EDYTH T. JAMES DEPARTMENT OF NURSING
NURSING STUDENT HANDBOOK
BSN PROGRAM
FOR
ACADEMIC YEAR 2016
Welcome Letter from the Director

2016

Welcome to the Department of Nursing at Washington Adventist University. Our nursing program has a rich 106-year history that includes being the first baccalaureate nursing school established in the state of Maryland. The Washington Missionary College was incorporated in 1904, founded to train young men and women for efficient living and Christian Service. In the early years our nursing school was named the Washington Sanitarium Training School for Missionary Nurses. The nursing program was first offered in 1909 as a three-year hospital-based program. The baccalaureate program was established in 1926. We still provide opportunities for our nursing students to serve abroad and our University offers four short-term mission trips to foreign countries each year.

You have selected one of the best professions for future employment growth and career satisfaction. According to the Bureau of Labor and Statistics, employment of registered nurses is projected to grow 19% from 2012 to 2022, faster than the average (11%) growth of other occupations. Growth will occur primarily because of technological advancements and an increased emphasis on preventative care. The large, aging baby-boomer population will demand more healthcare services as they live longer and enjoy more active lives. The Health Resources and Services Administration (HRSA) estimates a nursing shortage of one million nurses by 2020. Also, recent changes in the health care system have resulted in a need for nurses who will serve at the advanced practice level.

We will work with you towards the goal of completing your nursing degree within our supportive, spiritual, Christian learning community. We have a new, comprehensive curriculum and many success strategies in place that will help you progress through our program. Your success is important to us. The faculty, staff, and I look forward to working with you as we complete this journey together.

Sincerely,

Dr. Nancie Crespi, PhD, RN
Director of Nursing Program
Edyth T. James Department of Nursing
Washington Adventist University
7600 Flower Avenue.
Takoma Park, MD 20912
ncrespi@wau.edu
301-891-4147
Founded in 1907, the Washington Sanitarium was the first hospital in Montgomery County.

Washington Sanitarium Classroom where our nursing courses were taught in 1909
## Table of Contents

- Mission ............................................................................................................... 6
- Nursing Program Goals .................................................................................... 6
- Goal of BSN Program ......................................................................................... 6
- Expected Student Outcomes for BSN Program .................................................. 6
- Philosophy of Department of Nursing ................................................................. 7
- Model of Washington Adventist University Nursing Program Philosophy ....... 8
- Human Needs ..................................................................................................... 9
- Department of Nursing Ethos ............................................................................ 11
- Framework for Baccalaureate Curriculum ......................................................... 12
- Accreditation of Nursing Programs .................................................................. 15
- Statement of Student Policies ............................................................................. 16
- Technology Requirements ................................................................................ 16
- Communication .................................................................................................. 16
- Affective Domain Standards ............................................................................ 18
- Affective Domain Standards of Performance Warning Policy .......................... 20
- Academic Alert and Student Learning Contract Process ..................................... 21
- Academic Integrity Policy ................................................................................ 21
- Attendance Policies ........................................................................................... 21
- Classroom Management Policies ....................................................................... 22
- Policies for Class Projects and Written Assignments ........................................ 23
- Examination Policies ......................................................................................... 24
- Testing Accommodations .................................................................................. 25
- Contesting Exam Questions or Exam Grades .................................................... 25
- Academic Grievance Procedure ....................................................................... 26
- Drug Dosage Calculation Testing ..................................................................... 26
- ATI Assessment Policy ....................................................................................... 26
- Policies for Progression and Readmission .......................................................... 28
- Evaluation Policies ............................................................................................. 28
- Student Drug Screening Policy ......................................................................... 29
- Grounds for Immediate Dismissal from the Nursing Program ............................ 30
- Leave from the Department of Nursing ............................................................. 30
- Returning to Program Following Leave of Absence ........................................... 31
- Department of Nursing Dress Code .................................................................. 31
- University Dress Code ...................................................................................... 32
- Blood and Body Fluid Exposure Policy and Procedure ..................................... 32
- Occupational Exposure Guidelines ................................................................... 32
- Hospital Clinical Expectations .......................................................................... 33
- Laboratory Attendance Policies .......................................................................... 35
- Disability Support Services ............................................................................... 35
- Academic Support Services ............................................................................... 35
- Library and Online Databases .......................................................................... 36
- Statement on Faith and Learning ...................................................................... 36
- Request for Incomplete Form ............................................................................ 37
- Technical Performance Standards ..................................................................... 38
- Report of Exposure, Injury, or Incident Form ..................................................... 40
- Affective Domain Standards of Performance Warning Form ........................... 41
Academic/Lab/Clinical Alert Form.................................................................42
Nursing Student Handbook Student Agreement Form.................................43
Student Learning Contract..............................................................................44
Introduction

The Nursing Student Handbook is a working document designed to provide information to students in order to be successful in the nursing program. The Nursing Student Handbook is not a substitute for the University’s Student Handbook or the WAU Academic Bulletin but is in addition to them. The faculty reserves the right to revise this Nursing Student Handbook as necessary. The information contained in this handbook is subject to revision. Students will be given written notice of any amendments or revisions. Students are expected to read and adhere to policies found in the Nursing Student Handbook. Students understand that they are responsible for any updates implemented during their program of study in the Department of Nursing. A signed receipt of this document will be required by the end of the first week of class.

Mission, Program Goals, Expected Student Outcomes, and Philosophy of Department of Nursing

Mission

The primary mission of the Department of Nursing is the immersion of students into a Christocentric nursing environment which fosters the harmonious development of human beings, while instilling the essence of Christian caring in the nursing role with a focus on service through practice, research, and global leadership.

Nursing Program Goals

The Department of Nursing aims to achieve its mission by endeavoring to:

1. Contribute to the health care and education of nurses through a Christ-centered and moral-leadership values program
2. Enhance nursing program excellence
3. Create innovative, accessible models of nursing education to meet the needs of an increasingly diverse student body
4. Provide service to the local and global community
5. Support faculty professional development, scholarship, and grant productivity
6. Promote collegial spirit and well-being in a healthy work environment

Goal of BSN Program

The goal of the BSN program is to prepare generalist nurses who practice within a holistic, caring framework to help individuals, families, groups, communities, and populations meet their optimum health potential through human need fulfillment.

Expected Student Outcomes for BSN Program

Upon completion of the BSN program students will be able to:

1. Integrate theoretical knowledge acquired through the study of the humanities, liberal arts, social sciences, and natural sciences to enhance the knowledge and values necessary to deliver professional nursing care to clients across the life span in a multicultural society.
2. Demonstrate the ability to provide quality health care within a framework of competent, moral, ethical, safe, and legal practices.
3. Demonstrate safe, quality outcomes of care through the competent use of patient care technologies, information management systems, and effective communication techniques.
4. Deliver nursing care as a provider, patient advocate, educator, and counselor within a humanistic caring framework, using the nursing process to assess, plan, implement, and evaluate outcomes of patient care.
5. Design holistic care based on the human needs theory by addressing the influences of physical, developmental, mental, behavioral, spiritual, cultural, socioeconomic, and environmental factors on health and wellness.

6. Design interventions that improve health promotion, risk reduction, disease and injury prevention, and illness and disease management throughout the lifespan from the individual through the population levels.

7. Demonstrate professional standards of nursing, including a commitment to caring, altruism, autonomy, human dignity, integrity, social justice, accountability, lifelong learning, and advancement of the profession.

8. Apply a Christ-centered spiritual process within a multicultural multi-faith environment to help self and others identify and meet self-care and spiritual needs and bring peace and comfort.

9. Integrate professional communication techniques, collaborative skills, and teamwork to deliver evidence-based patient-centered care as a member of an interdisciplinary team.

10. Apply best research evidence, systematic and logical reflective reasoning, clinical judgment and expertise, and consideration of patient values in the promotion of evidence-based nursing practice.

11. Describe the collaborative role of the nurse in the economic, legal, regulatory, and political processes that influence local, state, national, and global professional nursing practice and health care delivery.

12. Demonstrate the ability to perform as a designer, coordinator, and manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems.

**Philosophy of Department of Nursing**

The Edyth T. James Department of Nursing upholds the mission statement of Washington Adventist University, a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. The nursing faculty provides learning opportunities within a Christian environment that fosters the harmonious development of human beings. Human beings were created perfect in the image of God with the power to think, feel, and act. Through God’s plan of salvation, human beings can have eternal life. While human beings no longer live in a perfect state, God’s relationship with them continues to give them dignity, choice, and rights that can be responsibly directed toward experiencing maximum health through creative human need fulfillment.

Human beings are bio-psychosocial and spiritual in nature with similar needs and different modes of adaptation. Throughout life, as unique holistic systems, human beings adapt and develop through the interchange of energy with the environment and the utilization of resources in society. Society and human beings are changing, interacting systems with spiritual, physical, mental, behavioral, developmental, cultural, social, educational, political, economic, and environmental conditions that affect the survival and health of its members.

The nature of being human is to be caring. Society seeks caring from the nursing community. Caring nurses reflect on their own beliefs, attitudes, and values as they provide holistic care and respond to issues that impact professional practice, such as vulnerable populations, unethical practices, and diversity in a multicultural healthcare environment.

Health reflects the dynamic interplay of human needs, potential alterations, and actual alterations in human need fulfillment. Health can be conceptualized as being on an illness-wellness continuum. Wellness involves an individual’s goal-directed adaptation, growth, development, and realization of human need fulfillment within a changing multicultural society. Impaired health presents the individual with an opportunity for adaptation, growth, and the ongoing pursuit of optimum health potential through human need fulfillment. The subjective experience of the individual influences the person’s definition of health and one can move towards health and wellbeing through awareness, education, and growth.

The profession of nursing is a scholarly practice discipline. Through a variety of processes such as caring, spirituality, health promotion, leadership, research, evidence-based practice, the nursing process, facilitation of change, political advocacy, and life-long learning, nursing positively impacts the illness-wellness continuum. The responsibility of society’s health care is shared by nurses, other health professionals, and consumers. Nursing leadership is a communication and relationship process seeking to envision the needs, strengths and resources of human beings while influencing the individual, family, group, community, and population in the purposeful attainment of mutually defined health goals. Through the use of best research evidence, logical reflective reasoning,
clinical judgment, and consideration of patient values, the professional nurse provides an evidence-based, health-oriented service to society.

The professional nurse facilitates change within systems through the roles of provider, designer, manager, coordinator, educator, advocate, and counselor. As advocates for quality health care, nurses are active in the political processes that affect the healthcare delivery system. The professional nurse is committed to lifelong learning and the continued development of self-awareness, responsibility, and accountability.

