step 3: Interview*

- Applicants will be invited to a personal interview. Interview invitations as well as all final admissions decisions will be sent via email from the Schreiner University Nursing Program.

### *Step 4: Acceptance*

The Admission Committee will review applications and supporting documentation. Members score and rank applications based on a Rubric.

BSN Admission Rubric Criteria

| | Enrollment to Schreiner | | Science and Math course GPA | | Personal essay |
|---|---|---|---|---|---|
| | Overall GPA | | Prerequisites | | Two references |
| | Criminal background check | | TEAS overall and Science scores | | Personal interview |

### Step 1: Admission Requirements for the VN Program

To be considered for admission an applicant MUST meet the following requirements:
- ATI TEAS entrance exam test results

### Step 2: Submitting the Application, Transcripts, ATI Score

The application process will open in May and close in September. Dates and details of the admission process and requirements can be located on the SU Nursing webpage.
- Complete admission application as instructed on the SU Nursing webpage.
- Submit two letters of recommendation
- Write an essay (500 words)
- Provide official transcripts.
- Note relevant professional, academic achievements, awards and healthcare experience

### Step 3: Interview

- Applicants will be invited to a personal interview. Interview invitations as well as all final admissions decisions will be sent via email from the Schreiner University Nursing Program.

### Step 4: Acceptance

The Admission Committee will review applications and supporting documentation. Members score and rank applications based on a Rubric.

| | Enrollment to Schreiner | | Transcripts | | Personal essay |
|---|---|---|---|---|---|
| | Personal Interview | | Prerequisites | | Two references |
| | Criminal background check | | TEAS Score | | Healthcare Experience |

Admission Rubric Criteria

The following are not required but can be added to the score:
- Extracurricular activities
- Community or volunteer services
- Talents, awards and honors
- Special health &/or military training
- Employment, internships and summer activities

Students offered admission or conditional admission to the nursing program will be notified via email within two weeks of the interview. Acceptance to the nursing program is competitive and a waiting list will be generated. Students are required to confirm their offer of admission in writing to the nursing program office by the stated deadline. Confirmations not received by the deadline will forfeit their admission to the program. Students must be accepted to Schreiner University prior to acceptance into the nursing program.

The program may accept 30 students per calendar year per the Texas Board of Nursing (BON). Once the designated number of qualified students have been admitted and confirmed a waitlist of qualified students will be established. The waitlist will be prompted when an accepted student opts out or declines admission. It is at the Director's discretion to let a student begin after classes have started. However, it may be possible if given the proper circumstances. Students who were not accepted into the program will be notified via email within one month of the application deadline. They will be given the opportunity to reapply the following fall semester.

### *Acceptance Responsibilities*

Students must submit a signed acceptance letter to the nursing program office, Nursing@Schreiner.edu. The acceptance letter will include a nursing program checklist. The student should accomplish all items on the checklist by the stated deadline.  Contact Nursing@Schreiner.edu for questions concerning the check list or deadlines. Failure to meet required deadlines may result in forfeiting admission to the nursing program.

### *Checklist*
- ✓ Sign and return the acceptance form to the Nursing Department Office by the deadline.
- ✓ Sign up and complete the required Criminal Background Check (CBC) when the directions are received from the Board of Nursing.
- ✓ The Texas Board of nursing will issue the student a "BLUE CARD". Bring the card and/or color copy, front and back, to the Nursing Department Office. The Texas Board of Nursing may issue the student a clearance letter. The student should bring the original clearance letter to the Nursing Department Office. A Xerox copy will be placed in the student file. Students may not begin classes until the school has this information.
- ✓ Obtain the required drug screen. A positive drug screen will result in dismissal from the program.
- ✓ Provide evidence of health insurance.
- ✓ Provide evidence of a physical examination by a primary care provider who states the student is cleared for participation in the nursing program, no sooner than 6 months before class start date.
- ✓ Read the nursing student handbook and sign the certification form. See Appendix I.
- ✓ Complete the following required immunizations as identified in CastleBranch:
  1. MMR
  2. TDaP
  3. Hepatitis B
  4. Varicella
  5. Meningitis vaccine if under the age of 30
  6. Influenza – Sept/Oct
  7. COVID-19 vaccine is recommended. Partnering clinical facilities and organizations may change their requirements which can prompt a change in the SU Nursing program requirements.
- ✓ Tuberculosis Test
  - PPD skin test OR
  - Negative Chest Xray OR
  - Interferon Gamma Release Assay (IGRA)

Please note – submitted documentation to CastleBranch will identify any titers needed.

### *Prerequisites*

Prerequisite course requirements must be completed, and proof of completion submitted to the Office of the Registrar Department prior to the first day of class for the Bachelor of Science Nursing Program. An overall GPA of 3.0 or higher and a GPA of 3.0 or higher for math and science pre-requisite courses is required. A student may be conditionally admitted into the nursing program pending successful course completion.

• Schreiner Core – required, up to 6 hours may be completed while enrolled in the BSN program
• Analytical Abilities (6 hours)
• Communication – (6 hours)
• Global Perspective (6 Hours)
• Personal/Social Responsibility (3 Hours)
• Engagement (6 Hours)
• Skill & Resource Use IDST 1301 for incoming freshman
• Aesthetic Appreciation (3 hours)

Collateral Requirement for Major – required prior to admission to the BSN program
• BIOL 2331 - Nutrition
• BIOL 2301/2101 - Anatomy/Physiology I/Lab
• BIOL 2302/2102 – Anatomy/Physiology II/Lab
• BIOL 2314/2114 - Microbiology/Lab
• CHEM 1303/1103 – Intro to Chemistry
• ENGL 1301/1302 - English Composition I and II
• MATH 1310 – College Algebra or higher
• MATH 2330 – Statistics
• PSYC 1301 – Introduction to Psychology
• PSYC 2300 – Child and Lifespan Development
• SOCI 1301 – Introduction to Sociology

### *Tuition/Fees*

Pay tuition/fees or make financial arrangements for the full amount prior to the first day of class and each semester thereafter.

### *Textbooks*

Pick up books on campus prior to the beginning of the semester. Required books are included in the nursing student fees. Some books are rental only, also a part of the nursing student fees. Some resources will be in electronic format. Students may select to purchase additional study aids.

### *Technology*

Students must own a laptop. In order to participate in the nursing program, students must have basic computing skills including using email, attaching documents, navigating web pages, and downloading and uploading files. Students should have a technology back-up plan in case the primary computer becomes inoperable, or the internet connection becomes inaccessible. See ATI Policy for additional technology requirements in this handbook.

## Orientation

Nursing students entering the SU Nursing program will be required to attend both a program orientation and clinical orientation at the start of the semester.

## Definitions

### Criminal Background Check

A Criminal Background Check (CBC) is mandatory for all students who are initially accepted into the nursing programs at SU. The Texas Board of Nursing (BON) will designate a company to complete the background screening and will not accept results from any other company. The cost for this screening is the personal responsibility of all accepted and some enrolled students. Prices are subject to change. Students must begin the CBC process **immediately** after notification of acceptance to the nursing rogram. **This process can take up to 90 days**. Schreiner University has no control over the length of time it takes to receive the report needed for clearance. **Answer all questions correctly and truthfully when applying for the CBC** as the verification process is extremely thorough to the extent that family, friends, and neighbors may be interviewed. Directions must be followed carefully. Reveal **all** arrests, **regardless of how long ago they occurred or how minor they were.**

For further information on Expunged and Sealed Offenses, Orders of Non-Disclosure, Charges/Convictions after Initial Criminal Background Check refer to the Texas BON website:

### Urine Drug Screen

To protect the safety of patients in the clinical setting and all members of the Schreiner University community, a drug-screening test will be required of all students in the SU nursing program. The initial drug screening must be performed, and results received by the Nursing Department at least 60 days prior to the first day of class in the year in which program admission is sought. Certain clinical sites may require additional drug screening(s) prior to the student's clinical rotation. The student will pay the cost of all screenings at the time of the testing.

In the event a student is suspected of being impaired in clinical, class or while participating in a Schreiner University Nursing Program event the student is subject to removal from the activity and sent for a drug test at the student's expense.

A student with a positive drug screen will be immediately dismissed from the nursing program. A student who refuses to submit to a drug screen will be immediately dismissed from clinical as an unexcused absence. (Texas Administrative Code, Title 22, Part 11, Chapter 213, Rule §213.29 Fitness to Practice.)

## ATI TEAS

The Assessment Technologies Institute (ATI) Test of Essential Academic Skills 7 (TEAS VII) entrance exam is available at Schreiner University at student cost. A study manual and practice assessments are available online to prepare for the examination. Students may only take the TEAS test two times within the year to admission. For further information and costs, go to www.atitesting.com.

### *Health Insurance*

Accident and Sickness Insurance is mandatory for all nursing students. Health insurance allows students to access health care off campus, consult a specialist and have coverage for emergencies and hospitalization. All students must carry a copy of their insurance card on their person to avoid delay in healthcare in an emergency. Students may also seek treatment at the Schreiner University Campus Clinic located in the Mountaineer Fitness Center. 830-792-7285. Email: campusclinic@schreiner.edu

### *Illness/Injury During School Term*

Students who become ill, require surgery, sustain an injury, or undergo any major change in physical health while in the nursing program, may not be able to participate in clinical activities and may be required to present clearance from their health care provider to return to clinical and safely perform the duties of a nurse.

# Section 7: Clinical Experience

### *Purpose*

The intent of this guideline is to provide a description of expected behavioral, communication, sensory and physical requirements necessary to provide safe ethical care to individuals, families and communities during classroom, clinical and simulated learning events. Clinical experiences are an integral component of our nursing program.  These experiences may be in local community agencies and health-care facilities throughout Central and South Texas. Students may be required to attend clinical hours any day, evening or night of the week. Travel to surrounding communities may be necessary.  Please be aware you are responsible for your own travel and overnight expenses during these clinical experiences.

