



WASHINGTON
ADVENTIST UNIVERSITY

EDYTH T. JAMES DEPARTMENT OF NURSING
BSN PROGRAM

NURSING STUDENT HANDBOOK
FOR
ACADEMIC YEAR - 2026 - 2027



Welcome Letter from the Director of Nursing - Members

Welcome to the Department of Nursing at Washington Adventist University. Our nursing program has a rich 117-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 purposeful living and Christian Service. In the early years, our nursing school was named the Washington Sanitarium Training School for Missionary Nurses. In 1909, the nursing program started as a three-year hospital-based program, and then in 1926, the program transitioned to a baccalaureate curriculum. We still provide opportunities for our nursing students to serve abroad and our University offers two 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 12% from 2018 to 2028, much faster than the average for all occupations (U. S. Bureau of Labor Statistics, 2025, <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>)

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 2030. Also, recent changes in the healthcare system have resulted in a need for nurses who will serve at the advanced practice level (HRSA, https://bhwh.hrsa.gov/sites/default/files/bhw/nchwa/projections/NCHWA_HRSA_Nursing_Report.pdf)

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 director, faculty, and staff look forward to working with you as we complete this journey together.

Sincerely,

Jercilla Murmu, DNP, MSN, RN, CNE
Director of Nursing

Edyth T. James Department of Nursing
Washington Adventist University
7600 Flower Avenue.
Takoma Park, MD 20912

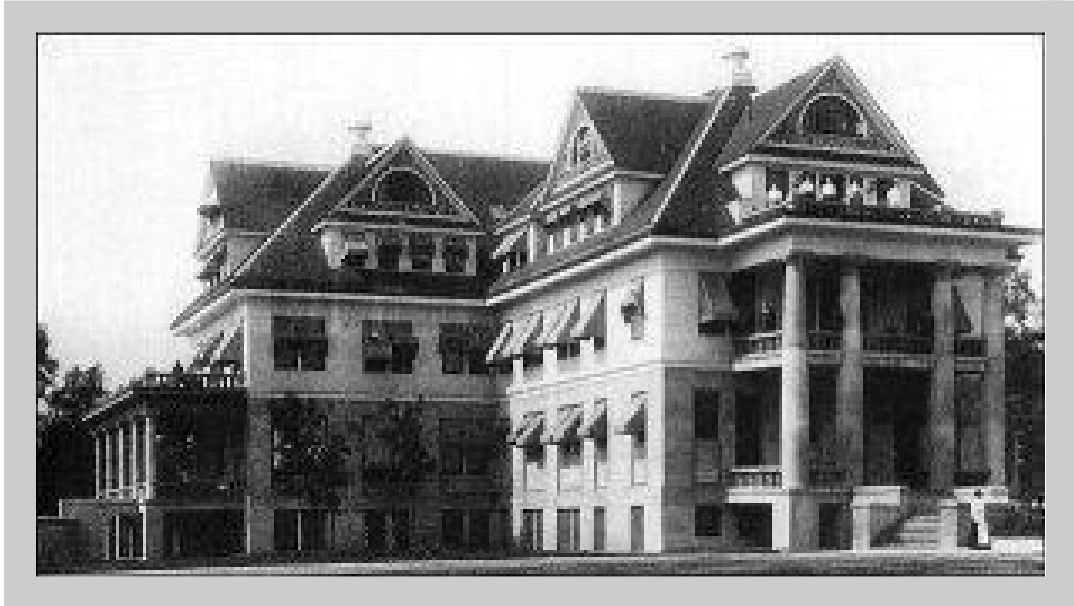


2026 - 2027 Nursing Course Professors

Dr. Bini Koshy		NURS 378 Maternal Child & Women's Health Nursing
Dr. Charlesetta Johnson		NURS 392 Adult Gerontology Health Nursing II NURS 256 Pathophysiology NURS 341 Advance Patient Care Technology
Prof. Pearly Kisku		NURS 364 Adult Gerontology Health Nursing I NURS 320 Pharmacology
Dr. Jacqueline Newsome-Williams		NURS 354 Psychiatric Mental Health Nursing
Dr. Dhaya Nandipamu		NURS 446 Public Health Nursing & Population Health NURS 489 Synthesis of Complex Nursing Care

Dr. Oluwakemi Opanubi Lab Coordinator Clinical Instructor		NURS 244 Health Assessment NURS 478 Healthcare Policy & Politics
Dr. Kavitha Joseph		NURS 222 Professional Foundations
Dr. Helen J. Wilson		NURS 399 Pediatric Health Nursing NURS 423 Nursing Leadership & Management NURS 389 Nursing Research

Founded in 1907, the Washington Sanitarium was the first hospital in Montgomery County.



September 16, 2017

Dedication of the Gail and Bruce Boyer Health and Wellness Building.



Washington Sanitarium Classroom where our nursing courses were taught in 1909



2025 Laboratory /Classroom in Nursing Department



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Pinning Ceremony



May 2025



December 2026

100% Pass Rate

Introduction

The Nursing Student Handbook (NSH) is a working document designed to provide information to students in order to be successful in the nursing program. This 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. Students will download and sign the acknowledgement form of having read the **2026-2027 Nursing Student Handbook**. This is an online agreement form located in D2L in each of their nursing courses which indicates that they have read the current Nursing Student Handbook by the end of the first week of class. Completion of this requirement will grant you access to your course materials. Failure to login to your own D2L account and submit a signed acknowledgement form will prevent you from accessing the course material. If students do not complete the online form within the first week, they will not be allowed to attend subsequent classes and/or clinical, with potential dismissal from the nursing program.

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

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 as a foundation to enhance the nursing knowledge and values necessary to deliver professional nursing care to clients across the life span within a multicultural society.
2. Demonstrate the ability to provide quality health care within a framework of leadership, quality improvement, and patient safety.
3. Apply best research evidence, systematic and logical reflective reasoning, and consideration of patient values in the promotion of evidence-based nursing practice.
4. Demonstrate safe, quality outcomes of care through the competent use of patient care technologies, information management systems, and effective communication techniques.
5. Recognize the healthcare, financial, and regulatory policies that influence the practice of professional nursing.
6. Design interventions that improve health promotion, injury prevention, and disease risk reduction in human beings and through the population levels.
7. Integrate professional communication techniques, collaborative skills, and teamwork as part of daily delivery of high-quality and safe patient care.
8. Demonstrate professional standards of nursing, including a commitment to caring, altruism, autonomy, human dignity, integrity, social justice, accountability, learning, and advancement of the profession.

9. Deliver quality care to human beings, families, communities, and populations across the life span and across the continuum of healthcare environments with a respect for the increased complexity and increased use of healthcare resources integral in caring for patients.
10. Incorporate the spiritual assessment into the planning and delivery of culturally competent care.

Philosophy of Department of Nursing

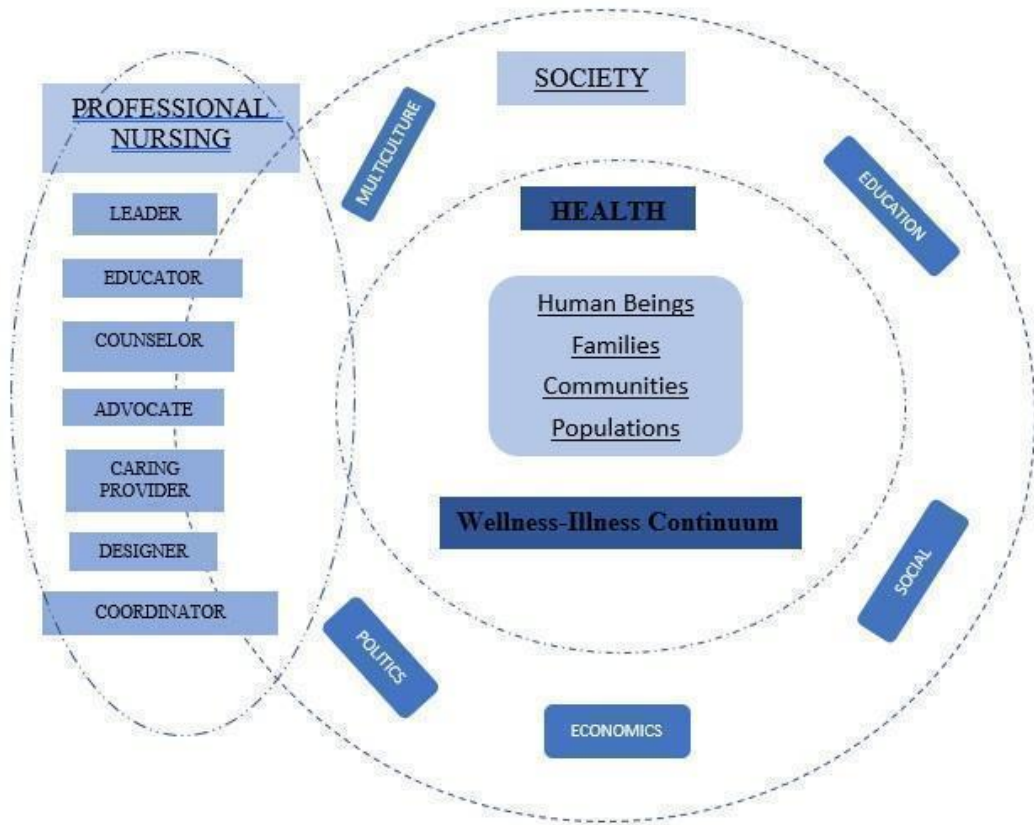
The Edyth T. James Department of Nursing upholds the mission statement of Washington Adventist University, a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. The nursing faculty provides learning opportunities within a Christian environment that fosters the harmonious development of students.