Model of Washington Adventist University Nursing Program Philosophy
<table>
<thead>
<tr>
<th>Biophysiological Concepts</th>
<th>Definition</th>
<th>Psychosocial Concepts</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxygenation</td>
<td>The transport and interchange of oxygen, carbon dioxide and nutrients at the cellular level</td>
<td>Rest and Comfort</td>
<td>The process of relaxation involving decreased human system demands, and reflecting the gratification of human needs, which is necessary for the realization of maximum health</td>
</tr>
<tr>
<td>1. Perfusion (Cardiac)</td>
<td></td>
<td>1. Pain</td>
<td></td>
</tr>
<tr>
<td>2. Acid Base Balance</td>
<td></td>
<td>2. Stress and Coping</td>
<td></td>
</tr>
<tr>
<td>3. Ventilation</td>
<td></td>
<td>3. Fatigue</td>
<td></td>
</tr>
<tr>
<td>4. Diffusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluid &amp; Electrolytes</td>
<td>The hemodynamic balance of body fluids and electrolytes in the intracellular and extracellular spaces, which are regulated by the kidneys, lungs, skin, GI tract, and endocrine system</td>
<td>Spiritual Integrity</td>
<td>An individual’s dynamic personal relationship with higher power reflected in ones individual belief and value system which is the source of inspiration, meaning, purpose, personal strength, and hope</td>
</tr>
<tr>
<td>Balance</td>
<td></td>
<td>1. Grief and loss</td>
<td></td>
</tr>
<tr>
<td>1. Acid Base Balance</td>
<td></td>
<td>2. Cultural</td>
<td></td>
</tr>
<tr>
<td>2. Metabolism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Intracranial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elimination</td>
<td>The extraction of heat and metabolic by-products from the body via the respiratory tract, skin, intestinal tract, and kidneys</td>
<td>Affiliation</td>
<td>The meaningful relatedness of human being with self and others that occurs through discovery, investment and enrichment, resulting in caring, integrated, living experiences throughout the life cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Love and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belonging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Social Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Self-Actualization</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>The process by which the human system uses proteins, carbohydrates, fats, minerals, vitamins and water for energy, maintenance and growth in the facilitation of human needs fulfillment throughout the life cycle</td>
<td>Sexual Integrity</td>
<td>The total integrated self-expression of a human being relating to self, others that occurs through discovery, investment and enrichment, resulting in a caring, integrated, living experience throughout the life cycle</td>
</tr>
<tr>
<td>1. Energy</td>
<td></td>
<td>1. Reproductive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>2. Cellular structure</td>
<td></td>
<td>2. Sexual Relationships</td>
<td></td>
</tr>
<tr>
<td>and function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Failure to Thrive</td>
<td></td>
<td>3. Sexuality</td>
<td></td>
</tr>
<tr>
<td>4. Metabolism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td>Cyclic physiological process that alternates with longer periods of wakefulness. The sleep-wake cycle influences and regulates physiological function and behavioral responses throughout the life cycle.</td>
<td>Safety</td>
<td>A state of well being involving the perception of an individual, and reflection of freedom from threats/harm to the human needs of that individual within their environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Infection and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inflammation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Immunity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Substance abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Abusive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>environments</td>
<td></td>
</tr>
<tr>
<td>Biophysical Concepts</td>
<td>Definition</td>
<td>Psychosocial Concepts</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>The initiation of movement which requires energy to perform or complete activities of daily living across the lifespan.</td>
<td><strong>Self-Esteem</strong></td>
<td>The fluctuation appraisal of self and others, that is reflected in one’s feelings of acceptance, affection, approval, worth, and competence</td>
</tr>
</tbody>
</table>

| Sensation and Cognition | Definition | |
|-------------------------|------------|
| 1. Mood and affect      | The reception, meaningful organization and interpretation of visual, auditory, olfactory, tactile, gustatory, kinesthetic, and visceral stimuli |
| 2. Tissue integrity     | |

**References**


### Washington Adventist University and Department of Nursing Mission and Ethos

<table>
<thead>
<tr>
<th>Washington Adventist University Mission</th>
<th>Edyth T. James Department of Nursing Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Adventist University is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation’s capital in order to become moral leaders in communities throughout the world.</td>
<td>The primary mission of the Department of Nursing is the immersion of students into a Christo-centric nursing environment, which fosters the harmonious development of human beings while instilling the essence of Christian caring in the nursing role with a focus on service through practice, research, and global leadership.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Washington Adventist University Ethos</th>
<th>Department of Nursing Ethos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faith:</strong> We value faith in God, and celebrate the goodness of creation, the dignity of diverse peoples, and the possibility of human transformation. Through worship and shared life, we uphold spiritual integrity and help one another to achieve it.</td>
<td>Human beings were created perfect in the image of God but no longer live in a perfect state. Nursing, through God’s relationship with human beings, seeks to direct them toward the experience of maximum health.</td>
</tr>
<tr>
<td><strong>Mind:</strong> We value the enhancement of the mind through enthusiasm, excellence, and honesty in learning. In both study and conversation, we honor the consideration of ideas and the increase of understanding.</td>
<td>Learning enhances the mind through the active participation of the learner and educator; occurring in the affective, cognitive, and psychomotor domains. The educator facilitates learning by acting as a role model and a resource person who provides structured and serendipitous learning experiences.</td>
</tr>
<tr>
<td><strong>Respect:</strong> We value safety, respect, and courtesy as every person’s need and right. To assist one another in learning, we attend, in particular, to making our environment hospitable to study.</td>
<td>Throughout life, human beings have the right to expect appropriate affirming and respectful interaction within a safe environment that values diversity.</td>
</tr>
<tr>
<td><strong>Service:</strong> We value generosity in both attitude and practice, and consider higher education to be both training and an opportunity for service.</td>
<td>The profession of nursing is a scholarly practice discipline that provides an opportunity for creative, health-oriented service to society.</td>
</tr>
<tr>
<td><strong>Beauty:</strong> We value beauty and order—in the buildings, on the ground, in ourselves. We take responsibility for the look, the sound, and the feel of our campus.</td>
<td>Maintaining beauty and order within the nursing (patient care) environment represents the commitment of nursing to aesthetic, empirical, and personal foundations of the profession.</td>
</tr>
<tr>
<td><strong>Health:</strong> We value the health of body, mind, and soul, and encourage one another to eat, rest, and exercise for maximum benefit to our entire being.</td>
<td>Health is a subjective experience defined by the individual. It reflects the holistic and dynamic interplay of human needs across the life span.</td>
</tr>
</tbody>
</table>
Growth:
We value both honesty and determination with respect to these ideals. We acknowledge our need and capacity, under God, for continuous growth toward their realization.

Growth is a fundamental principle of life and represents the capacity of mankind to fully develop the mental, physical, and spiritual dimensions of self, guided by biblical precepts.

Framework for Baccalaureate Curriculum

The elements and framework for building the baccalaureate nursing curriculum are based on The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), the 2013 NCLEX-RN Test Plan, the Quality and Safety Education for Nurses (QSEN) competencies (2012), and the American Nurses Association (ANA) Code of Ethics (2015).

The Essentials of Baccalaureate Education

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

http://www.aacn.nche.edu/education-resources/essential-series

The Content of the NCLEX-RN Test Plan

1. Safe and Effective Care Management
   a. Management of Care
   b. Safety and Infection Control
2. Health Promotion and Maintenance
3. Psychosocial Integrity
4. Physiological Integrity
   a. Basic care and Comfort
   b. Pharmacological and Parenteral Therapies
   c. Reduction of Risk Potential
   d. Physiological Adaptation

https://www.ncsbn.org/4569.htm

Quality and Safety Education for Nurses (QSEN) Competencies

From 2005 to 2012, nursing leaders responded to the Institute of Medicine’s call to improve the quality of healthcare by working on the QSEN project. This project was funded by the Robert Wood Johnson Foundation and consisted of the development of quality and safety competencies. These competencies serve as a resource for faculty, assisting them in integrating quality and safety content into nursing curriculums. The QSEN competencies are:

1. Patient-Centered Care
2. Teamwork & Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Safety
6. Informatics

http://journals.lww.com/nursingmadeincrediblyeasy/Fulltext/2012/09000/QSEN_competencies__A_bridge_to_practice.1.aspx

**ANA Code of Ethics**

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, reserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

**To access the ANA Code of Ethics with Interpretive Statements:**
http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

The Washington Adventist University Department of Nursing aims to achieve its mission through pursuit of the following goals:

<table>
<thead>
<tr>
<th>Department of Nursing Goals</th>
<th>Strategic Themes and Imperatives of University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Christ-Centered</strong></td>
<td></td>
</tr>
<tr>
<td>Contribute to the health care and education of nurses through a Christ-centered and moral-leadership values program</td>
<td>Encourage faith development that is deliberate, personal, and critically aware</td>
</tr>
<tr>
<td><strong>Program Excellence</strong></td>
<td></td>
</tr>
<tr>
<td>Enhance nursing program excellence</td>
<td>Implement an institutional assessment plan and metrics</td>
</tr>
<tr>
<td><strong>Innovation and Accessibility</strong></td>
<td></td>
</tr>
<tr>
<td>Create innovative, accessible models of nursing education to meet the needs of an increasingly diverse student body</td>
<td>Create a distinctive and distinguished learning culture</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td></td>
</tr>
<tr>
<td>Provide service to the local and global community</td>
<td>Embrace and explore the opportunities of the Nation’s capital</td>
</tr>
<tr>
<td><strong>Faculty Development</strong></td>
<td></td>
</tr>
<tr>
<td>Promote faculty professional development, scholarship, and grant productivity</td>
<td>Expand and strengthen financial resources</td>
</tr>
<tr>
<td><strong>Healthy Work Environment</strong></td>
<td></td>
</tr>
<tr>
<td>Promote collegial spirit and well-being in a healthy work environment</td>
<td>Transform Governance and physical campus Deeply engage and value people</td>
</tr>
</tbody>
</table>

The action plan for achieving the Department of Nursing goals is:

<table>
<thead>
<tr>
<th>Department of Nursing Goals</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Christ-Centered</strong></td>
<td>Through prayer, meditation, counseling, and sharing, promote a culture of Christ-centered wellness</td>
</tr>
<tr>
<td>Contribute to the health care and education of nurses through a Christ-centered and moral-leadership values program</td>
<td>Ensure that nursing class schedules allow students and faculty to attend chapel activities on campus</td>
</tr>
<tr>
<td></td>
<td>Participate in conducting chapel programs</td>
</tr>
<tr>
<td></td>
<td>Examine the possibility of bringing the Student Nurses Association and Sigma Theta Tau to the Department of Nursing</td>
</tr>
<tr>
<td></td>
<td>Provide discussions and experiences that enable students to develop as moral and ethical beings</td>
</tr>
<tr>
<td></td>
<td>Create a culture around customer satisfaction</td>
</tr>
<tr>
<td><strong>Program Excellence</strong></td>
<td>Create a culture around customer satisfaction</td>
</tr>
<tr>
<td>Enhance nursing program excellence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Department of Nursing</strong> Goals</td>
<td><strong>Action Plan</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Innovation and Accessibility</strong></td>
<td>Convert traditional classroom courses to hybrid courses for master’s degree students where possible. Start a second-baccalaureate program in nursing. Provide evening courses for students who work during the daytime. Recruit and mentor multicultural students by developing a dynamic curriculum that addresses their unique learning needs. Intentionally embrace diversity and intercultural understanding. Provide continuing education in diversity to faculty and staff. Develop prerequisite courses that will better prepare students who enter nursing with English as a second language. Develop articulation agreements with community colleges. Form partnerships with local community hospitals for the higher education of their RNs. Expand graduate program to include nurse practitioner programs in adult gerontology and psychiatric mental health.</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>Develop programs for nursing students that they can deliver on University service days. Continue to provide missionary trips abroad for nursing students. Form partnerships with local clinics that serve diverse populations. Provide resources to nursing community leaders. Encourage faculty to serve on community boards. Provide nursing recruitment services to local high schools and academies. Create a campus atmosphere in which service permeates life and learning.</td>
</tr>
<tr>
<td><strong>Faculty Development</strong></td>
<td>Provide funding and time for faculty to attend continuing education workshops. Encourage faculty to apply for grants and scholarships. Provide time for faculty to finish Doctoral degrees and complete research studies. Hire more faculty with doctoral degrees. Provide support for faculty to present papers at conferences and workshops.</td>
</tr>
<tr>
<td><strong>Healthy Work Environment</strong></td>
<td>Actively promote a positive workplace culture where faculty and staff feel valued. Ensure faculty governance. Build out the Health Science building in order to provide larger spaces for laboratories, teaching, lounges, and offices. Provide for faculty and staff leave. Schedule faculty and staff meetings that are convenient to all. Allow time in faculty and staff meetings to ensure that departmental needs and concerns are addressed. Allow flexible work hours that can still meet the needs of the department. Allow faculty and staff time to attend University general staff meetings. Develop nursing faculty awards. Hold events for faculty and staff that celebrate togetherness and career milestones.</td>
</tr>
</tbody>
</table>

**Accreditation of Nursing Programs**

Washington Adventist University’s nursing programs are approved by the Maryland Board of Nursing and the Maryland Higher Education Commission. The Commission on Collegiate Nursing Education (CCNE) has accepted our application for initial accreditation of the baccalaureate and master’s degree programs in nursing and our site visit will be in April, 2016. (http://www.aacn.nche.edu/ccne-accreditation). Washington Adventist University is accredited by the Middle States Commission on Higher Education (MSCHE). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The University is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.
Statement of Student Policies

Professional Integrity, Behavior Policy, and Affective Domain Competencies

Overview

Consistent with the mission of the Department of Nursing is the expectation that students will exhibit the highest standards of professional behavior. These expectations are inclusive of professional behaviors defined throughout this document, and in particular within the Professionalism and Affective Domain Competencies. Each student is required to conduct himself/herself with honesty, integrity, and in a professional manner while in the classroom, university buildings, laboratory, clinical or practicum settings.

Technology Requirements

1. All students are expected to use their wau.edu email address for all communications with faculty and administrators within the Department of Nursing. The Department of Nursing faculty, administration, and staff will only communicate with students using the wau.edu email.

2. Students are expected to check their wau.edu email accounts daily and respond as requested. They are responsible for all communications sent to the wau.edu email account.

3. In addition, all students are expected to daily check Desire to Learn (D2L) for announcements and updates. Use Turnitin.com on all written assignments. Students will utilize the Microsoft Word for all typed assignments and use Power Point as needed. Also, students should access and use Grammarly and Smartthinking through DL2.

4. Faculty, administrators, and staff will not respond to student communications that are generated from a non-wau.edu email account.

5. Students are expected to be computer literate and able to access information using various websites and email. Students must be professional with social media and not engage in any activity that will represent violations in HIPPA or FERPA policies.

Proper Protocols for Computer Lab

1. The school computers are not to be used for personal activities such as surfing the internet, accessing any social media, accessing own personal email and any other activity that will cause the computers to become corrupt.

2. Send any course work to your WAU e-mail and do not use a thumb drive on any of the computers in the nursing department.

3. Misuse of computers will be considered a serious violation of the affective domain policy.

Communication

Main Office

1. The Department of Nursing administrative suite is located in Room 205 of the Health Sciences Building.

2. In addition to providing support for the daily operation of the Department, the staff of the Department of Nursing serve as a resource of information for students, faculty, other WAU offices, and members of the greater community. Students are welcome to visit the office during regular operating hours to conduct business, submit assignments and other papers, or to make appointments to meet with nursing administrators.
Common Courtesy

Since interaction with office personnel is as much a component of professional behavior as is performance in the clinical and classroom setting, nursing students are expected to exhibit the same professionalism and courtesy when interacting with any member of the office staff as they would with members of the faculty and other professionals. As part of a professional office, each staff member is committed to delivering quality service.

The reception area is particularly designed to welcome students, faculty and other members of the community. All visitors to the Department of Nursing offices should enter the reception area first, to be assisted by the receptionist. In the interest of courtesy and privacy, students are not permitted to enter directly into any faculty or administrative office without first being invited to do so.

Chain of Command

If students have a concern or complaint to discuss, it is important to follow the chain of command. First, make an appointment with your course professor. If you do not find satisfaction, meet with your advisor. If you feel the need to proceed for resolution of your issues or concerns to a higher level, make an appointment with your director of the nursing program. Listed below is your chain of command:

1. Course professor
2. Advisor
3. Director of Nursing
4. Provost
5. President

Appointments

Appointments and requests for letters of recommendation may be made via email with detailed information on who you are and exactly what you are requesting. As a part of professional behavior, students are expected to keep scheduled appointments, or, in the event of an emergency, to notify the office in advance if a scheduled appointment must be cancelled.

Change of Name, Address or Telephone Number

Students are responsible to report to the Office of the Registrar as soon as possible for any changes in name, address or telephone numbers. Students who do not keep the Office of Registrar appraised of this information are still responsible for any information/correspondence sent to them at the last address on file. New identification cards and badges should be procured accordingly.

Student Files

Under the FERPA (Family Educational Rights and Privacy Act), student work files are kept locked up in the Office Manager’s Office to protect student privacy.
Affective Domain Standards

As part of the educational process, students in the Department of Nursing will be expected to demonstrate that they have learned what is required to competently perform the duties of an entry-level health care provider. There are three main component areas into which learning can be categorized: cognitive, psychomotor, and affective. All three areas are equally important and interrelated. When most people think of education, they usually refer to the first two of these areas, cognitive and psychomotor, where students learn their facts and theories, as well as practice performing tasks, skills, and assessments. Equally important in the student’s professional development is the affective domain, which includes evidence of appropriate attitudes, beliefs, and values. A balanced education requires that all three components be demonstrated.

The faculty has developed multiple criteria to assess the affective area, and can address the affective domain by:

1. Informing the student of what faculty value as important.
2. Informing the student of the observable behaviors that will be used to assess demonstration of appropriate skills in the affective domain.
3. Assessing the degree to which student behaviors and actions demonstrate “professionalism” as determined by the professional standards of the department.

Essential Elements for Demonstration of Competency

The faculty has identified the most essential elements for demonstration of competency in the Affective domain. These are grouped into one or more of the following areas indicative of “professionalism”.

Accountability. Individuals demonstrating this behavior accept full responsibility for their actions. The student is expected to:

1. Accept full personal responsibility for satisfactory completion of all duties and assignments by designated due dates.
2. Accept the consequences for actions leading to negative results, including the failure to carry out what is expected.
3. Demonstrate professional behavior by appropriate appearance, communication and competency.
4. Consistently arrive on time for classes, laboratory sessions, clinical assignments, and practicum.

Adaptability/Flexibility. Health care professionals need to change and adapt to the demands of the moment. Whether the particular demands for change are those of the client or a health care facility, the student must be flexible in his/her expectations, and seek ways to optimize the quality of care given in any situation. The student is expected to:

1. Recognize when change in routine is necessary.
2. Correctly choose the change in performance or approach that is needed.
3. Practice/develop positive solutions and approaches to new situations or challenges.
4. Recognize when assistance to peers/co-workers would be helpful, and offer assistance appropriately.

Assertiveness. This characteristic is closely associated with accountability and self-respect. The student is expected to:

1. Demonstrate behaviors of an independent learner (i.e., prepares in advance, reads ahead of assigned schedule, does independent research, and asks appropriate questions)
2. Actively participate in improving clinical proficiency, striving to maximize the number of cases he/she can safely manage.

Compassion and empathy. It is crucial that the health care professional keep foremost in his/her mind that a "real person" is receiving his/her care. The student is expected to:

1. Recognize and appropriately respond to the needs of the clients, such as:
a. Need for privacy and modesty.
b. Desire to be recognized and respected.
c. Need for relief from possible discomfort and/or pain.

2. Accurately assess the degree of discomfort experienced by the client and responds appropriately.
3. Appropriately describe what the client may feel.
4. Use proper form of address when speaking to clients, staff, physicians and faculty.
5. Ensure that his/her appearance, behavior and communication contribute to helping the client or patients feel comfortable and confident that the best quality of care is being provided.
6. Treat all clients, staff, students and colleagues equally, without regard to gender, race, socioeconomic status, religion, or sexual orientation.
7. Recognize that the patient is the center of care and has the right to make decisions regarding his or her care.

**Dependability.** Because students at the Department of Nursing assume increasing amounts of responsibility, it is vitally important that they be competent and consistent in the performance of his/her duties. The student is expected to:

1. Attend classes and clinical/practicum.
2. Demonstrate awareness of what is expected.
3. Complete all assigned tasks and responsibilities.

**Diligence.** Diligence is consistent attention to detail and striving for proficiency, rather than minimal competency. The student is expected to:

1. Submit all assignments in a complete, comprehensive, and neat condition.
2. Submit complete, accurate documentation within appropriate time requirements.
3. Ensure that all appropriate care is delivered.

**Effective professional communication.** Effective verbal and nonverbal communications are essential in dealing with clients, caregivers, members of the health care team, peers, and faculty. Accurate communication can be a "life and death" situation in health care. Professional communication will be assessed in many situations including verbal interactions, written documentation, and nonverbal communication. The student is expected to:

1. Identify oneself by name, title, and position to client, families, and staff.
2. Provide clear and complete client instruction.
3. Submit documentation in accurate, legible, and proper format.
4. Use appropriate postures, visual contact, and gestures.

**Honesty and integrity.** Honesty and integrity are expected of all professionals. The student is expected to:

1. Admit when he/she does not know something.
2. Admit when he/she has made a mistake.
3. Accept credit for only his/her own work in clinical and academic settings.
4. Maintain academic honesty in clinical and academic settings.