### *General Information*

- Review the Classroom and Clinical Policy section of this handbook.
- All students are expected to be prepared to provide nursing care for the patient(s) to whom they are assigned in each clinical activity.
- Students must complete any other assignments that constitute preparation for clinical environment activities.
- The faculty has the right and an obligation to remove a student from a clinical setting/agency if the student is not prepared. Students assume responsibility and are liable for their own actions.
- Students also are responsible for maintaining the confidentiality of all forms of patient information.
- The instructor must be informed immediately whenever a client has a change of condition, or deteriorates, or an error occurs as explained in the SU Nursing Student Handbook.
- If it is determined by the clinical instructor that the student is unprepared or unprofessional, the student may be removed from the clinical setting and the day will count as a missed clinical day as outlined in the SU Nursing Student Handbook.
- Students will adhere to the dress code policy identified by the host facility. In most cases, the dress code will be the standard nursing uniform.
- Students should be in the clinical agency only during the scheduled times. The student's faculty and the agency personnel must consent to all other visits. Students must obtain prior approval from their clinical instructor if they plan to contact any agency personnel. If the student is already assigned to an agency, and the purpose for the contact differs from the clinical assignment, clearance must also be obtained from the clinical instructor. Faculty assumes responsibility for the assignment in the clinical agency or setting.
- Faculty expects that its students will recognize that they have entered a profession in which commitment to full participation in clinical experiences is an essential component, as students are part of the nursing team.  Therefore, regular attendance in clinical, laboratory and simulation experiences are mandatory.
- Students are expected to achieve their clinical objectives within the allotted time.
- Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes and clinical judgment.  Absence from the clinical, laboratory and simulation experiences jeopardize the     student's ability to

successfully meet the required clinical course outcomes and competencies.
- Failure to attend these experiences will jeopardize the student's progression in the course. Classes and clinical practicum experiences may be held during the day or evening hours or on weekends. The time of day for class and clinical offerings varies from semester to semester and from course to course. Thus, a student may expect to attend a class or clinical practicum during the evening hours or weekend at some point during their program of study. Each clinical course within the degree plan is comprised of required clinical hours and may also include supplemental co-curricular volunteer clinical hours to provide enrichment experiences for students.

### *BLS Certification American Heart Association*

Safety and quality of care are provided to the public through provision of the healthcare team accreditation. Students must show evidence of current BLS certification by the American Heart Association – Health Care Provider (BLS). Under NO circumstances will the student be allowed to begin or continue in a clinical course unless this requirement is met.

It is the student's responsibility to hold a current up to date BLS card throughout enrollment in the Traditional Program. Proof of status should be uploaded to the student Castle Branch account.

### *Immunizations, PPD, Health Insurance*

Students are responsible for reviewing and updating individual health records at SU prior to registration each semester as they progress through the program. A student may be removed from clinical by faculty or the clinical facility if it is determined they have expired or deficient immunizations.

Students are required to receive a TB Screening upon admission to the nursing program and annually thereafter. Some clinical sites may require a more recent TB screening. On occasion and under special circumstance a clinical facility may require a more recent TB Screening.
All students are required to be covered by health/medical insurance for the duration of enrollment in SU nursing courses. Evidence of health insurance must be submitted to the Nursing Department Office by the first day of class each academic year.

### *Student Clinical/Precepted Evaluation*

Students are evaluated according to clinical objectives. Evaluations are completed at mid-term and final and may include a weekly or in-clinical experience evaluation. The evaluation process is inclusive of the student's ability to apply theory to practice, clinical knowledge and skills, evidence of meeting course objectives, attendance, participation, conduct, appearance, professionalism, and interpersonal relationships.

Student evaluations include input from faculty, instructors, clinical staff, patients, interdisciplinary team, and others as appropriate. A formal final conference to discuss student achievement of the clinical course objectives will occur at the close of the clinical experience.

A metric or grade may be used to evaluate a student's performance however the final clinical score will be reported as Satisfactory or Unsatisfactory. A student who earns an Unsatisfactory in clinical will also fail the associated theory course. Both classes (theory and clinical) are paired together per the Texas Board of Nursing and CCNE program design and must be passed congruently.

Satisfactory (S): Performance indicates attainment of the objectives for the clinical. It is

expected that the student will demonstrate competence with previously experienced procedures (this would include those taught in the lab setting). The student may however have difficulty with some experiences. Self-identification of learning needs and limitations is basic to satisfactory performance.

Needs Improvement (NI): Performance indicates the student has some grasp of the objectives for the experience, however, exhibits behaviors, actions, or attitudes that do not comply with standards or policies set forth in student handbook, or the student takes limited initiative seeking out new learning opportunities.

Unsatisfactory (U): Performance is defined as obtaining an unsatisfactory in one or more of the clinical objectives. Examples of behavior that would indicate unsatisfactory performance include but are not limited to: Failure to prepare for learning activities which leads to failure of the student to attain objectives; student has marked difficulty with commonly encountered nursing problems; student consistently requires a level of teaching supervision unusual for this level of learner; student fails to appear for clinical assignments on time or does not attend clinical conferences, does not comply with standards and policies set forth in the student handbook.

### *Instructor/Course Evaluation/Facility*

Instructor and course evaluations are completed for each course and clinical. Facility evaluations are routinely conducted during the final weeks of each clinical course. Precepted clinical experiences are also evaluated. Refer to the SU Clinical Preceptor Handbook. Evaluations include items such as teaching effectiveness, faculty availability, relevance of textbook and required readings, appropriateness of space and clinical site. Students are also invited to add comments they believe important and are assured that data are compiled in a summative fashion to maintain student confidentiality.

### *Pre-conference, Clinical Experience, and Post-Conference*

Each clinical rotation is composed of three parts. The segments may be pre-scheduled and/or adjusted on the day of clinical. The list below is designed to provide a general framework but may be amended to fit the clinical experience.

**Part 1: Pre-conference:**
During preconference, the instructor will meet students in order to:
1. Verbally review plan for days activities
2. Address concerns and anxieties
3. Review professional and ethical conduct in nurse-client interactions
4. Discuss documentation and reporting requirements
5. Review any pre-clinical work

**Part 2: Clinical Experience:**
A proposed sequence of clinical experience activities is as follows:
1. Introduce yourself to the assigned patient's primary nurse
2. Listen to report and review patient chart
3. Determine medication schedule
4. Meet assigned clients and interact in a therapeutic professional manner
5. Determine vital signs for assigned client
6. Perform a complete head-to-toe physical assessment

7. Report pertinent observations to agency
8. Medication administration with instructor
9. Perform all basic cares for assigned client
10. Document all data collection in patient record
11. Create one nursing care plan for each assigned client (the clinical instructor must review a draft prior to the student entering it into the client record)

**Part 3: Post Conference:**
The purpose of the post-conference is to "debrief" from the clinical experience with the other students in your group. Information shared in post-conference is strictly confidential and should not be shared with others outside of the clinical group. In post-conference, students:
1. Discuss the clinical experience
2. Describe observations and learning that occurred during clinical experience
3. Discuss formative evaluation form and formulate goals for the following week

## Clinical Requirements
1. Students enrolled in the nursing program engage in clinical rotations and training on the Schreiner Campus and at various types of healthcare facilities, including but not limited to; hospitals, private practice offices, long term care facilities, clinics, patient homes, schools, and community agencies.
2. Clinical rotations are conducted in the greater Hill Country area, including San Antonio and surrounding areas. Students must be able to travel to and from clinical sites.
3. Students enrolled in the nursing program must successfully perform the essential functions established for the clinical experiences with or without reasonable accommodations per the Americans with Disabilities Act Amendments Act. These essential functions follow the Texas Board of Nursing expectations of any student seeking initial licensure as a registered nurse. Essential functions are defined as the basic activities that a student must be able to demonstrate (vision, touch, hearing, and smell, etc.) in order to provide safe nursing care and accurate assessment skills.
4. Physical requirements also maintain that the student can use the tools and equipment provided as intended, e.g., able to manage patient care within the limitations of medical bed adjustments.
5. Clinical paperwork is to be completed as directed by the instructor. In some courses students will be required to bring preparatory work to the clinical site.
6. In addition to character and academic qualifications, students desirous of becoming a nurse must have the necessary behavioral, communication, sensory and physical requirements to be able to practice nursing safely. They must be able to assess, plan, identify, evaluate, clarify, collaborate, intervene and prioritize patient care.
7. Evidence of requirements outlined in this handbook are submitted either to the Nursing Department or to CastleBranch as appropriate.
8. A student's personal, religious, and cultural observances may not be accommodated due to the required number of course hours, clinical hours, and clinical placements. e.g., observance of Saturday as a day of rest and the required clinical is on a Saturday.
9. Students are subject to requirements outlined by each clinical host site. Requirements may or may not be different or more restrictive than those of the University. Special accommodation will not be made for students who are not able to meet clinical host site

requirements.

10. Students are expected to provide safe and ethical care to patients in all domains during the clinical experience. They should maintain a fitness for duty throughout all clinical occurrences. Additionally, they must be prepared to provide care to patients in a rapidly paced, physically, and emotionally demanding environment.

## Clinical Site Policy

### Breaks

1. Patient records are not to be taken into the lounge/break room or off the unit without the approval of the charge nurse.
2. Students may take one 15-minute break and one 30-minute lunch break per clinical day. Students may combine both breaks to equal 45 minutes at the discretion of the clinical instructor.
3. Breaks may be taken only after patient care needs are met, and the intent to take a break is communicated with the precepting nurse.
4. Students are not to leave the host facility without faculty permission.
5. Faculty or a charge-nurse may assign lunch breaks to support patient continuity and care.

### Location and Times

Clinical sites may be in Kerrville, Fredericksburg, San Antonio and the surrounding area. Clinical hours may be assigned in the morning, evening or night. Healthcare is a service provided Monday through Sunday and 24 hours per day. Students may be assigned a clinical rotation on the weekend.

Schreiner University has established affiliation agreements with each clinical site. The University and the nursing student are obliged to follow days/dates and schedules afforded by the affiliated facility. Both the Texas BON and clinical facilities have set limits pertaining to the number of students assigned to each site.