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 fulfillment.

Human beings are biophysical, 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. Groups of human beings create families, communities, and defined populations. Society, the environment, which consists of multicultural, social, educational, political, and economic conditions affect the survival and health of its members through the utilization and interaction of resources.

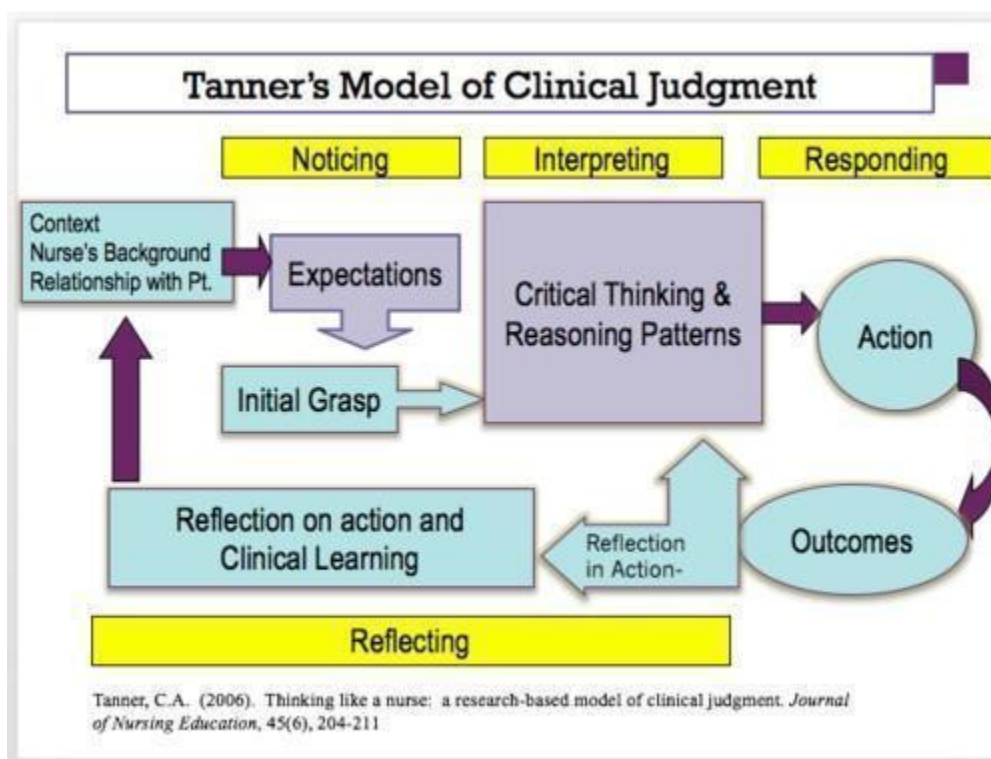
Health reflects the dynamic interplay of human needs, potential alterations, and actual alterations in human need fulfillment. Health can be conceptualized as being on an illness-wellness continuum. Wellness involves the human being's goal-directed adaptation, growth, development, and realization of need fulfillment within a changing multicultural society. Impaired health presents the human being, family, population with an opportunity for adaptation, growth, and the ongoing pursuit of optimum health. The subjective experience of human beings influences their definition of health. Movement toward health includes 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 lifelong 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 the 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.



Model of Washington Adventist University Nursing Program Philosophy

Elements of the framework for building the baccalaureate nursing curriculum are based on The Essentials: Core Competencies for Professional Nursing Education (2026), and the American Nurses Association (ANA) Code of Ethics (2025).



The Edyth T. James Department of Nursing adopted the Tanner Clinical Judgment Model. The Tanner Model has four distinct clinical reasoning steps that will result in a student making a correct clinical judgment.

Step one. NOTICING.

As a student is reviewing the medical record before providing care and then sees the patient for the first time, what clinical cues do they NOTICE or recognize as clinically significant and why is it relevant?

Noticing is foundational to safe patient care. Nursing failure to rescue begins when a nurse fails to recognize relevant data.

Step two. INTERPRETING.

What does clinical data that is noticed mean? Interpreting the meaning of clinical data requires a foundational understanding of pathophysiology.

That is why pathophysiology must be consistently integrated into your classroom content to ensure that interpreting clinical data is done correctly. Interpreting clinical cues is filtered by the nurse and any assumptions or judgments that are made and the engagement and caring behaviors that a nurse brings to the bedside.

Step three. RESPONDING.

Now that relevant clinical data has been noticed and correctly interpreted, what does the nurse do to respond appropriately? This is the essence of planning and intervention of the nursing process that is integrated into this model.

Step four. REFLECTING.

Now that a plan of care is implemented, the nurse must reflect and determine did the patient respond as expected or not? Tanner identified two types of reflection that are essential to clinical judgment.

Washington Adventist University Department of Nursing Philosophy Human Needs			
Biophysiological Concepts	Definition	Psychosocial Concepts	Definition
Oxygenation 1. Perfusion (Cardiac) 2. Acid Base Balance 3. Ventilation 4. Diffusion	The transport and interchange of oxygen, carbon dioxide and nutrients at the cellular level	Rest and Comfort 1. Pain 2. Stress and Coping 3. Fatigue	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
Fluid & Electrolytes Balance 1. Acid Base Balance 2. Metabolism 3. Intracranial Regulation	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	Spiritual Integrity 1. Grief and loss 2. Cultural	An individual's dynamic personal relationship with higher power reflected in one's individual belief and value system which is the source of inspiration, meaning, purpose, personal strength, and hope
Elimination	The extraction of heat and metabolic by-products from the body via the respiratory tract, skin, intestinal tract, and kidneys	Affiliation 1. Love and Belonging 2. Social Support Systems 3. Self-Actualization	The meaningful relatedness of human beings with self and others that occurs through discovery, investment and enrichment, resulting in caring, integrated, living experiences throughout the life cycle
Nutrition 1. Energy 2. Cellular structure and function 3. Failure to Thrive 4. Metabolism	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	Sexual Integrity 1. Reproductive Health 2. Sexual Relationships 3. Sexuality	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

Sleep	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.	Safety 1. Infection and Inflammation 2. Immunity 3. Substance abuse 4. Abusive environments	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
Mobility	The initiation of movement which requires energy to perform or complete activities of daily living across the lifespan.	Self-Esteem 1. Developmental milestones across the lifespan 2. Health promotion/health beliefs 3. Behaviors 4. Teaching and learning	The fluctuation appraisal of self and others, that is reflected in one's feelings of acceptance, affection, approval, worth, and competence
Sensation and Cognition 1. Mood and affect 2. Tissue integrity	The reception, meaningful organization and interpretation of visual, auditory, olfactory, tactile, gustatory, kinesthetic, and visceral stimuli		

References

- Henderson, V. (1966). *The nature of nursing*. New York, NY: Macmillan.
- Hinkle, J., Cheever, K. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing (15th ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.
- Ignatavicius, D. & Workman, L. (2023). *Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care, (11th ed.)*. Atlanta, GA: Elsevier
- Potter, P., & Perry, A.G., Stockert, P., Hall, A. (2025). *Fundamentals of nursing (12th ed.)*. Atlanta, GA: Elsevier.
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Washington Adventist University and Department of Nursing Mission and Ethos