**Leadership.** It is important for professionals to demonstrate leadership characteristics. The health care professional assumes responsibility for his/her decisions and actions, and for the welfare and care of others. The student is expected to:

1. Help classmates understand material that he/she has already mastered.
2. Engage in "self-directed" learning activities associated with the profession, including but not limited to reading and discussing professional journals and articles in the media.
3. Serve as a role model.

**Respect for self and others.** The professional serves as an advocate in the support of those entrusted to his/her care. The student is expected to:

2. Refer to clients, staff, and faculty by proper title, name, or form of address.
3. Seek ways to be helpful to others.
4. Respond appropriately to correction and constructive criticism from instructors, supervisors and others in authority.
5. Respect and support self-care and spiritual needs.

Teamwork. A health care facility relies on the coordinated activities of all individuals working in the department. Students are expected to:
1. Accurately describe their roles as a team member.
2. Identify when others may need assistance and then volunteer assistance
3. Find ways to improve the overall efficiency, effectiveness, and accuracy of their own performance.

Each faculty will assess individual students for any or all of those behaviors listed above. If a student does not demonstrate these behaviors at appropriate levels in all domains it may negatively affect his or her grade and/or ability to complete the program.

Affective Domain Standards of Performance Warning Policy

Students enrolled in the Department of Nursing are ambassadors of the University and the School of Health Professions, Science & Wellness (SHPSW). They are expected to adhere to all affective domain standards and demonstrate competency in all aspects of “professionalism”. Failure to demonstrate competency in one or more areas will result in receipt of an Affective Domain Standards of Performance Warning. (A copy of this form is included in the appendix of this handbook.) An Affective Domain Standards of Performance Warning may be issued as a result of behavior exhibited in any area of the academic environment, including but not limited to, the classroom, laboratory, clinical settings, and/or on the premises of the WAU campus as well as any public forum including electronic media. A student may also receive an Affective Domain Standards of Performance Warning as a result of a written report received from a representative of a clinical agency and/or preceptor.

Affective Domain Standards of Performance Warnings are cumulative and will remain in a student’s permanent file within the Department of Nursing. A student who receives a total of three (3) Affective Domain Standards of Performance warnings will be referred to a Department of Nursing Admissions and Progressions Committee, appointed by the Director of Nursing, to determine if a student will need to be withdrawn from the program.

Students who are dismissed due to repeated Affective Domain Standards of Performance violations will receive a grade of “F” in current nursing courses. Egregious acts will result in the issuance of a grade of (F) and the immediate dismissal from the nursing program, superseding the steps of this policy and will be referred immediately to the Department of Nursing Review Committee appointed by the Director of the Nursing Program.

A student who is withdrawn after receiving his or her third Affective Domain Standards of Performance Warning may reapply to the nursing program if deemed eligible by the Department of Nursing Committee appointed by the Director of Nursing.

A student seeking readmission into the nursing program may be asked to provide documentation of behavioral remediation during the readmission process. Previous Affective Domain Standards of Performance Warnings will not be counted against the student who is readmitted to the nursing program. A student who receives any number of Affective Domain Standards of Performance Warnings and who is determined to be “clinically unsafe” is not eligible for readmission into the Nursing program.

Affective Domain Standards of Performance Warning Process

Notice of first violation. The student will meet with the faculty member who is issuing the warning within two (2) business days of the violation and/or notification by a clinical agency or preceptor. The faculty member will review the warning document with the student and provide a written Professional Behavioral Remediation Plan. The student will be expected to adhere to the Professional Behavioral Remediation Plan. A copy of the document will be provided to the student, Director of Nursing, and faculty advisor.

Notice of second violation. The student will meet with the faculty member who is issuing the warning and the Director of Nursing within three (3) business days of the violation and/or notification by a clinical agency or
preceptor. The faculty member will review the warning document with the student. The student will be asked to submit a written document explaining why his/her behavior was unacceptable. The faculty member will provide a written Professional Behavioral Remediation Plan. The student will be expected to adhere to the Professional Behavioral Remediation Plan. A copy of the document will be provided to the student, the Director of Nursing, and faculty advisor.

**Notice of third violation.** The student will meet with the faculty member who is issuing the warning within two (2) business days of the violation and/or notification by a clinical agency or preceptor. The faculty member will review the violation with the student and will forward all relevant information to the Director of Nursing who will convene an Admissions and Progressions committee meeting within 10 business days. This Committee will decide whether the student should be withdrawn from the program.

Any student who is dismissed from the program due to receipt of three Affective Domain Standards of Performance Warnings has the right to appeal the dismissal from the Nursing program. If the appeals process upholds the dismissal from the Nursing program due to affective domain behaviors, the student is not eligible to re-apply for admission to the Nursing program.

**Academic Alert and Student Learning Contract Process**

An academic alert will be issued by your professor if you have:
- A failing grade on a quiz, exam, paper, or other course assignment
- A course grade average that indicates you are in danger of not progressing
- A class or clinical absence
- Absence from too many classes or clinicals to the point of needing to withdraw from your course
- Clinical objectives are not being met

The academic alert will be completed by your course professor, signed by you, and a copy will be provided to your advisor and the Director of the Nursing Program.

A student learning contract will be completed by you and your professor, as necessary, when you are not progressing successfully in your course. A copy will be sent to your advisor and to the Director of the Nursing Program. A student learning contract must be completed if you are failing your course at midterm.

**Academic Integrity Policy**

The academic integrity policy can be found in the Academic Bulletin under the section on Academic Information. Academic dishonesty includes, but is not limited to:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. Plagiarism – intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise
3. Fabrication – Intentional and unauthorized falsification or invention of any information or citation in an academic exercise

Copying information from another student, assisting another student when not explicitly stated as allowed, and failure to properly cite sources according to APA guidelines constitutes violation of the academic integrity policy.

**Attendance Policies**

1. Students unable to attend or who are running late to a class, clinical, or lab are **required** to notify the instructor via email or text messages **prior to** the beginning of the class, clinical, or lab.

2. **Absence** from more than two classes over the course of a 16-week semester, or more than one class over the course of an 8-week term session will result in student failure of the course or the student’s being asked to drop or withdraw from the class, at the discretion of the faculty member and the Director of Nursing. Attendance will be recorded by the course professor.
3. Students are expected to be on time for all class, clinical, and laboratory sessions and remain in the class, lab, or clinical setting until dismissed by the professor. Students who arrive to class after the class start time or leave class prior to the end of class will be marked as late. Students who return from a break late will be marked as late. Three “late” attendance marks will equate to one absence.

4. Permission ahead of time to be late to class is granted in special circumstances. To obtain permission to be late to class, the student will need to make an appointment to discuss this with the course professor prior to the class. Proper documentation must be provided.

5. Excused absences are granted for the death of an immediate next of kin family member, which includes a sister, brother, mother, father, or child. An excused absence will also be granted for the performance of Jury duty and inpatient hospitalization of the student. A physician’s office visit, student’s emergency room visit, visit to a relative in the hospital, or car mechanical problems do not constitute grounds for an excused absence.

6. To obtain an excused absence, the student will need to make an appointment to discuss the reason for the absence with the Director of the Nursing Program. Proper documentation must be provided, such as a death certificate, record of inpatient hospitalization, or jury duty summons. The Director will then notify the faculty members concerned that the student is being granted an excused absence.

7. Students who are granted an excused or unexcused absence will still be required to make up the missed clinical, class, or exam.

8. Any student who requires an excused absence during the last two weeks of a course may apply to the course professor for an incomplete in the course. An incomplete form must be filled out prior to granting of the incomplete. The student must be passing the course and be up to date with all assignments, exams, tests, and clinicals. The required clinical hours or course work must be completed three weeks after final exam week. In order to progress in the nursing program, students must complete all of their previous course work.

Classroom Management Policies

1. The Faculty reserves the right to change the content or schedule of the course syllabus as needed in special circumstances. Students will be notified of any such changes. It is the student’s responsibility to abide by the most current syllabus posted in D2L.

2. Nursing classes require students to synthesize fundamental and theoretical knowledge prior to class. Your best tools are your assigned readings. Students are expected to prepare by reading assignments prior to each class and participating in class discussions. Please bring your textbook, workbook, completed homework, notebook, power point handouts, pencil, pens, eraser and other supplies necessary at all times.

3. Cell phones are required to be turned off while students are in class. Students who are caught using cell phones while in class or leaving a class that is in session to talk on the cell phone or texting someone while in the classroom, will be dismissed from class and recorded as absent from class. During the scheduled break, students may check their cell phones for messages.

4. Eating food is not allowed while class, but you may drink water while the class is in session.

5. Use of electronic devices such as laptop computers, cameras, and iPads are allowed in class only with permission from the professor and only at the times in class specified by the professor.

6. No “browsing” of the internet is allowed while class is in session. Students who are found reading unassigned websites, not assigned by the professor, or text while class is in session will be dismissed from class. This will be considered an unexcused absence.
7. Students who engage in side conversations or chit-chat with other students, disrupting the lecture or the class discussion, will be asked to leave the classroom. An unexcused absence will be recorded if a student is asked to leave a class and not return.

8. Students who have something to say may raise their hands and wait to be called on by the professor. Students are not allowed to speak out in class without being called upon. Any student who directs rude comments to a professor and is considered publicly disrespectful to a professor will be asked to leave the class and his/her attendance will be recorded as an unexcused absence.

9. Students are not allowed to walk out and leave a classroom while a lecture class is being conducted, thereby causing a disturbance and disrupting the class, unless there is an emergency. Appropriate restroom breaks in class sessions will be negotiated and agreed upon by the students and professor.

10. Students who continually disturb nursing classes by their behaviors will receive an affective domain warning.

11. Students failing a course, clinical, or lab at mid-term will be required to meet with their professor for counseling and to complete a student learning contract.

12. There will be no extra credit assignments. You will receive the letter grade based on the Nursing Program grading scale. Final class numerical grades are not rounded up to the next highest whole number. Faculty members will not drop the lowest graded assignment, test, or exam.

Policies for Class Projects and Written Assignments

1. Students are responsible for submitting class projects and written requirements on the due date specified in the course syllabus, at the beginning of class in the dropbox on D2L unless the instructor has granted expressed permission, in advance, to submit materials at another time.
   - Assignments related to preparation for class must be completed and submitted by the start of the class session in which they are due, or they will be assigned a grade of zero.
   - All other written assignments are also to be completed and submitted at the start of the class session in which they are due.
   - Late assignments that are submitted within a week of the due date will automatically receive a 5% reduction in the grade.
   - Late assignments not submitted by the next weekly session will receive a score of zero.

2. The student seeking the privilege of turning an assignment in late must make the request in writing. The privilege to submit late assignments will be at the discretion of the professor.

3. Students are required to have a backup plan; for example, thumb or cloud drive, in the event of computer or printing failures, as computer or upload failure is not an acceptable excuse for not submitting a paper.

4. All written assignments must be typed, doubled spaced, APA format, Font 12 and Times New Roman, and properly spelled, and grammar checked. Always keep a copy of the assignment. Scholarly writing is always expected.