### Transportation

Students are responsible for their transportation to and from all clinical facilities. Some clinical facilities are located outside Kerrville city limits.

### Telephone Use

1. Agency telephones are for business use and should not be used for personal calls.
2. NEVER accept telephone physician orders. Defer to facility staff.
3. NEVER provide any type of patient information over the phone. Defer to staff.

### Clinical Proficiencies

The safety and well-being of patients in the clinical setting is of utmost priority. If, in the instructor's professional judgment, a student is unable to provide safe nursing care to patients or in the event the student fails to abide by guidelines provided by the Texas Board of Nursing for Professional Conduct, the student will be removed from the clinical setting and will receive an unsatisfactory grade for clinical. A student who is asked to leave a clinical facility/site by a clinical/site representative due to unsafe or unprofessional behavior will receive an unsatisfactory grade resulting in a clinical course failure.

The clinical component of the nursing curriculum comprises instruction in the Clinical

Education Center (CEC), Virtual Instruction (VI), and Clinical care settings.

## *Clinical Assignments*

Students may be required to complete pre, intra and post clinical assignments. Examples: preclinical preparation/work up, medication administration preparation, intra-clinical worksheet, care plan, concept map, journal/reflection, academic papers, ATI, case studies.

Clinical preparation is required for all clinical experiences. All medications must be reviewed in consideration of the patient's status prior to administration. If the instructor determines that the student is not satisfactorily prepared, the student will be considered unsafe and may not be able to participate in clinical activities and removed from the patient care area. A pattern of unsatisfactory preparation will result in clinical failure.

## *Data Collection*

1. Students may be required to go to an agency in advance of the clinical day to collect data about a patient in preparation to provide safe care. This is also termed pre-clinical preparation.
2. Data collection must be done only during a designated agency timeframe.
3. Only students who are assigned to an agency are permitted on the unit during data collection time. Family, friends, etc. cannot accompany the student for data collection.
4. Students must wear business casual clothing or the student's black scrub uniform. Examples of business casual would include trousers or khakis, knee length skirt, button up or polo shirt, closed toe shoes). Examples of inappropriate clothing include jeans, t-shirts, halter tops, shirts with a bare midriff, sheer garments, shorts and capris. Students must wear their ID badge.
5. Agency healthcare personnel have been instructed to send students away from their clinical site if not dressed in a professional manner. They will then notify the office of the program director of the incident and the student will be called in for counseling, as this is considered unprofessional behavior/unprofessional conduct.
6. Students may be assigned additional data collection and clinical preparation. For example, they may be assigned to complete ATI quizzes, review videos, math problems and medication review.
7. Example of clinical written preparation/proficiency but not limited to 1. Patient Data Sheet 2. Patient Medication Sheet 3. Patient Summary 4. Patient Care Plan 5. Lab Result Sheet 6. Health History Form 7. Community as a Partner (CAP) 8. Post clinical Journal/Reflection 9. Audio Recorded Report
8. Students may be assigned to the Clinical Education Center (CEC) for a simulated clinical experience. Students may be assigned data collection and/or preparation specific to the clinical simulation.

## *Skills*

Clinical skills are an integral part of nursing education. It prepares the student nurse to combine "knowing" with "doing".

1. Students do NOT perform specific skills in the clinical setting until they have been checked-off/completed a competency on that skill in the CEC.

2. The clinical instructor MUST be present when a student is performing a skill for the first time in the clinical setting even if it has been previously checked off in CEC.
3. The clinical instructor may require the student to be observed during subsequent skill performance.
4. With the clinical instructor's permission, a designated RN may observe skill performances.
5. Never should a student perform skills which are not approved by their instructor. If in doubt it is the student's responsibility to seek clarification from the clinical instructor. Completion of unauthorized skills is deemed unprofessional and unsafe behavior and can result in removal from the clinical setting and an unsatisfactory clinical day.
6. Students do NOT perform an advanced skill such as medication administration, intravenous care, or other, without having a licensed nurse or physician present.
7. It is the student's responsibility to clarify appropriateness of skills and approval for completion without the instructor present.

### *Medication Administration Safety*

1. Students MUST identify the patient per agency policy using two approved methods/identifiers BEFORE giving any medications or performing treatments including providing food and fluids.
2. Be prepared to state, at a minimum, the 8 rights of medication administration: patient, drug, dose, route, time, reason, response, documentation.
3. Verify physician orders against the medication.
4. Know the purpose of the medication, side effects, indication, and contraindications of the medication.
5. Clarify allergies prior to administration.
6. Correctly calculate the dose.
7. Be familiar with high alert medications.
8. Receive approval from instructor prior to administration and have two witnesses for insulin and heparin.
9. Complete appropriate documentation.
10. Refuse to administer medication if deemed unsafe.
11. Do not give a medication you did not draw up.
12. Do not give medication you are unfamiliar with.
13. A licensed nurse must supervise the student in the preparation and administration of ALL medications. Do not administer medications, including OTCs, without supervision from a licensed nurse.
14. Faculty must directly supervise **all** IV push medications.
15. Students are never permitted to have the medication card code or the key to the controlled substances cabinet in their possession.
16. Students must report sentinel events, errors, close-calls, and any other concerns to their instructor immediately, further instruction will be provided by instructor.

### Medication Errors

1. If a medication error should occur in the clinical setting, the student must notify the instructor and charge nurse immediately.
2. Hospital or facility procedures will be followed at that time.
3. All medication errors must be reported to the Director of the BSN Program. A faculty panel will review the incident using principles of Just Culture and recommend appropriate support, remediation, and/or disciplinary action.

### Injury in Clinical Setting

In the event of an injury to a student or a patient that the student is caring for, the student has the responsibility for immediately reporting the injury to the appropriate clinical supervisor (clinical instructor, clinical coach, or clinical faculty) and charge nurse of the facility. Follow facility protocol. Notify the SU Director of Nursing. Follow HIPAA guidelines.

### Needle stick/Body fluid exposure

In the event of a needle stick or contact with potentially infectious body fluids:

1. **IMMEDIATELY** thoroughly wash the contaminated area with soap under running water.
2. **NEXT**, identify the item that caused the contact (needle, etc.) and notify an appropriate faculty member (clinical instructor, clinical coach) and the clinical facility charge nurse/person. Notify the SU Nursing Program Director.
3. **NEXT, it is imperative to obtain emergency treatment at a medical facility**. To reduce the risk of contracting HIV, HEP C, HEP B, etc. and other life-threatening diseases. Vaccines for hepatitis B and tetanus plus medical follow-up for hepatitis C may also be required. Follow the agency guidelines for measures to reduce the risk of HIV infection.

## Clinical Cancellation Policy

### Purpose

The Nursing Programs must meet clinical stipulations imposed by the Texas Board of Nursing (BON) and Commission of Collegiate Nursing Education (CCNE). Extreme circumstances may call for clinical cancellation. Bad weather, facility/site withdrawal, or a major incident may result in the need to cancel clinical. It is the purview of the nursing program to adjust clinical to meet course objectives.

### Guidelines

1. Students will be notified either via email or phone.
2. If faculty and students are already at the clinical facility then the instructor will decide, based on current circumstance whether clinical should be cancelled and/or how to proceed.
3. The Nursing Program Director must be notified.
4. The instructor will notify the students via email with when/how the clinical day(s) will be made up.

## Preceptorship

Students, faculty, and preceptors will be provided a copy of the Clinical Preceptor Handbook

(2023) as needed. The handbook includes:
- Program Student Learning Outcomes
- Functions and Responsibilities of the: institution, preceptor, student, instructor
- Orientation Information
- Guidelines and Policies
- Required Documents/Forms

## Section 8: Student Employment & Athletics

The Nursing program will require the student to be in class and/or clinical between 30-40 clock hours per week. Students will be required to participate in group projects, write formal papers, and prepare for proficiency examinations. It is recommended that students study a minimum of three- clock hours for every one credit hour. For example, students enrolled in 12 hours per academic semester require 36 clock hours of study time per week. Nursing students can anticipate either being in class or preparing for class between 66 and 76 clock hours per week. It is at the student's discretion whether they work or participate in extracurricular activities.

Students may not work a night shift immediately prior to their assigned clinical shift. It is a patient safety concern and if it is determined that a student is drowsy, fatigued, has poor concentration or other attributes that may jeopardize patient care they may be removed from the clinical setting.

Texas Administrative Code Title 22 Part 11 Chapter 217 Rule §217.12 and can be found here.

Students engaged in Schreiner University sports teams are required to submit the following information at the start of each semester: sport team, coach contact information, practice and game schedule. Students should submit the information to each instructor. Students are responsible for providing updated information, should changes in scheduling arise. While students are not prohibited from remaining on a sports team during the program, they should be aware:

- Failure to attend clinical experiences due to a sporting event, of any kind, will result in an unexcused absence.
- Late submissions are not permitted unless coordinated with the instructor ahead of time.
- Quizzes, tests, and in-class assignments that will be missed related to a school-sanctioned game must be discussed with the instructor prior to date of absence.

Students engaged in intermural sports and/or non-university sanctioned sports/teams will not be permitted excused absences for clinical or class. Late assignments are not excused. Failure to complete in-class graded assignments, quizzes, or tests due to scheduling conflicts will result in a "0" for the assignment. Alternate arrangements will not be made.