Washington Adventist University Mission	Edyth T. James Department of Nursing Mission Statement
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.	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.
Washington Adventist University Ethos	Department of Nursing Ethos
Faith: We value faith in God, and celebrate the goodness of creation, the dignity of diverse people, and the possibility of human transformation. Through worship and shared life, we uphold spiritual integrity and help one another to achieve it.	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.
Mind: 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.	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.
Respect: We value safety, respect, and courtesy as every person's needs and rights. To assist one another in learning, we attend, in particular, to making our environment hospitable to study.	Throughout life, human beings have the right to expect appropriate, affirming, and respectful interaction within a safe environment that values diversity.
Service: We value generosity in both attitude and practice, and consider higher education to be both training and an opportunity for service.	The profession of nursing is a scholarly practice discipline that provides an opportunity for creative, health-oriented service to society.
Beauty: We value beauty and order—in the buildings, on the ground, and in ourselves. We take responsibility for the look, the sound, and the feel of our campus.	Maintaining beauty and order within the nursing (patient care) environment represents the commitment of nursing to the aesthetic, empirical, and personal foundations of the profession.
Health: 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.	Health is a subjective experience defined by the individual. It reflects the holistic and dynamic interplay of human needs across the life span.
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 is based on The Essentials: Core Competencies for Professional Nursing Education (2026), the 2026 NCLEX-RN Test Plan, and the American Nurses Association (ANA) Code of Ethics (2025).

The Essentials: Domains for Nursing

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for the Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

Reference: American Association of Colleges of Nursing. The Essentials: Core Competencies for Professional Nursing Education (2026). Retrieved from [2026 Edition The Essentials: Core Competencies for Professional Nursing Education](#)

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

Reference: National Council of State Boards of Nursing. (2026). NCLEX-RN® Examination Test Plan. Retrieved from [NCLEX & Other Exams | NCSBN](#)

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

To access the ANA Code of Ethics with Interpretive Statements:

Reference: American Nurses Association (2025). *Code of Ethics for Nurses with Interpretive Statements*. Retrieved from

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

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

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

Accreditation and Approval of Nursing Programs

The baccalaureate degree in nursing and master's degree in nursing programs at Washington Adventist University are accredited by the **Commission on Collegiate Nursing Education** (www.aacn.nche.edu/ccne-accreditation).



Washington Adventist University's nursing programs are approved by the **Maryland Board of Nursing** (<http://mbon.maryland.gov>) and the **Maryland Higher Education Commission** (www.msche.org).

The University is accredited by the **Middle States Commission on Higher Education** (www.msche.org) and the **Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities** (<http://adventistaccreditingassociation.org>).



Statement of Student Policies

Professional Integrity, Behavior Policy, and Affective Domain Standards

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, or 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 address.
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 CopyLeaks on all written assignments. Students are required to utilize Microsoft Word for all typed assignments and use PowerPoint as needed. Also, students are highly encouraged to use Grammarly through D2L.
4. Students are expected to be computer literate and able to access information using various websites and email. Students must be professional with the use of 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 personal email, and any other activity that will cause the computers to become corrupt.
2. Students are not allowed to use any external drives, i.e. thumb drives, on any computers in the nursing department. Students may send coursework to the WAU email/ D2L or some other Internet storage.
3. Misuse of computers will be considered a serious violation of the affective domain policy.

Communication

Main Office

1. The Nursing Department's administrative suite is located in Rooms 211 and 213 of the Boyer Building.
2. In addition to providing support for the daily operation of the Department, the staff of the Department of Nursing serves 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

Interaction with office personnel must be conducted in a professional manner. 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 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. The following is the list for the 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 or faculty in advance if a scheduled appointment must be canceled.

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appointments or, in the event of an emergency, to notify the office or faculty in advance if a scheduled appointment must be canceled.

Change of Name, Address, or Telephone Number

Students are responsible for reporting 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 apprised 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 Family Educational Rights and Privacy Act (FERPA), student work files are kept securely locked

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 the affective domain expectations and significance.
2. Informing the student of the observable behaviors that will be used to assess the 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 essential elements for the 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 of the actions leading to negative results, including the failure to carry out what is expected.
3. Demonstrate professional behaviors through 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 a 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/coworkers 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.

Civility - Civility is an authentic respect for others that requires time, presence, willingness to engage in genuine discourse, and intention to seek common ground. Civility matters because treating one another with respect is requisite to communicating effectively, building community, and creating high-functioning teams (Clark, 2020).

Examples of incivility include:

1. Rude or disruptive behavior.
2. Bullying, menacing and potentially violent behavior
3. Distracting behavior - such as texting in class, making rude remarks, or gossiping
4. Withholding vital patient information, intimidating others, or making threats of physical harm.

Clark, C. M. (2025). Creating and sustaining civility in nursing education (3rd ed.). Sigma Theta Tau International.

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:

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.
1. Accurately assess the degree of discomfort experienced by the client and respond appropriately.
 2. Appropriately describe what the client may feel.
 3. Use the proper form of address when speaking to clients, staff, physicians, and faculty.
 4. 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.
 5. Treat all clients, staff, students, and colleagues equally, without regard to gender, race, socioeconomic status, religion, or sexual orientation.
 6. Recognize that the patient is the center of care and has the right to make decisions regarding his or her care.

Dependability - Because students in 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 communication 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 faculty, staff, clients, and families.
2. Provide clear and complete client instructions.
3. Submit documentation that is 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 the 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 support of those entrusted to his/her care. The student is expected to:

1. Maintain strict client/patient confidentiality.
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.
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, they will be withdrawn from the nursing 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** Affective Domain Standards of Performance warnings will be referred to a Department of Nursing Faculty Committee to determine if a student will need to be withdrawn from the program.

Students who are dismissed from the nursing program due to three Affective Domain Standards of Performance violations will receive a grade of “**F**” in the current nursing course, if applicable. The egregious act supersedes the steps of this policy and will be referred immediately to the Department of Nursing Faculty Committee. Egregious acts under any circumstances will result in the issuance of the letter grade of “**F**” and the immediate dismissal from 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 five 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 asked to submit a written document explaining why his/her behavior was unacceptable. 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 five 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 five 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 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 Integrity Policy

ACADEMIC INTEGRITY - Washington Adventist University

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

Violations of academic integrity include, but are not limited to, the following:

CHEATING: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Examples of cheating may include, but are not limited to:

- Sharing answers or collaborating with another student on any academic exercise, unless specifically authorized by the instructor.
- Possessing unauthorized notes, study sheets or other materials during an examination or other academic exercise.
- Tampering with an examination or other academic requirement after it has been corrected, then returning it for more credit.
- Stealing or attempting to steal an assignment or answer key.
- Submitting substantial portions of the same work for credit in more than one course without the knowledge and approval of all instructors involved.
- **PLAGIARISM:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Examples of plagiarism may include, but are not limited to:

- Copying from another source without quotation marks and appropriate documentation.
- Paraphrasing words, ideas or sequence of ideas from another source without appropriate documentation.
- Using material from the internet or other online service without proper documentation.
- Buying or using the whole or any part of a paper from a current or graduated student, research or term paper service, or any other source not representing your own efforts.
- **FABRICATION:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Examples of fabrication include, but are not limited to:

- Changing or attempting to change academic records without proper authority.
- Altering documents after signatures have been obtained.
- Forging of signatures on any document.
- Obtaining unauthorized files or accounts.
- Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- Providing inaccurate information, misleading information or omission of information on a Washington Adventist University application: provision of inaccurate information, misleading information or omission of information on a Washington Adventist University application shall constitute a violation of the Academic Integrity Policy.