5. All assignments must be the student’s own original work, not copied from another source or having been submitted from another course, or another student, unless specified as a group assignment. All assignments are submitted to Turnitin.com.
Examination Policies

Guidelines for Taking Examinations

1. Students are expected to be present and on time for all exams. However, illnesses and emergencies do occur. **Students must** contact course faculty by email **before an exam if suddenly unable to attend or if they will be arriving late.**

2. Students who do not take the exam during the scheduled time and do not notify the course faculty before the exam will receive a grade of “0” for that exam.

3. In the event of hospitalization, the student must provide documentation from their health care provider clearing them to return to class and clinical. The student must then contact the course faculty on the day he/she returns to arrange for a makeup exam date. A different version of the exam may be given.

4. Students who arrive late to an exam will not be given extended time beyond the allotted scheduled time for the exam.

Permission to Miss an Exam

1. Permission ahead of time to plan to miss an exam is granted in special circumstances. To obtain permission to miss an exam, the student will need to make an appointment to discuss this with the course professor prior to the class.

2. Planned excused absences are granted to attend the funeral of an immediate next of kin family member, which includes a sister, brother, mother, father, or child. An excused absence will also be granted for the performance of jury duty and inpatient hospitalization of the student. A doctor’s appointment, vacation, honeymoon, or car repair do not constitute grounds for planning to miss an exam.

3. To obtain an excused absence, the student will need to make an appointment to discuss the reason for the planned absence with the Director of the Nursing Program. Proper documentation must be provided, such as a death certificate, medical request for inpatient hospitalization, or jury duty summons. The Director will then issue a written letter of excused absence and notify the faculty member concerned that the student is being granted an excused absence for an exam.

4. Students who are granted an excused absence will still be required to make up the missed exam.

Academic Dishonesty on an Exam

1. Academic dishonesty such as cheating, plagiarism, or fabrication of information constitutes violation of the Academic Integrity Policy. An exam (to include quiz, test or similar evaluation of student learning) is an assessment of individual achievement of knowledge.

2. Students are not allowed to leave the classroom during a test or an exam.

3. Students are not allowed to have their cell phones turned on during an exam.

4. During an exam, all personal belongings must be removed and set aside.

5. There is absolutely no communicating with classmates during any exam. If students communicate with other classmates **by any means** while testing they will automatically receive a zero for the exam and may jeopardize progression in the nursing program including dismissal from the nursing program.

6. Students dismissed from the nursing program for violations of the Academic Integrity Policy may not reapply to the nursing program for re-admission.
Computer Testing

The Nursing Department in room 208 and 209 are designated as computer test sites. All policies related to testing will be followed.

Paper and Pencil Testing Protocols

1. The answer the student selects as their choice of correct response to an exam question **MUST** appear on the Scantron answer sheet (or specified answer field) in order for the student to receive credit for the answer. *No credit will be given for answers that are circled or otherwise marked on the exam booklet itself.*

2. In all test-taking settings, students are responsible for the accuracy of the answers marked on their Scantron answer sheet before handing it in to a proctor when finished with the exam.

3. Exam grades will be posted in the Desire2Learn (D2L) grade book within 3 to 5 working days after the exam date.

4. Students will not be allowed to bring textbooks, notes, and electronic devices of any kind to an exam. Only pen, pencil, and calculator (if permitted by professor) may be at the testing station. All other items must be left in a central location in the classroom with the central location determined by the instructor.

5. At no time during the exam, shall the student access the closed backpack. Accessing the backpack will be construed as cheating and as a violation of the Academic Integrity Policy; and the student will be subject to dismissal from the Nursing program without the ability to re-apply for admission into the Nursing program.

6. Any scrap paper needed will be provided by the instructor. All scrap paper must be turned in to the instructor.

Testing Accommodations

Students requiring accommodations for a disability will be required to provide appropriate documentation from The Betty Howard Center for Student Success located in Wilkinson Hall. The contact number is 301-891-4089 (See current WAU Bulletin). Accommodations for disability cannot be granted without the appropriate documentation. The disability documentation from The Betty Howard Center for Student Success will become a part of the student file in the Department of Nursing. Students are to provide all faculty members the document for accommodations which will state the required accommodation(s).

Contesting Exam Questions or Exam Grades

Exam questions are subjected to rigorous review and item analysis. Content covered on the exams may include information synthesized from previous courses as well as content covered in assigned reading. Students have five school days from the date of posted exam results to contest exam items or exam grades. Students must submit their questions or objections in writing to the course faculty with supporting evidence from required textbooks. Students are responsible for presenting their documentation in a professional and constructive manner and citing references that support their answer as the BEST ANSWER. Students must request an appointment to discuss posted exam results. Students may not show up without an appointment in faculty offices either alone or in groups to contest questions. Faculty will review the documentation, and reply to the student within five school days.
Academic Grievance Procedure

Students who feel that they have received prejudiced academic evaluation are entitled to appeal for an impartial review and reconsideration of their cases. Procedures to be followed are listed in the Academic Bulletin in the section on Academic Information. Basically, the order of your appeal would be:

1. Teacher involved
2. Director of Nursing Program
3. Academic Appeals Committee
4. Provost

Drug Dosage Calculation Testing

Successful completion with a grade of 90% or better on the Dosage Calculation Test (DCT) is required before nursing students are allowed to administer medications. Students will begin sessions on math reviews, drug dosage calculations, and practice testing during their first semester in the nursing program. Then, after a review of math for medication administration, the DCT will be given during the second week of classes during the first semester, junior year in the Adult Gerontology Health Nursing I course. Students who fail the DCT will be prescribed a remediation plan for dosage calculations, placed on warning, and will not be able to pass medications in the clinical settings until a passing score is achieved. Students will have two (2) more opportunities to successfully pass the DCT with a grade of 90% or higher before the University published semester withdrawal date. During the remediation period students may attend clinical, but may not administer medications. Those who fail to achieve a score of (A-) 90% by the third attempt will be administratively withdrawn from the course. Before a student can repeat Adult Gerontology Health Nursing I, the student must show proof of having successfully completed a basic math course at WAU or another institution of higher education.

The withdrawal from the course will show on their transcript. Students who receive two “Ws” are dismissed from the nursing program without the opportunity for readmission.

ATI Assessment Policy

Assessment technologies Institute (ATI) serves as the assessment vendor for the nursing program for preparation for the NCLEX-RN exam.

The ATI assessment tests that will be administered in the nursing program are:

- ATI Fundamentals of Nursing
- ATI Pharmacology
- ATI Medical Surgical Nursing (after the Adult Gerontology II course)
- ATI Mental Health
- ATI Community Health Nursing
- ATI Maternal-Newborn Nursing
- ATI Nursing of Children
- ATI Leadership and Management
- ATI RN Predictor Pre-Exam
- ATI RN Predictor Post Exam

Performance on the ATI test will count for 10% of the final course grade. Students will have the opportunity to practice weekly before taking their final proctored assessment test. They will get three chances to pass the final
proctored assessment test with a level 1 or above. If by the third attempt they still do not pass, they will need to repeat the course.

1. All students are required to take the Online Practice Assessments prior to taking the final Proctored Assessment test.
2. Students are required to do a Focused Review of the online Practice Assessment – minimum of 2 hours.
3. Students will then take the Proctored Assessment test and earn points based on the Proficiency Level achieved.
4. Students who do not earn a Proficiency Level 2 on their first Proctored Assessment test are required to re-take another Proctored Assessment test (in order to reach the level 2 benchmark set by the nursing program) after completing a Focused Review.
5. By the third attempt at taking a Proctored Assessment Test, if students do not earn at least a Proficiency Level 1, they will earn a grade of D in the nursing course and will have one opportunity to repeat it.
6. The chart below details how the grade will be determined based on the proficiency levels.
7. The highest ATI score earned will be used for grade calculation purposes (10% of course grade)
8. Two points will be awarded if sufficient time is spent on the remediation of deficiencies after the proctored assessment test is taken – 2 hours minimum
9. Two points will be subtracted from the total points earned if a review of deficiencies on the final proctored assessment test is not performed.

<table>
<thead>
<tr>
<th>Proctored Assessment Test Proficiency Level achieved</th>
<th>Points Awarded for Taking the Online Practice Assessment and performing focused review</th>
<th>Points Awarded for Achievement on Proctored Assessment test</th>
<th>Points Awarded for Focused Remediation of Deficiencies on Proctored Assessment Test</th>
<th>Points Subtracted for LACK-OF Failure to RemEDIATE Deficiencies on Proctored Assessment Test</th>
<th>Total Points Awarded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>-2</td>
<td>10</td>
</tr>
<tr>
<td>Level 2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>-2</td>
<td>9</td>
</tr>
<tr>
<td>Level 1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>-2</td>
<td>7</td>
</tr>
<tr>
<td>Below Level 1 on third attempt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D in course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Level 1</th>
<th>Demonstrates minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency Level 2</strong> (WAU Benchmark)</td>
<td>Demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content</td>
</tr>
<tr>
<td>Proficiency Level 3</td>
<td>Demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content</td>
</tr>
</tbody>
</table>

All nursing students must obtain a “green light” from the Virtual ATI instructor before the end of NURS 489, Synthesis of Complex Nursing Care, in order to pass this final senior course. If a student does not obtain a green light by the end of the course, he/she must apply for an incomplete in the course and continuing working to receive the “green light”. Students with an incomplete will still be able to walk in the graduation ceremony but will need to complete the Virtual ATI program prior to receiving the BSN degree diploma.
Policies for Progression and Readmission

Progression Policies

In order to progress to the next nursing and/or cognate course the following policies apply.

1. All nursing students must achieve a grade of C (74%) or higher for successful completion of any nursing course.

2. C- (C minus) or below is a failing grade for all nursing and cognate courses.

3. Every nursing student, at all times, is required to maintain a cumulative university GPA of 2.5 or above in the nursing major.

4. Failure to maintain a GPA of 2.5 will result in academic probation through the Department of Nursing until the GPA is at 2.5 or higher in the nursing major. Students are responsible for checking their semester nursing major GPA.

5. Students who are not able to achieve a 2.5 overall nursing GPA by the end of their nursing program will not be able to graduate. Thus, students may need to repeat nursing course(s) even if that course (s) has been previously completed successfully with a C (74%).

6. Nursing students receiving a failing course grade of C-, D+ or D can repeat that course once. Any subsequent nursing course failures including the repeated course will constitute two course failures. A WF in a nursing or cognate course is considered a course failure.

7. Withdrawal from two nursing courses (including withdrawals from the same nursing course) will result in immediate dismissal from the program without the opportunity for readmission.

8. Any student who fails two nursing courses (including the same course twice) will be dismissed from the nursing program and will not be eligible for readmission.

9. Students who obtain a grade of F in any nursing or cognate course will be immediately dismissed from the nursing program and are not eligible for readmission.