# Section 9: Graduating Nurses- NCLEX Examination and RN/VN Licensure

All students must complete the following steps to be eligible to take the NCLEX.
- Complete all SU academic course requirements.
- Pass the Jurisprudence exam prior to graduation.
- Apply for licensure/registration.
- Register for National Council Licensure Examination (NCLEX)

1. Complete SU academic course requirements in accordance with the student handbook and course syllabus. The Director of SU Nursing Program may submit the affidavit of graduation (AOG) on behalf of graduating students if the applicant successfully completed all requirements for program graduation. The Directors signature on the AOG legally confirms that the student(s) passed all course work completed all clinical clock hours and met all graduation requirements. See Texas BON Licensure Eligibility.
2. During the last semester of the nursing program students will be required to complete the Texas BON Jurisprudence Exam. This exam measures knowledge, understanding and interpretation of regulations, laws and principles of professional nursing. See Texas BON, Texas Nursing Jurisprudence Exam.
3. Application and registration for NCLEX are a two-part process. Students must first apply for licensure to the nursing regularity body (NRB) where they are choosing to take the NCLEX no earlier than 90 days prior to the date they complete their education program. You must know your projected graduation date. Follow the directions from the State Board of Nursing (SBN). See NCSBN Application & Registration https://www.ncsbn.org/nclex-application-and-registration.htm.
4. Students may register to take the NCLEX examination anywhere in the United States. Register for the NCLEX with Pearson VUE. You will need a program code (For BSN - US27511200) (For VN- US27205200), an active email account and a credit card. Correspondence with Pearson VUE will only be available via email. Follow the directions to register for Pearson VUE via the application instructions. See NCSBN Application & Registration https://www.ncsbn.org/nclex-application-and-registration.htm.

*Eligibility for Licensure*
See the Texas Board of Nursing Website
    Rule 213.27: Good Professional Character
    Rule 213.28: Licensure of Persons with Criminal Offenses.
    Rule 213.29: Fitness to Practice
    Rule 213.30: Declaratory Order of Eligibility for Licensure.

*Helpful Tips*
- Schreiner University Nursing Program Code US27511200 (RN) & US27205200 (VN)
- There are NO refunds of NCLEX examination fees
- All correspondence from Pearson VUE will arrive ONLY by email • Most SBNs will require your full Social Security number.
- Identification and YOUR NAME; use the exact name as it appears on your official identification you plan to use for admittance to the NCLEX examination.

- If transcripts are requested, you must order via SU Registrars.
- Allow ample time for the form completion and processing.
- Remember the NCLEX examination registration with Pearson VUE and state licensure application (state where you want to be licensed and practice nursing) are two separate processes. However, these two entities communicate with each other to coordinate testing and processing of the official RN license.

*Certification Agreement*
Students must sign and submit the Schreiner University Certification Agreement. This process is complete with the aid of the Registrar.

# Section 10: Online RN-BSN Track

<div align="center">

Schreiner University BSN Program

Supplemental Handbook

</div>

## Overview of the Online RN to BSN Track

The Online BSN Program (OBSN) is a 100% online curriculum designed for professional nurses allowed to practice in the United States of America who wish to complete a baccalaureate degree in nursing.

- Students in the program are classified as undergraduate transfer students.
- Courses are 7 weeks long with 2 sessions each semester (Fall, Spring, Summer).
    o Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2
- Five start dates each year are available for new students.
    o Fall 1, Fall 2, Spring 1, Spring 2, Summer 2 (No new starts in Summer 1)
- The program can be completed in as little as 12 months, when taking two courses in each session.
- The program expectation is for students to complete the program 2 years from their entrance date.
- Financial Aid may be available for qualifying students.
- Students employed at one of Schreiner's Partner Healthcare Institutions receive a $2,000 scholarship for this program (See Partner Scholarship Section).
- In an attempt to stay compliant with CCNE regulations and the Essentials of a Baccalaureate Education, there may be virtual clinical components associated with specific courses within the program.

## OBSN Degree Requirements

The BSN degree requires 121 total credit hours including:
1. 21 hours of required nursing courses
2. 12 hours of upper division elective nursing courses
3. 33 hours fulfilling the Schreiner Core

Students must receive a grade of B or better in all nursing courses and maintain an overall minimum 3.0 GPA from courses acquired at Schreiner University.

Students will be placed on probation if they earn a C or below in a nursing course.

The student must earn a B or above in all subsequent nursing courses to remain in the program. In the event, a student fails a second nursing course, whether it be the same course as initially failed or a different course, or fails to meet faculty stipulations for a first failed course, the student will be dismissed from the BSN Program.

Students must meet all other requirements of the university.

## General Education Courses

In addition to the required nursing courses, students must complete at least 90 hours of general education credit and must fulfill the Schreiner Core (see below). In order to begin the RN to BSN nursing courses, you must have completed up to 24 hours (have 6 or less hours remaining) of the core (general education courses).

The general education courses may be taken at Schreiner University or transferred in from another accredited institution. Official transcripts are required for all transfer credit.

*The Schreiner Core*

In the 2013-2014 academic year, Schreiner University adopted a new outcomes-based core curriculum, which serves as the general education program for all undergraduate degrees. The competency areas are derived from Schreiner University's mission and values and include: 1) analytical abilities, 2) personal and social responsibility, 3) communication, 4) global perspective, 5) engagement, 6) aesthetic appreciation, and 7) skill and resource use.

The core curriculum consists of 33 credit hours distributed across the seven competency areas. Students are free to select any combination of courses from the respective areas. Course options and credit hour requirements for each competency area are detailed below.

| Analytical Abilities (6 hours) | Global Perspective (6 hours) |
|---|---|
| BIOL 1300, 1301, 1305 | HIST 1350, 1351 |
| BSAD 2331 | IDST 4340 |
| CHEM 1301, 1303 | POLS 2303 |
| IDST 2305 | RELI 1320 |
| MATH 1310, 1311, 1321, 2422, 2423 | Any foreign language |
| PHYS 1300, 1301, 2325 | An approved course with study abroad |
| 3 credits must be from math or science | Engagement (6 hours from) |
| Communication (6 hours) | HIST 1301, 1302 |
| COMM 2301 | POLS 2301 |
| ENGL 1301, 1302 | Aesthetic Appreciation (3 hours) |
| Personal & Social Responsibility (3 hours) | ART 1340, 1350, 2340, 2341, 2371 |
| FIN 2301 | DESN 1303 |
| PHIL 1301, 1310, 2311, 2312 | ENGL 2340, 2341, 2350 |
| PSYC 1300, 1301 | IDST 3360 |
| RELI 2311 | MUSC 1303 |
| SOCI 1301 | THRE 1301 |
| *Skills and Resource Use (3 hours) | |
| IDST 1301 | |

*For Online RN to BSN students who have earned their Associate's Degree, the "Skill and Resource Use" core requirement is waived for all students admitted to the program.

## OBSN Nursing Courses

21 hours of Required Nursing Courses for the BSN degree at Schreiner University are:

NURS 3307 Nursing Research: Evidenced-Based Practice

NURS 3309 Transitions to Professional Nursing

NURS 4302 Holistic Health Care Across the Lifespan

NURS 4303 Nursing Leadership and Management

NURS 4304 Community Health Nursing

NURS 4371 Holistic Health Assessment

NURS 4397 Nursing Capstone

12 Hours of Nursing Elective courses include:

NURS 3308 Pathophysiology

NURS 4370 Independent Study or International Nursing Study Course

NURS 4370 National Nursing Certification credit*

NURS 4372 Nursing Informatics

NURS 4373 Politics & Policy in Nursing

NURS 4374 Global Health Nursing

- NURS 3309 - Transitions to Professional Nursing must be taken within the first two sessions of the nursing program.
- NURS 4397-Nursing Capstone must be taken during the last session of the nursing program or with the last general education course. Exceptions to this policy must be approved by the RN/BSN Program Coordinator.
- NURS 4370 - To be accepted as credit in the nursing program, national nursing certifications must be approved by the RN/BSN Program Coordinator.
- No more than two courses, totaling no more than 6 credit hours may be transferred into the RN to BSN program. These courses must be assessed by the Registrar and the RN/BSN Program Coordinator to be equivalent to one of the Schreiner University nursing courses and have been taken from an accredited school. Nursing courses that are substantially different from Schreiner University courses may be accepted for credit in place of Independent Study or International Study, if approved by the RN/BSN Program Coordinator.

## Online RN to BSN Admission Policy

### *Purpose*

This guideline has been developed to assist students with applying to the OBSN program.
- Complete an online application.
- Official transcripts from all previous colleges and universities, regardless of credit earned, must be received by the registrar's office.
- A $25 non-refundable application fee must be paid, unless waived.
- The applicant must hold a current, unencumbered Registered Nurse's license to practice professional nursing in the United States.
- The applicant must have completed an Associate's Degree in Nursing and all transfer credit must be from an institution accredited by Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, Higher Learning Commission, Northwest Accreditation Commission, Western Association of Schools and Colleges. Schreiner must receive official transcripts showing the degree earned and date conferred.
- A minimum overall GPA of 2.50 is required for admittance. Those applicants with a GPA less than 2.50 on undergraduate coursework will have their coursework reviewed by the Director of Nursing. If approved, the student will be admitted provisionally to the Schreiner University Online RN to BSN program. The provisional student must increase their Schreiner GPA to the minimum 2.50 with the general education courses prior to begin the nursing courses.
- In order to participate in the Online RN to BSN program students must have basic

computing skills including using email, attaching documents, navigating web pages, and downloading and uploading files. In addition, students need access to a computer with Microsoft Word and internet that is capable of running the Canvas platform on a current web browser, such as Chrome or Firefox. Students must have a technology back-up plan in case the primary computer becomes inoperable, or the internet connection becomes inaccessible. Other requirements will be listed on course syllabi as needed.

## International Student

- At this time, the program is only open to United States Citizens, Lawful Permanent Residents (Green Card holders), or individuals who have an H1-B Visa or other valid US work visa.
- Questions regarding a visa or other type of residency document should be directed to the Enrollment Services Specialist.
- Any foreign transcripts will need to be evaluated by a service such as World Education Services, http://www.wes.org/, at the student's expense.

### *Evaluation of Transcripts*

Once official transcripts have been reviewed, transfer credits will be applied to the student's account and can be viewed on Canvas in the advising worksheet or the unofficial transcript. The student and Enrollment Services Specialist will create a degree plan for the student based on their individual requirements for the degree. The degree plan will be created with the objective to complete the RN to BSN program in the most efficient way based on the course offerings, general education courses needed, and nursing courses required.