Attendance Policies

1. Students are expected to be on time for all class, clinical, simulation, and laboratory (lab) sessions and **remain** in the class, simulation, lab, or clinical setting until dismissed by the professor. Students who arrive at 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. Affective domain will be issued to a student after being late two times. **Three** “late” attendance marks will equate to one absence.
2. Students unable to attend or who are running late to a class, clinical, simulation, or lab are **required** to notify the instructor via email or text message **prior to** the beginning of the class, clinical, simulation, or lab.
3. **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.
4. **More than one absence** from a **class** over the course of a 16-week semester will result in the student being academically withdrawn from the course and/or nursing program at the discretion of the nursing faculty and the director of nursing. Students are responsible for the missed content of the class.
5. **More than one absence** from a **lab** over the course of a 16-week semester will result in the student being academically withdrawn from the course and/or nursing program at the discretion of the nursing faculty and the director of nursing. Missed lab will be made up at the discretion of the faculty.
6. **More than one absence** from a **clinical/simulation** course will result in the student being withdrawn academically from the class. Students who are granted an excused absence or take an unexcused absence **will still be required to make up the missed clinical day**. Clinical hours listed in the syllabus are reported to the Maryland Board of Nursing. The makeup clinical day will be arranged by the clinical coordinator. This **MUST** be completed prior to the final exam week. Students who do not attend a make-up clinical day will automatically fail the course unless an incomplete grade is approved.
7. Students will assume the financial responsibility to make up the missed clinical/simulation day. **The cost per clinical makeup is \$150 per day.**
8. **Excused absences** are granted for the death of an **immediate next of kin family member, which includes a sister, brother, mother, father, spouse, 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.
9. 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, 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.
10. Any student who requires an excused absence during the last two weeks of a course may apply for an “incomplete” in the course. An incomplete form must be filled out by the student prior to granting the incomplete. The student must be passing the course and be up to date with all assignments, exams, tests, and clinicals. The end of the extension of time provided by the incomplete request will be specified as indicated in

the WAU Academic Catalog. **In order to progress in the nursing program, students must complete all of their previous coursework.**

11. Students are expected to attend at least two departmental meetings per semester unless they are in clinical. The departmental meetings occur every third Monday at 11:15 am. Departmental meetings are scheduled to keep everyone informed and abreast of changes in the nursing department. The meetings are also opportunities for professional development.
12. **Service Day Attendance:** Service Day attendance is an opportunity to serve the community; thus, the attendance is mandatory. If students do not attend, they will receive an affective domain or an absence for the class or clinical.

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 on 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. Students are expected to bring their textbook, workbook, completed homework, notebook, PowerPoint handouts, pencil, pen, eraser, and other supplies necessary at all times.
3. Use of electronic devices such as cellphones, laptops, cameras, and tablets is allowed in class **only with permission from the professor** and only at times in class as specified by the professor.
4. Cell phones are required to be on silent mode while students are in class unless allowed by the professor for class activities. 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 breaks, students may check their cell phones for messages.**
5. Eating food is not allowed while in class, but a student may drink water while the class is in session.
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 texting on cell phones 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 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 upon by the professor. Students are not allowed to speak out in class without being called upon. Any student who directs rude, demanding (demeaning?) comments to a professor and is considered publicly disrespectful to a professor or fellow student will be asked to leave the class and his/her attendance will be recorded as an unexcused absence. 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 professors. Students who continually disturb classes by their behaviors will receive an affective domain warning.

9. 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.
10. There will be no extra credit assignments. You will receive a 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.

Virtual Classrooms/Clinical Rotations

11. All classroom policies apply to the virtual learning experiences. Undivided attention and engagement are required during these virtual learning experiences. Driving and other non-related activities are unacceptable. Students will be immediately dismissed from virtual learning. This **will be considered an unexcused absence**.

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, unless the instructor has granted permission, in advance, to submit materials at another time.
2. The **student seeking the privilege of turning in an assignment late must make the request in writing**. The privilege to submit late assignments will be at the discretion of the professor.
 - Assignments related to preparation for a class **must** be completed and submitted according to the due date, or they will be assigned a grade of **zero**.
 - Late assignments that are submitted within a week of the due date will automatically receive a 10% reduction in the grade.
 - Late assignments **not** submitted by the next weekly session will receive a score of **zero**.
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, double 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 **CopyLeaks**.

Examination Policies

Guidelines for Taking Examinations

1. All examinations are under camera surveillance.
2. Students must sign an honor pledge before each examination for all exams.

3. Students are expected to be present and on time for all exams. However, illnesses and emergencies do occur. **Students must** contact course faculty by text or email **before an exam if unable to attend or if they will be arriving late**. Twenty minutes is the maximum amount of time to be late to sit for an exam for an unexcused absence, and will not be allowed to take the exam. Students who arrive late to an exam **will not be given extended time** beyond the allotted scheduled time for the exam.
4. 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 they return to arrange for a makeup exam date.
5. Any exam that is missed must be made up within 2 weeks of returning back to school. The student will be given an alternative form of the exam by the professor at a time specified by the professor. A grade reduction of 5% on the makeup exam will be imposed by the professor **due to an unexcused absence**.
6. Students who earn less than 80% on any exam need to make an appointment with the professor for guidance regarding tutoring. The tutoring session must occur before the next scheduled exam. If a student does not attend tutoring, they will not be able to take the next exam-
7. **Online Exam :**
All exam policies apply to the virtual examinations. In addition, students are to be visible at all times during the test. If a student is not visible, students will receive a grade reduction of 5%. If asked to readjust the camera or called on for inappropriate behavior, on the third incident, the behavior will result in automatic failure for that exam.

Permission to Miss an Exam

1. Permission ahead of time 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. Permission should be obtained at least a week before the student wishes to take the examination. Students will not be allowed to take the final exam outside of the scheduled time. If a student requests a different time to take a final exam, permission from the provost office is required, and a different version of the exam will be given to that student.
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, spouse 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, family illness, or car repair do not constitute grounds for planning to miss an exam.
3. To obtain an excused absence to miss an exam, 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 and will not receive a grade penalty. An incomplete form will have to be petitioned if the final exam is not done within five business days (Refer to Academic Catalog policy for incomplete).

Academic Dishonesty on an Exam

1. Academic dishonesty such as cheating, plagiarism, or fabrication of information constitutes a violation of the Academic Integrity Policy. Any exam to include quiz, test, or similar evaluation of student learning is an assessment of individual achievement of knowledge.
2. Students who submit a paper that someone else wrote is plagiarism. A paper submitted in another class written by you, cannot be submitted to a different teacher for another class assignment. This is called *self-plagiarism*, which is a violation of academic integrity.
3. Assignments must demonstrate original student work. A CopyLeaks similarity score above **15%** or an AI content score above **50%** will be reviewed for potential academic integrity concerns, (Microsoft Copilot, 2026).
4. Students are allowed to leave the classroom during a test or an exam only with supervision during an emergency.
5. Students are not allowed to have their cell phones, smart watches, smart devices, or any other electronic device during an exam. Only a pen, or a pencil (if permitted by the professor) may be at the testing station.
6. During an exam, all personal belongings must be securely stored in the designated area.
7. 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.
8. Students dismissed from the nursing program for violations of the Academic Integrity Policy may not reapply to the nursing program for re-admission.

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 to a proctor when finished with the exam.
3. Exam grades will be posted in 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 a pen, and pencil (if permitted by the professor) may be at the testing station. All other items must be left in a central location in the classroom. The central location will be 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 301-891-4115 (See current WAU Catalog). Accommodations for disability cannot be granted without the appropriate documentation. The documentation needs to be submitted at the beginning of each semester. 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

Content covered on the exams may include information synthesized from previous courses as well as content covered in the assigned readings. 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. The faculty member will review the documentation and reply to the student within five school days.

Academic Grievance Procedure

Students who feel that they have received unfair academic evaluation are entitled to appeal for an impartial review and reconsideration of such cases. Procedures to be followed are listed in the Academic Catalog in the section on Academic Information. The order of the appeal would be to make an appointment to see the:

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

The Grievance Form is required to be filled out by the student and signed at each step of the chain of command as listed for the appeals process.

Appointments with faculty may be requested via email. Appointments with the Director of Nursing or the Provost will need to be made via their respective administrative assistants.

Academic Alert and Student Learning Contract

The academic alert form is a tool that is used to address academic/clinical concerns and attendance. This form will be completed by the course professor or clinical instructor, signed by the student, and a copy will be provided to the student advisor and the Director of the Nursing Program.

An academic alert will be issued by the professor for the following:

- A failing grade on an exam, paper, quiz, or other course assignment.

- A failing course grade average
- A class or clinical tardiness or absence
- Unmet classroom or clinical objectives

A student learning contract will be completed by the student and course professor when academic progression is at risk. A copy will be sent to the student nursing advisor and the Director of the Nursing Program. A student learning contract will be established, as needed, with the first academic alert.