Readmission Policies

For students who wish to be readmitted to the nursing program, the following policies apply:

1. Students who have been dismissed from the nursing program for failing two nursing courses, affective domain violations, receiving a grade of F in any cognate or nursing course, and had unsafe clinical practice are not eligible for readmission.

2. All applicants for readmission must meet the current admission, curriculum standards, and program policies and must apply to the Department of Nursing for readmission.

3. Students may be required to complete any remediation as determined by the Department of Nursing.

4. Students who are readmitted and receive a C- or lower in any nursing course will be immediately withdrawn from the program. After a second dismissal from the nursing program, students are no longer eligible for readmission.

5. Students, who have not maintained a current immunization status, one week (1) before the start of classes, will be immediately dismissed from the nursing course and must apply for readmission during the next admission cycle. Re-admission to the program is not guaranteed.

6. Students who do not have a “clear” background check by the first day of classes will be immediately dismissed from the program and must apply for readmission during the next admission cycle. Re-admission to the program is not guaranteed.

7. Students who are dismissed from the program must apply for readmission. Re-admission is considered by the Nursing Department Admission and Progression Committee and re-admission is not guaranteed.
8. Nursing students re-entering the Nursing programs are subject to the standards of the WAU Bulletin, Student Nursing Program Handbook, and health and curriculum requirements in place at the time of re-entry. Medical leave students have one year to return before being subject to the current policies and procedures. The exception is the health requirements, which are subject to change at any time.

9. After a dismissal, students are only allowed one opportunity to be readmitted to the nursing program. If a student is readmitted to the nursing program and subsequently is dismissed or withdrawn will not be allowed to reapply for admission.

**Evaluation Policies**

Department of Nursing Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
</tr>
</tbody>
</table>

1. The clinical component of the nursing courses will be graded as pass/fail. The student must meet the stated criteria in each course to pass the clinical component. Absences from clinical may jeopardize the instructor’s ability to assess the competence in the clinical area, and may result in a failing grade. The ability to retake a failed course will depend on space availability. **Students must pass both theory and clinical portion of course.**

2. Ongoing records of clinical performance will be the responsibility of the student and the instructor. A student will be notified at mid-term (mid-term warning) if the student is in danger of failing the clinical portion of the course. The student will be given specific feedback as to areas of deficiency and given the opportunity to meet the clinical expectations by the end of the term. Evaluations of the clinical performance are determined by the clinical instructor and not subject to academic appeal. **Failure of a clinical component will result in failure of the course and be counted as a course failure for the purposes of progression in the nursing program. Clinical evaluations will be kept as part of the student’s permanent record in the Department of Nursing. In order to be successful in the clinical component all requirements of the clinical must be passed. Remember, there is no letter grade for clinical; it is on a pass/fail basis.**

**Student Drug Screening Policy**

1. All current students and those admitted into the nursing programs will be required to provide proof of a negative nine-panel urine drug screening in order to be eligible for placement in a clinical rotation. Clinical rotation start dates vary by course and programs (MSN, BSN and RN-BSN).

2. All cost associated with drug testing is the responsibility of the student. Some health care facilities, which provide clinical sites, may also have policies on random and scheduled drug-screenings of students. Students must comply with clinical facility policies. If there is a positive drug result from the clinical agency students may be withdrawn from the course. Students who do not successfully complete this drug screening within 30 day time frame will be withdrawn from the nursing program.

3. Students taking prescription medications must provide from their primary care provider a list of medications taken at the time of testing. This list is to be given to the Clinical Coordinator.

4. Students who do not pass the drug screening test the first time have the right to request a second drug screening within the 15-day period prior to their clinical rotation. The student will be notified by the Nursing Department Director if the second test is positive. If the second drug test is negative, the student will be placed in a clinical rotation. If the second test is positive, the student will be withdrawn from the nursing program if students are withdrawn from the program due to a positive drug test, the decision can be appealed (see Academic Bulletin).
Grounds for Immediate Dismissal from the Nursing Program

Demonstration of any of the following actions or behaviors will result in immediate dismissal from the Department of Nursing:

1. Violation of Academic Integrity Policy as outlined in WAU Academic Bulletin
2. Behavior that threatens the health and safety of clients, students, faculty, or college staff.
3. Impairment due to alcohol or drugs, or behavior suggesting impairment.
4. Behavior or actions that engage in or condone discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
5. Violation(s) of client confidentiality (HIPPA policies).
6. Client abandonment
7. Using any social media that brings discredit upon the University, Department of Nursing, students, health agencies, patients and the nursing profession.

Leave from the Department of Nursing

Temporary Withdrawal from the Department of Nursing

1. A leave of absence from the nursing major is a temporary interruption in academic progress of one year or less. A leave of absence must be approved by the Director or his/her designate. It may be granted because of special circumstances such as study abroad, completion of military obligation, personal or family illness, or financial difficulty.
2. A student intending to take a leave should inform the course instructor(s) and his or her faculty advisor. The student also must submit a written request to the Director of Nursing and/or the Department of Nursing Admissions Committee is advised in order to discuss the leave and plan for return.
3. A student who fails to register for nursing courses in the agreed upon sequence, or fails to register for the nursing courses in subsequent semesters without a leave of absence will be considered voluntarily withdrawn and will need to re-apply for admission into the Nursing program. Re-application to the Department of Nursing does not guarantee admission to the nursing program.

Extended Leave

Absence in excess of one year requires a letter of withdrawal submitted to the Department of Nursing prior to leaving. Students withdrawing from the Department of Nursing and/or the University should follow the appropriate procedures in order to facilitate future return or transfer to another institution. Prolonged absence, for any reason, will likely require repeating courses to update knowledge and skills, as well as to make an appropriate transition into the current curricular structure. Additionally, updated health, certification and clearance documents must be submitted.

Medical/Family Leave

Students who have documented medical or family problems can apply for a medical leave from current nursing courses. The following guidelines must be followed:

1. Student must put in writing to the Director of Nursing a request for a medical or family leave.
2. Provide evidence to the Director of Nursing from the primary health care provider, on letterhead, related to the reason for the leave.
3. The Director of Nursing will send a letter regarding the disposition of the request.
4. Medical leaves will not be approved during the last two weeks of the semester or after the semester has ended including before or after final exams.
5. The medical leave is only for one year. If a student does not return after one year, reapplication to the nursing program will be required. In the reapplication process, all current admission policies will be followed.

6. Students who will be returning from the medical/family must provide in writing from their primary health care provider saying the student is cleared to return to school without any limitations. When returning, the student must put in writing to the Director of Nursing the desire to return to the nursing program. Any course(s) that the student withdraws from, due to a medical leave, is responsible for any and all tuition and fees.

7. All information related to the medical leave will be placed in the student’s advising folder.

Returning to the Department of Nursing

Returning to Program Following Leave of Absence

Students, who have been granted a leave of absence in good academic standing, will be reinstated based on space availability and with Department of Nursing Admission and Progression Committee approval. Ongoing students may be given priority over re-entering students in course space availability. A written request for return should be submitted to the Department of Nursing Admissions Committee at least three months prior to the beginning of the semester in which the student wishes to enroll. When registering on a space available basis, it should be recognized that the time/semester for returning may not be guaranteed until the first day of class/clinical.

If the student's absence is greater than 6 years, from the university, the student must reapply to the University. Students who withdraw from the University for one calendar year or more are subject to the requirements for the major at the time they are readmitted. Students who withdraw or do not attend nursing for one (1) or more years must reapply to the nursing program and meet the current admissions requirements.

Placement in the curriculum at the time of return will be evaluated by the Department of Nursing Admission and Progression Committee on an individual basis. If the student has been on leave for more than one year, it should be expected that some nursing courses may have to be repeated.

Returning to Program Following Medical Leave

Students who withdraw from the Department of Nursing for medical reasons must submit a verifiable letter from the attending physician/primary health care provider addressing specific issues related to nursing practice. If there are questions or concerns regarding the student's physical or mental ability to provide safe patient care in inpatient and community settings, the request for return and the physician's statement will be reviewed by the Director of Nursing (See policy on page 20 of this document).

Policy Regarding Student Physical and Mental Competency

Students who experience any changes in physical and mental condition, e.g. hospitalization, surgery, must complete and sign the Technical Performance Standards form and provide evidence of physician clearance for participation in clinical activities.

Special Departmental Policies

Department of Nursing Dress Code

1. Follow the dress code for clinical and Lab
2. No blue jeans or shorts are to be worn in class or computer lab
3. Blouses for females must not be excessively low in the front.
4. Business casual is the attire for attending class and when taking examinations in the computer lab.
5. As a professional, noticeable body piercing should not occur.
University Dress Code

The following University Dress Code will also be enforced:

Students should always dress modestly and their attire should demonstrate appropriate respect for standards of professionalism, cleanliness, and propriety.

Cooperation in adhering to the regulations is a matter of personal integrity. While adherence to the appearance standards does not in and of itself constitute spirituality, the willingness to adhere to regulations does suggest a developing maturity and sense of responsibility. Standards of professionalism and appropriateness vary across academic disciplines; however, students in all majors should become familiar with standards of dress in their intended profession. The following guidelines define our minimal expectations for campus dress. It may be appropriate at times (career days, class/group presentations) for students to dress more formally than these minimal standards. Students should be sensitive to WAU expectations and requirements. Violation of the dress code is subject to disciplinary action.

Men. Dress/sport shirts, slacks, shoes or sandals are to be worn on campus. Slippers, bathrobes, and other articles of clothing that have been long established as “at home attire are not to be worn on campus as outerwear. Scarves and other headgear are not to be worn anywhere on campus (including buildings) except in the residence hall. Hats and baseball-type caps may be worn on campus; however, when entering a classroom, dining hall, Sligo Church, or other campus buildings, they must be removed.

Women. Dresses and blouses should be long enough to cover the midriff, thick enough to maintain privacy of person, high enough to maintain personal modesty. Shoes or sandals are to be worn on campus. Dresses and skirts should be long enough to avoid exposure when sitting and loose enough to allow for comfortable walking. Avoid revelations via high splits and clinging fabrics. Short shorts and other revealing wear are inappropriate. Tank, tube, and halter-type tops are inappropriate, unless worn under a jacket or dress.

Men/Women. Clothing peculiar to cult groups and those bearing slogans and/ or insignia not in harmony with the standards and philosophy of WAU are prohibited. No low-riders, hip huggers, or excessively baggy are to be worn. When pants or slacks, are worn, the natural waistline of the garment must be at the waist of the wearer and not below. Leggings, jeggings, leotards, yoga pants, and similar types of garments are not to be worn as a substitute for pants, slacks, jean etc., or “outerwear.” Exercise wear, swimwear, and other types of “specialty” clothing are to be worn only when actively participating in those specific activities.