## Admission Schedule 2023-2024

For updates, see RN-BSN information: https://schreiner.edu/academics/rn-to-bsn/

### *Deadlines*

- Late Registration deadline is the Monday before the beginning of each course. Also, students must inform the Enrollment Services Specialist of any registration changes before that date for the changes to take effect that session. Exceptions to the registration deadline must be approved by the Enrollment Services Specialist for the RN to BSN program.
- The payment deadline for tuition and fees is the Monday before the first day of class. If the bill is not paid and there are no arrangements for payment (such as pending financial aid) prior to the deadline, the student will be dropped from the course for non-payment.
- Only the tuition and fees for each session are due by the Monday before that session. If tuition or fees from later sessions are included on the student's account, they will be in pending status and are not due until the Monday before the session they relate to.
- Students are expected to engage and log into the course by noon on the third day of class or they may be dropped from the course.
- The last day to drop a course with a W is the Friday of the first week of classes.
- Instructors must enter final course grades into Canvas by 11:59pm on the Monday following course completion, after which students will be able to access their final grades in Canvas.

- Tuition for general education online courses at Schreiner University is $323 per credit hour.
- Tuition for nursing courses in the Online RN to BSN program is $323 per credit hour.
- A Program Fee of $95 is charged each session that a student takes online courses, regardless of number of credit hours.
- Students who qualify for the Partnership Scholarship will receive a $2,010 scholarship applied to their account, divided as described in Partner Scholarship.
- A $25 non-refundable application fee must be paid prior to admission, unless waived.
- Textbooks are not included in the tuition cost of the program.
- Financial Aid may be available for students, see Financial Aid section below.

### *Refunds*

The refund policy for 7-week online courses is as follows:

- 100% refund for dropped courses or session withdrawals before the first class day of the session.
- 50% refund for dropped courses or session withdrawals between the 1st and 5th class day of the session (end of the first week)
- 25% refund for dropped courses or session withdrawals between the 6th and 10th class day of the session (end of the second week)
- No refund will be given for drops or withdrawals after the 11th day of classes, or after the beginning of the third week.

### *Financial Aid*

The student is responsible for completing the 2020-2021 Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/ to apply for financial aid, such as:

- Federal Pell Grants
  - Federal grant aid up to $6,095 annually for eligible undergraduate students
- Stafford Direct Student Loans
  - Available to eligible undergraduate students
  - Subsidized or unsubsidized
  - Aggregate Lifetime Loan Limits may affect this amount

Financial Aid award letters will be mailed and emailed to students with instructions on accepting/declining awards. The student is responsible for completing the financial aid process in order to receive aid.

Students must accept/reject their aid prior to the start of each session in order to receive aid.

Veteran Benefits: Post 9/11-GI Bill Benefits- Student must provide VA Letter of Eligibility to utilize benefits.

Please visit Schreiner University's financial aid website for more information.
http://www.schreiner.edu/admission/cost-and-affordability.aspx

### *Partnership Scholarships*

In an effort to further nursing education, Schreiner's Director of Educational Partnerships has created beneficial partnerships with healthcare institutions and colleges across the state. Students are prompted to list their employers on their application, to be verified prior to qualifying for the scholarship. Employees of any of Schreiner's partner healthcare institutions or students of partner

schools automatically receive the Partnership Scholarship.

- The Partnership Scholarship is $2,010 applied to the student's account as $334 each session for the first 6 sessions attended, regardless of number of credit hours taken during each session.
- If a student drops from a session prior to the posted drop date, their scholarship will be applied to a later term in which the student is enrolled. If a student drops from a session after the drop date or fails the course, the scholarship will not be refunded to them and will not be applied to later sessions.
- If a student is enrolled in the program longer than 6 sessions, the scholarship will be applied for the first 6 sessions until the total amount of scholarship has reached $2,004.

## Admission Notification and Electronic Communication

Students will receive an automated acceptance email from Schreiner Admissions within 3 business days of being admitted to the program. This email will have the student's log on information to Canvas and their new Schreiner email address (located at https://info.schreiner.edu?ICS/).

Important information and correspondence will be carried out through this system for the Online RN to BSN program. It is the student's responsibility to keep up with their emails and notify the school of any change in personal contact information, including physical address, phone number and email address.

- Students must have access to internet and computing capabilities to run the Canvas website in order to participate in this program.
- Students will be able to access courses, view/pay bills, view courses completed and pending, and access other student information on Canvas.
- All students are expected to observe generally accepted netiquette. Students must email their instructor in the SBAR format as outlined in each course syllabus.

### *Orientation*

An online orientation video, designed to help students learn to navigate the system used at Schreiner University, is available at least one week before class starts in each course. It is highly recommended that all students and particularly students who have not taken an online course in the past, view the orientation videos. Instructors may require individual students to complete the orientation videos if the instructor observes that the student is having difficulty managing the course. It is the student's responsibility to develop the skills and obtain necessary technology to navigate and use the system.

## Course Registration

Students are responsible for creating and updating their degree plan with the Enrollment Services Specialist. This degree plan serves as the basis for registration each session. The Enrollment Services Specialist will enroll a student in the first semester of the program. Subsequent course enrollment will be the responsibility of the student.

- An email will be sent to all students indicating when self-registration is open, along with detailed instructions. These can also be found on the Nursing webpage.
- It is the student's responsibility to make sure that the courses they are registered for are correct on Canvas and match their degree plan.

- The student must inform the Enrollment Services Specialist, the Registrar's Office, and Financial Aid if they want to drop a course or withdraw from a session.

Textbooks and Digital Clinical Experience (DCE) Software
- In addition to course material found online within the course, most courses require textbooks. Students can find lists of required texts for each course on the course syllabus or through the Nursing website.
- It is the student's responsibility to acquire the correct textbooks, whether from Schreiner or through external sources.
- Cost of textbooks is not included in the tuition and fees on the student's account. If using financial aid, cost of textbooks has been taken into account in the budget.
- A Digital Clinical Experience simulation is utilized during the program to ensure compliance with CCNE and the Essential of a Baccalaureate Education. The Shadow Health software will be an additional cost for the student, in lieu of a course textbook, and is not included in the course tuition and fees. Students will create an account and will have access for the duration of the program.

### *Technical Assistance*

Technical assistance at any time during the course is available by visiting the Canvas Helpdesk within the specific course or by calling the Canvas Support Hotline for Students at 1-833-564-3147. Withdrawal Policy Guideline

Students must progress through the program in consecutive sessions. A student may take one session without courses and remain in the program. If a student has more than two consecutive sessions without taking courses or progressing in the program, they will be withdrawn from the program and required to submit an Intent to Return form to the Registrar, at least four weeks before they intend to resume classes.

• The Intent to Return form is located on the Registrar's page of Schreiner One.
• It is the student's responsibility to inform the Enrollment Services Specialist, the Registrar, and Financial Aid if they plan to take a session without courses or withdraw from the program.
• If a student withdraws (receives a W) in the same course two times, they will not be allowed to register for that course again and will not be allowed to continue in the program.

### *Graduation Requirements*

Each student must submit an Application for Graduation before the deadline below in order to be on the tentative graduation list. The Registrar's office will send the application to your Schreiner email 2 weeks prior to the deadline for you to fill out and return to their office. You will not be notified via personal email, so please continue to check your Schreiner email. Then the registrar will do a degree audit to make sure you've met all requirements for the degree.

See below deadlines to get in any transfer work, transcripts, national certifications, official CLEP or AP test scores, etc. to apply for those respective conferral dates.

| Everything Must be Received by Schreiner before: | To Graduate in: |
|---|---|
| May 1st | August |
| September 1st | December |
| February 1st | May |

Students accepted to the Online RN to BSN program are considered Transfer students, since Schreiner is accepting credits earned from the Associate's degree program as well as other prior credits. In order to graduate from Schreiner University with a BSN or VN, students must meet all requirements and have all transfer work approved.

If a student is submitting any degree requirements outside of Schreiner, those must be completed, and the required documentation must be received by Schreiner no later than the deadlines above.

- The graduation application in ShreinerONE must be completed by the student prior to the first day of the session in which they intend to graduate. Be sure to note how you would like your name to appear on the diploma
- Completing the Graduation Application does not ensure the student will graduate. The application initiates a degree audit to ensure that the student has met all degree requirements. It is also the student's responsibility to review the degree requirements and their own transcripts to determine if they are a candidate for graduation.
- Students must be cleared through Accounting Services and all outstanding bills must be paid before transcripts or a diploma is released.
- Degrees are only conferred at the end of each term, not session. Therefore, students completing the degree requirements in Fall 1 or Fall 2 will have their degree conferred in December. Students completing the degree requirements in Spring 1 or Spring 2 will have their degree conferred in May and students completing the degree requirements in Summer 1 or Summer 2 will have their degree conferred in August.
- The Commencement Ceremony is held twice a year in May and December. Students who wish to participate in the ceremony must indicate on the graduation application that they want to participate. RN to BSN Students are welcome to participate in the Graduation Ceremony immediately following their degree requirements. Attire and attendance costs are the responsibility of the student.
- Students who do not wish to participate in the Commencement Ceremony will indicate on the graduation application where they wish their diploma to be mailed.

## Online Course Standards

### *Assignment Grading Scale*

NO rounding may be applied to course assignments or exams. Example 89.5 will be an 89.5. Rationale: scores are summed with rounding occurring for the final grade in testing and for the course overall.

- ✓ A = 90-100
- ✓ B = 80-89.99
- ✓ C = 75-79.99
- ✓ F = 74.99 and below

### *Final Course Grading Scale*

For the final course grade rounding is applied to the next grade when the decimal is at 0.5 or above. 89.4 will be an 89 and an 89.5 will be rounded up to a 90. Rounding will be to the 10th only. This applies to the final grade only.

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 75-79
- ✓ F = 74 and below

Students must have at least an 80% average in the overall course AND at least an 80% exam average. If a student receives below an 80% exam or overall average, their final posted grade will be the lesser of the exam average or the overall course average. Students must maintain a grade of B or better in each nursing course to progress to the next nursing course.