Student Representation

Each cohort will elect two representatives. These elected students will represent their class on various issues. The student representative must make an appointment to speak with the course instructor to resolve issues outside of class or tutoring time (see Academic Grievance Procedure).

Drug Dosage Calculation Testing

All Clinical Courses

Medication Dosage Calculation Examination: All nursing students are required to be competent in drug dosage calculation in all clinical courses. Successful completion with a grade of 90% or better on the Dosage Calculation Test (DCT) is required before the student is allowed to administer medications in the clinical setting. **The test will be given during the first week of class before the start of the clinical rotation.** 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 a total of two (2) opportunities, within a two week period, to successfully pass the test with a grade of 90% or higher. Students need to complete the assigned remediation with mandatory teacher intervention before the 2nd attempt. Those who fail to achieve a score of 90% by the 2nd attempt will be academically withdrawn from the course.

Professional Nursing Foundations Course (NURS 222)

The students must pass the Dosage Calculation Test (DCT) with a grade of 90% or better to be allowed to administer medications. Dosage calculations will be incorporated throughout the Professional Nursing Foundations course (NURS 222). The DCT will be given during the Professional Nursing Foundations course during the **5th week**. Students who fail the DCT will be given a student learning contract and complete the remediation, and they will not be able to administer 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 second week of the clinical rotation. Additional attempts will be one week apart. Students need to complete the assigned remediation with mandatory teacher intervention before the 2nd attempt and additional teacher intervention prior to the 3rd attempt. Those who fail to achieve a score of 90% by the third attempt will be administratively withdrawn from the course. Before a student can repeat the Professional Nursing Foundations course, the student must show proof of having successfully completed a basic math course at WAU or another institution of higher education.

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 (in Synthesis of Complex Nursing Care)
- 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 Proctored Assessments for each subject module
- ATI Comprehensive Proctored Assessments Form A & B
- ATI Proctored Comprehensive Predictor Assessment

Performance on the ATI Assessments will count for 4% of the final course grade.

ATI Proctored Exam Point Distribution

1. Students will take the Proctored Assessment and earn points based on the Proficiency Level achieved.
2. The chart below details how the grade will be determined based on proficiency levels.
3. The ATI score earned will be used for grade calculation purposes (4% of course grade).
4. **Proctored Exams:** These ATI Content Mastery (Proctored) Exams are scheduled toward the end of the course content. **These exams will count as one-course exam grades and will be included in the course grade book as such.** This grade will be based on the following ATI Proficiency Level results:

Level	Percentage Points
Level Three	4 points
Level Two	3 points
Level One	1 points
Below-Level One	No points

There will be no opportunity to retake this exam.

Remediation is REQUIRED for all areas in which the student scored below level two as an excellent study tool for the student's weak areas. Students need to complete the **prescribed remediation and retest before taking the final exam.** All remediation MUST be done through the ATI website, which tracks the amount of remediation. From the ATI performance report, each student must create an active learning template for those identified **topics for review.**

ATI Level	Remediation Time
Level Three	1 hour
Level Two	1 ½ hours
Level One	2 hours
Below-Level One	3 hours

The WAU Department of Nursing faculty members want nursing students to achieve the highest possible ATI level. According to ATI, students who successfully completed all of the assigned learning modules are prepared to take the Comprehensive Predictor Exam and a score of **92%** or higher has shown strong evidence of NCLEX-RN success on the first attempt.

NCLEX-RN Approval

Before approval is given to take the NCLEX-RN, the graduating student must meet the requirements of the benchmark exam as follows:

1. Pass the benchmark exam with a **92%** or higher probability score of passing the NCLEX.
2. If unsuccessful in the first attempt, an opportunity to retake the benchmark exam and pass with a 92% or higher probability of passing the NCLEX.

All students are required to take the exams as offered in the sequencing determined by the NURS 489 course faculty.

Unmet benchmark implications:

- Students who are unsuccessful in obtaining a benchmark will receive a failing course grade (C-) and be allowed to repeat the course NURS 489 once, at their own expense. Students who repeat NURS 489 without success will be counseled to seek another academic degree.
- Students in the final semester will be given an additional attempt to repeat one of the courses (NURS 423 or NURS 489) irrespective of previous course failures. Students who repeat NURS 423 must audit NURS 489 Course and take the NURS 489 “Exit” exam. The results of the exam will not impact their original NURS 489 grades from the previous semester.
- In a similar manner, students who repeat NURS 489 must audit NURS 423 and take Midterm and Final exams. The results of the exams will not impact their original NURS 423 grades from the previous semester.

The graduates of the WAU nursing program who do not sit for boards within 120 days of graduation will be required to provide current evidence of study through assessments from U World, HURST, or other indicators of readiness before giving approval to take the NCLEX examination.

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 **B-** (80%) or higher for successful completion of any nursing course.
2. C+ or below is a failing grade for all nursing courses.
3. Earning a “C” or better in a cognate class is a passing grade.
4. Every nursing student, at all times, is required to maintain a cumulative university GPA of 2.5 or above in the nursing major.
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 (Academic Catalog). Students may need to repeat a nursing course(s) even if that course(s) has been previously completed successfully with a **B-** (80%).
6. Nursing students receiving a failing course grade of less than a **B-** can repeat that course once. Any subsequent nursing course and cognate course failures, including the repeated course, will constitute two course failures.
7. Any withdrawals in a nursing or cognate course are considered a course failure, except for non-attendance.
8. Students who withdraw from one class and earn a failing grade in another class or the same class will result in an immediate dismissal from the program

9. Withdrawal from any two nursing courses or cognates, including withdrawals from the same nursing course, will result in immediate dismissal from the program.
10. Any student who fails two nursing courses and/or two nursing cognates, including the same course twice, will be dismissed from the nursing program and will not be eligible for readmission.
11. Students who obtain a grade of F in any nursing or cognate course will be immediately dismissed from the nursing program and will not be eligible for readmission.
12. Students will not be registered for the NURS 489 course -if they have more than 4 credits of electives to complete.

Minimal Achievement for Progression in Core Nursing Courses

A student must achieve a total weighted exam average of 75% or higher to pass the course. If the total weighted exam average is less than 75%, irrespective of the grade from other course activities, including quizzes, students will automatically receive a grade of C-.

The average of exam grades will be calculated based on three components: unit exam average, midterm score, and final exam score.

Blueprint Development and Review

- The Exam Blueprint is designed to guide the faculty in choosing/developing question items for exams.
- The Exam Blueprint Summary or a study guide is to be provided to the students at least 3 to 5 business days prior to the exam.

Teacher made ExamSoft Test follow LIGHT Remediation Plan

All students review the ExamSoft Remediation video in each nursing course.

Remediation done by Student: <https://www.youtube.com/watch?v=nh4eQtdy4lA>

LIGHT

- L- Locate and review your Sand O report triangle indicator
 - Red—highest priority = largest gaps
 - Yellow-watchful waiting
 - Green
- Focus on the 4-5 items; if all yellows, focus on 4-5 lowest; if all greens, focus on 4-5 lowest
- I - Identify in the NCSBN test plan and prioritize and start to identify solutions to fill the gaps in your knowledge
- G - Generate active remediation to fill in all the gaps find a case study, read about the patient and do an activity, such as a concept map or writing a SBAR
- H - have a focused discussion—share the information with a classmate or faculty 5-10 minutes specific to topic covered
- T - Timely complete your remediation within 72 hours
 - remediation within 48-72 hours

Evaluation Policies

Department of Nursing Grading Scale:

A	94-100	C+	77 -79
A-	90-93	C	74 -76
B+	87-89	C-	70 - 73
B	84-86	D	65 - 69 (plus or minus may be used and is optional)
B-	80-83 (Passing Grade)	F	<65

1. Students must pass both the theory and clinical portions of the course. Students must meet all assignments stated in the course syllabus to receive a **pass**. The clinical component of the nursing courses will be graded as Pass/Fail.
2. Absences from clinical rotation may result in a failing grade.
3. The ability to retake a failed clinical course will depend on space availability.
4. It is the responsibility of the student, along with the clinical instructor, to maintain ongoing records of clinical performance.
5. The *Clinical Performance Evaluations* are part of the student's permanent record. During mid-term, an Academic/clinical/lab alert and referral as needed will be issued to students who are at risk for failure. They will be given the opportunity to meet clinical expectations by the end of the semester.
6. *Clinical Performance Evaluations* are not subject to academic appeal. Failure of the clinical component will result in failure of the course and will affect progression in the nursing program.