Blood and Body Fluid Exposure Policy and Procedure

Occupational Exposure Guidelines

According to the Centers for Disease Control and Prevention, the primary means of preventing occupational exposure to HIV and other blood borne pathogens is the strict adherence to infection control standards, with the assumption that the blood and other body fluids of all individuals is potentially infectious. The routine utilization of barrier precautions when anticipated contact with blood or body fluids, immediate washing of hands or other skin surfaces after contact with blood of body fluids, and careful handling/disposing of contaminated sharp instruments or other equipment during and after use is recommended. For more information: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5409a1.htm

Faculty & Student Responsibilities

1. Receive agency/unit orientation regarding infection control policy and post exposure management procedures.
2. Utilize appropriate barrier precautions during the administration of care to all individuals.
3. Utilize appropriate safety devices for the handling/disposing of contaminated sharp instruments or other
equipment.
4. Immediately report accidental exposure to blood or body fluids.
5. Initiate immediate intervention of the management of accidental exposure to blood or body fluids.
6. Provide health education to individuals and groups regarding the prevention, transmission and treatment of HIV.

Accidental/Occupational Exposure Procedure
In the event of an accidental/occupational exposure to blood or body fluids, students and faculty should:
1. **Immediately** wash the area of exposure with soap and water.
2. **Immediately** report the incident to instructor and/or supervisory personnel.
3. Complete appropriate documentation according to agency standards and provide a copy of the report to the Director of Nursing, Department of Nursing, Washington Adventists University. Another copy will be kept in the student’s file.
4. Complete the Department of Nursing Incident Report. This form is included as an appendix in this handbook; this **must be completed within 24 hours of the incident**.

PLEASE NOTE:
1. Decisions regarding post-exposure management, prophylaxis, and follow-up will be at the discretion of individual and his/her health care provider.
2. The injured party will be financially responsible for emergency treatment, prophylaxis and follow-up care resulting from the incident.

Clinical Medical Requirements: Washington Adventist has a formal contract with health care agencies that must be followed by all parties.

Students must meet **all** requirements one week (1) prior to starting a clinical course.
   a. Annual background check
   b. Annual urine drug test
   c. Current immunizations
   d. Annual physical exam
   e. BLS certification by American Heart Association
   f. 2 step TB test
   g. Copy of current health insurance card

**Hospital Clinical Expectations**

1. Students are expected to arrive on their nursing units at least 15 minutes early, having already eaten their breakfast
2. Any student arriving late for a hospital clinical may be asked to go home and this late arrival will be marked as an unexcused absence.
3. Any student who will be late or absent from a hospital clinical must email or text the instructor.
4. Students are not allowed to leave the clinical site for any reason, without the permission of their professor.
5. All written clinical care plans and other assignments are to be submitted on time. There are no exceptions, without previous discussion with the instructor.
6. Students are expected to be in complete uniform with, as follows:
   a. WAU issued uniform (needs to be clean and pressed)
   b. Uniform pants not showing any personal undergarments
   c. White socks or hosiery
   d. White clean closed toe and closed heel shoes made of leather
   e. No jewelry, piercings or visible tattoos
   f. Hair that is clean, well-groomed, and styled in a natural fashion; if hair is long must be off the shoulders.
   g. A neat, clean, showered appearance, without strong fragrances
h. Short, clean nails with no nail polish, artificial nails, or overlays
i. All required equipment, including stethoscope and pen
j. Proper WAU student ID

7. Any student not meeting the above expectation will be sent home for that clinical day without the opportunity to recapture the missed clinical experience (clinical not able to be made up). Any student sent home jeopardizes progression in the program because the instructor may not have sufficient time to evaluate the competencies of the student.

8. Follow the Nursing Department uniform policy (See Current Academic Bulletin) where to purchase (uniforms may be purchased at the university uniform store and MUST comply with WAU Department of Nursing guidelines)
   See Student Handbook regarding receipt of nursing patch before the start of clinical

9. Utilize available learning resources and opportunities throughout the clinical day.
10. Maintain role boundaries with patients, your instructor, and staff.
11. Demonstrate courtesy and respect in all behaviors with patients, colleagues, faculty, and agency staff.
12. Demonstrate the ability to consistently and safely perform previously learned skills.

Cell Phones Use in Clinical Areas

Students must comply with the cell phone policy of the clinical institution. If cell phones are allowed in the clinical area the following policies apply:
1. During clinical hours cell phones must be placed on silent mode and stored away from the patient care area.
2. Cell phones may be used for personal communication during assigned breaks only and should not interrupt other students, faculty, agency staff or clients.
3. No pictures may be taken at the clinical site by any picture taking device including cell phones, cameras, or video equipment.
4. In case of emergency during the clinical experience, the student may give the department of nursing phone number to a family member needing to contact the student.
5. The student should provide the WAU Department of Nursing contact number and the name of the person to call should an emergency occur.

Clinically Unsafe Behavior

The following is a definition of clinically unsafe behavior: **Any incident in which the student's action has or may seriously jeopardize patient care and/or safety.**

Examples of such actions include, but are not limited to:

1. Errors of omission/commission in patient care;
2. Any pertinent intervention which places another in danger;
3. Failure to report changes in patient status promptly;
4. Acting outside of the legal and ethical role of the student as defined by professional standards;
5. Not being accurate regarding any personal conditions that may jeopardize patient care or about the student’s own learning needs;
6. Repeated and/or consistently unsatisfactory clinical performance which compromises quality of care when the student also demonstrates one or more of the following:
7. Multiple failed assignments, lab assessment scores or didactic average that falls below the acceptable standard set in the course syllabus.

When a faculty member determines that a student has been clinically unsafe:

1. The student will be immediately removed from clinical settings.
2. The student will be notified immediately that they have been given a failing clinical grade and will not be permitted to return to clinical.
3. Written notice by the faculty member will be given to the student documenting the reasons for the clinically
unsafe determination.

4. The faculty will notify the Director of Department of Nursing and appropriate academic administrator(s) that a failure grade has been issued.

Any student who receives a failing grade due to unsafe clinical practice will not be eligible for re-admittance to the Department of Nursing.

**Laboratory Attendance Policies**

1. Because the nursing skills and simulation lab are considered to be part of the clinical experience and included simulated clinical situations, students are required to dress in their clinical uniforms with ID badge for lab.
2. Students are expected to maintain the same level of professional behavior they would in a clinical setting.
3. No food or drinks are allowed in the lab/clinical simulation area.
4. No gum chewing.
5. No sitting on bedside tables or overhead tables.
6. Students are not allowed to lie on beds unless it is part of the learning activity.
7. Handle equipment carefully and appropriately.
8. Students must keep the room tidy at all times.
9. Ongoing, mutual respect and professionalism between the lab manager, faculty and students.
10. Leave beds in low position and straighten bed linen.
11. Cell phones must be placed on vibration mode only (emergency calls only).
12. Dress and cover manikins appropriately.
13. Clean and put away equipment as directed.
14. Label and report to faculty any malfunctioning equipment.
15. Do not remove items from the Nursing Lab without permission.
16. Keep your voice level low; avoid loud or distracting conversation.
17. Treat manikins as if they were your patient.
18. Report any injury, immediately to lab coordinator and/or faculty.
19. The use of P.D.A.’s, SMARTPHONES, computers and IPADS are for educational purposes only and may be used in the nursing lab as a learning tool and not for leisure activities.
20. The instructor must approve the use of electronic devices in the skills and simulation lab.
21. When wearing a lab coat, appropriate dress under the lab is required: no jeans, skirts above the knee, no shorts and personal clothes should not have holes in them.

**Disability Support Services**

Any student who may need accommodations because of the impact of a disability should register with the Office of Disability Services in the Betty Howard Center for Student Success (BHCSS) located in Wilkinson Hall, Suite 133. Guidelines for accessing disability services are listed in the Academic Bulletin under the BHCSS section.

**Academic Support Services**

The Betty Howard Center for Student Success (BHCSS) provides a variety of support and academic enrichment programs to assist students in adjusting to college and in achieving personal and professional goals. Free services are provided to students who need to improve verbal, written, and reading skills. Academic early-alert services, advising, tutoring, and workshops on academic success strategies are provided for all students as needed.

On the wau.edu home page, at the top you can access the Desire2Learn site. There are tutorials for you including a Basics of APA Style video and information on Turnitin which is an internet-based plagiarism-prevention service.
WAU has purchased a license for students to submit their papers to this service. Free help with APA style can also be obtained at https://owl.english.purdue.edu/owl/resource/560/01/

Library and Online Databases

The Weis Library is a member of the Maryland Interlibrary Consortium which shares a Web-based public catalog. The library provides access to dozens of electronic databases. Students have remote access to the library’s licensed databases and can go to the Weis Library website to the section on Search Databases and Indexes.

Statement on Faith and Learning

The faculty of the Department of Nursing seeks inspiration and guidance in assisting students to learn. The faculty embraces the Washington Adventist University (WAU) belief statement that, “The highest development of the individual takes place in the moral and ethical code implied in the life and teachings of Jesus Christ as recorded in the scriptures and the search for truth is most fruitful within a philosophical framework based on the Bible.” The Department of Nursing faculty supports the WAU Statement of Mission, Objectives, and Statement of Community Ethos. In addition, the faculty adheres to the WAU Code of Ethics for Teachers (Policy Handbook for Administration and Faculty at Washington Adventist University).
An Incomplete (I) indicates that a student’s work in the course is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance.

For further details see the Academic Bulletin.

I. To be completed by the student:

Student Name: ____________________________  SSN/ID: ____________________________

Semester: Spring  Course Number: ____________________________  Course ____________________________

Instructor’s Name (printed): ____________________________

Reason for request: Student is traveling out of the country and unable to complete the final exam

Student’s Signature: ____________________________  Date: ____________________________

II. To be completed by the instructor:

Note: Incomplete grades should be removed by mid-semester of the following semester (summer semester NOT included). Dates later than this should have supporting documentation.