If a student earns below an 80% in any nursing course, students will be placed on probation until they receive a B or better in the next nursing course and they must retake the failed course with a B or better. Any student who earns below an 80% in two courses, whether the same course or two different courses will be removed from the program.

If a student grade or exam average falls below an 80% during the course, the student will be required to submit an action plan to the instructor (see Appendix A). The action plan must be completed and submitted to the course instructor within 3 business days when the student falls below an 80% average. It is the student's responsibility to fill the action plan out.

### *Written Paper Assignments*

Formal papers must be written as directed by the instructor and in a logical manner using the style and system of documentation found in the American Psychological Association (APA, Publication Manual (7th edition). Correct grammar, spelling, and punctuation are expected. It is the student's responsibility to review the paper for correct form. The instructor will provide directions for the paper, which will include components of the paper within each course syllabus.

### *Instructor Availability and Response Time*

Online instructors in the nursing program will respond to student emails within 48 hours, unless it is over a weekend (5 PM Friday to 8 AM Monday) or a holiday. Assignments will be posted within one week of the due date, unless posted otherwise in the course syllabus.

### *Student Responsibility for Course Contact*

Students will access their campus email at least once daily and the online course at least 3 times a week. Students will fully participate in course activities including discussion threads, learning activities, quizzes and exams as detailed in each course syllabus. Weekly assignments are due as noted in the syllabus or as informed by the instructor.

### *Course Syllabi*

Students will find all course syllabi for current courses in Canvas. Course information and assignments are subject to change.

Registrar's Office for transfer credit and graduation questions: (830)792-7356
bannistr@schreiner.edu or damclaughlin@schreiner.edu

❑ Professionalism (e.g. attendance, behaviors, preparation, late assignments)
❑ Assessment – Course (e.g. exams, case studies, assignments, other course work)
❑ Assessment – Clinical (e.g. clinical evaluation, skills, simulations, case studies, assignments)

○ First Action Plan    ○ Second Action Plan for Same Concern    ○ Third & Final Action Plan for Same Concern

**Statement of the Problem (behaviors and objectives that need to be addressed):**

**Plan (behaviors, objectives, and time frame for correction):**

**Consequences of action plan:**

**Student Comments:**

**Resolution/Outcome:**

**Faculty Signature: _____ Date: _____**

I have read the above and agree to the necessary actions identified in the Plan. Failure to sign will result in dismissal from the program.

**Student Signature: _____ Date: _____**

## Appendix B ATI Policy

I acknowledge that I have read the ATI policy and have had an opportunity to ask questions. I am aware that I may continue to clarify the purpose and role of ATI as it applies to my nursing education.

I understand that I may both be assessed on ATI content and ATI assignments may be factored into my course grade. I will log into the ATI webpage and review ATI content. This policy is in effect immediately upon the first day of fall class 2021.

I have read and understand the contents of the ATI Policy.

Student name: _____ Signature: _____

Date: _____

# Professional Standards Checklist

| Standard | S/U | Comments |
|---|---|---|
| Demonstrate professional nursing standards including dress, hygiene, identification, prompt arrival, and communication with instructor(s). (D9.5) | | |
| Apply principles of professional nursing ethics and human rights in patient care and professional situations (D9.1a) | | |
| Demonstrate ethical behaviors in practice (D9.1c) | | |
| Safeguard privacy, confidentiality, and autonomy (D9.1f) | | |
| Communicate individual information in a professional, accurate, and timely manner (D6.1e) | | |
| Use various communication techniques effectively (D6.1b) | | |
| Engage with client – establishing a caring relationship (D2.1) | | |
| Communicate effectively with individuals (D2.2) | | |
| Create an assessment environment that promotes an interactive experience (D2.3a) | | |
| Perform a clinically relevant, holistic health assessment (D2.3c) | | |
| Distinguish between normal and abnormal findings (D2.3e) | | |
| Demonstrate nurse role in healthcare quality and safety (D5.1a) | | |
| Implement standardized, EBP for care delivery (D5.1c) | | |
| Apply factors that create a culture of safety (D5.2a) | | |
| Assume accountability for reporting unsafe conditions, near misses, and errors to reduce harm (D5.2d) | | |
| Use national patient safety resources, initiatives, and regulations at the point of care (D5.2f) | | |
| Other: | | |

**Reference: 2021 AACN The Essentials: Core Competencies for Professional Nursing Education. Domain 2 Person-Centered Care, 5 Quality & Safety, 6 Interprofessional Partnerships, 9 Professionalism.**

Student Name: _____     Pass/Fail     Date: _____

Instructor Name: _____

**Schreiner University Divison of Nursing**
**Clinical Performance Evaluation Instrument**

Student Name_____     Semester_____     Faculty_____

**Clinical Evaluation Rating Scale**

| Rating | Independent Professional Practice | Knowledge, Skills & Attitudes |
|---|---|---|
| Competent (C) | Rarely requires<br>• Direction<br>• Guidance<br>• Monitoring<br>• Instructor assistance | Consistently Exhibits<br>• A patient and family centered focus<br>• Accuracy, safety, & skillfulness<br>• Assertiveness and initiative<br>• Efficiency and organization<br>• An eagerness to learn |
| Demonstrating Growth (G) | Intermittently requires<br>• Direction<br>• Guidance<br>• Monitoring<br>• Instructor assistance | Often Exhibits<br>• A patient and family centered focus<br>• Accuracy, safety, & skillfulness<br>• Assertiveness and initiative<br>• Efficiency and organization<br>• An eagerness to learn |
| Unsatisfactory (U) | Consistently requires<br>• Direction<br>• Guidance<br>• Monitoring<br>• Instructor assistance | Rarely Exhibits<br>• A patient and family centered focus<br>• Accuracy, safety, & skillfulness<br>• Assertiveness and initiative<br>• Efficiency and organization<br>• An eagerness to learn |
| Not Observed (O) | Not an appropriate skill for the clinical experience. | |

Students must achieve and maintain SATISFACTORY scoring in competencies identified as foundational safety and professional concepts to pass the course. Such competencies are identified within the grid using "**" Sections are identified as unsatisfactory if the majority of line items are not met or if a foundational concept is not met. Categories noted as not observe by clinical instructor should be regarded as such during evaluation.

| Core Competencies | Midterm Faculty / Student | | Final Faculty / Student | |
|---|---|---|---|---|
| The student is able to: | | | | |
| **Knowledge for Nursing Practice** | | | | |
| Demonstrate intellectual curiosity | | | | |
| Demonstrate social responsibility, fostering attainment of health equity | | | | |
| Demonstrate ethical decision making** | | | | |
| Identify influence of personal values in their decision-making process | | | | |
| Demonstrate clinical reasoning | | | | |
| Supporting narrative: | | | | |
| **Patient-Centered Care/Caring/Empowerment** | | | | |
| Demonstrate compassionate, empathetic care | | | | |
| Provide comprehensive patient care appropriate to level of knowledge in compliance with clinical agency policy and procedure | | | | |
| Synthesize pathophysiology of patient conditions and associated pharmacological interventions, drawing on past experiences to improve quality of life for individuals, families, and community systems in a comprehensive plan of care | | | | |
| Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering | | | | |
| Demonstrate cultural sensitivity and respect for diversity while promoting health and maintenance in the health care setting | | | | |
| Advocate for and include the patient and family as the center of the caregiving team when setting and modifying care goals | | | | |
| Use a variety of communication techniques and modes appropriate to the context | | | | |
| Engage patients and families in discharge planning throughout the hospital stay that includes evidence-based strategies with attention to health literacy, to prevent avoidable readmissions | | | | |
| Evaluate effectiveness of patient and family teaching and modify plan of care as needed | | | | |
| Supporting narrative: | | | | |
| **Teamwork and Collaboration** | | | | |
| Coordinate and delegate elements of care to the inter-professional healthcare team within the scope of practice** | | | | |
| Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using SBAR framework** | | | | |

| Core Competencies | Midterm Faculty / Student | | Final Faculty / Student | |
|---|---|---|---|---|
| Conduct patient care reports (hand-off communication) efficiently and effectively | | | | |
| Engage patient and family in a collaborative relationship by asking for and respecting patient input and providing relevant information, resources, access, and support | | | | |
| Accurately Interpret physician and inter-professional orders and communicate accordingly | | | | |
| Initiate requests for assistance when appropriate to situation** | | | | |
| Aid colleagues to complete work efficiently when appropriate | | | | |
| Complete electronic charting in the electronic health record when available in a timely manner | | | | |
| Supporting narrative: | | | | |
| **Evidence-Based Practice** | | | | |
| Apply theoretical frameworks in practice (Maslow, Nursing Theory, etc.) | | | | |
| Integrate evidence-based practice based on current literature into clinical practice in healthcare settings | | | | |
| Accurately complete weekly correlation guideline (clinical learning paperwork) applying concepts of pathophysiology, pharmacological implications, and nursing knowledge based on standards of practice and evidence-based interventions and submit to clinical professor by due date | | | | |
| Supporting narrative: | | | | |
| **Quality Improvement & Safety** | | | | |
| Recognize nurse's role in improving healthcare quality | | | | |
| Identify reputable sources for national safety and quality standard** | | | | |
| Apply identified source guidance to nursing practice** | | | | |
| Critique the effect of nursing interventions on patient outcomes | | | | |
| Identify culture of safety factors | | | | |
| Assess the health care environment to determine patient safety needs | | | | |
| Apply basic safety standards to reduce risk of patient-/self-harm** | | | | |
| Employ effective strategies to improve organization/time management and reduce reliance on memory | | | | |
| Perform clinical procedures & processes with the expected level of knowledge and skill of a senior student | | | | |
| Assume accountability for maintaining safe environment and reporting concerns or violations promptly** | | | | |
| Supporting narrative: | | | | |
| **Patient Record and Informatics** | | | | |

| Core Competencies | Midterm Faculty / Student | | Final Faculty / Student | |
|---|---|---|---|---|
| Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting | | | | |
| Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner** | | | | |
| Utilize technology and information management tools appropriately to support critical thinking for clinical reasoning and quality improvement that support safe processes of care | | | | |
| Supporting narrative: | | | | |
| **Professional Standards and Role Development** | | | | |
| Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)** | | | | |
| Accept constructive feedback and co-develop a plan of action for improvement with instructor/faculty member | | | | |
| Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner | | | | |
| Arrive to clinical experiences at assigned times maintaining appropriate professional appearance** | | | | |
| Assume accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for patients | | | | |
| Assume responsibility for learning experiences** | | | | |
| Accept responsibility and accountability for nursing interventions, treatment outcomes and the changes that occur during the provision of care** | | | | |
| Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care | | | | |
| Recognize responsibilities of the leadership role to coordinate nursing functions based on assessed competencies and abilities of peers | | | | |
| Supporting narrative: | | | | |

**Student has achieved minimum competencies to earn Satisfactory evaluation in course:** Y/N

| **Midterm Comments** (Address Strengths and weaknesses; Attach plan for any area of deficiency) **Faculty:** | **Final Comments** (Address Strengths and weaknesses) **Faculty:** |
|---|---|
| | |

**Student:**

**Student Signature** _____Date_____

**Faculty Signature** _____Date_____

**Student:**

**Student Signature** _____Date_____

**Faculty Signature** _____Date_____

**Clinical Education Center**

**Simulation Fiction Contract**

Throughout your time in nursing school, you will interact with several different manikins and/or patient actors depending on the specific scenario.