Student Drug Screening Policy

1. All current students and those applying to the nursing programs will be required to provide proof of a negative ten-panel urine drug screening through (Exxat Approve & Universal Background Screening, Inc.) in order to be eligible for placement in a clinical rotation.
2. Students who do not pass the initial drug screening test will not be admitted into the nursing program.
3. Current students who do not pass the yearly drug screening test will be dismissed from the nursing program and will not be eligible for readmission.
4. All costs associated with drug testing are the responsibility of the student. Some clinical sites may also have policies on random and scheduled drug screening of students. Students must comply with clinical facility policies. If there is a positive drug result from the clinical agency, the student will be dismissed from the nursing program.

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, such as cheating, plagiarism, and fabrication as outlined in the Academic Catalog.
2. Behavior that threatens the health and safety of clients, students, faculty, or university 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 ethnicity, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
5. Violations of client confidentiality (HIPAA policies).
6. Client abandonment.
7. Using any social media in ways that bring discredit upon the University, Department of Nursing, students, health agencies, patients, and the nursing profession.
8. Incivility towards students, healthcare professionals, clients, clinical instructors and faculty.

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. 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 temporary leave must submit a written request to the Director of Nursing, stating the reasons, length of time, and expected date of return. An appointment with the Director of Nursing must be made in order to discuss the leave and plan for return.
3. A student who fails to register for nursing courses without an approved leave of absence will be considered voluntarily withdrawn from the nursing program. They will need to re-apply for admission into the nursing program.
4. Re-application to the Department of Nursing does not guarantee admission to the nursing program.

Temporary Withdrawal from the Nursing Clinical Course

1. Students who have not maintained a current immunization status, before the start of classes, will be withdrawn from clinical-related courses. The withdrawal will be counted as a course failure.
2. 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.
3. Students (NURS 222) who do not pass the Dosage Calculation examination by their third attempt will be withdrawn administratively (WA) from the course. Before a student can repeat the Professional Nursing Foundations course, the student must show proof of having successfully completed a basic math course at WAU or another institution of higher education.

Readmission Policies

1. Students who have been dismissed from the nursing program for failing two nursing courses, affective domain violations, receiving a grade of F, and unsafe clinical behavior are not eligible for readmission.
2. All applicants who qualify for readmission must meet the current admission criteria and must apply to the Department of Nursing for readmission.
3. Students who are readmitted after temporary withdrawal and receive C+ or lower in any nursing course or cognate with less than a C will be immediately dismissed from the program (see previous policy).
4. Nursing students re-entering the Nursing program are subject to the standards of the current Academic Catalog, Student Nursing Handbook, and health and curriculum requirements in place at the time of re-entry.
5. Temporary leave students have one year to return and will be subject to the current policies and procedures per the student nursing handbook including the health requirements, which are subject to change at any time.

Readmission Process

1. 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 based on course space availability.
2. A written request for return should be submitted to the Director of Nursing at least three months prior to the semester in which the student wishes to enroll.

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. Students must put in writing to the Director of Nursing (DON) a request for a medical or family leave.
2. Provide evidence to the DON from the primary health care provider, on letterhead, related to the reason for the leave.
3. The DON will send a letter to the student regarding the disposition of the request.
4. Medical leaves will not be approved during the last two weeks of the semester unless it is a medical emergency or after the semester has ended, including before or after final exams.
5. The maximum amount of time allotted for medical leave is one year. If a student does not return after one year, re-application to the nursing program will be required. In the re-application process, all current admission policies will be followed.
6. When returning, the student must put in writing to the DON the desire to return to the nursing program.
7. Students who will be returning from the medical/family leave must provide in writing from their primary health care provider stating that the student is cleared to return to school with a full medical release.

8. 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 DON (See Technical Performance Standards Form in this document).
9. All information related to the medical leave will be placed in the student's permanent record.

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.

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 greater than one year, for any reason, will require reapplication to the nursing program. If the student has been on leave for more than one year, they are expected to start over the nursing program from Nursing Foundations.

Returning to the 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 the 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 semester in which the student wishes to enroll.

Special Departmental Policies

Department of Nursing Dress Code

- Ceil blue scrubs is the attire for attending class and when taking examinations in the computer lab
- As a professional, noticeable body piercings and tattoos should not be visible.



Blood and Body Fluid Exposure Policy and Procedure

Occupational Exposure Guidelines

Strict adherence to infection control standards is a requirement of the Centers for Disease Control and Prevention. The routine use of standard precautions is required for contact with blood or body fluids. Careful handling/disposal of contaminated items is required by OSHA.

All students are required to complete the *ATI modules* for blood and body fluid exposure before attending clinical. (*Log in with your ATI credentials. Navigate to "Skills Modules 3.0." Under Infection Control, look for the module titled "Blood and Body Fluid Exposure" or "Standard Precautions."*)

It covers OSHA and CDC guidelines for handling contaminated materials, post-exposure management, and safe disposal practices.

For more information please see the following links:

- [Bloodborne Pathogens - Overview | Occupational Safety and Health Administration](#)
- [Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Postexposure Prophylaxis](#)
- https://www.osha.gov/dte/grant_materials/fy09/sh-18796-09/bloodborne pathogens.pdf

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 and 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 and other blood-borne pathogens.
7. Refer to the clinical agency's policies on blood and body fluid exposure.

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 the instructor and supervisory personnel.
3. Complete appropriate documentation according to agency standards and provide a copy of the report to the Director of Nursing. 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 the 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 University has a formal contract with health care agencies that must be followed by all parties. Students must meet all requirements in order to begin classes and attend clinical.

New Nursing Student to the WAU Program: Initial Clinical Requirements

- ❖ Background check screening must be completed once upon entering the program, within six months of the start date of clinical placement.
- ❖ A negative drug test screening result must be completed once upon entering the program within a 30-day window of the start date of clinical placement.
- ❖ QuantiFERON-TB Gold or two-step skin test results must be completed once upon entering the program within a 90-day window of the start date of clinical placement.
- ❖ If you have a history of the BCG vaccine, a positive PPD, or a positive QuantiFERON/T-Spot test, you must submit documentation; a clear chest X-ray (taken within the last five years) and a completed annual TB questionnaire within 30 days of starting your clinical placement.
- ❖ American Heart Association BLS Certification (Red Cross/National CPR foundation is NOT accepted.)
- ❖ Vaccine documentation validating:
 - Tdap (Tetanus, Diphtheria, and Pertussis) vaccine done within the last 10 years.
- ❖ Flu Vaccine: Current season's vaccination (due by October 1st yearly)
- ❖ COVID-19 vaccine series
 - ONLY IF documentation is NOT provided for COVID-19, a declination form MUST be completed.
- ❖ Lab results with positive (immune) titers for:
 - Measles, Mumps Rubella (OR at least TWO documented doses)
 - Varicella Zoster (OR at least TWO documented doses)
 - Hepatitis B surface antibody titer result within 5 yrs (OR up to SIX doses along with titer result within 5yrs still required)
 - Polio (OR THREE documented doses)
- ❖ Health Insurance (valid)
- ❖ Complete the University Onboarding learning modules into D2L (NURS 101-Departmental Communication.)

In addition to the program requirements outlined above, please be aware that individual hospitals and clinical sites maintain their own specific regulations and onboarding criteria. Requirements are subject to change.

Continuous Enrollment

As long as a student stays enrolled in the WAU nursing program, on an annual basis (Fall) they will need to provide proof of and complete educational requirements as outlined. Spring cohorts must fulfill the below requirements upon entry.

- Universal Onboarding Modules
- TB questionnaire
- TB education module quiz
- Health Insurance

The following are the health/clinical requirements (in detail):

1. Background Check: The records must indicate that the student has never been convicted of any of the following offenses:

- Murder
- Arson
- Assault, battery, assault and battery, assault with a dangerous weapon, mayhem or threats to do bodily harm
- Burglary
- Robbery
- Kidnapping
- Theft, fraud, forgery, extortion or blackmail
- Illegal use or possession of a firearm
- Rape, sexual assault, sexual battery, or sexual abuse
- Child abuse or cruelty to children
- Unlawful distribution, or possession with intent to distribute, a controlled substance

2. Drug Test: Substances tested in a 10-Panel Urine Test

1. Amphetamines
2. Barbiturate
3. Benzodiazepine
4. Cannabinoids
5. Cocaine
6. Methadone
7. Methaqualone
8. Opiates
9. Phencyclidine
10. MDMA

3. Tuberculosis (TB) testing

QuantiFERON-TB Gold or two-step skin test results must be completed once upon entering the program within a 90-day window of the start date of clinical placement.