Requirements to be completed: ____________________________  Dates to be Completed: ____________________________

If an Incomplete Removal Form has not been submitted by the instructor by the last date above, the Records Office should change the Incomplete grade to a grade of__________:

Instructor’s Signature: ____________________________  Date: ____________________________

Department Chair’s Signature: ____________________________  Date: ____________________________
<table>
<thead>
<tr>
<th>TECHNICAL PERFORMANCE STANDARDS</th>
<th>BSN &amp; RN-BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSCULAR AND SKELETAL</strong></td>
<td></td>
</tr>
<tr>
<td>Work at areas located at various positions and elevation levels for durations of at least 30 minutes at a time alternating with the need to make frequent changes in body positions</td>
<td>X</td>
</tr>
<tr>
<td>Maintain a standing body position for a minimum of two hours, while performing work related functions</td>
<td>X</td>
</tr>
<tr>
<td>Transfer and position movement dependent patients from/to various positions and surfaces, such transfer/positioning frequently requiring a minimum of a 50 lb. weight bearing load</td>
<td>X</td>
</tr>
<tr>
<td>Move/push/pull/reach equipment and accessories of various weights and sizes from a variety of heights to a variety of heights</td>
<td>X</td>
</tr>
<tr>
<td>Perform CPR on adults, infants, and toddlers</td>
<td>X</td>
</tr>
<tr>
<td>Detect and distinguish between variations in human pulse, muscle spasm &amp; contractions, and/or bony landmarks</td>
<td>X</td>
</tr>
<tr>
<td>Safely guide patient in ambulation on level as well as inclined surfaces and stairs, often while the patient is using a variety of assistive devices. In either case, guard patient against falls or other injury</td>
<td>X</td>
</tr>
<tr>
<td>Apply gradated manual resistance to patient’s individual muscular actions in order to determine patient’s strength or to apply exercise techniques for stretching or strengthening</td>
<td>X</td>
</tr>
<tr>
<td>Quickly move from one site to all other areas of the health care facility</td>
<td>X</td>
</tr>
<tr>
<td><strong>AUDITORY</strong></td>
<td></td>
</tr>
<tr>
<td>Detect and appropriately respond to verbally generated directions and acoustically generated monitor signals, call bells, and vital sign instrumentation output</td>
<td>X</td>
</tr>
<tr>
<td>Detect and discriminate between various human gestures and non-verbal responses</td>
<td>X</td>
</tr>
<tr>
<td>Detect and discriminate between large and small gradations in readings on dials, graphs, and displays, such detection made at various distances from the source.</td>
<td>X</td>
</tr>
<tr>
<td>Read printed and computer screen manuscript text</td>
<td>X</td>
</tr>
<tr>
<td>Discern a patient’s physical status at distances in excess of 10 feet and in subdued lighting</td>
<td>X</td>
</tr>
<tr>
<td>Detect and discriminate between the range of image brightness values present on radiographic and computer screen images</td>
<td></td>
</tr>
<tr>
<td><strong>MANUAL DEXTERITY &amp; FINE MOTOR SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>To manipulate/adjust various types of switches, levers, dials, control, and/or hand-held equipment and/or in various combinations</td>
<td>X</td>
</tr>
<tr>
<td>To hold and use a writing instrument for recording patient history or pertinent information</td>
<td>X</td>
</tr>
<tr>
<td>Apply gown, gloves, and mask for Universal Precautions when needed</td>
<td>X</td>
</tr>
<tr>
<td><strong>VERBAL</strong></td>
<td></td>
</tr>
<tr>
<td>To articulate clearly to a patient in conversational English regarding therapeutic goals and procedures</td>
<td>X</td>
</tr>
</tbody>
</table>
OLFACTORY

Detect changes in environmental odor and temperature X

ENVIRONMENTAL

Function within environments which may be stressful due to fast pace, need for accuracy, and distracting sights and sounds X

Recognize that the academic/clinical environment includes exposure to disease, toxic substances, bodily fluids, and/or radiation X

Exhibit social skills necessary to interact effectively with those of the same or different cultures with respect, politeness, and discretion X

Maintain cleanliness of personal grooming consistent with close personal contact X

Function without causing harm to self or others if under the influence of prescription or over the counter medications X

Technical Performance Standards Informed Consent

1. I have received, read and understand the meaning of the Washington Adventist University Edyth T. James Department of Nursing’s Technical Performance Standards.

2. I understand that the Standards indicated, as applicable to my intended program of study, relate to the full array of essential performance competencies inherent to my chosen program of study.

3. I also understand that in order to successfully graduate from the program of my choice, I must be able to satisfactorily perform the tasks listed in the standards.

4. It is my responsibility to submit a request to the University’s Disability Services Office should I wish to receive a determination of reasonable accommodation in performing any of the stated standards.

5. Lastly, I understand that there may be instances where a reasonable accommodation for a method of satisfying the required performance tasks may not be possible.

Student Name (print):__________________________________ ID# or SSN_________________

Student Signature: _______________________________ Date:__________

Healthcare Provider Name (print): ________________________________

Healthcare Provider Signature: _______________________________ Date:__________
EDYTH T. JAMES DEPARTMENT OF NURSING
REPORT OF EXPOSURE, INJURY, OR INCIDENT

To be completed by the clinical supervisor and student

Name of Individual involved: ____________________________________________________

Immediate Faculty/Preceptor: __________________________________________________

Clinical facility where exposure occurred: _______________________________________

Date/Time of Exposure: ____________ Type: Needle Stick:____ Splash:________
    Mucous Membrane______ Other:____

Describe how the incident occurred: _____________________________________________

____________________________________________________________________________

Personal Protective Equipment Being Used_______________________________________

____________________________________________________________________________

Actions taken (decontamination, clean-up, reporting, counseling, etc.) ______________

____________________________________________________________________________

Date and Time Incident was reported to Infection Control/Occupational Health: ______

Name/Title of Individual to whom the incident was reported: __________________________

☐ CHECK LIST

☐ Student was provided with the Department of Nursing Blood and Body Fluid Exposure Policy and Procedure

I have received and read the Department of Nursing Blood and Body Fluid Exposure Policy and Procedure guidelines. I understand that I have been advised to contact my health care provider for care that is needed as a result of the exposure that has occurred.

________________________________________  ________________
Student Name (Printed) and Signature                  Date
EDYTH T. JAMES DEPARTMENT OF NURSING
AFFECTIVE DOMAIN STANDARDS OF PERFORMANCE WARNING FORM

Date:_______  Student:________________________________________  Student ID #:________________

Faculty/Advisor Name:_________________________________________________________________

Program:________________________  Course:________________________

Notice of Affective Domain Violation (Check One):  #1____  #2____  #3____

Nature of Violation:

Affective Domain Standard(s) Violated:

Remediation Plan (Violation #1 & #2):

Student Comments:

Faculty/ Signature:________________________  Date:________________________

Student Signature:________________________________________  Date:________________________

Copy of Document Sent to Program Director and Advisor:

Program Director_____________  Date Copy of Document Sent________

Advisor_______________________  Date Copy of Document Sent________
The Department of Nursing faculty wants to provide you with the assistance you need to succeed in your program. We are concerned about your progress and urge you to take the step(s) indicated below immediately.

<table>
<thead>
<tr>
<th>Academic Concern</th>
<th>Attendance / Clinical Concern / Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The grade you earned on Quiz/exam is 76% or less will receive a clinical</td>
<td>□ You have had one class/lab/clinical absence on ________</td>
</tr>
<tr>
<td>academic or lab alert</td>
<td>You have a total of ____________ course absences thus far.</td>
</tr>
<tr>
<td>Date: ___________________________ Grade ________________________</td>
<td>□ WARNING: You are in danger of being administratively withdrawn (AW) due to excessive absences.</td>
</tr>
<tr>
<td>□ WARNING: Your current course grade average indicates you are in danger of</td>
<td>□ Your clinical performance on ________ was unsatisfactory.</td>
</tr>
<tr>
<td>not progressing to the next level.</td>
<td>The following clinical course objective(s) is/are not being met:</td>
</tr>
<tr>
<td>Current course average _________________</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
</tbody>
</table>

Recommended Activity: Any remediation activities was be completed by (date) _____________

□ See me in my office after class or during office hours by (date) ______ Office # ______ Phone: __________________

□ Complete the prescribed remediation lab ________________ by (date) ________________

□ Attend open lab for review ________________ skills by (date) ________________

□ See the Academic Tutor for content including math review by (date) ________________

□ Utilize appropriate college resources (counseling/disability) __________________________

Instructor Signature: __________________________ Date: __________________________

Comments:

Did the student come for help by the date indicated? □ YES □ NO

Comments:

Student’s Signature: __________________________ Date: __________________________
I, the undersigned student, having read and reviewed the entirety of the Washington Adventist University Edyth T. James Department of Nursing Student Handbook and do agree to adhere to and abide by all University and Department of Nursing policies during my matriculation at WAU. Furthermore, I agree to adhere to the conduct codes and performance policies of the Clinical Education sites to which I may be assigned. I clearly understand that failure to adhere to and abide by these policies and regulations of the University, Department of Nursing, Hospital and/or Clinical Site may result in my removal and subsequent withdrawal from the clinical site/classroom and/or program.

I also understand that in addition to faculty employed at the University, there may be employees of the Hospital/Clinical Agency or Practicum site which are designated by the University as a Supervisor/Preceptors/Clinical Instructors. As such, these individuals will be functioning as members of the team of instructors within one or more of the Program’s clinical or practicum courses. Therefore, I understand that assessment/evaluation information about my academic and/or clinical or practicum performance may be shared with the designated/appropriate Supervisor or Clinical Site staff member(s) for the sole purpose of providing them with information needed by them for patient/client assignment or University required clinical performance evaluation/assessment. Furthermore, my academic and/or clinical records may be reviewed by duly authorized representatives of Professional, State, or National accreditation agencies.

I further understand that the Hospital or Clinical agencies or Practicum site to which I may be assigned may require that I receive clearance from the State of Maryland that I do not have a criminal record of an offence which would compromise the safety or well-being of the clients or patients of that site. Therefore I understand that my name will be submitted to the state for a CORI (criminal offender record information) and SORI (sexual offender registry information) check. A CORI/SORI check report of such an offence may preclude my eligibility for clinical or practicum assignment and thereby may negate my matriculation in the program.

Lastly, I understand that I am required to satisfy the Department of Nursing Medical History/Immunization Records requirement and CPR requirement. Failure to do so will preclude my eligibility to participate in the clinical or practicum phase and may result in my inability to complete the program.

Please sign and date two copies and submit this form when requested by a faculty member. One copy will be kept on file at the WAU Department of Nursing; the other copy is for your records.

Student's Name (Printed)________________________  Student's signature ______________________

Witness's Name (Printed) ________________________  Witness’s signature ____________________

Faculty’s Name & Title: __________________________ Faculty’s signature ____________________

Program: ____________________________  Received on (Date): ________________________

NOTE: Submission of this form is required prior at the end of the first week of classes, January 15, 2016.
STUDENT LEARNING CONTRACT

Student Name: _______________________________  Course: _______________________________

Faculty Name: _______________________________

I am contracting to improve my grade from a _____ to a _____ and am willing to work to achieve this as follows:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>LEARNING RESOURCES AND STRATEGIES</th>
<th>TARGET DATE FOR COMPLETION</th>
<th>EVIDENCE OF ACCOMPLISHMENT OF OBJECTIVES</th>
<th>Faculty Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART objectives: Specific</td>
<td>(Consider student learning style… Can include study groups, study partner, on-line practice test questions, workbook completion, test review sessions, crossword puzzles, open-book tests, tutoring services)</td>
<td></td>
<td>(can be test or quiz performance, completion of workbook questions by target dates, completion of open book tests, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: _______________________________  Date: _______________________________  

Faculty Signature: _______________________________  Date: _______________________________