The instructor will make every attempt to create a simulation as real to life as feasibly possible.

Simulation fosters active engagement in a safe learning environment. The student role is to "enter into the spirit" of the simulation, engaging with the "patient," "family" and other members of your healthcare team as if the situation were real. This will provide you, the student, with the best active learning opportunity possible.

Remember confidentiality: What happens in simulation stays in simulation. You should come to simulation with a non-judgmental attitude and be open to learning from your patients, peers and faculty.

My signature indicates agreement of the Fiction Contract and my commitment to abide by polices and expectations of the CEC.

Student name: _____ Signature: _____

Date: _____

**Pre-briefing Checklist:** Students indicate performance of each step in the pre-brief process.

| Date/Time:          Student Name:<br>Course: | Yes | No | N/A |
|---|---|---|---|
| Safe Environment Discussion:<br>Simulation is a safe environment to make mistakes. What happens in simulation should not be discussed outside the training room.<br>*Recall Fiction Contract per the student handbook.* | | | |
| Facilitator Expectations:<br>Level of fidelity; low, medium, high.<br>Course objectives.<br>Simulation objectives.<br>Post simulation assignments | | | |
| Debriefing Method:<br>PEARLS Debriefing<br>Written Reflection (Submitted via Canvas) | | | |
| 6. Simulation Preparation:<br>Review preparation. All required assignments complete upon arrival | | | |
| 7. Simulation Communication: *instructor will indicate*<br>Identify the expected communication during the simulation with the simulated manikin, family, visitors, staff member.<br>Identify when a student may ask questions, clarification or if they should proceed and ask questions upon conclusion. | | | |
| 8. Simulation Assessment Method: *instructor will indicate*<br>Formative: Assess during teaching-simulation process; Questions and answers during simulation, verbal feedback, verbal debriefing.<br>Summative: Assessment at a discrete moment in time; Graded simulation, opportunity to repeat vs one time opportunity.<br>High Stakes: Assessment has a major impact on student grade or course progression. | | | |
| 10. Pre-orientation:<br>Title of Simulation _____<br>Student orientation to the simulation room, manikin, equipment, length of time, other. | | | |
| 11. Assigned Roles: | | | |
| Comments: | | | |
| Student Signature: | | | |

**Page 1 of 5**

Schreiner University Nursing Program
Simulation Debriefing Written Reflection Guide

Instructions: Students will complete this form and submit.

1. How did you feel when caring for the patient in this simulated experience?

2. What did you learn about interacting with family members?

3. What did you learn about interacting with other members of the healthcare team?

4. How do you think you performed in this simulation scenario?

5. What was your role?

6. How did your role differ from others?

7. What did you do well?

8. What could you do to improve your performance?

9. How did you choose the problems you identified as top priority?

10. What factors did you consider in making your decision?

11. Overall, what did you think of this experience?

12. What would you change about the experience?

**Page 2 of 5**

Schreiner University Nursing Program
Simulation Student Self Evaluation
Simulation Effectiveness Tool - Modified (SET-M)

Instructions: After completing a simulated clinical experience, students respond to the following statements by circling their response. Submit with the packet.

| PRE-BRIEFING | Strongly agree | Somewhat agree | Do not agree |
|---|---|---|---|
| Pre-briefing increased my confidence | 3 | 2 | 1 |
| Pre-briefing was beneficial to my learning. | 3 | 2 | 1 |
| SCENARIO: | | | |
| I am better prepared to respond to changes in my patient's condition. | 3 | 2 | 1 |
| I developed a better understanding of pathophysiology. | 3 | 2 | 1 |
| I am more confident of my assessment skills. | 3 | 2 | 1 |
| I felt empowered to make clinical decisions. | 3 | 2 | 1 |
| I developed a better understanding of medications. (Leave blank if no medications in scenario) | 3 | 2 | 1 |
| I had the opportunity to practice my clinical decision-making skills. | 3 | 2 | 1 |
| I am more confident in my ability to prioritize care and interventions | 3 | 2 | 1 |
| I am more confident in communicating with my patient. | 3 | 2 | 1 |
| I am more confident in my ability to teach patients about their illness and interventions. | 3 | 2 | 1 |
| I am more confident in my ability to report information to the health care team. | 3 | 2 | 1 |
| I am more confident in providing interventions that foster patient safety. | 3 | 2 | 1 |
| I am more confident in using evidence-based practice to provide care. | 3 | 2 | 1 |
| DEBRIEFING | | | |
| Debriefing contributed to my learning. | 3 | 2 | 1 |
| Debriefing allowed me to verbalize my feelings before focusing on the scenario | 3 | 2 | 1 |
| Debriefing was valuable in helping me improve my clinical judgment. | 3 | 2 | 1 |
| Debriefing provided opportunities to self-reflect on my performance during simulation. | 3 | 2 | 1 |
| Debriefing was a constructive evaluation of the simulation. | 3 | 2 | 1 |
| What else would you like to say about today's simulated clinical experience? | 3 | 2 | 1 |

Leighton, K., Ravert, P., Mudra, V., & Macintosh, C. (2015). Update the Simulation Effectiveness Tool: Item modifications and reevaluation of psychometric properties. Nursing Education Perspectives, 36(5), 317-323. Doi: 10.5480/1 5-1671.
Original Simulation Effectiveness Tool (SET) developed by Medical Education Technologies, Inc (METI, now CAE Healthcare) for Program for Nursing Curriculum Integration (PNCI)

**Page 3 of 5**

# Debriefing Assessment for Simulation in Healthcare (DASH) Student Version®

**Directions:** Please summarize your impression of the introduction and debriefing in this simulation-based exercise. Use the following scale to rate each of six "Elements." Each Element comprises specific instructor behaviors, described below. If a listed behavior is impossible to assess (e.g., how the instructor(s) handled upset people if no one got upset), don't let that influence your evaluation. The instructor(s) may do some things well and some things not so well within each Element. Do your best to rate the *overall effectiveness* for the whole Element guided by your observation of the individual behaviors that define it.

**Rating Scale**

| Rating | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Descriptor | **Extremely Ineffective / Detrimental** | Consistently Ineffective / Very Poor | Mostly Ineffective / Poor | Somewhat Effective / Average | Mostly Effective / Good | Consistently Effective / Very Good | **Extremely Effective / Outstanding** |

### Element 1 assesses the introduction at the beginning of a simulation-based exercise.

*Skip this element if you did not participate in the introduction.*
*If there was no introduction and you felt one was needed to orient you, your rating should reflect this.*

| Element 1 | Overall Rating Element 1 |
|---|---|
| **The instructor set the stage for an engaging learning experience.** | _____ |

- The instructor introduced him/herself, described the simulation environment, what would be expected during the activity, and introduced the learning objectives.
- The instructor explained the strengths and weaknesses of the simulation and what I could do to get the most out of simulated clinical experiences.
- The instructor attended to logistical details as necessary such as toilet location, food availability, schedule.
- The instructor made me feel stimulated to share my thoughts and questions about the upcoming simulation and debriefing and reassured me that I wouldn't be shamed or humiliated in the process.

### Elements 2 through 6 assess a debriefing.

| Element 2 | Overall Rating Element 2 |
|---|---|
| **The instructor maintained an engaging context for learning.** | _____ |

- The instructor clarified the purpose of the debriefing, what was expected of me, and the instructor's role in the debriefing.
- The instructor acknowledged concerns about realism and helped me learn even though the case(s) were simulated.
- I felt that the instructor respected participants.
- The focus was on learning and not on making people feel bad about making mistakes.
- Participants could share thoughts and emotions without fear of being shamed or humiliated.

**Page 4 of 5**

| Element 3 | Overall Rating Element 3 |
|---|---|
| **The instructor structured the debriefing in an organized way.** | _____ |

- The conversation progressed logically rather than jumping around from point to point.
- Near the beginning of the debriefing, I was encouraged to share my genuine reactions to the case(s) and the instructor seemed to take my remarks seriously.
- In the middle, the instructor helped me analyze actions and thought processes as we reviewed the case(s).
- At the end of the debriefing, there was a summary phase where the instructor helped tie observations together and relate the case(s) to ways I can improve my future clinical practice.

| Element 4 | Overall Rating Element 4 |
|---|---|
| **The instructor provoked in-depth discussions that led me to reflect on my performance.** | _____ |

- The instructor used concrete examples—not just abstract or generalized comments—to get me to think about my performance.
- The instructor's point of view was clear; I didn't have to guess what the instructor was thinking.
- The instructor listened and made people feel heard by trying to include everyone, paraphrasing, and using non verbal actions like eye contact and nodding, etc.
- The instructor used video or recorded data to support analysis and learning.
- If someone got upset during the debriefing, the instructor was respectful and constructive in trying to help them deal with it.

| Element 5 | Overall Rating Element 5 |
|---|---|
| **The instructor identified what I did well or poorly – and why.** | _____ |

- I received concrete feedback on my performance or that of my team based on the instructor's honest and accurate view.
- The instructor helped explore what I was thinking or trying to accomplish at key moments.

| Element 6 | Overall Rating Element 6 |
|---|---|
| **The instructor helped me see how to improve or how to sustain good performance** | _____ |

- The instructor helped me learn how to improve weak areas or how to repeat good performance.
- The instructor was knowledgeable and used that knowledge to help me see how to perform well in the future.
- The instructor made sure we covered important topics.