If you have a history of the BCG vaccine, a positive PPD, or a positive QuantiFERON/T-Spot test, you must submit documentation; a clear chest X-ray (taken within the last five years) and a completed annual TB questionnaire within 30 days of starting your clinical placement.

1. Students will complete TB learning module and quiz annually
2. Complete the TB questionnaire annually
3. Upload certificate of completion for TB learning module and TB questionnaire into D2L (NURS 101-Departmental Communication.)

4. CPR Certification (Valid until May 1 of the following year)

Upload a copy of your CPR card only from the American Heart Association **Basic Life Support for Healthcare Provider**. Paper cards must be signed. Computer printouts are acceptable.
NOT accepted: American Red Cross or any other CPR provider OR online CPR without in person skills.

CPR Resource:

https://ahainstructornetwork.americanheart.org/AHAECC/classConnector.jsp?pid=ahaecc.classconnector.home&_ga=2.77016981.1244589617.1621608020-1669976860.1621608020 for a location close to your home

OR

Email cpraedtraining@comcast.net before paying, it will ask for a code
Discount: for BLS the code is AGENCY (\$25 off)

5. Immunizations: If you cannot take any of the vaccines below for medical reasons, please complete the vaccine exemption form for each vaccine.

*Immunization Titers are blood tests with: quantitative results (with numbers and ranges) preferred but qualitative results (with words like negative or positive, immune or non-immune, reactive or non-reactive) accepted.

Tetanus, Diphtheria & Pertussis (Tdap)

- Upload documentation of a Tdap (**NOT Td or DTaP**) booster (within the past 10 years).
- **Tdap Titer is NOT acceptable.**

Measles (Rubeola) *

Upload documentation of one of the following:

- IgG EIA Measles Antibody titer (lab report required) **OR**
- If the titer is negative/non-immune or non-reactive, repeat the series and upload the documentation as applicable.

Mumps *

Upload documentation of one of the following:

- IgG EIA Mumps Antibody titer (lab report required) **OR**
- If the titer is negative/non-immune or non-reactive, repeat the series and upload the documentation as applicable.

Rubella *

Upload documentation of one of the following:

- IgG EIA Rubella Antibody titer (lab report required) **OR**
- If the titer is negative/non-immune or non-reactive, repeat the series and upload the documentation as applicable.

*May be grouped together as **MMR** (Measles, Mumps, Rubella)

Varicella (Chicken Pox)

Upload documentation of one of the following:

- IgG EIA Varicella Antibody Quantitative antibody titer (lab report required) **OR**
- If the titer is negative/non-immune or non-reactive, repeat the series and upload the documentation as applicable.

Hepatitis B

Upload documentation of one of the following:

- Hepatitis B Surface Antibody Quantitative Serum Titer (lab report required within 5 yrs) **OR**
- Up to SIX doses along with titer result within 5yrs still required)

Polio

Upload documentation of one of the following:

- Polio titer (lab report required) **OR**
- If the titer is negative/non-immune or non-reactive, repeat the series and upload the documentation as applicable (see attached form)

5. Influenza (Completed by October 1st of the current year)

Upload documentation of a flu shot administered during flu season (Sept- April 30th). Fall cohorts must complete by October 1st of the current year and Spring cohorts must complete by 1st day of clinicals.

6. Covid -19 vaccine series

ONLY IF documentation is NOT provided for COVID-19, a declination form MUST be completed.

7. Health Insurance (Mandatory yearly and valid at least until May 1 of the following year)

Upload a copy of both the front and the back of your current health insurance card or proof of coverage. The card must include the student's official name or a written letter of verification of coverage from the insurance provider is required.

Washington Adventist University does not provide or sponsor health insurance for students. In the event that a student sustains an injury while on campus or in clinical, it is the responsibility of the student to utilize their own health insurance plan to cover the cost of treatment and/or follow up care.

Clinical Platform

EXXAT (ONE & APPROVE)

Exxat One is a centralized web platform used by academic programs to manage clinical and experiential education placements, compliance tracking, student onboarding tasks and site relationships.

Exxat Approve is Exxat's compliance document management service where student documents such as immunizations, background checks, and drug screenings are reviewed and managed.

Students must be invited to Exxat in order to fill out their profile, see placements, and upload their required documents.

Students must click the activation link in the invitation email that Exxat will send. If not activated, they cannot log in and will not receive weekly notifications.

Students can pay directly within the Exxat platform through a payment gateway.

Students request background screenings and drug testing directly through Exxat.

For Compliance questions email - approve@exxat.com

For Technical issues email - prism-support@exxat.com

Email from your school email and include your school name + cohort in the subject line.

It will take about two weeks to receive the background check and drug screening full report.

You must print the requisition from the Exxat for a urine Drug Test and take it to the designated lab that you chose in Exxat. It takes 3-5 business days from the time the sample is provided to receive the results. However, if the test is positive this will take longer because results go to the Medical Review Officer (MRO). Students might need to provide a prescription to the MRO.

Students with a positive drug test will not be accepted into the nursing program and will not be allowed to progress if they test positive while in the nursing program.

All documents must be legible, and have your name and the date on them. Please contact approve@exxat.com, if you have any problems or questions.

Hospital Clinical / Simulation Expectations

The hospital clinical expectations apply to the simulation experience as scheduled.

1. Students are required to attend the clinical site orientation in order to participate in the clinical experience during the semester.
2. Students are expected to arrive at their nursing units at least 15 minutes before report, having already eaten a meal. No food or beverages are appropriate during pre-conferences, post-conferences, and on the units.
3. Any student arriving after the report has started will be sent home, and this late arrival will be marked as an unexcused absence.
4. Any student who will be late or absent from the clinical site must email or text the instructor. A student who will be absent needs to notify the clinical instructor at least 24 hours prior to the clinical day. Failure to make appropriate notifications will result in an unexcused absence that will affect the successful completion of the course.
5. Students are not allowed to leave the clinical site for any reason without the permission of their clinical instructor.
6. The student should also provide the clinical instructors their emergency contact information.
7. All written clinical care plans and other assignments are to be submitted on time to the clinical instructor.
8. Students are expected to be in complete uniform. The guidelines are as follows:
 - WAU issued uniform (needs to be clean and pressed)
 - Uniform pants not showing any personal undergarments while standing, bending, or seated
 - White socks or hosiery
 - White clean closed toe and closed heel shoes (leather shoes are recommended)
 - No jewelry, piercings or visible tattoos
 - Hair that is clean, well-groomed, and styled in a natural fashion; if hair is long, it must be off the shoulders.
 - Only religious head wraps are permitted.
 - A neat, clean, showered appearance, without strong fragrances.
 - Short, clean nails with no nail polish, artificial nails, or overlays.
 - All required equipment including stethoscope, pen, and penlight.

- Valid WAU student ID is required.
- 9. Any student not meeting the above expectations will be sent home for that clinical day with an unexcused absence.
- 10. Follow the Nursing Department uniform policy. See Current Academic Catalog and WAU Department of Nursing guidelines for uniform purchase information.
- 11. Utilize available learning resources and opportunities throughout the clinical day.
- 12. Maintain role boundaries with each other, patients, your instructor, and staff.
- 13. Demonstrate courtesy and respect towards patients, colleagues, faculty, and agency staff.
- 14. 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. Cell phones must be placed in silent mode during clinical hours.
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 using any device such as cell phones, cameras, or video equipment.
4. Avoid use of social media.

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.
6. Repeated and/or consistently unsatisfactory clinical performance which compromises quality of care when the student also demonstrates one or more of the following:
 - A. Multiple failed assignments.
 - B. 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 the clinical setting.
2. An initial email notice by the faculty member will be given to the student documenting the reasons for the clinically unsafe determination followed by an academic alert and/or affective domain.

3. The student will be notified immediately that they have been given a failing clinical grade. The student will not be permitted to return to the clinical.
4. The faculty will notify the Director of Nursing and appropriate academic administrator (s) that a failure grade has been issued.
5. Any student who receives a failing grade due to unsafe clinical practice will not be eligible for re-admittance into the nursing program.

Laboratory Attendance Policies

Students are required to:

1. Interact with the lab coordinator and other students with mutual respect and the same level of professional behavior they would exhibit in a clinical setting.
2. Dress in their lab uniforms (**ceil blue**) for any simulation or skills lab.
3. Wear white lab coats and shoes.
4. Keep voice level low and avoid loud or distracting conversation.
5. Avoid removing items from the Nursing Lab without permission.
6. Avoid eating food or chewing gum in the lab/clinical simulation area. Only water is permitted.
7. Avoid sitting on bedside tables or overhead tables.
8. Avoid lying on beds unless it is part of the learning activity.
9. Keep the rooms tidy at all times
10. Leave beds in a low position and straighten bed linen.
11. Handle equipment carefully and appropriately.
12. Clean and put away equipment as directed.
13. Label and report to faculty any malfunctioning equipment.
14. Treat manikins as if they were your patients.
15. Dress and cover manikins appropriately.
16. Report any injury immediately to the lab coordinator.
17. Obtain approval prior to the use of electronic devices in the skills and simulation lab.
18. Avoid using electronic devices such as smartphones, computers, and tablets for leisure activities or social media.
19. Place their cell phones on vibration mode only. **Emergency calls only.**

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

Betty Howard Center

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 video on the Basics of APA Style 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. Also, the faculty adheres to the WAU Code of Ethics for Teachers (*Policy Handbook for Administration and Faculty at Washington Adventist University*).

Sabbath Hours: The Sabbath, as it is celebrated on the WAU campus, begins on Friday and ends at sundown on Saturday. Please know that your faculty honor the Sabbath as well, and will not be responding to students' emails and concerns during this time.

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	combinations	
DEXTERITY & FINE MOTOR SKILLS	To hold and use a writing instrument for recording patient history or pertinent information	X
	Apply gown, gloves, and mask for Universal Precautions when needed	X
VERBAL	To articulate clearly to a patient in conversational English regarding therapeutic goals and procedures	X
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 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 the Standards indicated as applicable to my intended program of study.
3. I must be able to perform the tasks listed in the standards satisfactorily to meet program outcomes required for graduation.
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# _____

Student Signature: _____ Date: _____

Healthcare Provider Name (print): _____

Healthcare Provider Signature: _____ Date: _____



Vaccination Exemption Form

Student Name (Print): _____ DOB: _____ Date: _____

Washington Adventist University has recommended that I receive the _____ vaccine. Despite their recommendation, I am choosing to decline the vaccination for medical reasons. I will not hold the university or clinical setting liable if I am exposed to the disease or if anything happens that could have been prevented by the vaccine.

While Washington Adventist University will diligently seek a clinical placement for me, I understand that as a result of my decision not to have a vaccine, the clinical facilities/agencies have the right to refuse my clinical participation and interaction with their patients. As a result, I may not be allowed to participate in the required clinical experiences. If I am not able to participate in the required clinical experiences, I understand that I may have to withdraw from the nursing program of Washington Adventist University.

Student Signature: _____ Date: _____

This patient had an allergic reaction to the _____ vaccine on this date _____.

Type of allergic reaction in detail:

Print name (Health Care Provider): _____ Signature (Health Care Provider): _____

Date: _____ Phone: _____ Fax: _____

Address: _____



**EDYTH T. JAMES DEPARTMENT OF NURSING
REPORT OF EXPOSURE, INJURY, OR INCIDENT**

To be completed by the Clinical/Lab Instructor and Student

Name of Individual involved: _____
Immediate Faculty/Preceptor: _____
exposure/ injury/incident _____
Clinical facility where occurred: _____

Date/Time of exposure/ injury/incident _____ Type: Needle Stick: _____ Splash: _____
Mucous Membrane _____ Other: _____

Describe how the exposure/ injury/incident occurred: _____

Personal Protective Equipment Being Used _____

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

Date and Time exposure/ injury/incident was reported to Infection Control/Occupational Health of the institution: _____

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 the care that is needed as a result of the exposure that has occurred.

Student Name (Printed) and Signature

Date

Clinical/Lab Instructor (Printed) and Signature

Date

**EDYTH T. JAMES DEPARTMENT OF NURSING
AFFECTIVE DOMAIN STANDARDS OF PERFORMANCE WARNING FORM**

Date: 10/3/2019 **Student:** Jane Doe **Student ID #:** 000000094

Faculty/Advisor Name: Dr. John Smith

Program: BSN **Course:** NURS 389 - 01

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

Nature of Violation:

Ms. Jane Doe did not attend class on 00/00/2020 but accessed the in-class D2L quiz outside of the computer lab without supervision. A password is required to access the online quiz and the instructor provides it at the beginning of the quiz but Ms. Jane Doe tried to figure out the required password by using patterns and multiple attempts, and thus completing the quiz.

Affective Domain Standard(s) Violated:

- Academic Integrity - Students' Responsibilities - Avoid both dishonest practices and the appearance of dishonesty (Academic Catalog, p.20).
- Academic Dishonesty - Fabrication - Obtaining unauthorized files or accounts (Academic Catalog, p.20).
- Academic Dishonesty - Other: Any other instance that undermines or has the potential to undermine academic integrity (Academic Catalog, p.20).
- Attendance Policies - 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 (Student Handbook p.22).
- Academic Dishonesty on an Exam - Students are not allowed to leave the classroom during a test or an exam (Student Handbook p.25).

Remediation Plan (Violation #1 & #2):

The student will receive a zero for the Quiz/Exams and has been instructed about the affective domain violation and inappropriate behavior. She has been informed that on account of another affective domain violation, she will be dismissed from the nursing program.

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** _____

EDYTH T. JAMES DEPARTMENT OF NURSING
ACADEMIC / LAB / CLINICAL ALERT

Student Name _____ ID# _____

Course _____ Instructor _____

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.

Academic Concern / Attendance	Clinical Concern / Attendance
☐ You have earned less than 80% in a Exam Date: _____ Exam: _____ Grade: _____ ☐ WARNING: Your current course grade average indicates you are in danger of not progressing to the next level. Current course average _____ ☐ You have had one class absence on _____ ☐ You are at risk of failing the class. ☐ You have not submitted an assignment on time	☐ You have had one clinical/lab absence on _____ You will be required to make up the missed clinical after payment of \$150 ☐ WARNING: You are in danger of being administratively withdrawn (AW) due to excessive absences ☐ Your clinical/lab performance on _____ was unsatisfactory. ☐ The following clinical/lab course objective(s) is/are not being met: 1. _____ 2. _____ 3. _____ ☐ You have not submitted an assignment on time

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

- ☐ Make an appointment for a follow up meeting with the professor by (date) _____ Office # _____ Phone: _____
- ☐ Complete the prescribed remediation lab _____ by (date) _____
- ☐ Attend open lab for review _____ skills by (date) _____
- ☐ Make an appointment with the student tutor for content including 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: _____



EDYTH T. JAMES DEPARTMENT OF NURSING

NURSING STUDENT HANDBOOK AGREEMENT FORM

DO NOT SUBMIT UNTIL YOU HAVE READ THE ENTIRE HANDBOOK

I, the **undersigned student**, have read and reviewed the entirety of the Washington Adventist University Edyth T. James Department of Nursing Student Handbook and 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 Clinical Site may result in my removal and subsequent withdrawal from the clinical site/classroom and 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 who 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 clinical records may be reviewed by duly authorized representatives of Professional, State, or National accreditation agencies.

Lastly, I understand that I need to submit a background check and urine drug screen through CastleBranch yearly. I understand that I am required to satisfy the Department of Nursing Medical History/Immunization Records and CPR/First Aid requirements. 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.

Print: _____ Signature: _____ Date: _____

[This form is now online.](#)

**EDYTH T. JAMES DEPARTMENT OF NURSING
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:

LEARNING OBJECTIVES SMART objectives are: Specific Measurable Achievable Results centered Time Bounded	LEARNING RESOURCES AND STRATEGIES (study groups, study partner, on-line practice test questions, workbook completion, test review sessions, crossword puzzles, open-book tests, tutoring services)	TARGET DATE FOR COMPLETION	EVIDENCE OF ACCOMPLISHMENT OF OBJECTIVES (Test or quiz performance, completion of workbook questions by target dates, completion of open book tests, etc.)	FACULTY INITIALS

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____