**Page 5 of 5**

C<small>ENTER FOR</small>
M<small>EDICAL</small>
S<small>IMULATION</small>

## Debriefing Assessment for Simulation in Healthcare (DASH) Instructor Version©

**Directions:** Please provide a self-assessment of your performance for the introduction and debriefing in this simulation-based exercise. Use the following rating scale to give a score to each of the six "Elements." For each Element, component Behaviors are given that would indicate positive performance in that Element. Do your best to rate your **overall effectiveness for the whole Element** guided by the Behaviors that define it. If a listed Behavior is not applicable (e.g. how you handled upset people if no one got upset), just ignore it and don't let that influence your evaluation. You may have done some things well and some things not so well within each Element. The Element rating is your **overall** impression of how well you executed that particular Element.
Element 1 assesses the introduction at the beginning of the simulation-based exercise. Elements 2 through 6 assess the debriefing.

**Rating Scale**

| Rating | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Descriptor | **Extremely Ineffective / Detrimental** | Consistently Ineffective / Very Poor | Mostly Ineffective / Poor | Somewhat Effective / Average | Mostly Effective / Good | Consistently Effective / Very Good | **Extremely Effective / Outstanding** |

*Skip this element if you did not conduct an introduction.*

**Element 1**                                                                 **Rating Element 1**

### I set the stage for an engaging learning experience

_____

- I introduced myself, described the simulation environment, what would be expected during the activity, and introduced the learning objectives, and clarified issues of confidentiality
- I explained the strengths and weaknesses of the simulation and what the participants could do to get the most out of simulated clinical experiences
- I attended to logistical details as necessary such as toilet location, food availability and schedule
- I stimulated the participants to share their thoughts and questions about the upcoming simulation and debriefing and reassured them that they wouldn't be shamed or humiliated in the process

**Element 2**                                                                 **Rating Element 2**

### I maintained an engaging context for learning

_____

- I clarified the purpose of the debriefing, what was expected of the participants, and my role (as the instructor) in the debriefing
- I acknowledged concerns about realism and helped the participants learn even though the case(s) were simulated
- I showed respect towards the participants
- I ensured the focus was on learning and not on making people feel bad about making mistakes
- I empowered participants to share thoughts and emotions without fear of being shamed or humiliated

                                                                   _____

- I guided the conversation such that it progressed logically rather than jumping around from point to point
- Near the beginning of the debriefing, I encouraged participants to share their genuine reactions to the case(s) and I took their remarks seriously
- In the middle, I helped the participants analyze actions and thought processes as we reviewed the case(s)
- At the end of the debriefing, there was a summary phase where I helped tie observations together and relate the case(s) to ways the participants could improve their future clinical practice

Element 4                                                           **Rating Element 4**

**I provoked in-depth discussions that led them to reflect on their performance**

                                                                   _____

- I used concrete examples—not just abstract or generalized comments—to get participants to think about their performance
- My point of view was clear; I didn't force participants to guess what I was thinking
- I listened and made people feel heard by trying to include everyone, paraphrasing, and using non-verbal actions like eye contact and nodding etc
- I used video or recorded data to support analysis and learning
- If someone got upset during the debriefing, I was respectful and constructive in trying to help them deal with it

Element 5                                                           **Rating Element 5**

**I identified what they did well or poorly – and why**

                                                                   _____

- I provided concrete feedback to participants on their performance or that of the team based on accurate statements of fact and my honest point of view
- I helped explore what participants were thinking or trying to accomplish at key moments

Element 6                                                           **Rating Element 6**

**I helped them see how to improve or how to sustain good performance**

                                                                   _____

- I helped participants learn how to improve weak areas or how to repeat good performance
- I was knowledgeable and used that knowledge to help participants see how to perform well in the future
- I made sure we covered the most important topics

**Schreiner University Nursing Program**
**Clinical Education Center User Agreement**

As a participant in the Clinical Education Center (CEC) simulation lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

The CEC simulation lab is a learning environment. All practice sessions and scenarios, regardless of their outcome, should be treated in a professional manner. The student(s) participating in the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and not be used for teasing or humiliation of fellow students. CEC scenarios and performance are confidential, and not to be discussed outside of this professional practice setting. CEC testing scenarios are strictly confidential and not to be discussed with fellow students prior to the completion of all student testing.

Scenarios may be recorded by the AVS system and be used for teaching and skills verification purposes. No photography or filming of students by students may be done without permission.
General CEC Etiquette
1. Treat ALL simulators and CEC equipment carefully.
2. The patient simulators are to be used with respect and be treated as if there were live patients by both instructors and students.
3. The equipment is very costly to maintain and replace. Any rough or inappropriate behavior will not be tolerated and will result in disciplinary action.
4. No food or drinks are allowed in the CEC.
5. The CEC is connected to a classroom next door. Please be respectful of classes occurring at the same time as CEC activities. Noise levels should be kept to a minimum at all times.
6. The CEC should be left as it was found. Equipment should be cleaned and put away at the end of each CEC session.
7. Students must wear nursing scrub uniform/name tag and abide by the uniform policy at all times while in the CEC.
8. Students should never be in the CEC by themselves.
9. The door to the CEC is to be locked at all times when an instructor is not on site. If the door is discovered to be unlocked, please report to any nursing faculty of staff immediately. If unable to reach, please contact campus security.

Student name: _____ Signature: _____

Date: _____

THE SCHREINER PROMISE
Schreiner University is committed to the advancement of learning and service to society. This is best accomplished in an atmosphere of mutual respect, concern for others, and academic integrity. By choosing to join this community, I accept the obligation to live by these common values and commit myself to the following principles:

**As a Member of the Schreiner Community:**
   • I will commit myself to the pursuit of knowledge with personal integrity and academic honesty.
   • I will support a culture of diversity by respecting the rights of those who differ from myself.
   • I will contribute to the development of a caring community where compassion for others and freedom of thought and expression are valued.
   • I will honor, challenge and contribute to the scholarly heritage left by those who preceded me and work to leave this a better place for those who follow.
   • I will enter with hope and leave with achievement.

By endorsing these common principles,
   • I accept a moral obligation to behave in ways that contribute positively to our campus environment and resolve to support this behavior in others.

This commitment is my promise to Schreiner University and its community of scholars. The University reserves the right to change, without notice but subject to policies stated elsewhere in this handbook, requirements and regulations as necessitated by faculty, administrative, and or trustee action.

I certify that I have read and agree to abide by the entire Schreiner University Student Handbook and the Schreiner University Nursing Program Student Handbook including Appendices, which includes the Texas Board of Nursing Guidelines regarding Good Professional Character, Licensure of Persons with Criminal Offenses, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, Declaratory Order for Licensure and the information regarding the ATI RN Content Mastery Series and the RN Comprehensive Predictor practice and proctored exams testing that will be utilized in the Schreiner University Nursing program to provide an array of assessment tools, which includes an entrance exam (TEAS V) into the nursing program all the way through licensure. This testing series is a commercially prepared benchmark standardized series of examinations.

I understand that in the event I become ineligible to sit for the NCLEX exam that I will not be allowed to continue in classes or clinical in the Schreiner University Nursing Program. I also understand that in the event I participate or engage in or am a party to academic dishonesty or if I test positive for a drug or alcohol screen that I will not be allowed to complete the course or clinical that semester, as I would be ineligible to continue the clinical portion of my studies and thus would be terminated/dismissed from the SU Nursing Program.

In the event the Schreiner University Nursing Program determines that I am ineligible to continue in a course or in the Schreiner University Nursing program, I will be withdrawn, and the published refund dates will apply to my tuition payments.

I acknowledge that statistics show that students who wait longer periods following graduation to sit for the NCLEX examination are not as successful as those who test immediately following graduation. Therefore, I agree to sit for the NCLEX examination within 30 days of graduation from the SU Nursing rogram.

I acknowledge that I absolutely will not take any pictures, tape recordings, statements, etc. will be taken in the clinical setting. Consequences for failure to follow this guideline include potential dismissal from the program.

I acknowledge that absolutely no postings on Facebook or any social or other type of media that refers to or mentions Schreiner University, a clinical site, professor or instructor, patient or anything with the Nursing program or shows your Schreiner University name badge, uniform patch or hospital name badge. This applies also to posting information with or without patient or clinical site identifying information, including use of initials in lieu of names, etc. Consequences for failure to follow this guideline include potential immediate dismissal from the program.

In the event I am already a licensed nurse or healthcare provider, I acknowledge that in the clinical setting for the Nursing Program, I am not allowed to practice as a licensed nurse and must function as an unlicensed nursing student.

I understand that for instructional purposes during simulation, I may be video, and tape recorded in the Simulation Lab. These recordings will not be published or released in any form or used for purposes other than my education.

I have been given the opportunity to ask any questions about all or parts of the Student Handbook and declare my intentions to comply therewith. I also acknowledge that information in this Nursing Program Student Handbook is subject to change during my enrollment at Schreiner University.

I understand that in the event I commit academic dishonesty, fail to utilize sound clinical judgment, fail to practice safe, competent nursing care, or fail to demonstrate Good Professional Character as described by the Texas Board of Nursing, I will be immediately terminated from the Schreiner University nursing program and considered ineligible to reapply.


Student name: _____Signature: _____

Date: _____

## Appendix J: References

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